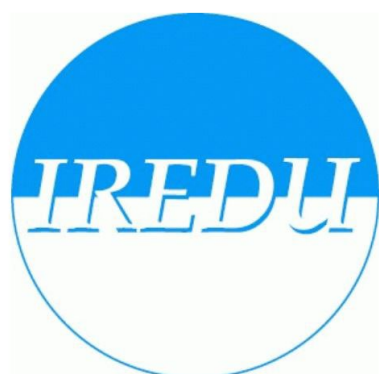


Veille de l'IREDU



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Acquisition de compétences

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.

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.

Barr, F., Yeigh, T., & Markopoulos, C. (2025). **Student voice, not student echoes: increasing inclusive learning for students experiencing mild to moderate intellectual disabilities.** *International Journal of Inclusive Education*, 29(8), 1445-1465.
<https://doi.org/10.1080/13603116.2023.2281487>

Engaging high school students experiencing a mild to moderate Intellectual Disability (ID) in conversations about their math learning experiences can provide valuable insights for enhancing inclusive classroom teaching and learning. This paper reports on the pilot study of a broader research project that focuses on the voice of high school students experiencing ID in relation to their mathematics education. The study aims to analyse students' experiences and perspectives on how they are taught mathematics based upon direct input from the students themselves. This research is significant because students experiencing ID have not been provided with the same opportunities to contribute to their learning as most other education stakeholders (parents, school leaders, teachers, and other student groups). This discrepancy is exemplified by the exclusion of students with ID from the descriptions of academic success in the NSW Curriculum Review (2020). The current research study addresses an important gap by acknowledging that students with ID have been underrepresented in the collection of student voices recognised in education. The study confirms that students with ID can actively participate in discussions about their learning experiences, offering unique and insightful recommendations for improving how mathematics is taught to them.

Bitubi, J. K., & Eyalaba, C. E. (2025). **À travers l'entrepreneuriat éducatif : Former les élèves capables d'innover d'entreprendre et de relever les défis de leur communauté.** Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/a-travers-l-entrepreneuriat-educatif/79123?utm_campaign=2025/06/04%20NL%20Th%C3%A9matique%20%28Sciences%20de%20l%27%C3%A9ducation%29%20%5BParticuliers%5D&utm_content=D%C3%A9couvrez%20nos%20nouveaux%20en%20Sciences%20de%20l%27%C3%A9ducation%20!&utm_medium=Emailing&utm_source=Sendethic

L'éducation entrepreneuriale est un levier essentiel pour préparer les jeunes aux défis économiques et sociaux. Cet ouvrage explore les fondements théoriques, les approches pédagogiques et les enjeux curriculaires liés à son intégration dans les systèmes éducatifs. Il analyse les méthodes qui permettent aux élèves de développer leur capacité à innover, entreprendre et s'adapter aux mutations du monde actuel. L'auteur démontre que l'entrepreneuriat éducatif ne se limite pas à la création d'entreprises. Il représente un modèle d'apprentissage actif, favorisant la pensée critique, la créativité et la prise d'initiative. À travers des cadres théoriques solides et des études de cas, il propose des pistes concrètes pour repenser l'éducation. Ce livre est une référence essentielle pour les enseignants, chercheurs et décideurs. Il interpelle sur l'urgence de moderniser l'enseignement afin de former des citoyens autonomes et innovants.

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.

Chen, T., Xie, R., Chen, Y., Wenren, S., Li, W., & Ding, W. (2025). **The Bidirectional Relations Between Parental Autonomy Support, Gratitude and Academic Engagement in Chinese Adolescents.** *Journal of Youth and Adolescence*, 54(6), 1520-1535.
<https://doi.org/10.1007/s10964-024-02127-y>

Abundant evidence highlights the benefits of self-determined motivation (e.g., parental autonomy support as internalized extrinsic motivation, gratitude as intrinsic motivation) on academic engagement during adolescence, yet the potential mutual relations remain relatively unexplored. This study investigated the bidirectional relations and potential mechanisms among parental autonomy support, gratitude, and academic engagement using a traditional cross-lag-panel model (CLPM) and a within-person CLPM with random intercept (RI-CLPM) in a sample of Chinese youth (N=1214; Mage = 15.46, SDage = 0.71; 39.30% girls) across three time points with 6-month intervals. The results indicated that the bidirectional relation between parental autonomy support and academic engagement was present in CLPM but not in RI-CLPM. However, the bidirectional relations between gratitude and academic engagement, and between gratitude and parental autonomy support, existed at both levels. Furthermore, in CLPM, parental autonomy support influenced academic engagement through gratitude, and gratitude, in turn, affected academic engagement through parental autonomy support. Academic engagement impacted gratitude via parental autonomy support, and simultaneously, academic engagement influenced parental autonomy support through gratitude. Academic engagement served as a mediator between parental autonomy support and gratitude, as well as between gratitude and parental autonomy support. Five self-enhancing loops were identified in CLPM. These findings reveal a virtuous cycle of mutual influence between parental autonomy support, gratitude, and adolescent academic engagement, highlighting the important role of academic engagement in strengthening autonomous motivation.

Domingues, A. R., Yakar-Pritchard, G., Mazhar, M. U., Siena, F. L., & Bull, R. (2025). **The Impact of Project-Based Learning on Student Knowledge Exchange for Sustainability: The Case for University–Business Collaborations.** *Higher Education Quarterly*, 79(3), e70029.
<https://doi.org/10.1111/hequ.70029>

Knowledge exchange in higher education is an emerging area delivered in multiple ways, including university–business collaboration, combining academic knowledge and business needs. Knowledge exchange can act as a vehicle for embedding sustainability in the curriculum and help address significant challenges we face as a society. Student

knowledge exchange is driven by students who work on real-world projects, often with businesses involved. There is a need to assess the impact of knowledge exchange on students to inform curriculum design and development for a better student experience and outcomes. This research aimed to better understand the impact of university–business collaboration on student knowledge exchange for sustainability by adopting project-based learning pedagogy. The study draws lessons from the School of Architecture, Design and the Built Environment and Nottingham Business School at Nottingham Trent University. The study found that project-based learning significantly impacts students' sustainability knowledge and competencies. Besides knowledge and competencies, students who work with businesses also gain sustainability skills, attitudes, and behaviours. The design and implementation of project-based learning affect the outcomes, including activities integrated into the curriculum versus extracurricular activities, bespoke versus ad hoc student projects and the duration of students' exposure to sustainability-related topics. This study contributes to higher education teaching and learning and impacts students' capacity building, affective domain and career readiness. Project-based learning can enhance student knowledge exchange for sustainability, particularly when collaborating with businesses, impacting students and businesses.

Gilliot, J.-M. (2025). **Développer l'esprit critique : un impératif pour l'enseignement supérieur.** QPES Questions de Pédagogie dans l'Enseignement supérieur. Présenté à Brest (FR), France. Consulté à l'adresse <https://hal.science/hal-05100039>

This contribution is a discussion paper on the importance of developing critical thinking skills in higher education, particularly in the era of generative AI, but also with regard to other ongoing transitions. The importance of critical thinking is emphasised in all educational contexts, whether for learning, analysing information or developing skills. In view of the diversity of definitions of critical thinking, a broader definition is used to incorporate the various higher-order thinking skills. The proposed debate focuses on the importance of developing critical thinking in our training, which involves making it explicit and mobilising it in as many learning contexts as possible, as well as evaluating the development of training systems.

Gingras, F. (2024). **Conceptions du développement de la compétence en compréhension de l'écrit chez des enseignants, des élèves et des accompagnateurs en milieu de stage de la formation menant à l'exercice d'un métier semi-spécialisé (FMS)** (Phd, Université du Québec à Rimouski). Consulté à l'adresse <https://semaphore.uqar.ca/id/eprint/3125/>

« De récentes études portant sur le niveau de littératie des personnes québécoises âgées entre 16 et 65 ans révèlent que 85% de celles n'ayant pas obtenu de diplôme d'études secondaires (DES) ont un niveau de littératie insuffisant pour fonctionner en société (Langlois, 2022). Le développement de la compétence en compréhension de l'écrit représente ainsi un enjeu important dans le cadre de formations professionnalisantes ou professionnelles menant à des certifications autres que le DES. Les écoles secondaires québécoises offrent le parcours de formation axée sur l'emploi (PFAE) visant à faciliter l'insertion socioprofessionnelle des élèves en difficultés, dont fait partie la Formation menant à l'exercice d'un métier semi-spécialisé (FMS). Il propose un cheminement en alternance travail-études avec une formation pratique et une formation générale complémentaire. De récentes études portant sur la formation générale dans le PFAE indiquent qu'il existe une inadéquation entre les deux formations (Rousseau et Bergeron,

2017b; Rousseau, Samson et Ouellet, 2012). La formation en français dispensée à la FMS semble refléter l'inadéquation perçue, en plus de ne pas répondre aux besoins des élèves tels qu'ils les formulent (Gingras, 2018; Rousseau et Bergeron, 2017b). La compréhension de l'écrit est toutefois essentielle à l'insertion socioprofessionnelle (Ruel et al., 2018). Devant un problème similaire, les lycées professionnels français et les filières qualifiantes belges se sont tournés vers les conceptions des principaux acteurs pour comprendre la difficile articulation entre les formations professionnalisantes et les cours de français. Cette recherche exploratoire qualitative/interprétative vise, à travers la tenue d'entretiens semi-dirigés auprès d'acteurs de la FMS, à connaître les conceptions qu'ils ont de leur rôle et du développement de la compétence en compréhension de l'écrit en les décrivant et faisant ressortir leurs ressemblances et leurs différences. Douze entretiens de recherche ont été menés auprès d'enseignantes, d'élèves et d'accompagnateurs en milieu de stage dans le but de faire émerger leurs conceptions. Ces dernières offrent un premier éclairage sur une meilleure compréhension de la difficile articulation entre la formation générale en français et la formation pratique. Entre autres, le développement de la compétence en compréhension de l'écrit n'est pas conçu par les acteurs du milieu scolaire et ceux du milieu de travail comme pouvant se réaliser dans une frange de travail commune aux deux volets de formation. Le partage des rôles dans ce développement et l'implication mutuelle de chacun des milieux apparaissent ainsi complexes. -- Mot(s) clé(s) en français : Conceptions, compétence, compréhension de l'écrit, formation menant à l'exercice d'un métier semi-spécialisé, développement de compétence, rôle, littératie. »-- « Recent studies on literacy levels among Quebecers aged 16 to 65 reveal that 85% of people with no secondary school diploma (SSD) are not literate enough to function in society. Accordingly, the development of reading comprehension skills is a key part of vocational or work-oriented training programs leading to certifications other than SSDs. Secondary schools in Quebec offer the Work-Oriented Training Path (WOTP), which includes Training for a Semiskilled Trade (TSST), to promote social and professional integration of struggling students. The WOTP is a work-study program that provides complementary general education and practical training. Recent studies on general education in the WOTP reveal a mismatch between the general education and practical training components (Rousseau and Bergeron, 2017b; Rousseau, Samson and Ouellet, 2012). French language training provided in the TSST program appears to reflect this perceived mismatch and fails to address the needs expressed by students themselves (Gingras, 2018; Rousseau and Bergeron, 2017b). Yet reading comprehension is essential to social and professional integration (Ruel et al., 2018). Faced with a similar problem, French and Belgian schools that offer equivalent vocational or work-oriented training programs delved into the views of leading stakeholders to understand why integrating French classes with work-oriented training was so difficult. This exploratory qualitative/interpretive study aims to reveal, through semi-structured interviews with TSST stakeholders, how stakeholders see their roles and the development of reading comprehension skills. In addition to describing their views, this study highlights similarities and differences. Twelve research interviews with teachers, students and internship supervisors were conducted. The views that emerged provide preliminary insights into the difficulty of integrating general French language education with practical training. Among other findings, stakeholders in schools and workplaces do not conceive of reading comprehension skills development as a shared responsibility, which complicates role sharing and prevents mutual involvement of schools and workplaces. -- Mot(s) clé(s) en anglais : Views, skill, competency, reading comprehension, training for a semiskilled trade, skills development, role, literacy. »--

Hariveau, M., Jacquot, E., & Garet, M. (2025, mai). **Supervision de la mise en place d'une réforme pédagogique sur l'évaluation par compétences en clinique pédagogique. Exploration du vécu des coordinateurs pédagogiques. Étude qualitative.** Consulté à l'adresse <https://hal.science/hal-05091547>

Contexte : L'ingénierie est cruciale pour déployer une pédagogie basée sur l'Agir en santé dans un référentiel par compétences. Le conseil pédagogique (1) est une mission importante et représente un défi pour les organismes de formation et pour les coordinateurs. Une réforme curriculaire pour optimiser la traduction pédagogique des décrets quant à l'évaluation des compétences nécessite une analyse et un suivi de gestion de projet ceci dans une démarche SoTL (2). Objectifs : Explorer l'expérience vécue des coordinateurs pédagogiques lors de la mise en place des entretiens d'évaluation des compétences cliniques. Identifier l'impact et les défis pour adapter les réformes. Méthodes : Approche qualitative avec un focus group de 4 coordinateurs pédagogiques, un interviewer, une observatrice. Une analyse thématique inductive réalisée par une équipe de trois personnes (observatrice, harmonisation avec interviewer, et responsable méthodologique) permet un codage ouvert, axial et sélectif avec des étapes de confrontation du codage émergent. Résultats : Trois axes sont identifiés : (A) Observation du terrain révélant les facettes de l'apprentissage par compétences. (B) Dialogue comme catalyseur du développement professionnel. (C) Changement comme processus complexe. Cette exploration reconnaît la nécessité de clarifier des stratégies pédagogiques et didactiques partagées pour atteindre les objectifs prescrits et prestés de la formation professionnelle au regard des enjeux institutionnels. Stimuler l'implication et l'adhésion de tous les acteurs décisionnaires apparaissent comme des défis essentiels au déploiement de ces stratégies d'innovation en pédagogie. Conclusion : Le processus de mise en place d'innovation pédagogique nécessite une ingénierie et un processus de gestion de projet pour accompagner les réformes dans un continuum d'apprentissage professionnel institutionnalisé.

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.

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.

Kennel, S., & Amandine, P. (2025). **La formation par la recherche, un levier pour les transitions académiques ?** *Rencontres internationales de la réussite étudiante*. Présenté à Québec (Canada), Canada. Consulté à l'adresse <https://hal.science/hal-05097132>

La transition académique entre les études pré-universitaires et universitaires est un sujet de préoccupation pour les équipes pédagogiques tout autant que pour les politiques d'éducation (Boissinot et Moulin Civil, 2024). Parmi les problèmes rencontrés par les personnes apprenantes, les difficultés d'acculturation au monde universitaire et l'écart entre les attendus au lycée et à l'université sont souvent cités dans les études scientifiques (Paivandi, 2019). Du côté des parcours et des débouchés, les discours opposent encore souvent formation professionnelle et formation à la recherche dans les cursus universitaires (Rose, 2018). Notre recherche porte sur le lien entre la formation et la recherche à l'université. Dans le cadre de cette proposition de communication, nous interrogeons la place de la formation à et par la recherche dans les parcours étudiants et la manière dont elle peut favoriser la transition vers les études supérieures ainsi que vers l'insertion professionnelle. Nous défendons l'idée que la formation par les compétences de la recherche scientifique contribue à faciliter l'entrée dans le métier de l'étudiant mais aussi la professionnalisation. A la suite des travaux de Tresp et Hildebrand (2012) nous avons mis en relation les compétences de la recherche scientifique telles que nous les avons définies dans nos travaux et les pratiques pédagogiques qui permettent de les développer. Nous avons en particulier développé un modèle de correspondances qui relie la démarche de gestion de projet et la démarche scientifique, utilisable par exemple dans le cadre d'une pédagogie par projet. Nous proposons de discuter nos modèles lors de la communication, au regard des recherches existantes. Nous mobiliserons celles qui ont analysé les modalités et les effets de la formation par la recherche sur la motivation et la réussite des personnes étudiantes, plus spécifiquement lors de la transition lycée-université et lors du passage de la diplomation à l'insertion professionnelle.

Langevin, R., Laurent, A., & Blouin, M. (2025). **Relations entre les compétences émotionnelles et la qualité des relations interpersonnelles en contexte de stage : le cas des étudiants en formation en enseignement.** *Canadian journal of higher education*, 55(1), 19-35. <https://doi.org/10.47678/cjhe.v1i1.190445>

The acquisition of emotional skills in pre-service teacher training is important as they are expected and formally assessed throughout their university curriculum in education. Drawing on Mikolajczak et al.'s (2020) model of emotional competence and Gross and John's (2003) model of emotional regulation, we explored the quality of students' relationships with students and school team members during their placement, depending on whether or not they presented alexithymic difficulties. Alexithymia is a personality trait characterized by difficulties in identifying, analyzing, and verbalizing emotions (Bagby et al., 2020). The sample included 60 fourth-year students (63% female) attending a program at a Canadian university located in Alberta. Data were collected using a one-time correlational design through self-reported questionnaires. The results indicate that student trainees with emotional skill deficits manifested as alexithymia use more expressive suppression at the expense of cognitive reappraisal to regulate their emotions as compared to their non-alexithymic peers who do not have this type of deficiency. The results also suggest that alexithymic student trainees with deficient emotional skills develop lower quality relationships with students and school team stakeholders when compared to those without alexithymia, who have better emotional skills. This study highlights the importance of implementing measures in the first year of initial teacher training that will enable future teachers to develop their emotional competencies in order to reach the level of competence expected for this type of profession.

Loiselle, M. (2023). **Rétroaction par les pairs par l'entremise de blogues : Perceptions et pratiques d'étudiants universitaires avancés d'anglais langue seconde** (Masters, Université du Québec en Abitibi-Témiscamingue). Consulté à l'adresse <https://depositum.ugat.ca/id/eprint/1569/>

This multi-case study investigates the perceptions and practices of blog-mediated peer feedback in the context of an academic writing class of advanced ESL adult learners. The study aims to examine the linguistic errors commonly made by these learners, explore how they provide feedback to their peers through blogs, analyze their responses to the feedback received, and investigate their perceptions of this feedback approach. The study was conducted at a francophone Canadian university, in the context of a mandatory academic writing course within the Teaching English as a Second Language (TESL) program. The study follows a multiple-case study design combining qualitative and quantitative data collection methods, including analysis of written productions, blog-mediated peer feedback, semi-structured interviews, and a demographic questionnaire. The findings highlight that sentence structure and spelling are the most frequent error types among advanced adult ESL learners. Furthermore, they reveal that the predominant feedback type preferred by these learners is direct error correction with comments, followed by direct error correction without comments. In terms of their revisions learners not only aligned these with their peer comments but also made correct substitutions. As for learners' perceptions, although all the participants showed a positive attitude towards blog-mediated peer feedback, emphasizing its user-friendliness and convenience, some learners expressed concerns about their peer's competence to provide feedback. The results of this study contribute to the understanding of the benefits and challenges of using blog-mediated peer feedback as a pedagogical tool in ESL

writing classrooms. Furthermore, it provides valuable insights for instructors of advanced ESL learners in higher education regarding the types of errors their students tend to make when writing in academic contexts as well as how they integrate the feedback provided by their peers.

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.

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.

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.

Núñez-Regueiro, F., Verger, N. B., Bressoux, P., Batruch, A., Bouet, M., Bressan, M., ... Pansu, P. (2025). **How teacher autonomy support and student creativity jointly contribute to self-regulated learning: a dynamic, person-environment fit perspective.** *Thinking Skills and Creativity*, 58, 101873. <https://doi.org/10.1016/j.tsc.2025.101873>

According to emergent research, being creative at school could benefit self-regulated learning, but only within « creative learning » contexts that encourage student creativity. This study explored these relations among vocational students in high school (N = 8224). Theoretically, it merged creativity research and self-determination theory (Ryan & Deci, 2020) by operationalising creative-supportive contexts as teaching that supports the need for autonomous learning. Methodologically, the study investigated reciprocal influences between student perceptions of creativity (i.e., use of creative cognitive processes while studying), teacher autonomy support (i.e., teacher behaviours that foster autonomous learning behaviour) and self-regulation (i.e., regulation of resources, efforts, motivation in learning activities), while accounting for different temporalities of effects (i.e., lagged vs. contemporaneous) and for the possibility that self-regulation

Ponomariovienė, J., Jakavonytė-Staškuvienė, D., & Torterat, F. (2025). **Implementing Competency-Based Education Through the Personalized Monitoring of Primary Students' Progress and Assessment.** *Education Sciences*, 15(2), 252. <https://doi.org/10.3390/educsci15020252>

Competency-based education is an educational paradigm with the primary goal of combining theoretical knowledge and practical skills, giving students the opportunity to effectively apply learning outcomes in real-life situations. This approach focuses on preparing students for life's challenges by nurturing them as independent, critical, and creative thinkers who can adapt to an ever-changing environment. This article examines the process of competency-based assessment and progress monitoring in primary grades. The study conducted a qualitative content analysis of observed lessons and teacher interviews to reveal how assessment and continuous progress monitoring can contribute to comprehensive student development. Ten primary school teachers

participated in the study, responding to researchers' questions about competency-based education and their practices in assessment and progress monitoring. The article presents the results of a qualitative study aimed at evaluating the process of competence-based assessment and progress monitoring in primary school classrooms. The study results revealed that, in assessing student progress, teachers find it important for students to not only demonstrate knowledge in different situations but also gain a clearer understanding of their learning goals and have opportunities for growth. Such an assessment system not only helps students develop self-reflection but also encourages them to take responsibility for their learning process, continually improve, and strive for higher competency achievement.

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.

Tremblay, O., Turgeon, E., Sénéchal, K., & Queval, S. (2025). **Partager, écouter et rétroagir dans les cercles d'auteur es : une recherche-action pour développer la compétence à communiquer oralement des élèves du primaire** (p. 46). Consulté à l'adresse Fonds de recherche du Québec website: <https://frq.gouv.qc.ca/histoire-et-rapport/partager-ecouter-et-retroagir-dans-les-cercles-dauteur%c2%b7es-une-recherche-action-pour-developper-la-competece-a-communiquer-oralement-des-eleves-du-primaire/>

Savoir écouter, s'exprimer et interagir avec autrui sont des habiletés de communication essentielles à l'école et dans la vie courante. Un dispositif comme

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.

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.

Aspects économiques de l'éducation

Altonji, J., & Zhu, Z. (2025). **Returns to Specific Graduate Degrees: Estimates Using Texas Administrative Records** (Working paper N° 33530). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:33530>

We estimate causal effects of 121 graduate degrees on log earnings. The returns average 0.159 but vary widely across fields, with a standard deviation of 0.176. Experience profiles of the returns also vary and are particularly steep for medicine. Internal rates of return, which account for program length, tuition, and in-school earnings, are sizable but vary less across fields. Earnings effects are higher for women, lower for part time students, and depend on undergraduate major. Students from lower-paying undergraduate majors benefit more from an MBA or JD. School specific returns are higher for higher ranked JD and MBA programs.

Andrews, R. (2025). **Local education and social care in England, Scotland, and Wales: spending patterns, priorities, and prospects**. *Oxford Review of Economic Policy*, 41(1), 41-63. <https://doi.org/10.1093/oxrep/graf002>

This paper explores the changing nature of the local welfare state in England, Scotland, and Wales. The potential impact of policy changes within the three countries is modelled by comparing local authority spending on education, children's social care, and adult social care in each country. Panel-based regression analysis for the period 2009–22 suggests that policy divergence has led to substantial variations in locally-managed education and social care spending across England, Scotland, and Wales, even when controlling for other relevant local influences on expenditure. In particular, the growth of academy schools in England appears to have led to a substantial drop in locally-managed education spending, while the right to free social care for over 65s in Scotland seems to be associated with more local spending on adult social care. The paper concludes by discussing the future of the local welfare state in the devolved United Kingdom.

Barrios-Fernández, A., Neilson, C., & Zimmerman, S. (2024). **Elite universities and the intergenerational transmission of human and social capital** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://EconPapers.repec.org/RePEc:ehl:lserod:126793>

Do elite colleges help talented students join the social elite, or help incumbent elites retain their positions? We combine intergenerationally-linked data from Chile with a regression discontinuity design to show that, looking across generations, elite colleges do both. Lower-status individuals who gain admission to elite college programs transform their children's social environment. Children become more likely to attend high-status private schools and colleges, and to live near and befriend high-status peers. In contrast, academic achievement is unaffected. Simulations combining descriptive and quasi-experimental findings show that elite colleges tighten the link between social and human capital while decreasing intergenerational social mobility.

Matveeva, A. (2025). **Performance-based funding in higher education: a meta-narrative review and renewed research agenda proposal.** *Tertiary Education and Management*, 31(1), 21-44. <https://doi.org/10.1007/s11233-025-09151-y>

This article examines performance-based funding (PBF) as a governance tool in higher education through a meta-narrative review of recent literature. Rather than offering yet another extensive critique of neoliberalism and new public management (NPM) as drivers of PBF, it calls for a closer look at the conditions under which PBF succeeds or fails, and why. Drawing on the insights from diverse strands of research, the article proposes a renewed research agenda that addresses conceptual, methodological, and empirical approaches to generate more robust evidence. Such an evidence base could then inform more effective governance solutions that benefit individual academics, higher education institutions, and governments alike.

Sabater-Grande, G., Herranz-Zarzoso, N., & García-Gallego, A. (2025). **The Role of Monetary Incentives and Feedback on How Well Students Calibrate Their Academic Performance.** *European Journal of Education*, 60(3), e70140. <https://doi.org/10.1111/ejed.70140>

Students' accurate monitoring of their own performance is essential for achieving successful learning processes. In this work, we have aimed at analysing the role played by monetary incentives and by metacognitive feedback in improving students' miscalibration of their academic performance. A randomised field experiment was implemented in which undergraduate students enrolled in an intermediate Microeconomics course were offered the possibility to estimate their academic performance in that course. Global judgements were elicited immediately before (prediction) and immediately after (postdiction) answering each of three multiple choice exam-tests that students covered along the semester. The predictive (postdictive) bias in each test was calculated as the difference between the grade predicted (postdicted) by the student and her actual grade. The experiment has allowed for analysis of sole or joint effects of monetary incentives and metacognitive feedback interventions in calibration accuracy. Predictive as well as postdictive biases have shown to be independent of the treatment variables. Moreover, support has turned up for the Dunning-Kruger effect, in the sense that students' academic record appeared as a positive significant predictor of judgements' accuracy of their own performance. Additional potential covariates like students' cognitive ability, risk attitudes, and personality traits have been found to be non-significant predictors of students' miscalibration. In terms of educational policy, our findings suggest that instructors should carefully weigh up the financial costs of monetarily incentivising students to improve the accuracy of their performance predictions, particularly when such intervention—whether implemented alone or in combination with metacognitive feedback—may not lead to significant improvements in metacognitive accuracy.

Siebert, C. (2025). **Parenthood and poverty risk within couples: individual and household poverty risks by gender and education in four European countries.** *European Sociological Review*, 41(2), 265-277. <https://doi.org/10.1093/esr/jcae040>

This study examines how the presence of children is associated with poverty risk within different-sex couples across welfare state regimes, using no- and full-income pooling scenarios. It focuses on whether partners can achieve an adequate living standard without relying on family ties, and how the costs of children shape poverty risk within these scenarios. Using cross-sectional EU-SILC data (2016–2019) on 30,150 coresidential couples

from Austria, France, Spain, and Sweden, I use linear probability models (LPM) to estimate household and individual poverty risks among partners with/out children, by education, gender and country. The results indicate that poverty risks vary by gender, income pooling scenario and country. While partners bear household poverty risks together, there is a pronounced gender gap in individual poverty risk across countries. Men, regardless of their education and fatherhood status, have a relatively low individual poverty risk, with little difference between income pooling scenarios. Conversely, women, especially low-educated mothers, have a higher individual than household poverty risk. Observed cross-country variations highlight that the relationship between motherhood and poverty risk is context-specific. Although education is often promoted as a shield against poverty, in some countries, such as Austria, highly educated mothers also face a high individual poverty risk.

Aspects psychologiques de l'éducation

Benigno, V., & Repetto, V. (2025). **Biofeedback and Mindfulness in the Educational Context: A Systematic Review.** *British Journal of Educational Studies*, 73(3), 367-391. <https://doi.org/10.1080/00071005.2024.2443159>

Mindfulness and biofeedback are two techniques that have been gaining popularity in recent years as effective tools for improving well-being and performance. Specifically, mindfulness is a practice of being present and fully engaged in the present moment through breathing exercises, meditation, and other relaxation techniques. In contrast, biofeedback uses different tools to monitor physiological signals and provides real-time feedback to help subjects regulate these indicators. Despite the ultimate parallels between these two techniques, studies involving their coexistence in interventions are still limited. The aim of the article is to systematically review programs in which both mindfulness and biofeedback are used in formal educational contexts, such as school and university. In all, 207 articles were identified and examined. Of these, just eight met the inclusion criteria. The selected research integrating mindfulness and biofeedback within an educational context focused primarily on stress, anxiety management, the ability to regulate emotions, and student well-being. The extant research demonstrates that integrating biofeedback and mindfulness in the educational context can, on a small scale, facilitate and improve students' emotional and physical well-being, as well as their academic progress, although most of the studies were rated as weak using the QATQS. Some general characteristics of the different interventions are discussed.

Chang, G. (2025). **Types of Adolescent Screen Use and Positive Wellbeing: Gender and Parental Education Influences.** *Journal of Happiness Studies*, 26(4), 62. <https://doi.org/10.1007/s10902-025-00884-6>

Research has contradictory findings because of different definitions of screen time, measures of wellbeing, and the examination of different groups of teenagers. This study distinguishes four types of screen activity using time diaries of UK adolescents: social screen time, internet browsing, playing e-games and video viewing, and examines their associations with adolescents' happiness in six domains, by gender and parental education. Any form of screen time is associated with lower happiness with looks, but worst for the former two activities. These activities are also associated with lower happiness in other domains, and excessive use equate to worse wellbeing. More screen

time is worse for girls' happiness with their looks than boys, and parental education is not a protective factor.

Chen, T., Xie, R., Chen, Y., Wenren, S., Li, W., & Ding, W. (2025). **The Bidirectional Relations Between Parental Autonomy Support, Gratitude and Academic Engagement in Chinese Adolescents.** *Journal of Youth and Adolescence*, 54(6), 1520-1535. <https://doi.org/10.1007/s10964-024-02127-y>

Abundant evidence highlights the benefits of self-determined motivation (e.g., parental autonomy support as internalized extrinsic motivation, gratitude as intrinsic motivation) on academic engagement during adolescence, yet the potential mutual relations remain relatively unexplored. This study investigated the bidirectional relations and potential mechanisms among parental autonomy support, gratitude, and academic engagement using a traditional cross-lag-panel model (CLPM) and a within-person CLPM with random intercept (RI-CLPM) in a sample of Chinese youth (N = 1214; Mage = 15.46, SDage = 0.71; 39.30% girls) across three time points with 6-month intervals. The results indicated that the bidirectional relation between parental autonomy support and academic engagement was present in CLPM but not in RI-CLPM. However, the bidirectional relations between gratitude and academic engagement, and between gratitude and parental autonomy support, existed at both levels. Furthermore, in CLPM, parental autonomy support influenced academic engagement through gratitude, and gratitude, in turn, affected academic engagement through parental autonomy support. Academic engagement impacted gratitude via parental autonomy support, and simultaneously, academic engagement influenced parental autonomy support through gratitude. Academic engagement served as a mediator between parental autonomy support and gratitude, as well as between gratitude and parental autonomy support. Five self-enhancing loops were identified in CLPM. These findings reveal a virtuous cycle of mutual influence between parental autonomy support, gratitude, and adolescent academic engagement, highlighting the important role of academic engagement in strengthening autonomous motivation.

Garcia-Gracia, M., & Valls, O. (2025). **School absenteeism, emotional engagement and school organisation: an international comparative approach.** *International Journal of Inclusive Education*, 29(8), 1323-1337. <https://doi.org/10.1080/13603116.2023.2266722>

This article aims to provide knowledge on the effects of the social composition of schools and the mediating effect of emotional engagement on school absenteeism, from a comparative perspective and using a multilevel methodology. The comparative dimension of the analyses allows us to study whether there is a school effect on absenteeism and whether this differs according to organisational structures. For this purpose, three cities with three different models were considered. Data from the International Study of City Youth (ISCY) were used. Data were collected in three cities Barcelona (Spain), Ghent (Belgium) and Bergen (Norway), with a total sample of N = 6557 pupils in 82 schools. The results show, first, that absenteeism varies between cities and schools according to the model of school organisation. They also revealed the importance of instrumental and expressive student identification as prevention of absenteeism at the individual level. Finally, results reported that a high emotional engagement of pupils can contribute to reducing the effect of the social composition of the school on absenteeism.

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.

Hossain, M. A., Wu, R., Kalam, A., Al Masud, A., Islam, T., & Nur Habib, S. (2025). **The Impact of Higher Education Service Quality on Institutional Image and Student Satisfaction: The Role of Institutional Image as Mediator.** *International Social Science Journal*, 75(256), 439-456. <https://doi.org/10.1111/issj.12562>

Measurement of student satisfaction and institutional image was frequently a challenge for stakeholders in higher education. The current study looks into how different institutional services in higher education impact institutional image and student satisfaction. A standardized questionnaire was employed in a self-administered online survey to gather information, and 302 valid samples were then evaluated using a structural equation model. Empirical results indicate that teachers' profiles, syllabus and curriculum, research activities, economic value, institutional facilities and management policies are the main influencers of institutional image and student satisfaction. Additionally, the findings indicate that the institutional image has a significant direct and mediating impact on student satisfaction. It is undeniable that contextual service-driven constituents have a beneficial impact on both students' perceptions of their academic lives and the institution's reputation. Given this, the current study could aid higher education institutions (HEIs) in offering competitive services pertaining to institutional image and student happiness, enabling them to achieve a sustained competitive edge over their competitors.

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

L'objectif de cette thèse est d'examiner dans quelle mesure, et sous quelles conditions, l'enseignement actif peut accroître l'engagement dans l'apprentissage des étudiants

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

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.

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.

Maloshonok, N., Shcheglova, I., & Dremova, O. (2025). **What Is a “Healthy” Balance Between Students’ Involvement in Curricular and Extracurricular Activities? Evidence From a Highly Selective Russian University.** *European Journal of Education*, 60(3), e70138. <https://doi.org/10.1111/ejed.70138>

Although many researchers and policy-makers emphasise the benefits of extracurricular involvement, others state that intense extracurricular involvement might be harmful to students' achievements and development. This paper aims to estimate the “healthy” time proportion between curricular and extracurricular activities at university and what patterns of their combination with students' activities outside of campus can positively affect students' academic performance and mental health. Data from an undergraduate survey conducted at a highly selective Russian university and matched with administrative records about students' GPA (N = 2753) were utilised. The study revealed that there are cut-off points for student participation in research activities and applied projects at university, as well as volunteering and organising activities. After these cut-off points are reached, the positive effects of extracurricular involvement disappear. The findings highlight the importance of maintaining a balance between both curricular and extracurricular activities as well as making time for sleeping, socialising and leisure activities. This study provides valuable insights into optimising student involvement in activities, offering actionable recommendations for educational policy-makers and university administrators to increase student well-being and academic performance.

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.

Oh, E. (2025). **Norms or Knowledge? Unpacking Views on Maternal Employment among the College Educated in South Korea.** *Qualitative Sociology*, 48(2), 213-242. <https://doi.org/10.1007/s11133-024-09588-4>

Prior studies of postindustrial societies have shown that despite declines in some gendered expectations, the view that women should not work when their children are young persists. Yet there is insufficient research on how individuals arrive at and make sense of negative views of maternal employment in the context of increasing gender egalitarianism. South Korea is a compelling case of this seeming paradox. Drawing on 63 in-depth interviews, this study identifies the cognitive and psychological processes among both women and men that contribute to the gender norms surrounding maternal employment. Analysis reveals that the use of knowledge-based narratives reinforces negative views of maternal employment, including the belief that mothers should not work when a child under three is at home. In addition, there are two components of such a knowledge-based narrative that are tacitly assumed: a zero-risk mindset that prioritizes child welfare absolutely, and the temporal trap which emphasizes the life-long impact of maternal employment on a child's life. In the end, this study identifies both the process in which individuals construct knowledge-based narratives and the elements within the narrative that reproduce existing intensive motherhood ideologies that culturally challenge maternal employment.

Ritchie, K. C., Doe, C., & Becker, E. (2025). **Teacher Emotion-Regulation in the Elementary Classroom: A Psychological Case Study.** *European Journal of Education*, 60(3), e70139. <https://doi.org/10.1111/ejed.70139>

Elementary classroom teaching involves complex emotion labour with a wide range of often co-occurring positive and negative emotions. How teachers engage in the executive function of regulating their emotions in the classroom can influence the quality of instruction they provide and promote their own well-being. The objective of this study was to describe how one teacher regulated his emotions within the complexities of classroom instruction. Using single-subject psychological case-study methodology, an elementary school teacher, with over 15 years of experience in different countries and contexts, participated over the last 3 months of the school year. The teacher

demonstrated emotion awareness of self and students, with emotion regulation encompassing an intersection of anticipatory and response-focused strategies with deep and surface acting strategies. Emotions that could not be regulated in deep acting ways were consistently associated with workplace demands that the teacher had little or no agency to change.

Véronneau, M.-H., Vitaro, F., Poulin, F., Ha, T., & Kornienko, O. (2025). **Academic Achievement, Externalizing Problems, and Close Friends in Middle School: Testing a Developmental Cascade Model Leading to Educational Attainment in the Late Twenties.** *Journal of Youth and Adolescence*, 54(6), 1489-1505. <https://doi.org/10.1007/s10964-025-02143-6>

Because educational attainment is associated with well-being in the long term, it is important to understand the developmental processes that enhance academic outcomes during adolescence. Also, although the importance of friends is well documented in adolescence, little is known about how close friends' characteristics work together with youth's own characteristics to shape adolescents' educational trajectories. This study fills an important gap in knowledge by focusing on how middle school students' academic achievement and externalizing problems are associated with their friends' achievement and externalizing problems over time, and how these variables predict educational attainment in adulthood. This study innovates by examining developmental cascades involving adolescents' academic achievement, externalizing problems, and these characteristics in their close friends in the context of random-intercept cross-lagged panel modeling (RI-CLPM), which disentangles within-person changes and between-person differences during the three years of middle school. The sample included 998 middle school students (Mage at recruitment: 12.21 years old; SD = 0.37 years), 42.3% of whom were European Americans, 29.0% African Americans, 6.8% Latinos, 5.2%, Asian Americans, 16.2% youth of other ethnicities, including mixed ethnicity, and 47.3% were female. At the within-person level, only one type of interdomain cascade was corroborated, as youth displaying high levels of externalizing problems reported close friendships with low-achieving friends in the next year. At the between-person level, only the random intercept representing the stability of adolescents' academic achievement throughout middle school predicted educational attainment in adulthood (average of 28 years old). In essence, this study clarifies that the etiological mechanisms leading up to adult educational attainment involve only adolescents' own stable academic achievement, and not their externalizing behaviors or friends' academic achievement and externalizing behaviors.

Wildschut, A., & Wilson-Fadiji, A. (2025). **COVID-19 experience and student wellbeing amongst publicly funded higher education students in South Africa after the first, and second waves.** *Higher Education*, 89(5), 1297-1319. <https://doi.org/10.1007/s10734-024-01273-3>

Although higher education students have been identified as one of the social groups most affected by the impact of COVID-19, higher education literature appears to focus more on documenting implications for teaching and learning, curriculum and institutions, than student wellbeing. This has resulted in gaps to our understanding and approaches to intervene positively in, student wellbeing within the higher education space 'post-COVID-19'. Drawing on a novel survey data set administered in November 2021, of the 6877 higher education (University and TVET College) students in South Africa, this paper aims to contribute through cross-sectional data that allows analysis of student experience

of COVID-19 and its relationship to student wellbeing. As expected, our findings confirm COVID-19 experience as a significant predictor of student wellbeing. We also identify satisfaction with interventions from higher education stakeholders in response to COVID-19 as the strongest, and the extent to which students felt impacted by changes to their routine behaviours as the weakest, predictors of wellbeing. The paper adds to existing international literature, the South African context with a large sample. Secondly, the analysis provides a more comprehensive view of the link between COVID-19 and higher education student wellbeing, as TVET College students are included. The composite measurement of COVID-19 experience is a further contribution. Finally, the findings add to the literature on COVID-19 and higher education student wellbeing, the experience of disadvantaged students. The findings underscore the emotional health of students as a critical area for higher education policy and intervention during times of uncertainty or disruption.

Yalin, F. A., & Aydin, A. (2025). **Adaptation of the Decision-Making Questionnaire Into Turkish: Exploring Its Association With Cognitive Flexibility**. *European Journal of Education*, 60(3), e70141. <https://doi.org/10.1111/ejed.70141>

Decision making is a cognitive process that considerably influences nearly every aspect of human life, which shapes outcomes and overall well-being of individuals. This study consisted of two parts, in the first part of which the English version of a 64-item decision-making questionnaire was adapted into Turkish. Responses were collected from 22 pilot and 503 main group participants. The adaptation process involved ensuring language equivalence through translation and back translation, expert reviews and pilot testing to address cultural and linguistic nuances. The validity and reliability of the Turkish version were assessed through a series of statistical analyses. These findings indicated that the adapted questionnaire is a valid and reliable tool for assessing decision-making processes in Turkish-speaking populations. In the second part, the relationship between cognitive flexibility and decision-making abilities was evaluated in a sample of 332 participants. Correlation analysis identified a statistically significant and positive relationship between cognitive flexibility and decision-making ($r = 0.233$, $p < 0.01$), indicating that individuals with greater cognitive flexibility tend to perform slightly better in decision-making tasks. The findings underscore the complexity of cognitive and behavioural interactions, emphasising the importance of exploring other mediating and moderating variables in future research.

Zhou, X., Yi, C., Chan, S.-L., & Wei, J. (2025). **Trajectories of Authentic Inner Compass in the College Years: Implications for Psychological Functioning among Chinese Students**. *Journal of Happiness Studies*, 26(4), 48. <https://doi.org/10.1007/s10902-025-00890-8>

Authentic inner compass (AIC), defined as the experience of having a set of clear values, goals, and interests that inform people about what they truly value, is an essential component of individual's need for autonomy. This research examined the developmental trajectories of AIC across the college years and tested how the initial levels and change rates of AIC contributed to the psychological functioning among Chinese college students. Participants were 998 students (63.4% female; Mage = 18.60 years at Wave 1) from seven Chinese public universities who reported annually on their AIC through four waves of investigation across their freshman to senior years in college. We also assessed their psychological functioning repeatedly in their freshman and senior years. Based on latent growth model, we found that students with higher initial levels or faster increasing (or slower decreasing) rates of AIC obtained

greater increases in subjective well-being as well as greater decreases in internalizing problems over time. These results highlight the significance of developing a sense of AIC to bolster psychological functioning and provide empirical evidence for targeted interventions among college students.

Aspects sociaux de l'éducation

Acosta, F. (2025). **Between expansion and segmentation: revisiting old and new disparities in secondary education in Latin America.** *International Journal of Inclusive Education*, 29(8), 1406-1423. <https://doi.org/10.1080/13603116.2023.2274114>

This article focuses on the expansion of secondary education and policies for education inclusion in Latin America. Empirical evidence is drawn from a case study in six of the region's countries – Argentina, Costa Rica, Ecuador, Honduras, Mexico, and Uruguay – including an analysis of current regulations and interviews with civil servants and students. The aim is to show the tension between the significant efforts made to expand and transform the offer towards a more inclusive secondary school and the persistence of social and educational segmentation processes. The argument revolves around the tension between extension and diversification that lies at the basis of secondary education expansion in the region. In this sense, this chapter also considers the pandemic context and alterations to the forms of schooling within that scenario. This article uses classical concepts in the study of secondary education and articulates them with more recent notions that provide a better understanding of schooling development together with the creation of educational inequalities.

Alkış Küçükaydın, M., Akkanat Avşar ,Çiğdem, Ayaz ,Elçin, & and Sayıcı, E. (2025). **Predictors of science identity in primary school: epistemological beliefs, competency beliefs, and science learning experiences.** *International Journal of Science Education*, 47(9), 1169-1191. <https://doi.org/10.1080/09500693.2024.2361172>

Science identity helps explain the attitude students have towards science, assessing how and why they choose to engage with it both inside and outside of school. Over time, each student develops an identity as a scientist based upon perceptions held by themselves and others. Students' science identity may vary depending on their gender, educational opportunities, and epistemological beliefs. For this reason, the study investigated the predictors of primary school students' science identity. A total of 775 primary school students aged 9–12 from the Turkish sample participated in the research. Structural equation modelling was used to examine the predictors of science identity. Findings showed that science identity is related to epistemological beliefs, science competence, and optional science learning experiences. Accordingly, the models used to explain science identity can be expanded with belief, competence, and experience variables. The current study has contributed to the understanding of the science identity in primary school students and has provided insights into the science identity of children in Turkey as an Eastern society.

Barr, F., Yeigh, T., & Markopoulos, C. (2025). **Student voice, not student echoes: increasing inclusive learning for students experiencing mild to moderate intellectual disabilities.** *International Journal of Inclusive Education*, 29(8), 1445-1465. <https://doi.org/10.1080/13603116.2023.2281487>

Engaging high school students experiencing a mild to moderate Intellectual Disability (ID) in conversations about their math learning experiences can provide valuable insights for

enhancing inclusive classroom teaching and learning. This paper reports on the pilot study of a broader research project that focuses on the voice of high school students experiencing ID in relation to their mathematics education. The study aims to analyse students' experiences and perspectives on how they are taught mathematics based upon direct input from the students themselves. This research is significant because students experiencing ID have not been provided with the same opportunities to contribute to their learning as most other education stakeholders (parents, school leaders, teachers, and other student groups). This discrepancy is exemplified by the exclusion of students with ID from the descriptions of academic success in the NSW Curriculum Review (2020). The current research study addresses an important gap by acknowledging that students with ID have been underrepresented in the collection of student voices recognised in education. The study confirms that students with ID can actively participate in discussions about their learning experiences, offering unique and insightful recommendations for improving how mathematics is taught to them.

Barrios-Fernández, A., Neilson, C., & Zimmerman, S. (2024). **Elite universities and the intergenerational transmission of human and social capital** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://EconPapers.repec.org/RePEc:ehl:lserod:126793>

Do elite colleges help talented students join the social elite, or help incumbent elites retain their positions? We combine intergenerationally-linked data from Chile with a regression discontinuity design to show that, looking across generations, elite colleges do both. Lower-status individuals who gain admission to elite college programs transform their children's social environment. Children become more likely to attend high-status private schools and colleges, and to live near and befriend high-status peers. In contrast, academic achievement is unaffected. Simulations combining descriptive and quasi-experimental findings show that elite colleges tighten the link between social and human capital while decreasing intergenerational social mobility.

Bernhofer, J., Bonacini, L., & Pignataro, G. (2025). **Nudging women towards pursuing their university careers**. *Economica*, 92(367), 883-919. <https://doi.org/10.1111/ecca.12577>

This study explores the impact of light-touch interventions on the academic outcomes of female scholarship recipients. In a randomized trial involving nearly 2000 students at the University of Bologna, we delivered a targeted message highlighting how higher education can reduce the gender gap in the labour market, and boost employment prospects. The nudge increased the likelihood of meeting scholarship requirements by nearly 5 percentage points, alongside significant gains in passing exams with higher credit values, and a reduction in failed exams in the medium term, with no short-term effects. Notably, there was an improvement in grades during the July/August exam period, reflecting a shift towards prioritizing quality over quantity in academic efforts, even though grades were not part of the requirements for maintaining scholarships. Treated students exhibited enhanced academic focus and more strategic study habits, without increasing overall exam load. These findings highlight the potential of cost-effective informational nudges to drive meaningful changes for women facing financial and informational barriers, providing valuable insights for policies designed to support female students. The results emphasize the importance of well-timed informational interventions in helping women to make informed decisions about their education, ultimately enhancing their academic success and long-term economic prospects.

Brunner, A., & Maurin, L. (2025). **Rapport sur les inégalités, édition 2025**. Consulté à l'adresse <https://www.inegalites.fr/Rapport-sur-les-inegalites-edition-2025>

Café pédagogique. (2025a, juin 3). **Cour des comptes : « Le processus d'orientation amplifie le déterminisme social »**. Consulté 12 juin 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/06/03/le-processus-dorientation-amplifie-le-determinisme-social-cour-des-comptes/>

« Offres illisibles, des inégalités et une désorganisation ». Parcoursup constitue l'aboutissement du parcours d'orientation scolaire, mais le débat qui l'entoure ne doit pas occulter un enjeu plus large : celui d'une

Café pédagogique. (2025b, juin 3). **L'école française : un système formaté pour les gagnants d'avance**. Consulté 12 juin 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/06/03/lecole-francaise-un-systeme-formate-pour-les-gagnants-davance/>

« L'école française est formatée pour les enfants des parents diplômés » constate l'observatoire des inégalités dont le rapport 2025 constitue une nouvelle et énième alerte. « Ce qui coince, c'est l'écart

Café pédagogique. (2025c, juin 3). **Rapport de l'Observatoire des inégalités : « L'école française cherche à sélectionner quelques bons élèves plutôt que d'éviter d'en perdre un grand nombre en route »**. Consulté 12 juin 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/06/03/rapport-de-lobservatoire-des-inegalites-lecole-francaise-cherche-a-selectionner-quelques-bons-eleves-plutot-que-deviter-den-perdre-un-grand-nombre-en-route/>

Qu'observe le rapport publié ce 3 juin 2025 par l'observatoire des inégalités sur l'école ? Ses inégalités ! « Notre système est loin de faire ce qu'il devrait pour assurer

Café pédagogique. (2025d, juin 6). **Paris : Affectations au lycée et affelnet : des résistances à la mixité sociale**. Consulté 12 juin 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/06/06/paris-affectations-au-lycee-et-affelnet-des-resistances-a-la-mixite-sociale/>

Dans une tribune publiée dans le Figaro le 21 mai 2025, les élus parisiens de droite dénoncent le fonctionnement actuel de la plateforme Affelnet, chargée d'affecter les élèves de 3e dans

Câmara, J. N. (2025). **Towards critical, anti-colonial and anti-racist education in national and global contexts**. *International Review of Education*, 71(2), 255-279. <https://doi.org/10.1007/s11159-024-10110-9>

The fourth Sustainable Development Goal (SDG 4) of the United Nations (UN) 2030 Agenda aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. With over 122.6 million people worldwide forcibly displaced, and the number of refugees globally reaching 43.7 million by mid-2024, focusing on the importance of refugees accessing lifelong learning has become more urgent than ever. Despite this, refugees have been excluded from SDG-related national development plans, monitoring and reporting, raising questions about how the targets agreed in the Global Compact on Refugees and the SDGs are being implemented and met. Education, migration regulation and border regimes that reproduce injustices are fundamental elements of colonial education and have implications for lifelong learning.

Education is often presented as crucial to the "integration" of migrants, including refugee people who have come to England. Nevertheless, the British government's austerity policies, regarded by some as a form of racism, have underfunded the education system. This has made it more challenging for all learners from low-income families, and specifically refugee people, to access adequate education, amongst other rights. This article begins with a look at the assimilationist and apparent neutrality of approaches to education as sponsored by global and national commitments. The author then briefly discusses education as a practice of oppression, with colonial implications, including presenting perspectives from England and Brasil drawn from qualitative and mixed-methods doctoral and postdoctoral research. The article concludes by proposing approaches to enact education and lifelong learning as a practice of liberation rooted in critical, anti-racist and anti-colonial thinking and praxis.

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.

Costantini, G., & El-Serafy, Y. (2025). **Exacerbating exclusion? How the logic of refugee education perpetuates the exclusion of refugees with disabilities in Lebanon**. *International Review of Education*, 71(2), 301-319. <https://doi.org/10.1007/s11159-025-10132-x>

This article assesses how the logic of refugee education affects the inclusion of refugees with disabilities. It draws on academic literature, sociological and ethnographic research in Lebanon with refugees with disabilities and refugee education practitioners, and conversations between the authors on practices they witnessed out in the field. They highlight four tensions between how refugee education is conceptualised on the one hand, and the prerequisite logics for disability-inclusive education on the other. First, they historicise the emergence of refugee education, highlighting how the logic of securitisation facilitates the exclusion of refugees with disabilities who fall outside constructs of the "threatening migrant". Second, they highlight the neoliberal logics shaping funding structures and educational assumptions within refugee education.

Ideals of cost-benefit analyses and future employability interact with ableist assumptions to construe refugees with disabilities as less valuable to include. Third, the reliance on vulnerability frameworks leads to disempowering perceptions of disability that conflict with more equitable narratives of diversity and inclusion. Fourth, conflicting temporal pressures are at play between ideas of "emergency" education, which have a temporary and present-oriented focus, and disability-inclusive education, which is developmental and future-oriented. The tensions between the dominant lexicon of refugee education and the philosophy underlying inclusive education contribute to marginalisation, disempowerment and exclusion. This article calls for the refugee education community of scholars and practitioners to engage in critical reflection on how the frameworks within which we work might better support the recognition, inclusion and dignified treatment of refugees with disabilities.

Czeranowska, O. (2025). **Career Success and Gender Occupational Minorities: Reconstructing Gendered Notions of Career Success.** *Qualitative Sociology*, 48(2), 307-333. <https://doi.org/10.1007/s11133-025-09592-2>

Gender occupational minorities are individuals who deviate from gender-based occupational norms in their career choices: women in masculinized occupations and men in feminized occupations. Despite extensive research on some aspects of their experiences, few studies explore how men in feminized occupations and women in masculinized occupations define career success. The present qualitative analysis investigates two highly skilled groups of occupations who were chosen based on Bourdieu's (1998) practical principles of gender occupational segregation: IT/new technologies for women and childcare/education for men. I analyzed the interviewees' definitions of career success and their experiences in achieving (or not achieving) career success within their occupational trajectories. Furthermore, my investigation delved into the factors influencing chances of achieving career success, particularly emphasizing the role of gender.

Delahunty, J., & O'Shea, S. (2025). **A critical exploration of first in family student persistence and the enactment of sisu.** *Higher Education*, 89(5), 1405-1422. <https://doi.org/10.1007/s10734-024-01282-2>

This paper extends understandings of persistence by drawing on the innovative framing of 'sisu'. Sisu is a recently theorised Finnish concept and, whilst not having a direct English translation, articulates an inner fortitude which is activated in adversity. To better understand persistence, we analysed interview and survey data collected in Australia from 376 students who were first in family (FiF) at university. Successful progression through a degree is largely regarded as moving forward in a linear fashion, with few gaps or disjuncture enroute. However, as this was contrary to the experiences of our participants, sisu provided a framework to challenge the construction of persisting to completion as linear and one-dimensional and move us beyond the hyper-individualism that characterises higher education systems. Sisu is regarded as a rich personal resource which is embedded in the collective community, where efforts to keep moving forward and remain resolute in adversity are both individual and communal. Our interpretations provide insight into the complex and subjective nature of persistence, especially for equity-bearing students as they negotiated systemic and subtle barriers that had potential to hinder their academic endeavours.

El Haïk-Wagner, N. (2025). **De «super infirmière» à «plus qu'infirmière». Les conditions sociales de spécialisation des infirmières anesthésistes.** *Formation emploi. Revue française de sciences sociales*, (170). <https://doi.org/10.4000/140hh>

Les infirmières anesthésistes se distinguent par une importante autonomie clinique et un binôme étroit avec les médecins anesthésistes. Mobilisant récits biographiques, observations et un questionnaire, cet article interroge la sociogenèse de leurs dispositions techniques et de leur sentiment d'assurance vis-à-vis des médecins. Il investit plus spécifiquement leurs propriétés sociales et trajectoires dès la sortie des études en soins infirmiers. Leur fréquent début de carrière en réanimation constitue un investissement cognitif, socialement différencié. Il renforce l'incorporation d'une série de dispositions et nourrit un sentiment d'usure lié aux conditions d'exercice et des frustrations tenant aux limites du statut infirmier. La reprise de formation comme infirmière anesthésiste parachève un triple reclassement statutaire – clinique, matériel et symbolique – qui consacre la place singulière de ce sous-groupe infirmier.

Emmerton, A. J. (2025). **Shared learning for shared futures: Challenging narratives and norms underpinning child-first approaches to education in emergencies.** *International Review of Education*, 71 (2), 235-253. <https://doi.org/10.1007/s11159-025-10133-w>

Despite communities in emergency situations expressing the desire and need for education beyond schooling to support the learning needs of adults and youth, the focus tends to remain on providing conventional, school-based education for school-aged children. Taking a decolonial approach to interrogating this prioritisation of schooling in Education in Emergencies (EiE), this article examines prevalent narratives around childhood and challenges the dominance of child-first EiE at the exclusion of adult, youth and whole-community approaches. Following the lead of critical EiE scholars, the author applies decolonial and postcolonial theory to understanding the centrality of children and childhood across academic literature, industry reports and publicly available policy and programme documents of EiE bodies, despite a broader focus on “children, youth and adults” such as in the definition and framework of the Inter-agency Network for Education in Emergencies (INEE). By critiquing globalised notions of the lifespan and dominant norms and narratives around child and adult roles, this conceptual work asserts that limitations to support for adult and youth education are not purely financial or logistic but also deeply normative. A shift in focus towards intergenerational and whole-life approaches to EiE creates opportunities for a more transformative form of education and learning which harnesses vast knowledges and lived experiences. Such a shift has implications for policy and programming, with the potential to impact well-being and health, employment and further educational prospects, family and community cohesion and, more broadly, to facilitate relevant pluralistic (diverse) learning opportunities which emerge from and benefit communities.

Ferrara, M. (2024). **À l'intersection des aspirations au changement et des résistances invisibles: une analyse néo-institutionnaliste des tensions entre cadre normatif et dynamiques cognitives dans les réformes éducatives belges francophones et des conditions de leurs réussites** (Thesis, Université de Lille). Consulté à l'adresse <https://pepите-depot.univ-lille.fr/LIBRE/EDSESAM/2024/2024ULILA020.pdf>

Gomez-Caride, E. (2025). **COVID-19 and the emergence of the disconnected student in the Global South.** *International Journal of Inclusive Education*, 29(8), 1338-1352. <https://doi.org/10.1080/13603116.2023.2266723>

The COVID-19 pandemic unveiled not only pre-existing educational inequalities but also introduced a new educational identity: the “disconnected student.” In Argentina, this previously unrecognized student became the focal point of numerous public policies throughout the pandemic. While studies have addressed issues like unequal access to broadband, learning loss, attendance crises, and the effects of school closures on students with disabilities, the digital divide alone cannot fully elucidate the emergence of this marginalized student. This paper conducts a discourse analysis encompassing (a) educational policy documents and curricular guidelines from 2020–2021, (b) educational programs targeting disconnected students, and (c) interviews with teachers and principals from low-income secondary schools. The aim is to comprehend the intricate and sometimes conflicting elements contributing to the emergence of the disconnected student. By scrutinizing various narratives surrounding the disconnected student, we explore how different perspectives shape those on the educational periphery. The study highlights the roles of various categories, some fostering educational opportunities while others exacerbating exclusion. It also reveals diverse narratives about the disconnected student: international organizations tend to emphasize technological aspects, while low-income schools often use the engagement/disengagement dichotomy to characterize this new educational identity.

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.

Hammoud, M., Al Samhoury, O., Shuayb, M., & Crul, M. (2025). **Determinants of refugee children's language comprehension difficulties: Evidence from Lebanon, Türkiye and Australia.** *International Review of Education*, 71(2), 209-233. <https://doi.org/10.1007/s11159-024-10115-4>

This article examines the determinants of Syrian refugee students' language comprehension difficulties in Lebanon, Türkiye and Australia, three host countries offering

refugees different types of legal status (short-term, medium-term and long-term legal settlement). To understand the influence of legal status and its corresponding educational paradigm on the difficulties refugee children encounter when learning in a foreign language, the authors employed a mixed-methods comparative approach. Investigating the micro, meso and macro dimensions that shape refugee children's language comprehension difficulties, the authors surveyed 945 (52% female, 48%male) middle school refugee students and interviewed parents, teachers and principals. Their quantitative findings highlight the significance of the length of time spent in the host country and the role of school segregation in mitigating language comprehension difficulties. The qualitative findings of this study reveal the importance of language provision and residency conditions, which are shaped by macro-level policies. The study emphasises the need for a comprehensive and holistic approach that addresses distinct dimensions of refugees' livelihoods in order to surmount the challenges refugee children face when studying in a foreign language.

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.

Institut de la statistique du Québec. (2025, juin). **Les conditions de travail des parents** [Report]. Consulté 13 juin 2025, à l'adresse https://statistique.quebec.ca/fr/document/le-marche-du-travail-et-les-parents/publication/conditions-de-travail-des-parents-faits-saillants?utm_source=dialoginsight&utm_medium=email

Sommaire Heures de travail : les mères travaillent moins d'heures que les pères et ont plus accès au télétravail Rémunération des parents : l'écart entre les pères et les mères est moins grand au Québec Secteur public : les mères québécoises plus présentes au fil du temps Taux de couverture syndicale : plus élevé chez les parents québécois que dans les autres provinces Plus grande proportion de mères travaillant dans des emplois de qualité élevée et satisfaites de leur emploi Incidence de la charge émotionnelle sur le stress au travail est moins forte chez les parents québécois que ceux des autres provinces

Lim, M., & dos Santos, S. (2025). **The gendered impact of parenthood on job-related training participation in Germany and the United Kingdom.** *European Sociological Review*, 41(2), 278-298. <https://doi.org/10.1093/esr/jcae026>

Recent studies highlight the role of parenthood in perpetuating persistent gender inequality in the labour market. We examine whether the transition to parenthood influences job-related training participation. This study uses fixed-effects models and longitudinal data from the German National Educational Panel Study (starting cohort 6, 2010–2021) and Understanding Society: The UK Household Longitudinal Study (2010–2019). Our findings show that women's job-related training participation decreases following parenthood in both countries, but that this decline is steeper in Germany and persists beyond the early stage of parenthood. Furthermore, our mediation analysis shows that parental leave is one of the main drivers of the motherhood penalty in job-related training in both countries. In contrast, when men have a first child, it has a small negative effect on training participation levels in Germany and no effect in the United Kingdom. This study sheds light on the gendered impact of the transition to parenthood on job-related training participation and how the country context influences these relationships.

Lindemann, K. (2025). **Family structure and policy contexts: implications for tertiary education attainment in 25 European countries.** *European Sociological Review*, 41(2), 200-214. <https://doi.org/10.1093/esr/jcae030>

This study examines how institutional contexts in 25 European countries moderate the association between family structure and tertiary education attainment. Previous research has proposed the resource deprivation perspective to explain lower educational outcomes among children from disrupted families, suggesting that policies addressing resource deprivation could mitigate these negative consequences. However, limited attention has been given to the role of policy contexts in shaping the educational outcomes of youth from disrupted families. This study focuses on two types of policies: the generosity of social benefits to single parents and financial support for students in tertiary education. Using data from the EU-SILC and employing multilevel regression models, the findings indicate that generous financial support for students reduces the tertiary education attainment gap between youth from separated and two-parent families. However, this effect is observed only among low-socioeconomic status (SES) and moderate-SES families. In contrast, the generosity of social benefits does not appear to moderate the association between family structure and tertiary education attainment, even when examining low-SES families or specifically considering benefits for low-earning single parents. Furthermore, the influence of these analysed policies is limited among young people from widowed families.

Lindh, A., & Andersson, A. B. (2025). **Social networks and distributive conflict: the class divide in social ties and attitudes to income inequality across 29 countries.** *European Sociological Review*, 41(2), 163-178. <https://doi.org/10.1093/esr/jcae039>

The theoretical proposition that social networks contribute to class divides in political attitudes has rarely been further developed or empirically scrutinized with individual-level data on a large cross-national scale. In this article, we theorize and empirically examine how the class profiles of personal networks may shape individual attitudes to income inequality from a country-comparative perspective. Using multilevel modeling and data from the ISSP Social Networks and Resources module, covering 29 countries, we find that having more family, friends, and acquaintances in upper-middle-class positions is associated with lower support for reducing inequality, while having more social ties to

working-class positions is associated with higher support for reducing inequality. We also assess how these relationships differ across countries depending on the institutional context, finding that both own class location and the class profiles of personal networks are more strongly related to attitudes to income inequality in countries with a higher rate of government redistribution. The study provides new theoretical and empirical insights into the importance of personal networks' class profiles for shaping individual attitudes and structural ideological divisions linked to economic inequality, while also suggesting that social networks are key to understanding institutionally embedded distributive conflicts from a country-comparative perspective.

Little, A. (2024). **Development, education and learning in Sri Lanka: an international research journey.** Consulté à l'adresse <https://press.uchicago.edu/ucp/books/book/distributed/D/bo238314368.html>

Sri Lanka's early achievements in education and literacy became well known among the international development community in the middle of the last century and were often used to benchmark progress elsewhere. *Development, Education and Learning in Sri Lanka* presents an illuminating narrative of changing education fortunes and inequalities, based on half a century of research. This research journey was undertaken in collaboration with Sri Lankan researchers island-wide in myriad communities, schools, classrooms and education offices, through conversations with countless parents, teachers, students, community members, trade union officers, politicians and members of local, national and international development agencies, as well as through extensive documentary analysis. The book delineates the distinctive and changing features of the Sri Lankan education system through comparisons with systems elsewhere, through an understanding of national political, economic and social conditions, crises and upheavals, through changes in education policy and through shifting patterns of opportunity among diverse social groups. These analyses are framed by themes in the international development discourse ranging from modernisation to basic needs to globalisation and sustainable development, some of which themes have been influenced by the Sri Lankan story. The book's overriding messages are the need to understand education and development in a country's own terms, and to place learning at the heart of education policy, situating it within broader conceptions of the purpose, values and means of development. Praise for *Development, Education and Learning in Sri Lanka* « Through rigorous and comprehensive research and a blend of local and global perspectives, this book offers invaluable insights for academics and policymakers alike. » Tara de Mel, Director, Bandaranaike Academy for Leadership and Public Policy and former Secretary, Sri Lanka Ministry of Education « Reflecting on a career-long engagement with education and development, Angela Little brilliantly co-locates the personal, political and the theoretical. A privilege to read. » Simon McGrath, University of Glasgow « This passionate engagement with education reform and development offers very instructive lessons for academics and policymakers in Sri Lanka, and beyond. » Siri T. Hettige, University of Colombo « Fifty years of personal experience in Sri Lanka from many vantage points. A focus on education and society, rather than education alone. And a concern to understand rather than prescribe. This book has no competitors. » Mick Moore, Institute of Development Studies, Sussex

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.

Milner, A. L. (2025). **Confronting the disadvantage gap: the challenges to transformative leadership in a high-stakes assessment system.** *International Journal of Inclusive Education*, 29(8), 1353-1370. <https://doi.org/10.1080/13603116.2023.2274106>

Students with low socio-economic status (SES) often have lower levels of academic achievement. In England, various UK governments have sought to address this disadvantage gap through reforms to national large-scale assessments, school accountability mechanisms, and educational governance structures. While scholarly research highlights the important mediatory role of educational leaders in policy implementation and student performance, typologies of successful leadership tend to emphasise 'what works' at the organisational level. Conversely, theories of transformative leadership acknowledge that efforts to provide an equitable education are related to, and should address how to transform, wider social power structures. With an abductive methodology, this qualitative study explores the experiences and perspectives of three academy headteachers in their work with the most disadvantaged students in their school communities. Semi-structured interview data were analysed thematically to evaluate whether and how their leadership practices might be considered transformative. The findings suggest that these headteachers are mostly transformative at the individual level which aligns with the current UK government social mobility agenda. Moreover, despite their courage to promote equity of opportunity, transformative leadership is restricted by government cuts to public expenditure, a high-stakes accountability system focused on students' academic performance, and the limited political capital of students and headteachers.

Oh, E. (2025). **Norms or Knowledge? Unpacking Views on Maternal Employment among the College Educated in South Korea.** *Qualitative Sociology*, 48(2), 213-242. <https://doi.org/10.1007/s11133-024-09588-4>

Prior studies of postindustrial societies have shown that despite declines in some gendered expectations, the view that women should not work when their children are young persists. Yet there is insufficient research on how individuals arrive at and make sense of negative views of maternal employment in the context of increasing gender

egalitarianism. South Korea is a compelling case of this seeming paradox. Drawing on 63 in-depth interviews, this study identifies the cognitive and psychological processes among both women and men that contribute to the gender norms surrounding maternal employment. Analysis reveals that the use of knowledge-based narratives reinforces negative views of maternal employment, including the belief that mothers should not work when a child under three is at home. In addition, there are two components of such a knowledge-based narrative that are tacitly assumed: a zero-risk mindset that prioritizes child welfare absolutely, and the temporal trap which emphasizes the life-long impact of maternal employment on a child's life. In the end, this study identifies both the process in which individuals construct knowledge-based narratives and the elements within the narrative that reproduce existing intensive motherhood ideologies that culturally challenge maternal employment.

Onchwari, A. J., & Keengwe, G. (2025). **Parent Engagement With Their Children's Learning Activities at Home During COVID-19 Pandemic**. *European Journal of Education*, 60(3), e70147. <https://doi.org/10.1111/ejed.70147>

This study examined parents' engagement in learning activities with their preschool-aged children and the frequency of that engagement during the COVID 19 pandemic. Participants in the study were from a midwestern state in the United States. Differences among parent engagement in learning activities with their children were found along a range of demographic and school program factors. Analysis revealed parents engaged with their children most frequently in activities that had structure and were skill involved, such as arts and crafts, playing video games, and completing science and math activities, though watching TV together was also a key activity. Significant differences among activity frequency and race/ethnicity and parent income level were revealed in the analysis. No significant differences were found among parents given their level of education, program type, location and delivery mode. Analysis of teachers' years of experience showed significant differences among parents' engagement in activities. Analysis revealed that parents of low income engaged significantly less with their children than their wealthier counterparts. Trial Registration: The study was not involving clinical trial.

Osho, Y. I., & Alormele, N. (2025). **Negotiated spaces: black women academics' experiences in UK universities**. *Higher Education*, 89(5), 1387-1403. <https://doi.org/10.1007/s10734-024-01279-x>

A dearth of literature exists on Black women academics' experience in UK universities. This lacunae in research mirrors the lived experiences of many Black women academics: feeling silenced whilst simultaneously experiencing the strain of hypervisibility in their academic roles. Within the global landscape, influencing factors have been highlighted relating to pay disparities between Black women and their white counterparts, experiences of covert gendered racism, microaggressions and the absence of support from universities in relation to progression and development opportunities. The frequency of toxic work cultures and systemic racism within universities is evidenced in the lack of representation of Black women in senior leadership positions in the UK. Where representation is found, this paper presents evidence that Black women academics tend to be working within insecure contracts and/or at universities that do not prioritise and allocate time for research and promotion-rich activity. For Black women academics who do survive and thrive in the sector, there is the identification of the importance of internal and external networks which offer safety, support and solidarity. Nonetheless, these

networks alone are not enough, with an analysis of groups outside of Black women able to gain access to these networks, rendering Black women's space to share their experiences unsafe and potentially violent. In recognition of a move from an approach of an analysis of literature being left as a standalone point for reflection, this paper provides a review and several points for action for the higher education sector. These action points can be utilised by universities to develop and implement equitable strategies and policies for Black women academics and racially minoritised staff, more broadly.

Parekh, G., Brown, R. S., Walters, D., Collis, R., & Jacob, N. (2025). **Embedded Barriers and Impending Costs: The Relationship between Disability, Public Schooling, Post-Secondary Education, and Future Income Earnings.** *Canadian journal of higher education*, 55(1), 36-54. <https://doi.org/10.47678/cjhe.v1i1.189987>

In Canada, access to post-secondary education (PSE), which includes university, college, or apprenticeship programs, is becoming ever more important in terms of securing future employment, long-term health, and economic security. Kirby (2009) points to Canada's universal level of PSE access; however, also notes how access for students with disabilities continues to be more limited. This article reports on a study that examined the barriers students with disabilities encounter in their pursuit of PSE, as well as how they access PSE, their graduation rates, and their future income earnings. With a focus on education, we grounded this study in critical disability theory to consider how disability is constructed and produced through social, environmental, and economic factors. This study built on earlier research that examined students' graduation from post-secondary education and explored disabled students' access to post-secondary education and their future earnings following PSE participation. Using a unique linked dataset between school board and federal data, our study revealed that disabled students are almost twice as likely to not access post-secondary education compared to their non-disabled peers. Across disability status, the outcomes of post-secondary credentials do not appear to result in future income parity, suggesting persistent ableism within the workforce.

Park, A., Bahia, J., & Bing, A. (2025). **"I was constantly being questioned": Racialized STEM Graduate Students in Canada.** *Canadian journal of higher education*, 55(1), 55-68. <https://doi.org/10.47678/cjhe.v1i1.190355>

This article examines the experiences of racialized graduate students in science, technology, engineering, and mathematics (STEM) programs at one Canadian university. There is virtually no research on racialized inequity and STEM higher education in the Canadian context despite a robust body of literature outside of Canada, especially in the United States. Based on 25 in-depth, semi-structured interviews, this article explores the experiences of racialized graduate students in STEM through the lens of the new racism and colour-blindness. Seven racialized dimensions were reported by the participants: stereotyping, being undermined, microaggressions, subtle discriminatory experiences, inequitable funding, resistance to dealing with racism, and performative EDI as a response to racism.

Popkewitz, T. S. (2025). **Infrastructures and phantasmagrams of inclusions that exclude: international student assessments.** *International Journal of Inclusive Education*, 29(8), 1424-1444. <https://doi.org/10.1080/13603116.2023.2275156>

The article is a diagnostic of how science 'thinks' as a mode of reasoning and space of action about inclusive education. Attention is given to the comparative reason

generated in the Organization for Economic, Co-operation and Development's (OECD)'s Programme for International Student Assessment (PISA). The infrastructure or architecture of the assessment is an exemplar of a science designed to provide practical knowledge for producing inclusive educational systems. Examined is the grid of calculative practices as producing patterns of recognition and expectations of experience that compare and differentiate nations, societies, and people. The calculations, however, are not merely descriptive. They embody desires as normative inscriptions of who students are, should be, and the dangerous populations threatening the imagined future. The calculations are likened to the seventeenth century projection machines of the magic lanterns, phantasmagrams of an inclusive education that distributes differences that exclude and abject. The comparing of people appears as non-polemical benchmarks, competences, literacies, and well-being organised as 'highways' of data to activate in policy and professional practices. The study of PISA is not a critique of science, per se; but of the historical impracticality of an infrastructure that reinscribes inequalities as its method to correct social wrongs.

Pöyliö, H., & McMullin, P. (2025). **Participation in formal adult education and family life—a gendered story.** *European Sociological Review*, 41(2), 248-264.
<https://doi.org/10.1093/esr/jcae032>

Previous literature on adult education (AE) has focused on various aspects of social inequalities, and although many acknowledge the critical role of gender, the mechanisms influencing gender differences in participation are rarely to the fore. Specifically, women report family responsibilities as the main reason for not enrolling in AE. This article examines whether family responsibilities, measured as the age and number of children, act as motivators or barriers to formal AE participation differently among men and women with varying time and monetary resources, that is, partnership status and relative income, in two societies with high formal AE enrolment rates; Finland and Great Britain. The results from Finnish registers and Understanding Society for 1998–2019 demonstrate clearly that family responsibilities related to having young children in the household restrict women from participating in formal AE to a greater extent than men in both countries. Further, while Finnish society enables individuals who traditionally have fewer resources to attend formal AE, that is, single parents and larger families, in Britain, formal AE is mainly taken up by individuals without children or those in stable family situations. The results highlight the importance of institutions in providing equal access to further educational qualifications.

Raybaud, A. (2025a, juin 10). **« Mon père a tout donné à sa carrière. Il a fini par faire un gros burn-out et une dépression » : comment des jeunes ont construit leur rapport au travail en fonction de celui des parents.** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/06/10/mon-pere-a-tout-donne-a-sa-carriere-et-fait-un-burn-out-comment-la-generation-z-est-influencee-par-le-rapport-au-travail-de-ses-parents_6611933_4401467.html

Entre épuisement, perte de sens et admiration, la jeune génération forge son rapport à l'emploi en ayant vécu les difficultés professionnelles de leurs parents et la transformation profonde du monde du travail.

Raybaud, A. (2025b, juin 11). **L'accompagnement à l'orientation des jeunes : une affaire de mères.** *Le Monde*. Consulté à l'adresse

https://www.lemonde.fr/campus/article/2025/06/11/l-accompagnement-a-l-orientation-des-jeunes-une-affaire-de-meres_6612135_4401467.html

Ce sont les femmes qui s'acquittent en premier lieu du travail de guide dans les choix d'avenir de leurs enfants, loin devant les professionnels de l'orientation mais aussi devant les pères.

Rodríguez-Izquierdo, R. M. (2025). **University Social Responsibility: Unravelling the Perceptions of External Stakeholders.** *Higher Education Quarterly*, 79(3), e70035. <https://doi.org/10.1111/hequ.70035>

The paper examines how external stakeholders conceptualise university social responsibility (USR) and their perceptions about how universities implement USR in practice. A total of 18 external stakeholders from eight universities were interviewed. The results indicated that there was no shared and common conceptualization of USR and that USR was recurrently related to the areas of teaching, research, or community engagement, revealing an omission of management, governance, and campus life. This study contributes to the body of knowledge on USR by shedding light on the perspective of actors that are not sufficiently addressed in the literature, that is, those of external stakeholders. We argue for a revisited USR based on a reflective debate on the potential role of external stakeholders in helping higher education institutions address societal needs. The study informs practical applications that policymakers can use to advance their social impact and reduce the gap between USR policy and practice.

Rosenqvist, E., & Brandén, M. (2025). **School composition and academic decisions.** *European Sociological Review*, 41(2), 232-247. <https://doi.org/10.1093/esr/jcae031>

Research on the effects of school composition tends to focus on how it shapes school achievement. In this study, we instead examine how school composition shapes children's educational aspirations, given their achievement, and if children from different socio-economic backgrounds are affected differently. We apply school-fixed effects on Swedish register data, including all 9th-grade students from 2013 to 2017. Being exposed to a high share of low-achieving schoolmates increases the likelihood of applying for academics instead of vocational tracking across socio-economic backgrounds. In contrast, the share of high-achieving schoolmates is negatively associated with academic tracking only for high-SES children. Being exposed to peers with highly educated parents increases the likelihood of applying for academic tracking for low-SES children, whereas the effect is weaker or even negative for some of the high-SES groups. Together, our results suggest that the academic decisions of both high- and low-SES children could benefit from a less segregated school environment.

Ruan, Y., Liu, B., & Zhuang, T. (2025). **Policy intents and the enactment of inclusion in prestigious schools in urban China: can equity and excellence coexist?** *International Journal of Inclusive Education*, 29(8), 1292-1307. <https://doi.org/10.1080/13603116.2023.2266700>

This article addresses the policy intents regarding inclusive education in the Chinese basic education sector, prestigious school principals' and teachers' understanding of inclusion, and their current enactment of inclusion in delivering education. Through document analysis and semi-structured interviews, we find that inclusion in China can be understood in two broad categories. One concerns even development and equal access to educational opportunities between regions of different economic development, while the other concerns equal rights and educational opportunities between students with

special educational needs and students in regular classrooms. In terms of enactment, the teachers and principals at the prestigious schools sampled focus on different issues to those highlighted in policy documents. Inclusion is often discussed in relation to competition, quality, and outcomes in the schools, rather than access to education and the learning process. When it comes to inclusion criteria, prestigious schools substantively exert their influence to exclude certain students, due to their self-image of excellence. However, based on the ideology of human capital theory, excellence and equity are not seen as incompatible goals in the Chinese educational system.

Siegert, C. (2025). **Parenthood and poverty risk within couples: individual and household poverty risks by gender and education in four European countries.** *European Sociological Review*, 41(2), 265-277. <https://doi.org/10.1093/esr/jcae040>

This study examines how the presence of children is associated with poverty risk within different-sex couples across welfare state regimes, using no- and full-income pooling scenarios. It focuses on whether partners can achieve an adequate living standard without relying on family ties, and how the costs of children shape poverty risk within these scenarios. Using cross-sectional EU-SILC data (2016–2019) on 30,150 coresidential couples from Austria, France, Spain, and Sweden, I use linear probability models (LPM) to estimate household and individual poverty risks among partners with/out children, by education, gender and country. The results indicate that poverty risks vary by gender, income pooling scenario and country. While partners bear household poverty risks together, there is a pronounced gender gap in individual poverty risk across countries. Men, regardless of their education and fatherhood status, have a relatively low individual poverty risk, with little difference between income pooling scenarios. Conversely, women, especially low-educated mothers, have a higher individual than household poverty risk. Observed cross-country variations highlight that the relationship between motherhood and poverty risk is context-specific. Although education is often promoted as a shield against poverty, in some countries, such as Austria, highly educated mothers also face a high individual poverty risk.

Tucci, I., & Brinbaum, Y. (2025). **Évolution des trajectoires professionnelles des descendants d'immigrés sur 20 ans : une accentuation des inégalités.** *Formation emploi. Revue française de sciences sociales*, (170). <https://doi.org/10.4000/140hk>

Cet article compare les trajectoires professionnelles sur 7 ans après la sortie de formation initiale des descendants d'immigrés à celle de la population majoritaire en s'intéressant à l'évolution des inégalités sur une période de 20 ans, avant et après la crise de 2008. Les analyses à partir des enquêtes Génération 1998 et 2010 du Céreq mettent en évidence une exacerbation des inégalités : les descendants d'immigrés du Maghreb de la cohorte de sortants 2010 ont, à diplôme, origine sociale et autres propriétés sociales similaires, un risque accru, par rapport à la population majoritaire sortante en 1998, d'avoir une trajectoire discontinue et caractérisée des emplois (très) précaires statutairement et en termes de revenus.

Vigevano, L., & Mattei, P. (2025). **The challenges of distance learning in Italy: new inequalities and implications for inclusive education.** *International Journal of Inclusive Education*, 29(8), 1308-1322. <https://doi.org/10.1080/13603116.2023.2266718>

The lack of professional training, information and communication technology infrastructure, and digital assets meant that the provision of public education in Italy was profoundly challenged by the shift to distance learning prompted by lockdowns and

school closures due to COVID-19. The substitution of in-presence attendance with virtual classes affected schools' capacity to effectively provide instructional time and imposed high participation barriers on students. The subsequent loss of learning time was disproportionate for Italian students, penalising socioeconomically-disadvantaged students, who lacked resources to access distance learning, with greater educational losses. The education sector's response to the first pandemic wave generated winners and losers, thus deepening educational inequalities and jeopardising the inclusiveness of public schooling. This study explores the effect of the public education's response to the pandemic on instructional time, singling out group-specific losses linked to distance learning and infrastructural deficiencies, and its implications for educational losses.

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.

Climat de l'école

Café pédagogique. (2025, juin 11). **Le groupe classe est davantage qu'une somme d'élèves spécifiques.** Consulté 12 juin 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/06/11/le-groupe-classe-est-davantage-quune-somme-deleves-specifiques/>

Trois chercheurs, Amael Andre, Caroline Desombre et Julien Despois, défendent « l'idée que l'éducation inclusive, pour être efficace, doit être plus qu'une somme de prises en charge individuelles ».

Derguy, C., Jury, M., Aube, B., & Vallée, C. (2025). **Why do special education teachers have more positive attitudes toward the inclusion of students with autism? Examining the mediating role of self-efficacy and knowledge about autism among French teachers.** *Educational Psychology*. <https://doi.org/10.1016/j.rasd.2021.101746>

Teachers' negative attitudes towards autistic students remain a major obstacle to their school inclusion. This exploratory study aims to investigate the mediating role of teacher's self-efficacy and knowledge of the relationship between a teacher's status (general education teachers versus special education ones) and attitudes toward the inclusion of autistic students. Three hundred and seven French elementary and secondary teachers filled in online questionnaires: sociodemographic information, the Autism Attitude Scale for Teachers, the Teachers' sense of efficacy scale and the Autism Knowledge Screening Scale. Special education teachers have more positive attitudes toward the inclusion of autistic students than their general education peers. They have also higher self-efficacy and higher knowledge levels. The mediation analysis indicated that only the teacher self-efficacy (related to classroom management) was significantly linked to teacher attitudes and explained the link between the teachers' status and attitudes. Results highlight the key role of teacher self-efficacy in the success of the inclusion process. To improve teachers' self-efficacy and attitudes, training programs should not solely focus on knowledge about ASD, but on specific teaching strategies such as preventing and managing behaviors.

Drouilleau, F., & Michun, S. (2025). **Mieux manger dans la restauration collective : un processus d'essai et d'erreurs**. Consulté à l'adresse <https://www.cereq.fr/restauration-collective-ecologie-environnement>

L'étude de cas menée au lycée agricole Grandgousier met en lumière les difficultés de l'intégration des normes environnementales dans la restauration collective. L'injonction à une alimentation plus durable, portée par la loi EGalim et la Région Occitanie, se heurte à des réalités de terrain complexes. La contrainte financière, tout d'abord, est un obstacle majeur. Le lycée Grandgousier doit subventionner fortement sa cantine, cette dernière devant par ailleurs composer avec des tarifs inchangés pour les repas livrés à un lycée partenaire. Le sentiment de « payer pour les autres » limite les marges de manœuvre pour investir dans des produits durables. L'invisibilisation des compétences et l'éloignement de l'employeur (la Région) contribuent à un désenchantement du personnel. L'autonomie des équipes est limitée et les fiches de poste, peu axées sur la durabilité, ne valorisent pas l'engagement des agents.

Finkelstein, I., Shafiq, M., Soffer-Vital, S., & Alon, N. T. (2025). **Should academic staff be the arbiters of peace in the classroom when the war rages outside? Gatekeepers of a national conflict in higher education**. *Higher Education*, 89(5), 1351-1368. <https://doi.org/10.1007/s10734-024-01276-0>

The study explores how academic institutions navigate national conflict within the multicultural classroom. Due to its complex ethnic and religious diversity, Israel is used as a case study. The Arab-Jewish conflict, intertwined with historical, territorial, and identity issues, poses challenges for educators. Twenty-two faculty members in Israel, who teach in a culturally diverse higher education setting that includes both Jewish and Palestinian (Arab) Israeli students, were interviewed for this qualitative study. The results identified three main themes: (1) the balance between maintaining apolitical academia and upholding academic freedom of speech, (2) strategies employed by educators to manage conflict within the classroom setting, and (3) fostering multicultural education amidst national tensions. The study also applied intersectionality theory to examine additional layers of influence on educators. An inclusive model is proposed, integrating national conflict, intersectionality, and academic freedom. The unique contribution lies in incorporating the national conflict element into the model, acknowledging how

intertwined identities of students and educators lead to challenges and conflicts. The application of intersectionality theory enhances comprehension of classroom dynamics. Given the volatility that has rocked the region in recent months, these results bring with them an even greater sense of urgency; this study offers practical implications and conflict management tools for educators in similar contexts, both in war-torn regions and politically turbulent settings.

Garcia-Gracia, M., & Valls, O. (2025). **School absenteeism, emotional engagement and school organisation: an international comparative approach.** *International Journal of Inclusive Education*, 29(8), 1323-1337. <https://doi.org/10.1080/13603116.2023.2266722>

This article aims to provide knowledge on the effects of the social composition of schools and the mediating effect of emotional engagement on school absenteeism, from a comparative perspective and using a multilevel methodology. The comparative dimension of the analyses allows us to study whether there is a school effect on absenteeism and whether this differs according to organisational structures. For this purpose, three cities with three different models were considered. Data from the International Study of City Youth (ISCY) were used. Data were collected in three cities Barcelona (Spain), Ghent (Belgium) and Bergen (Norway), with a total sample of N = 6557 pupils in 82 schools. The results show, first, that absenteeism varies between cities and schools according to the model of school organisation. They also revealed the importance of instrumental and expressive student identification as prevention of absenteeism at the individual level. Finally, results reported that a high emotional engagement of pupils can contribute to reducing the effect of the social composition of the school on absenteeism.

Ye, Z., Wu, K., Niu, L., Li, Y., Chen, Z., Chen, L., & Zhao, S. (2025). **Peer Victimization and School Engagement among Chinese Adolescents: Does Classroom-Level Victimization Matter?** *Journal of Youth and Adolescence*, 54(6), 1476-1488. <https://doi.org/10.1007/s10964-025-02150-7>

Peer victimization has been demonstrated to have a long-lasting negative impact on adolescents' psychological well-being, yet its impact on school engagement is inconclusive, particularly during high school. In addition, research about the role of classroom-level victimization in the association between individual-level peer victimization and adolescents' school engagement remains underexplored. Previous research has relied solely on self-report measures to assess peer victimization, potentially limiting the scope of understanding. This study investigated the moderating effects of both student-reported and teacher-reported classroom-level victimization on the association between individual-level peer victimization and school engagement among Chinese adolescents. A sample of 2,803 high school students (aged from 14–19 years, Mage = 15.43 years, SD = 0.56; 48.5% boys) from 48 classes (Mclass size = 58.62, SD = 3.65) completed measures of peer victimization and school engagement in October 2023. Their homeroom teachers (85.4% males; Mage = 44.17 years, SD = 7.70) reported overall victimization in each class. Multilevel modeling analyses revealed that, at the individual level, adolescents who reported higher victimization exhibited lower school engagement. Notably, this association was significant only when the classroom-level victimization was high. Furthermore, these significant findings were observed for student-reported classroom-level victimization, but not for teacher-reported victimization. The findings suggest that reducing classroom-level victimization may help mitigate the negative effect of peer victimization on school engagement, underscoring the need to

consider classroom environment when developing anti-bullying interventions for high school students.

Formation continue

Adinda, D., Blandin, B., Jeunesse, C., & Vergnas, O. L. (2025). **Digital, IA et formation des adultes : synthèse de treize ans de recherche internationale**. *Savoirs*, 68(2), 13-118. <https://doi.org/10.3917/savo.068.0013>

Cisel, M. (2025). **La Pertinence du Catalogue du Compte Personnel de Formation, vue au Prisme du Comportement des Utilisateurs**. EIAH. Présenté à Lille, France. Consulté à l'adresse <https://hal.science/hal-05089129>

En France, le CPF sert de véhicule aux politiques publiques visant à financer la formation d'adultes. La plateforme Mon Compte Formation (MCF) permet de sélectionner la formation de son choix au sein d'un catalogue particulièrement fourni; elle met à disposition un certain nombre de données sur son offre, données qui à ce jour restent sous-exploitées. Nous présentons ici une réflexion méthodologique sur les opportunités offertes par ces traces. Elle vise à apporter un regard sociologique et géographique sur des analyses de traces réalisées par des méthodes issues de l'informatique, pour mieux contraster l'offre des catalogues de formation et les thématiques qui constituent les principaux centres d'intérêt du public de la plateforme, ceux-ci étant inférés sur la base des traces laissées via le moteur de recherche intégré au sein de MCF.

El Haïk-Wagner, N. (2025). **De «super infirmière» à «plus qu'infirmière». Les conditions sociales de spécialisation des infirmières anesthésistes**. *Formation emploi. Revue française de sciences sociales*, (170). <https://doi.org/10.4000/140hh>

Les infirmières anesthésistes se distinguent par une importante autonomie clinique et un binôme étroit avec les médecins anesthésistes. Mobilisant récits biographiques, observations et un questionnaire, cet article interroge la sociogenèse de leurs dispositions techniques et de leur sentiment d'assurance vis-à-vis des médecins. Il investit plus spécifiquement leurs propriétés sociales et trajectoires dès la sortie des études en soins infirmiers. Leur fréquent début de carrière en réanimation constitue un investissement cognitif, socialement différencié. Il renforce l'incorporation d'une série de dispositions et nourrit un sentiment d'usure lié aux conditions d'exercice et des frustrations tenant aux limites du statut infirmier. La reprise de formation comme infirmière anesthésiste parachève un triple reclassement statutaire – clinique, matériel et symbolique – qui consacre la place singulière de ce sous-groupe infirmier.

Gassert, E. (2025). **La connaissance des liens entre formation continue et parcours professionnels : un enjeu du paritarisme**. *Formation emploi. Revue française de sciences sociales*, (170). <https://doi.org/10.4000/140hg>

Entre 2015 et 2020, le Céreq a exploité le dispositif d'enquête « Défis » pour éclairer les multiples enjeux de la formation continue au regard des problématiques de sécurisation des parcours professionnels. Si ces apports sont aujourd'hui (re)connus, les conditions d'émergence de Défis le sont beaucoup moins. Et pourtant, Défis a marqué un tournant de la statistique publique en tirant son origine d'une initiative essentiellement paritaire, c'est-à-dire impliquant les organisations syndicales et patronales dans son élaboration, son pilotage et son financement. Après une clarification de la notion de parcours et de

ses implications normatives, les mécanismes d'apprentissage, d'alliance et de convergence qui fondent le projet paritaire sont explicités. L'originalité de Défis est enfin soulignée au regard de son positionnement, de ses attributs techniques et de ses apports pour le paritarisme et le débat collectif.

Gossemaume, V., Checcaglini, A., & Melnik-Olive, E. (2025). **Actes des 6èmes Rencontres DGEFP**. Consulté à l'adresse <https://www.cereq.fr/actes-des-6emes-rencontres-dgefp-cereq>

Cet ouvrage rend compte des travaux du Céreq présentés lors des 6èmes Rencontres DGEFP-Céreq qui ont eu lieu en avril 2025. Les Rencontres DGEFP-Céreq ont pour objectif d'éclairer de façon renouvelée les questions relatives à l'impact des politiques de formation sur le comportement des entreprises et de leurs salariés. Ces rencontres sont un espace privilégié pour la diffusion des travaux de recherche et leur mise en débat.

Gümüş, E., & Buyukgoze, H. (2025). **Empowering school administrators for refugee education in Türkiye: insights from multiple stakeholders on a training programme**. *International Journal of Inclusive Education*, 29(8), 1271-1291. <https://doi.org/10.1080/13603116.2023.2265947>

Following the Syrian Civil War in 2011, more than 5.5 million people have fled Syria. As a neighbouring country, Türkiye has hosted nearly four million Syrian refugees, with children under 15 years old making up almost half of this population. Concomitantly, ensuring that these refugee students receive quality education and schooling has become both a priority and a challenge since then. The government in Türkiye has implemented a variety of education policies and accompanying regulations in response. Among other initiatives, an inclusive education programme for school principals was developed in cooperation with UNICEF-Türkiye, specifically tailored for the vulnerable, disabled, and refugee-background students, aiming to raise awareness and provide inclusive learning environments for all. In this study, we provide information about how this in-service training programme, rooted in principles of inclusion and integration, was designed and investigate the constraints and offerings of the programme from the perspectives of 24 participants including school administrators and programme designers. The findings of this study provide insight into the practices that promote inclusive leadership in school settings, taking into account contextual factors and realities. The limitations of the research are presented, and implications are discussed herein.

Heiser, L., Chovelon, C., Faller, C., Raynault, A., Escande Gauquié, P., Bonjour, A., ... François Céci, J. (2024). **For living laboratories in education (symposium)**. In *The 18th Annual Conference of the TEPE Network*. Consulté à l'adresse <https://hal.science/hal-05048185>

This symposium will explore Living Labs as open innovation ecosystems in line with the principles of ENOLL (www.openlivinglabs.org), with a particular focus on their impact and application in the field of education, and more specifically in the training of teachers and educational managers. This approach aims to recognize all participants (researchers, trainers, learners, business players) as expert participants actively engaged in research and innovation processes. In education, this networking offers opportunities to cultivate systems thinking (Raynault, 2023), and prompts reflection on coaching processes (Vial, Mencacci, 2007) and the transformation of university teaching practices in INSPEs. The aim of this symposium is to enrich the vision of living labs in education, and to share know-how that will benefit project leaders.

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.

Loiselle, M. (2023). **Rétroaction par les pairs par l'entremise de blogues : Perceptions et pratiques d'étudiants universitaires avancés d'anglais langue seconde** (Masters, Université du Québec en Abitibi-Témiscamingue). Consulté à l'adresse <https://depositum.uqat.ca/id/eprint/1569/>

This multi-case study investigates the perceptions and practices of blog-mediated peer feedback in the context of an academic writing class of advanced ESL adult learners. The study aims to examine the linguistic errors commonly made by these learners, explore how they provide feedback to their peers through blogs, analyze their responses to the feedback received, and investigate their perceptions of this feedback approach. The study was conducted at a francophone Canadian university, in the context of a mandatory academic writing course within the Teaching English as a Second Language (TESL) program. The study follows a multiple-case study design combining qualitative and quantitative data collection methods, including analysis of written productions, blog-mediated peer feedback, semi-structured interviews, and a demographic questionnaire. The findings highlight that sentence structure and spelling are the most frequent error types among advanced adult ESL learners. Furthermore, they reveal that the predominant feedback type preferred by these learners is direct error correction with comments, followed by direct error correction without comments. In terms of their revisions learners not only aligned these with their peer comments but also made correct substitutions. As for learners' perceptions, although all the participants showed a positive attitude towards blog-mediated peer feedback, emphasizing its user-friendliness and convenience, some learners expressed concerns about their peer's competence to provide feedback. The results of this study contribute to the understanding of the benefits and challenges of using blog-mediated peer feedback as a pedagogical tool in ESL writing classrooms. Furthermore, it provides valuable insights for instructors of advanced

ESL learners in higher education regarding the types of errors their students tend to make when writing in academic contexts as well as how they integrate the feedback provided by their peers.

Mufic, J. (2025). **Scrutinising “crises” and “emergencies” in UNESCO’s Global Reports on Adult Learning and Education.** *International Review of Education*, 71(2), 281-299. <https://doi.org/10.1007/s11159-024-10124-3>

Education is a human right but one that remains elusive for displaced people and refugees affected by crises and emergencies. Against the background of global commitments to education, lifelong learning policies are essential to ensure self-sufficiency and autonomy for displaced people. While the field of Education in Emergencies (EiE) has successfully drawn attention to the educational needs of displaced people, lifelong learning receives comparatively little funding and policy attention. The aim of this study is to contribute to the field of lifelong learning and EiE by critically identifying, scrutinising and rethinking how the concepts of “crisis” and “emergency” are produced in the context of adult learning and education (ALE). By analysing the United Nations Educational, Scientific and Cultural Organization (UNESCO)’s series of Global Reports on Adult Learning and Education (GRALE) and drawing on the “What’s the ‘problem’ represented to be” (WPR) approach pioneered by Carol Bacchi, this study examines representations of crisis and emergencies in ALE and the ways in which they contribute to the reproduction of dominant hierarchies and power structures. The analysis highlights the need to rethink the concept of ALE in emergencies and to critically challenge dominant discourses and promote a more equitable and inclusive approach. This article highlights the tensions between how different forms of crisis and emergency are represented and calls for alternative theoretical and epistemological thinking on education in contexts of conflict and displacement.

Pöyliö, H., & McMullin, P. (2025). **Participation in formal adult education and family life—a gendered story.** *European Sociological Review*, 41(2), 248-264. <https://doi.org/10.1093/esr/jcae032>

Previous literature on adult education (AE) has focused on various aspects of social inequalities, and although many acknowledge the critical role of gender, the mechanisms influencing gender differences in participation are rarely to the fore. Specifically, women report family responsibilities as the main reason for not enrolling in AE. This article examines whether family responsibilities, measured as the age and number of children, act as motivators or barriers to formal AE participation differently among men and women with varying time and monetary resources, that is, partnership status and relative income, in two societies with high formal AE enrolment rates; Finland and Great Britain. The results from Finnish registers and Understanding Society for 1998–2019 demonstrate clearly that family responsibilities related to having young children in the household restrict women from participating in formal AE to a greater extent than men in both countries. Further, while Finnish society enables individuals who traditionally have fewer resources to attend formal AE, that is, single parents and larger families, in Britain, formal AE is mainly taken up by individuals without children or those in stable family situations. The results highlight the importance of institutions in providing equal access to further educational qualifications.

Shuayb, M., Moghli, M. A., & Câmara, J. N. (2025). **Lifelong learning in emergencies: From saviourism to solidarity**. *International Review of Education*, 71(2), 195-207. <https://doi.org/10.1007/s11159-025-10165-2>

Marché du travail

Baghioni, L., & Foli, O. (2025a). **L'écologisation de la restauration scolaire : une dynamique volontariste, sous fortes contraintes**. Consulté à l'adresse <https://www.cereq.fr/ecologisation-restauration-scolaire>

Baghioni, L., & Foli, O. (2025b). **Une écologisation tirée par des évolutions techniques, avec effets sur le travail**. Consulté à l'adresse <https://www.cereq.fr/ecologisation-evolutions-techniques-travail>

Dessein, S. (2025). **« Nul n'est inemployable ! » Une politique d'activation des personnes handicapées**. *Formation emploi. Revue française de sciences sociales*, (170). <https://doi.org/10.4000/140he>

Cet article propose une sociohistoire du service public accompagnant les chômeurs et chômeuses handicapé·es en France, à l'aune de la convergence des politiques publiques du handicap vers celles de l'emploi. Il retrace les modalités de cette convergence, influencée par des directives européennes et s'adossant sur la nouvelle gestion publique. Il analyse ensuite ses conséquences récentes en matière de sélection des publics reçus. En renseignant l'évolution des politiques d'activation à l'égard des personnes handicapées – historiquement davantage protégées vis-à-vis de l'injonction au travail –, cet article invite à réfléchir sur les orientations récentes plus générales en matière d'activation.

Drouilleau, F., & Michun, S. (2025). **Silva, une SCOP en voie d'écologisation de sa stratégie et de son activité**. Consulté à l'adresse <https://www.cereq.fr/scop-ecologie-strategie-rse>
La SCOP Silva, une entreprise de construction située dans le Sud de la France, s'engage activement dans l'écologisation de sa stratégie et de ses activités. Cet engagement se traduit par le développement de solutions éco-responsables, notamment via son pôle Bois, et par la mise en place d'une stratégie de RSE (responsabilité sociétale des entreprises). L'écologisation de Silva est un processus progressif, encouragé par la volonté d'anticiper les réglementations et de se positionner sur le marché de l'écoconstruction. La SCOP a adopté des pratiques telles que l'utilisation de matériaux biosourcés, la gestion des déchets et le réemploi, et s'est engagée dans des projets de construction exemplaires. Ce processus est néanmoins tributaire de l'implication des coopérateurs-salariés qui n'ont pas tous le même regard sur l'environnement.

Gosseume, V., Checcaglini, A., & Melnik-Olive, E. (2025). **Actes des 6èmes Rencontres DGEFP**. Consulté à l'adresse <https://www.cereq.fr/actes-des-6emes-rencontres-dgefpcereq>

Cet ouvrage rend compte des travaux du Céreq présentés lors des 6èmes Rencontres DGEFP-Céreq qui ont eu lieu en avril 2025. Les Rencontres DGEFP-Céreq ont pour objectif d'éclairer de façon renouvelée les questions relatives à l'impact des politiques de formation sur le comportement des entreprises et de leurs salariés. Ces rencontres sont un espace privilégié pour la diffusion des travaux de recherche et leur mise en débat.

Raybaud, A. (2025, juin 10). « **Mon père a tout donné à sa carrière. Il a fini par faire un gros burn-out et une dépression** » : comment des jeunes ont construit leur rapport au travail en fonction de celui des parents. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/06/10/mon-pere-a-tout-donne-a-sa-carriere-et-fait-un-burn-out-comment-la-generation-z-est-influencee-par-le-rapport-au-travail-de-ses-parents_6611933_4401467.html

Entre épuisement, perte de sens et admiration, la jeune génération forge son rapport à l'emploi en ayant vécu les difficultés professionnelles de leurs parents et la transformation profonde du monde du travail.

Tucci, I., & Brinbaum, Y. (2025). **Évolution des trajectoires professionnelles des descendants d'immigrés sur 20 ans : une accentuation des inégalités**. *Formation emploi. Revue française de sciences sociales*, (170). <https://doi.org/10.4000/140hk>

Cet article compare les trajectoires professionnelles sur 7 ans après la sortie de formation initiale des descendants d'immigrés à celle de la population majoritaire en s'intéressant à l'évolution des inégalités sur une période de 20 ans, avant et après la crise de 2008. Les analyses à partir des enquêtes Génération 1998 et 2010 du Céreq mettent en évidence une exacerbation des inégalités : les descendants d'immigrés du Maghreb de la cohorte de sortants 2010 ont, à diplôme, origine sociale et autres propriétés sociales similaires, un risque accru, par rapport à la population majoritaire sortante en 1998, d'avoir une trajectoire discontinue et caractérisée des emplois (très) précaires statutairement et en termes de revenus.

Métiers de l'éducation

Borne, É. **Personnels enseignants du premier degré dans les îles Wallis et Futuna**. , Pub. L. No. 546 (2024-2025) (2025). <https://www.senat.fr/dossier-legislatif/pjl24-546.html>
projet de loi relatif au transfert à l'État des personnels enseignants de l'enseignement du premier degré dans les îles Wallis et Futuna

Café pédagogique. (2025, juin 12). **La crise du remplacement des enseignants s'accroît depuis 2018 (rapport du Sénat)**. Consulté 13 juin 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/06/12/la-crise-du-remplacement-des-enseignant-es-s'accroît-depuis-2018-rapport-du-senat/>

Les absences d'enseignants connaissent une hausse constante depuis 2018, la question de leur remplacement devient critique. Le rapport de la Commission des finances du Sénat, publié le 12 juin 2025,

Cisel, M. (2025). **Valorisation de la base de données theses.fr**. Consulté à l'adresse CY Cergy Paris Université website: <https://hal.science/hal-05088937>

La France dispose d'un répertoire visant à recenser l'intégralité des thèses de doctorat soutenues depuis le milieu des années 1980, ou en cours : le site theses.fr. Celui-ci comportait en 2023 des données relatives à près d'un demi-million de doctorats, tandis que son archive TEL hébergeait quant à elle plus de 100.000 manuscrits. Les métadonnées associées -accessibilité en ligne, langue d'écriture, discipline, directeur de thèse, etc. -offrent de nombreuses opportunités pour les chercheurs désireux de mieux comprendre les conditions d'encadrement, d'écriture et de soutenance des thèses.

Dans ce rapport, nous faisons le point sur diverses analyses menées dans le cadre de travaux de recherche menés en collaboration entre 2019 et 2023 avec plusieurs dizaines d'étudiants de diverses formations en analyse de données de CY Tech, école d'ingénieurs constituant une composante de CY Cergy Paris Université. Il vise à donner à voir de manière panoramique la richesse des opportunités offertes par l'analyse des jeux de données disponibles sur theses.fr, et porte notamment l'attention sur la question de la fiabilité des métadonnées recensées (erreurs dans la langue d'écriture attribuée, etc.). Nous proposons en outre des techniques pour enrichir les informations disponibles (spécification de la discipline d'appartenance, du genre des individus) ou pour recoder certaines variables (noms des institutions, etc.). Une série de visualisations constituant autant de pistes de recherches est présentée.

Czeranowska, O. (2025). **Career Success and Gender Occupational Minorities: Reconstructing Gendered Notions of Career Success.** *Qualitative Sociology*, 48(2), 307-333. <https://doi.org/10.1007/s11133-025-09592-2>

Gender occupational minorities are individuals who deviate from gender-based occupational norms in their career choices: women in masculinized occupations and men in feminized occupations. Despite extensive research on some aspects of their experiences, few studies explore how men in feminized occupations and women in masculinized occupations define career success. The present qualitative analysis investigates two highly skilled groups of occupations who were chosen based on Bourdieu's (1998) practical principles of gender occupational segregation: IT/new technologies for women and childcare/education for men. I analyzed the interviewees' definitions of career success and their experiences in achieving (or not achieving) career success within their occupational trajectories. Furthermore, my investigation delved into the factors influencing chances of achieving career success, particularly emphasizing the role of gender.

Gilliot, J.-M., Jacques, P., Benchohra, A., & Raux, P. (2025). **Découverte de l'IA Générative pour le jeune chercheur – un cours pour s'approprier une transformation numérique.** *QPES Questions de Pédagogie dans l'Enseignement supérieur*. Présenté à Brest (FR), France. Consulté à l'adresse <https://hal.science/hal-05100044>

This contribution presents feedback on an exploratory course on generative AI designed for Masters students. The aim is to explore the uses of generative AI in science, following a pragmatic approach that recognizes the impact of these technologies on teaching and research. The course is based on a pedagogical scenario focusing on interdisciplinary, practice, change management and group work, alternating between expert contributions and appropriation workshops. The evaluation of the system reveals a positive outcome, with students satisfied with the format and the progression in their positioning with regard to generative AI. In conclusion, this type of course, which encourages interaction and collective exploration, is relevant to the appropriation of new technologies. The importance of developing students' reflection and metacognition in order to make informed use of these tools is also a conclusion shared by both teachers and students.

Gümüş, E., & Büyükgoze, H. (2025). **Empowering school administrators for refugee education in Türkiye: insights from multiple stakeholders on a training programme.** *International Journal of Inclusive Education*, 29(8), 1271-1291. <https://doi.org/10.1080/13603116.2023.2265947>

Following the Syrian Civil War in 2011, more than 5.5 million people have fled Syria. As a neighbouring country, Türkiye has hosted nearly four million Syrian refugees, with children under 15 years old making up almost half of this population. Concomitantly, ensuring that these refugee students receive quality education and schooling has become both a priority and a challenge since then. The government in Türkiye has implemented a variety of education policies and accompanying regulations in response. Among other initiatives, an inclusive education programme for school principals was developed in cooperation with UNICEF-Türkiye, specifically tailored for the vulnerable, disabled, and refugee-background students, aiming to raise awareness and provide inclusive learning environments for all. In this study, we provide information about how this in-service training programme, rooted in principles of inclusion and integration, was designed and investigate the constraints and offerings of the programme from the perspectives of 24 participants including school administrators and programme designers. The findings of this study provide insight into the practices that promote inclusive leadership in school settings, taking into account contextual factors and realities. The limitations of the research are presented, and implications are discussed herein.

Hariveau, M., Jacquot, E., & Garet, M. (2025, mai). **Supervision de la mise en place d'une réforme pédagogique sur l'évaluation par compétences en clinique pédagogique. Exploration du vécu des coordinateurs pédagogiques. Étude qualitative.** Consulté à l'adresse <https://hal.science/hal-05091547>

Contexte : L'ingénierie est cruciale pour déployer une pédagogie basée sur l'Agir en santé dans un référentiel par compétences. Le conseil pédagogique (1) est une mission importante et représente un défi pour les organismes de formation et pour les coordinateurs. Une réforme curriculaire pour optimiser la traduction pédagogique des décrets quant à l'évaluation des compétences nécessite une analyse et un suivi de gestion de projet ceci dans une démarche SoTL (2). Objectifs : Explorer l'expérience vécue des coordinateurs pédagogiques lors de la mise en place des entretiens d'évaluation des compétences cliniques. Identifier l'impact et les défis pour adapter les réformes. Méthodes : Approche qualitative avec un focus group de 4 coordinateurs pédagogiques, un interviewer, une observatrice. Une analyse thématique inductive réalisée par une équipe de trois personnes (observatrice, harmonisation avec interviewer, et responsable méthodologique) permet un codage ouvert, axial et sélectif avec des étapes de confrontation du codage émergent. Résultats : Trois axes sont identifiés : (A) Observation du terrain révélant les facettes de l'apprentissage par compétences. (B) Dialogue comme catalyseur du développement professionnel. (C) Changement comme processus complexe. Cette exploration reconnaît la nécessité de clarifier des stratégies pédagogiques et didactiques partagées pour atteindre les objectifs prescrits et prestés de la formation professionnelle au regard des enjeux institutionnels. Stimuler l'implication et l'adhésion de tous les acteurs décisionnaires apparaissent comme des défis essentiels au déploiement de ces stratégies d'innovation en pédagogie. Conclusion : Le processus de mise en place d'innovation pédagogique nécessite une ingénierie et un processus de gestion de projet pour accompagner les réformes dans un continuum d'apprentissage professionnel institutionnalisé.

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.

Jolibert, B. (2024, avril 19). **L'image de l'inspection et le malaise des enseignants**. 4. Consulté à l'adresse <https://hal.univ-reunion.fr/hal-05101083>

Malgré certaines réformes récentes touchant l'inspection et la notation des professeurs, nombreux sont les enseignants, primaire et secondaire réunis, qui disent souffrir de se sentir soumis à la surveillance et aux évaluations qui jalonnent, avec plus ou moins de régularité, leur carrière. Au-delà des difficultés dont la presse se fait l'écho (salaires insuffisants, pressions extérieures diverses, violences physiques ou verbales intolérables, faiblesse de l'autorité administrative censée les protéger, mépris affiché d'une partie de l'opinion), beaucoup témoignent d'un malaise persistant provenant d'une source interne : le fait qu'ils sont soumis, dans le cadre de leur parcours professionnel, à une surveillance (visites, rapports et notations) de la part de ceux qui ont, malgré toutes les précautions administratives en usage désormais, la charge de leur contrôle pédagogique. L'évaluation des écoles est collective certes, mais l'inspection reste en dernier ressort individuelle. Elle est vécue comme une menace dont l'utilité et la cohérence ne paraissent pas toujours évidentes. La question de sa énième réforme, voire de sa suppression pure et simple, revient donc régulièrement sur le tapis. Qu'en est-il exactement des reproches qu'on lui adresse ? Quelle est sa fonction ? Mérite-t-elle les critiques dont elle est l'objet ? Par quoi la remplacer si tant est qu'un remplacement soit possible et souhaitable ?

Lightfoot, S., Mander, S., & Doehler, S. (2025). **Can You Hear Me? Empowering From Afar: The Impact of Participating in Staff Recruitment on the Student Experience of HE Distance Learners**. *Higher Education Quarterly*, 79(3), e70024. <https://doi.org/10.1111/hequ.70024>
This paper explores the impact of student participation in staff recruitment processes at a UK distance learning Higher Education Institution, examining its contribution to quality in teaching and learning. Drawing on Self-Determination Theory, the study investigates how students' involvement in high-level decision-making affects their sense of agency, wellbeing, and belonging. Using creative, arts-based methods, three distance students reflected on their experiences through visual representations and follow-up narrative interviews. Findings indicate that authentic student voice activities can enhance

students' perceptions of educational quality, promote a sense of inclusion, and support emotional and academic wellbeing. Participants reported increased confidence, respect for the institution, and clarity of purpose in their studies. This research highlights the value of embedding student voice across institutional practices and proposes a more holistic, participatory approach to quality that reflects the realities of distance education and the diverse identities of students.

McDermott, B. (2025). **Unexpected Journeys: The Professional Identity Development of Canadian Accessibility Advisors**. *Canadian journal of higher education*, 55(1), 69-84. <https://doi.org/10.47678/cjhe.v1i1.190179>

Through examining nine Accessibility Advisors' (AA) stories of becoming, this study provides an important entry point into understanding the individuals whose work is central to supporting students with disabilities within Canadian post-secondary institutions. This understanding adds to the existing literature, augmenting the current work on student experience and policy development. The respondents describe an unplanned, but formative, journey that led to a committed career in disability advising. AA's construction of their professional identities provides a lens into how post-secondary disability support is tied to the medicalization of disability and advisors' acknowledgement of the social construction of disability. Advisors start their narratives in post-secondary institutions and experiences related to disability, leading up to an unanticipated job opportunity. Once in the role, the narratives note the importance of professional development in understanding the role. As the advisors conclude their stories of becoming, they return to their pre-role experiences adding new intentionality to the past experiences, connecting post-secondary context to a social definition of disability. As a result, the narratives show how AA situate their work as policy drivers as neutral – neither faculty nor student aligned. However, this neutrality reflects the need of the AA in research-focused universities to develop cultural capital as third space professionals.

Osho, Y. I., & Alormele, N. (2025). **Negotiated spaces: black women academics' experiences in UK universities**. *Higher Education*, 89(5), 1387-1403. <https://doi.org/10.1007/s10734-024-01279-x>

A dearth of literature exists on Black women academics' experience in UK universities. This lacunae in research mirrors the lived experiences of many Black women academics: feeling silenced whilst simultaneously experiencing the strain of hypervisibility in their academic roles. Within the global landscape, influencing factors have been highlighted relating to pay disparities between Black women and their white counterparts, experiences of covert gendered racism, microaggressions and the absence of support from universities in relation to progression and development opportunities. The frequency of toxic work cultures and systemic racism within universities is evidenced in the lack of representation of Black women in senior leadership positions in the UK. Where representation is found, this paper presents evidence that Black women academics tend to be working within insecure contracts and/or at universities that do not prioritise and allocate time for research and promotion-rich activity. For Black women academics who do survive and thrive in the sector, there is the identification of the importance of internal and external networks which offer safety, support and solidarity. Nonetheless, these networks alone are not enough, with an analysis of groups outside of Black women able to gain access to these networks, rendering Black women's space to share their experiences unsafe and potentially violent. In recognition of a move from an approach of an analysis of literature being left as a standalone point for reflection, this paper

provides a review and several points for action for the higher education sector. These action points can be utilised by universities to develop and implement equitable strategies and policies for Black women academics and racially minoritised staff, more broadly.

Point, C., Legault, A., & Georgeff, C. (2025). **La formation en éthique professionnelle pour les personnes enseignantes du primaire : où en est-on au Québec ?** *Formation emploi. Revue française de sciences sociales*, (170). <https://doi.org/10.4000/140hf>

L'idée d'une éthique professionnelle pour les personnes enseignantes a du mal à émerger en France, et ce pour de nombreuses raisons. Pour travailler cette idée, nous proposons ici de déplacer notre regard à l'extérieur des frontières nationales, et de comprendre comment ce domaine se développe au Québec. L'objectif de ce travail est donc d'établir un tour d'horizon de la formation en éthique professionnelle enseignante (ÉPE) au Québec, pour les personnes étudiantes qui se destinaient au métier d'enseignant au primaire. Pour ce faire, nous nous intéressons à la formation initiale que les universités québécoises offrent dans ce domaine, au sein des parcours d'enseignement des facultés et départements d'éducation. À partir des rares données publiquement disponibles, et donc accessibles pour ces personnes étudiantes, notre analyse présente les objectifs de cette formation, les lieux et les programmes où elle se réalise, ainsi que les ressemblances et divergences de contenu de ces formations en fonction des universités québécoises.

Watermeyer, R., Bolden, R., Knight, C., & Crick, T. (2025). **Academic anomie: implications of the 'great resignation' for leadership in post-COVID higher education.** *Higher Education*, 89(5), 1215-1233. <https://doi.org/10.1007/s10734-024-01268-0>

The experience of the COVID-19 pandemic has ignited a near universal rethink of what is tolerable or desirable in work settings. In higher education—where discontent has been exacerbated by the pandemic—the potential for a 'great resignation' is a very real threat. The long-term impact of a crisis management approach in universities has led to a state of 'pandemia', according to Watermeyer et al., (British Journal of Sociology of Education 42:651-666, 2021b), whereby academics feel alienated and subjected to a 'toxic' work environment that lacks shared purpose and values. This article draws on Durkheim's notion of 'anomie' to explore what leads academics to leave the sector and to consider how the outward migration of staff could be addressed through changes to leadership and management practice. Evidence is taken from an online survey distributed in the United Kingdom (UK), which collected demographic information of n = 167 academics and open-text responses to a question which asked respondents to provide their reasons for quitting higher education. Four key themes emerge which elucidate a trajectory of academic anomie: (i) declining quality of academic management, (ii) the pandemic as a disruptive awakening, (iii) the erosion of values and meaning and (iv) a sense of being 'trapped' within academia. Potential resolutions are suggested in respect of what respondents identify as the root cause of staff attrition—toxic management culture. Collective and inclusive governance and commitment from academics at all career stages to the leadership of groups, departments, institutions and the wider higher education sector are advocated as antidotes to academic anomie.

Winder, C. G.-B. (2025). **Point de vue systémique sur l'enseignement et la formation des professeurs des écoles en mathématiques : modélisations, analyses, développement de**

ressources (Thesis, Aix-Marseille Université (AMU)). Consulté à l'adresse <https://amu.hal.science/tel-05101985>

Mes recherches en didactique des mathématiques portent tour à tour sur l'enseignement d'un savoir mathématique – en interrogeant les pratiques enseignantes, les ressources pour la classe, les apprentissages des élèves ou encore l'aide à leur apporter – ou sur la formation des maîtres en lien avec les savoirs en jeu, les situations de formation et plus largement les dispositifs de formation. La vision structurelle que j'adopte me permet de modéliser les différents objets de recherches, et me conduit à une approche systémique afin de développer mes analyses ainsi qu'à un questionnement des relations entre les différentes composantes de ce système. Cette note de synthèse, organisée en trois chapitres, reflète mon intérêt porté à ces différents points. Le chapitre 1 se focalise ainsi sur un domaine particulier des mathématiques : la géométrie à l'école primaire. Mes recherches dans ce champ portent sur l'enseignement des savoirs et sur les pratiques enseignantes ou visent l'analyse ainsi que le développement de ressources pour l'enseignement. Le chapitre 2 est consacré à la présentation de mes différents travaux sur la formation des enseignants du premier degré en mathématiques et esquisse un prolongement sur la formation de leurs formateurs. Enfin, s'inscrivant dans un champ plus large, le chapitre 3 est dédié à mes recherches sur des dispositifs d'aide à l'enseignement-apprentissage, qui ne sont pas centrées sur un domaine particulier.

Xu, C. L. (2025). **Epistemic injustice and neo-racism: how Zhihu users portray 'Chinese doctoral supervisors' working in Western academia.** *Higher Education*, 89(5), 1275-1296. <https://doi.org/10.1007/s10734-024-01272-4>

The image of Chinese doctoral supervisors working in Western academia is riddled with stereotypes in urban myths but little research to date has been conducted on these portrayals of Chinese supervisors. Drawing on postcolonial theories, including notions of epistemic injustice and neo-racism, this research conducts a thematic analysis on around 450 Zhihu comments. It proposes that the Zhihu community has portrayed three images of the Chinese supervisors as (1) ambitious and supportive, (2) sneaky and exploitative, and (3) colonised. While the second and third images are more negative, the first image is overwhelmingly positive. In portraying these images of the Chinese supervisors, the community confronted two main underlying structural forces. These include (1) a steep ethnic/racial hierarchy where White middle-class, native speakers of English dominate and (2) an unequal classed sphere within Western academia. This paper argues that this Zhihu community displayed profound yet only partial recognition of the steep ethnic/racial hierarchy due to their internalisation of their own linguistic inferiority. Moreover, this Zhihu community perpetuates neo-racism and epistemic injustice over Chinese supervisors and postgraduate research students from working-class and rural backgrounds. Among the first to examine how Chinese doctoral supervisors are portrayed in online communities, this article provides informative insights for prospective postgraduate research applicants as well as admission professionals in Western academia. The neo-racism and epistemic injustice identified can also feed into future work on Diversity and Equality as well as decolonising efforts. Conceptually, this article innovates by combining neo-racism and epistemic injustice to form a framework that furnishes a comprehensive examination of unjust practices and portrayals in the realms of racial and knowledge inequalities in doctoral supervision. This article thus makes empirical and conceptual contributions to critical studies in international and doctoral education.

Ziane, A. **Liberté académique des chercheurs et des enseignants-chercheurs.** , Pub. L. No. 543 rectifié (2024-2025) (2025). <https://www.senat.fr/dossier-legislatif/ppl24-543.html> proposition de loi visant à garantir la liberté académique des chercheurs et des enseignants-chercheurs, l'indépendance des travaux de recherche et la transparence des fonds privés affectés à l'enseignement supérieur et à la recherche

Numérique et éducation

Adinda, D., Blandin, B., Jeunesse, C., & Vergnas, O. L. (2025). **Digital, IA et formation des adultes : synthèse de treize ans de recherche internationale.** *Savoirs*, 68(2), 13-118. <https://doi.org/10.3917/savo.068.0013>

Bajger, T., Khoshnaw, D., Ali, K. A. A., & Mousa, K. M. (2025). **Impact of Digital Transformation on Rehabilitating Higher Education Infrastructure in Conflict-Affected Settings.** *European Journal of Education*, 60(3), e70151. <https://doi.org/10.1111/ejed.70151>

The rapid growth of digital technologies has revolutionised various sectors globally, offering new opportunities for development and recovery. However, rehabilitating higher education infrastructure in war-torn settings presents significant challenges, often exacerbated by limited resources and ongoing crises. Despite the critical need for practical solutions, the literature on the role of digital transformation in addressing these challenges remains insufficient. This study addresses the critical research question: How can digital transformation effectively contribute to the rehabilitation of higher education infrastructure in conflict-affected areas? This research investigates the impact of digital innovation on educational outcomes and infrastructure rebuilding by bridging the gap in the existing literature. It explores the potential of digital technologies to enhance educational accessibility, quality and sustainability in conflict zones through an innovative SWOT analysis focusing on real-world applications. The findings underscore the importance of digital solutions in improving access to education, enhancing learning quality and supporting the recovery of educational infrastructure. This study provides valuable insights for policymakers, educators and development practitioners, highlighting strategies for fostering educational resilience and sustainability in post-conflict areas.

Chang, G. (2025). **Types of Adolescent Screen Use and Positive Wellbeing: Gender and Parental Education Influences.** *Journal of Happiness Studies*, 26(4), 62. <https://doi.org/10.1007/s10902-025-00884-6>

Research has contradictory findings because of different definitions of screen time, measures of wellbeing, and the examination of different groups of teenagers. This study distinguishes four types of screen activity using time diaries of UK adolescents: social screen time, internet browsing, playing e-games and video viewing, and examines their associations with adolescents' happiness in six domains, by gender and parental education. Any form of screen time is associated with lower happiness with looks, but worst for the former two activities. These activities are also associated with lower happiness in other domains, and excessive use equate to worse wellbeing. More screen time is worse for girls' happiness with their looks than boys, and parental education is not a protective factor.

Gilliot, J.-M., Jacques, P., Benchohra, A., & Raux, P. (2025). **Découverte de l'IA Générative pour le jeune chercheur – un cours pour s'approprier une transformation numérique**. QPES Questions de Pédagogie dans l'Enseignement supérieur. Présenté à Brest (FR), France. Consulté à l'adresse <https://hal.science/hal-05100044>

This contribution presents feedback on an exploratory course on generative AI designed for Masters students. The aim is to explore the uses of generative AI in science, following a pragmatic approach that recognizes the impact of these technologies on teaching and research. The course is based on a pedagogical scenario focusing on interdisciplinary, practice, change management and group work, alternating between expert contributions and appropriation workshops. The evaluation of the system reveals a positive outcome, with students satisfied with the format and the progression in their positioning with regard to generative AI. In conclusion, this type of course, which encourages interaction and collective exploration, is relevant to the appropriation of new technologies. The importance of developing students' reflection and metacognition in order to make informed use of these tools is also a conclusion shared by both teachers and students.

Hausman, N., Rigbi, O., & Weisburd, S. (2025). **Generative AI's Impact on Student Achievement and Implications for Worker Productivity** (Working paper N° 11843). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_11843

Student use of Artificial Intelligence (AI) in higher education is reshaping learning and redefining the skills of future workers. Using student-course data from a top Israeli university, we examine the impact of generative AI tools on academic performance. Comparisons across more and less AI-compatible courses before and after ChatGPT's introduction show that AI availability raises grades, especially for lower-performing students, and compresses the grade distribution, eroding the signal value of grades for employers. Evidence suggests gains in AI-specific human capital but possible losses in traditional human capital, highlighting benefits and costs AI may impose on future workforce productivity.

Heiser, L., Chovelon, C., Faller, C., Raynault, A., Escande Gauquié, P., Bonjour, A., ... François Céci, J. (2024). **For living laboratories in education (symposium)**. In *The 18th Annual Conference of the TEPE Network*. Consulté à l'adresse <https://hal.science/hal-05048185>

This symposium will explore Living Labs as open innovation ecosystems in line with the principles of ENoLL (www.openlivinglabs.org), with a particular focus on their impact and application in the field of education, and more specifically in the training of teachers and educational managers. This approach aims to recognize all participants (researchers, trainers, learners, business players) as expert participants actively engaged in research and innovation processes. In education, this networking offers opportunities to cultivate systems thinking (Raynault, 2023), and prompts reflection on coaching processes (Vial, Mencacci, 2007) and the transformation of university teaching practices in INSPEs. The aim of this symposium is to enrich the vision of living labs in education, and to share know-how that will benefit project leaders.

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

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

Komljenovic, J., Sellar, S., & Birch, K. (2025). **Turning universities into data-driven organisations: seven dimensions of change**. *Higher Education*, 89(5), 1369-1386. <https://doi.org/10.1007/s10734-024-01277-z>

Universities are striving to become data-driven organisations, benefitting from data collection, analysis, and various data products, such as business intelligence, learning analytics, personalised recommendations, behavioural nudging, and automation. However, datafication of universities is not an easy process. We empirically explore the struggles and challenges of UK universities in making digital and personal data useful and valuable. We structure our analysis along seven dimensions: the aspirational dimension explores university datafication aims and the challenges of achieving them; the technological dimension explores struggles with digital infrastructure supporting datafication and data quality; the legal dimension includes data privacy, security, vendor management, and new legal complexities that datafication brings; the commercial dimension tackles proprietary data products developed using university data and relations between universities and EdTech companies; the organisational dimension discusses data governance and institutional management relevant to datafication; the ideological dimension explores ideas about data value and the

paradoxes that emerge between these ideas and university practices; and the existential dimension considers how datafication changes the core functioning of universities as social institutions.

Nunès, É. (2025, juin 1). **Sur Parcoursup, les lettres de motivation générées par l'IA sont vite repérées et de mauvaise qualité.** Le Monde. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/06/01/sur-parcoursup-les-lettres-de-motivation-geneeres-par-l-ia-sont-vite-reperees-et-de-mauvaise-qualite_6609922_4401467.html

Près de 80 % des 16-25 ans utilisent l'intelligence artificielle pour rédiger leurs lettres de motivation. Le résultat est inadapté aux attentes des examinateurs, qui privilégient l'authenticité à la perfection.

OCDE. (2025). **Comment va la vie des enfants à l'ère numérique ?** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4093> (p. 33) [Report]. Consulté à l'adresse OCDE website: <https://doi.org/10.1787/1401e408-fr>

Les enfants grandissent aujourd'hui dans un univers en mutation rapide, où les médias numériques occupent une place importante dans leur vie quotidienne. Les services numériques peuvent être mis à profit pour apprendre, se divertir, s'informer, faire de nouvelles découvertes et communiquer avec ses semblables et avec les membres d'une même communauté. Ils ne sont toutefois pas exempts de tout danger, que l'on songe par exemple à l'utilisation problématique ou excessive des médias numériques, à l'exposition à des contenus inappropriés, aux comportements à risque et aux menaces pour la sécurité des individus en ligne. Cette version abrégée présente les principales conclusions du rapport intitulé *How's Life for Children in the Digital Age?* qui brosse, à la lumière des données internationales les plus récentes, un tableau général de la vie des enfants dans l'environnement numérique à travers les pays de l'OCDE. Il permet de découvrir combien il est difficile de parvenir simultanément à protéger les enfants face aux médias numériques et à les rendre capables d'utiliser ces médias avec profit et de manière autonome, tout en maîtrisant les risques potentiels. Le rapport souligne la nécessité d'une approche politique globale et multisectorielle, impliquant les fournisseurs de services numériques, les professionnels de la santé, les éducateurs, les experts, les parents et les enfants pour protéger, responsabiliser et soutenir les enfants, tout en traitant les vulnérabilités hors ligne, dans le but ultime d'améliorer leur bien-être et leurs perspectives d'avenir. En outre, il appelle à renforcer les capacités des pays à évaluer l'impact des médias numériques sur la vie des enfants et à surveiller les défis en rapide évolution.

Synthèse Les enfants grandissent aujourd'hui dans un contexte de transformation numérique rapide, qui a des effets sensibles sur leur développement et leur vie quotidienne. Leurs premiers contacts avec les médias sociaux ont lieu d'assez bonne heure : autour de l'âge de 10 ans, 93 % d'entre eux avaient une connexion à l'internet en 2021, d'après les données de l'enquête Progress in International Reading Literacy, contre 85 % une décennie auparavant ; et au même âge, 70 % environ des enfants, en moyenne, ont déjà leur propre smartphone. Chez les plus grands, l'utilisation des appareils numériques est encore plus répandue. En 2022, l'accès à ces appareils était pratiquement universel. D'après les données du PISA 2022, 96 %, en moyenne, des jeunes de 15 ans dans les pays de l'OCDE disposaient chez eux d'un ordinateur, de bureau ou portable, ou d'une tablette, et 98 % d'un smartphone pourvu d'une connexion à l'internet. En outre, dans pratiquement tous les pays, la moitié au moins de ces jeunes passait chaque semaine 30 heures, sinon davantage, sur ces appareils, une

minorité notable – de 10 % au Japon à 43 % en Lettonie – déclarant même leur consacrer 60 heures ou plus. Le présent rapport permet d'examiner les possibilités et les risques associés à l'immersion croissante des enfants dans le monde numérique à travers un aperçu de leur vécu à l'échelle des pays de l'OCDE. Il emmène à la découverte des stratégies propres à améliorer le bien-être des enfants, qui consistent à les protéger face aux médias numériques et à les rendre capables d'utiliser ces médias avec profit et de manière autonome, tout en maîtrisant les risques potentiels. Il promeut l'adoption d'approches globales, multisectorielles et fondées sur les droits pour favoriser le bien-être des enfants à la fois en ligne et hors ligne. Il souligne qui plus est la nécessité de développer les capacités de collecte de données et de suivi pour mieux comprendre et atténuer les risques. Lire la suite de la synthèse...

Ochoa, M. (2025). **L'écriture numérique : un défi pour l'enseignement?** Consulté à l'adresse <https://hal.science/hal-05085612>

Pathak, B., Alakkad, M. F., & Kumar, V. (2025). **Institutional Environment and the Use of Blockchain Technology: Exploring the Context and Conditions of Using Blockchain in the Higher Education Institutions.** *Higher Education Quarterly*, 79(3), e70034. <https://doi.org/10.1111/hequ.70034>

Blockchain (BC) technology is widely believed to be the next disruptive technology that can address challenges in higher education institutions (HEIs) and support resilient strategies. This study aims to contribute to the literature and inform policymakers about BC's capability and potential in HE by examining enablers, barriers and contextual factors influencing BC adoption in HEIs. Through qualitative research, including interviews with 20 BC experts, we identified 12 factors affecting BC adoption. Key enablers include immutability, scalability, usability, management commitment, collaboration and standardisation, while barriers encompass government regulations, bureaucracy, governance and language. Additionally, privacy and cost emerged as factors that could act as both enablers and barriers. Our findings highlight the critical role of the institutional environment, revealing five new enablers and barriers to BC adoption in HE. We offer several strategies for facilitating BC technology adoption, taking into account the environmental, institutional and technological in-depth insights gained from this research.

Zhang, Y. (2025). **Exploring the Role of AI-Mediated L2 Education in Chinese EFL Teachers' Classroom Rapport with their Students.** *European Journal of Education*, 60(3), e70142. <https://doi.org/10.1111/ejed.70142>

In recent years, an increasing body of research has reported the contributions of artificial intelligence (AI) technologies to various aspects of second/foreign language (L2) education. However, there is a shortage of evidence on the interplay of AI and teacher-student classroom rapport. To fill this void, this study used a qualitative design through a semi-structured interview with a sample of 35 Chinese EFL teachers to examine their perceptions about the role of AI-mediated L2 instruction in teacher-student classroom rapport. The results of the thematic analysis showed that the inclusion and integration of AI tools in L2 classes had affected teacher-student classroom rapport in six areas through 'making students happier and interested in learning', 'granting students agency and autonomy in the classes', 'adding vitality and joy to classroom relations', 'reducing teacher-student distance', 'establishing an atmosphere of trust in the class', and 'making teacher-student communication borderless and limitless'. Each finding is separately and

comprehensively discussed and implications, at theoretical and practical levels, are provided for EFL teachers and teacher educators regarding the impact of AI technologies on L2 classroom rapport and relationships.

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>

Café pédagogique. (2025a, juin 3). **Cour des comptes : « Le processus d'orientation amplifie le déterminisme social »**. Consulté 12 juin 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/06/03/le-processus-dorientation-amplifie-le-determinisme-social-cour-des-comptes/>

« Offres illisibles, des inégalités et une désorganisation ». Parcoursup constitue l'aboutissement du parcours d'orientation scolaire, mais le débat qui l'entoure ne doit pas occulter un enjeu plus large : celui d'une

Café pédagogique. (2025b, juin 6). **Paris : Affectations au lycée et affelnet : des résistances à la mixité sociale**. Consulté 12 juin 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/06/06/paris-affectations-au-lycee-et-affelnet-des-resistances-a-la-mixite-sociale/>

Dans une tribune publiée dans le Figaro le 21 mai 2025, les élus parisiens de droite dénoncent le fonctionnement actuel de la plateforme Affelnet, chargée d'affecter les élèves de 3e dans

Gassert, E. (2025). **La connaissance des liens entre formation continue et parcours professionnels : un enjeu du paritarisme**. *Formation emploi. Revue française de sciences sociales*, (170). <https://doi.org/10.4000/140hg>

Entre 2015 et 2020, le Céreq a exploité le dispositif d'enquête « Défis » pour éclairer les multiples enjeux de la formation continue au regard des problématiques de sécurisation des parcours professionnels. Si ces apports sont aujourd'hui (re)connus, les conditions d'émergence de Défis le sont beaucoup moins. Et pourtant, Défis a marqué un tournant de la statistique publique en tirant son origine d'une initiative essentiellement paritaire, c'est-à-dire impliquant les organisations syndicales et patronales dans son élaboration, son pilotage et son financement. Après une clarification de la notion de parcours et de ses implications normatives, les mécanismes d'apprentissage, d'alliance et de convergence qui fondent le projet paritaire sont explicités. L'originalité de Défis est enfin soulignée au regard de son positionnement, de ses attributs techniques et de ses apports pour le paritarisme et le débat collectif.

Moiteaux, B. (2025). **Parcoursup 2025 : Les vœux des lycéens à l'entrée dans l'enseignement supérieur**. *Note Flash du SIES*, (08), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/parcoursup-2025-les-voeux-des-lyceens-l-entree-dans-l-enseignement-superieur-99210>

La session 2025 est marquée par une hausse du nombre vœux ainsi qu'une plus grande diversité de filières de formation choisies par les lycéens.

Nunès, É. (2025, juin 1). **Sur Parcoursup, les lettres de motivation générées par l'IA sont vite repérées et de mauvaise qualité.** Le Monde. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/06/01/sur-parcoursup-les-lettres-de-motivation-generees-par-l-ia-sont-vite-reperees-et-de-mauvaise-qualite_6609922_4401467.html

Près de 80 % des 16-25 ans utilisent l'intelligence artificielle pour rédiger leurs lettres de motivation. Le résultat est inadapté aux attentes des examinateurs, qui privilégient l'authenticité à la perfection.

Raybaud, A. (2025, juin 11). **L'accompagnement à l'orientation des jeunes : une affaire de mères.** Le Monde. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/06/11/l-accompagnement-a-l-orientation-des-jeunes-une-affaire-de-meres_6612135_4401467.html

Ce sont les femmes qui s'acquittent en premier lieu du travail de guide dans les choix d'avenir de leurs enfants, loin devant les professionnels de l'orientation mais aussi devant les pères.

Roser, E., Brasselet, P., Thompson, E., & Weixler, F. (2025). **Synthèse de la concertation nationale sur l'orientation des élèves.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4094> (Report N° 24-25 236A). Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4094>

Lancée en décembre 2024 par le ministre délégué à la réussite scolaire, Alexandre Portier, la concertation nationale sur l'orientation des élèves a porté sur trois axes de réflexion : la gouvernance, l'accompagnement des élèves, l'information sur les métiers et les formations. Ce rapport propose la synthèse qui ressort des différentes contributions.

Vancoppenolle, D. (2025, juin 2). **Près d'un étudiant sur cinq se réoriente à bac +1 : ajustement, rupture ou échec ?** Consulté 10 juin 2025, à l'adresse The Conversation website: <http://theconversation.com/pres-dun-etudiant-sur-cinq-se-reoriente-a-bac-1-ajustement-rupture-ou-echec-253557>

Près d'un jeune sur cinq se réoriente après une première année dans le supérieur. Un record qui interroge sur les dynamiques de réussite et d'orientation.

Véronneau, M.-H., Vitaro, F., Poulin, F., Ha, T., & Kornienko, O. (2025). **Academic Achievement, Externalizing Problems, and Close Friends in Middle School: Testing a Developmental Cascade Model Leading to Educational Attainment in the Late Twenties.** *Journal of Youth and Adolescence*, 54(6), 1489-1505. <https://doi.org/10.1007/s10964-025-02143-6>

Because educational attainment is associated with well-being in the long term, it is important to understand the developmental processes that enhance academic outcomes during adolescence. Also, although the importance of friends is well documented in adolescence, little is known about how close friends' characteristics work together with youth's own characteristics to shape adolescents' educational trajectories. This study fills an important gap in knowledge by focusing on how middle school students' academic achievement and externalizing problems are associated with their friends' achievement and externalizing problems over time, and how these variables predict educational attainment in adulthood. This study innovates by examining developmental

cascades involving adolescents' academic achievement, externalizing problems, and these characteristics in their close friends in the context of random-intercept cross-lagged panel modeling (RI-CLPM), which disentangles within-person changes and between-person differences during the three years of middle school. The sample included 998 middle school students (Mage at recruitment: 12.21 years old; SD = 0.37 years), 42.3% of whom were European Americans, 29.0% African Americans, 6.8% Latinos, 5.2% Asian Americans, 16.2% youth of other ethnicities, including mixed ethnicity, and 47.3% were female. At the within-person level, only one type of interdomain cascade was corroborated, as youth displaying high levels of externalizing problems reported close friendships with low-achieving friends in the next year. At the between-person level, only the random intercept representing the stability of adolescents' academic achievement throughout middle school predicted educational attainment in adulthood (average of 28 years old). In essence, this study clarifies that the etiological mechanisms leading up to adult educational attainment involve only adolescents' own stable academic achievement, and not their externalizing behaviors or friends' academic achievement and externalizing behaviors.

Politique de l'éducation et système éducatif

Acosta, F. (2025). **Between expansion and segmentation: revisiting old and new disparities in secondary education in Latin America.** *International Journal of Inclusive Education*, 29(8), 1406-1423. <https://doi.org/10.1080/13603116.2023.2274114>

This article focuses on the expansion of secondary education and policies for education inclusion in Latin America. Empirical evidence is drawn from a case study in six of the region's countries – Argentina, Costa Rica, Ecuador, Honduras, Mexico, and Uruguay – including an analysis of current regulations and interviews with civil servants and students. The aim is to show the tension between the significant efforts made to expand and transform the offer towards a more inclusive secondary school and the persistence of social and educational segmentation processes. The argument revolves around the tension between extension and diversification that lies at the basis of secondary education expansion in the region. In this sense, this chapter also considers the pandemic context and alterations to the forms of schooling within that scenario. This article uses classical concepts in the study of secondary education and articulates them with more recent notions that provide a better understanding of schooling development together with the creation of educational inequalities.

Akumbu, P. W., Kießling, R., Kouankem, C., Nzwundji, J. G., & Wuchu, C. W. (2025). **Integrating traditional stories in formal education in the Cameroonian Grassfields.** *Journal of the Cameroon Academy of Sciences*, 23(3), 205. <https://doi.org/10.4314/jcas.v21i3.4>

Informal education in the Cameroonian Grassfields continues to rely heavily on oral storytelling. In this regard, storytelling occupies an important place in Grassfields oral traditions, functioning as a means of education as well as entertainment. Older individuals use the oral story medium to transmit knowledge to younger ones throughout the region. Unfortunately, this practice is quickly abandoned or neglected when children integrate formal schooling systems. Traditional Grassfields stories are discouraged or relegated to the background in the school system and stories from foreign cultures are introduced, reflecting a consequence of colonial influence and habits. Like in many oral cultures worldwide, formal learning tends to build more on foreign stories, a practice

which contributes heavily to the endangerment and loss of traditional stories alongside their languages and other cultural elements. Drawing on stories from two Grassfields communities: Babanki and Medumba, this study demonstrates that since storytelling is the way Grassfielders pass down knowledge and experience through generations, it is necessary to integrate these traditional stories into formal education in the region to ensure holistic learning experiences and development for younger generations. The underlying motivation which will be demonstrated in this study is that traditional stories can most effectively be used as a springboard to impart modern concepts in both the sciences and arts.

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.

Almassri, A. N. (2025). **International higher education scholarships: a pathway for Palestinians' academic recovery.** *Higher Education*, 89(5), 1253-1274. <https://doi.org/10.1007/s10734-024-01271-5>

Scholarships offer one significant pathway for higher education recovery and development in Global South contexts. Although some research exists to illustrate this significance, the case of Palestine remains virtually unresearched. This article is a first contribution to bridging this gap. It draws on qualitative data collected through interviews with and pre-existing documents from 32 Palestinian scholarship alumni and alumnae. Four experiential themes emerged through critical realist thematic analysis of this data. Two of these themes are reported in this article. First, the participants reflected a range of negative and positive motivations for pursuing their funded graduate education abroad: escaping limited opportunities in Palestine, actualizing potential, and serving Palestine. Second, they described experiencing a mix of exciting and challenging (re)adaptations while appreciating new approaches to the content and practice of their academic learning. Together with the identified participants' demographic and academic backgrounds, these thematic findings extend global empirical evidence of

the contribution of international scholarships to higher education access, recovery, and development. They also avail a useful and timely frame of reference to inform future research and practice of higher education scholarships for Palestinians.

Alpe, Y., Barthes, A., & Bonnet, S. (2025). **Crise des savoirs scolaires et réponses aux défis globaux**. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/crise-des-savoirs-scolaires-et-reponses-aux-defis-globaux/79074?utm_campaign=2025/06/04%20NL%20Th%C3%A9matique%20%28Sciences%20de%20%27%C3%A9ducation%29%20%5BParticuliers%5D&utm_content=D%C3%A9couvrez%20nos%20nouveaux%20%C3%A9s%20en%20Sciences%20de%20%27%C3%A9ducation%20!&utm_medium=Emailing&utm_source=Sendethic

Cet ouvrage examine en profondeur l'actuelle crise des savoirs scolaires à l'ère des défis globaux (environnement, sécurité, interculturalité, inégalités, énergies, laïcité, fake news, etc.). D'une part, ces savoirs manquent de légitimité scientifique en l'absence de cursus universitaire capable de prendre en charge les enjeux précédents dans leur globalité et, d'autre part, ils apparaissent comme trop « empilés » face aux urgences politiques et sociétales, c'est-à-dire sans être appuyés sur une vraie réflexion épistémologique. Pour autant, l'institution scolaire continue d'évaluer, d'orienter et de délivrer des diplômes dont la valeur s'érode peu à peu. Il y a donc urgence à repenser la pertinence des savoirs scolaires dans nos sociétés contemporaines afin de pouvoir aborder les problèmes dont on ne connaît pas encore les solutions. En explorant les enjeux actuels de plusieurs « éducations à », les auteurs proposent des pistes de réflexion et des réponses concrètes pour former les élèves à une véritable pensée critique et créative. Ils donnent les clefs d'une « éducation au politique » susceptible de préparer les futurs citoyens aux défis auxquels ils auront à faire face, immanquablement. Un ouvrage essentiel pour tous ceux qui s'intéressent aux évolutions de l'éducation et à la manière dont les savoirs peuvent répondre aux défis du XXI^e siècle.

Andrews, R. (2025). **Local education and social care in England, Scotland, and Wales: spending patterns, priorities, and prospects**. *Oxford Review of Economic Policy*, 41(1), 41-63. <https://doi.org/10.1093/oxrep/graf002>

This paper explores the changing nature of the local welfare state in England, Scotland, and Wales. The potential impact of policy changes within the three countries is modelled by comparing local authority spending on education, children's social care, and adult social care in each country. Panel-based regression analysis for the period 2009–22 suggests that policy divergence has led to substantial variations in locally-managed education and social care spending across England, Scotland, and Wales, even when controlling for other relevant local influences on expenditure. In particular, the growth of academy schools in England appears to have led to a substantial drop in locally-managed education spending, while the right to free social care for over 65s in Scotland seems to be associated with more local spending on adult social care. The paper concludes by discussing the future of the local welfare state in the devolved United Kingdom.

Bajger, T., Khoshnaw, D., Ali, K. A. A., & Mousa, K. M. (2025). **Impact of Digital Transformation on Rehabilitating Higher Education Infrastructure in Conflict-Affected Settings**. *European Journal of Education*, 60(3), e70151. <https://doi.org/10.1111/ejed.70151>

The rapid growth of digital technologies has revolutionised various sectors globally, offering new opportunities for development and recovery. However, rehabilitating higher education infrastructure in war-torn settings presents significant challenges, often exacerbated by limited resources and ongoing crises. Despite the critical need for practical solutions, the literature on the role of digital transformation in addressing these challenges remains insufficient. This study addresses the critical research question: How can digital transformation effectively contribute to the rehabilitation of higher education infrastructure in conflict-affected areas? This research investigates the impact of digital innovation on educational outcomes and infrastructure rebuilding by bridging the gap in the existing literature. It explores the potential of digital technologies to enhance educational accessibility, quality and sustainability in conflict zones through an innovative SWOT analysis focusing on real-world applications. The findings underscore the importance of digital solutions in improving access to education, enhancing learning quality and supporting the recovery of educational infrastructure. This study provides valuable insights for policymakers, educators and development practitioners, highlighting strategies for fostering educational resilience and sustainability in post-conflict areas.

Bamony, P. (2025). **Une anticipation critique de Joseph Ki-Zerbo des systèmes éducatifs scolaires des pays de l'Afrique francophone dès 1960**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/une-anticipation-critique-de-joseph-ki-zerbo-des-systemes-educatifs-scolaires-des-pays-de-lafrique-francophone-des-1960/79043?srsId=AfmBOOpJqvAOSMDHur6uEYyxkK-AoVE7IDtIb3oiEtNPD4qBOxol-FMj>

L'éducation porte en soi ce qui fera la qualité morale des peuples et celle de l'éthique des individus. Elle façonne leur tempérament : elle est leur vertu, leur dynamisme, leur lumière et l'ouverture de leur esprit au progrès et au développement des peuples. Or les pays africains, après plus de 60 ans d'indépendance, pataugent toujours dans des problématiques récurrentes en matière d'évolution réelle et authentique. Cette défaillance est imputable aux intellectuels et aux élites politiques et économiques de ces pays eux-mêmes. Pourtant, dès les années 1960, Joseph Ki-Zerbo a prédit l'éventuelle déconfiture, déliquescence, voire le désastre actuel des systèmes éducatifs en Afrique noire francophone. Car rien n'a été fait par les Africains pour changer, sous forme de progrès et des lumières de l'esprit, cet état de leurs réalités.

Barrios-Fernández, A., Neilson, C., & Zimmerman, S. (2024). **Elite universities and the intergenerational transmission of human and social capital** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://EconPapers.repec.org/RePEc:ehl:lserod:126793>

Do elite colleges help talented students join the social elite, or help incumbent elites retain their positions? We combine intergenerationally-linked data from Chile with a regression discontinuity design to show that, looking across generations, elite colleges do both. Lower-status individuals who gain admission to elite college programs transform their children's social environment. Children become more likely to attend high-status private schools and colleges, and to live near and befriend high-status peers. In contrast, academic achievement is unaffected. Simulations combining descriptive and quasi-experimental findings show that elite colleges tighten the link between social and human capital while decreasing intergenerational social mobility.

Bourke, R. (2025). **Inclusive possibilities: giving children the pedestal, not the obstacle, to learn.** *International Journal of Inclusive Education*, 29(8), i-iii.
<https://doi.org/10.1080/13603116.2020.1867384>

Brière, S., Pulido, B., Beguerie-goddaert, C., & Stockless, A. (2025). **Enjeux et défis liés aux démarches d'inclusion : que peut nous apprendre l'expérience du milieu universitaire au Canada?** *Canadian journal of higher education*, 55(1), 85-104.
<https://doi.org/10.47678/cjhe.v1i1.190231>

In a context in which historically marginalized groups are under-represented in Canadian universities, particularly in faculty, management positions, and in scientific publications and research grants, various initiatives have been launched to make this environment more inclusive. Given that inclusion entails significant transformation, which may shake up traditions in higher education, this study allows for a better understanding of concrete steps designed to implement inclusive practices in Canadian universities. Applying a multidisciplinary theoretical framework and a methodological approach taken from institutional ethnography and based on semi-structured interviews, document analysis, and participant observation, this research identifies the issues and challenges related to these actions along four dimensions: individual experiences of inclusion and exclusion, inclusive organizational practices, manifestations of resistance, and change processes. In addition to showing that transformations related to inclusion in universities go well beyond the drafting of EDI plans or promotional inclusion strategies, this study highlights the importance of considering the change-related resistances, strategies, and processes involved in the implementation of inclusive practices more carefully. This study not only emphasizes change at all stages of the process but also reveals the importance of associating these initiatives more closely with theoretical and conceptual referents by conducting collaborative research that allows knowledge to be co-constructed.

Brudermann, C. (2025). **Langues et cultures dans les alliances d'universités européennes.** Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/langues-et-cultures-dans-les-alliances-duniversites-europeennes/79173?utm_campaign=2025/06/04%20NL%20Th%C3%A9matique%20%28Sciences%20de%20l%27%C3%A9ducation%29%20%5BParticuliers%5D&utm_content=D%C3%A9couvrez%20nos%20nouveaux%20en%20Sciences%20de%20l%27%C3%A9ducation%20!&utm_medium=Emailing&utm_source=Sendethic

Café pédagogique. (2025a, juin 3). **L'école française : un système formaté pour les gagnants d'avance.** Consulté 12 juin 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/06/03/lecole-francaise-un-systeme-formate-pour-les-gagnants-davance/>

« L'école française est formatée pour les enfants des parents diplômés » constate l'observatoire des inégalités dont le rapport 2025 constitue une nouvelle et énième alerte. « Ce qui coince, c'est l'écart

Café pédagogique. (2025b, juin 3). **Rapport de l'Observatoire des inégalités : « L'école française cherche à sélectionner quelques bons élèves plutôt que d'éviter d'en perdre un grand nombre en route ».** Consulté 12 juin 2025, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2025/06/03/rapport-de-lobservatoire-des-inegalites-lecole-francaise-cherche-a-selectionner-quelques-bons-eleves-plutot-que-deviter-den-perdre-un-grand-nombre-en-route/>

Qu'observe le rapport publié ce 3 juin 2025 par l'observatoire des inégalités sur l'école ? Ses inégalités ! « Notre système est loin de faire ce qu'il devrait pour assurer

Cahon, J. (2025, juin 10). **Les vacances scolaires en France : deux siècles de réformes et de controverses**. Consulté 12 juin 2025, à l'adresse The Conversation website: <http://theconversation.com/les-vacances-scolaires-en-france-deux-siecles-de-reformes-et-de-controverses-257196>

L'organisation des temps de l'enfant, au centre d'une convention citoyenne de juin à novembre 2025, fait débat depuis deux siècles dans la société française.

Câmara, J. N. (2025). **Towards critical, anti-colonial and anti-racist education in national and global contexts**. *International Review of Education*, 71(2), 255-279. <https://doi.org/10.1007/s11159-024-10110-9>

The fourth Sustainable Development Goal (SDG 4) of the United Nations (UN) 2030 Agenda aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". With over 122.6 million people worldwide forcibly displaced, and the number of refugees globally reaching 43.7 million by mid-2024, focusing on the importance of refugees accessing lifelong learning has become more urgent than ever. Despite this, refugees have been excluded from SDG-related national development plans, monitoring and reporting, raising questions about how the targets agreed in the Global Compact on Refugees and the SDGs are being implemented and met. Education, migration regulation and border regimes that reproduce injustices are fundamental elements of colonial education and have implications for lifelong learning. Education is often presented as crucial to the "integration" of migrants, including refugee people who have come to England. Nevertheless, the British government's austerity policies, regarded by some as a form of racism, have underfunded the education system. This has made it more challenging for all learners from low-income families, and specifically refugee people, to access adequate education, amongst other rights. This article begins with a look at the assimilationist and apparent neutrality of approaches to education as sponsored by global and national commitments. The author then briefly discusses education as a practice of oppression, with colonial implications, including presenting perspectives from England and Brasil drawn from qualitative and mixed-methods doctoral and postdoctoral research. The article concludes by proposing approaches to enact education and lifelong learning as a practice of liberation rooted in critical, anti-racist and anti-colonial thinking and praxis.

Checaglini, A., Deram, J., Ferraton, C., Gayraud, L., Gosseume, V., & Moncel, N. (2025). **Les logiques et parcours de formation au sein des expérimentations ETCLD**. Consulté à l'adresse <https://www.cereq.fr/parcours-formation-experimentations-etclld-tzld>

Cisel, M. (2025). **Valorisation de la base de données theses.fr**. Consulté à l'adresse CY Cergy Paris Université website: <https://hal.science/hal-05088937>

La France dispose d'un répertoire visant à recenser l'intégralité des thèses de doctorat soutenues depuis le milieu des années 1980, ou en cours : le site theses.fr. Celui-ci comportait en 2023 des données relatives à près d'un demi-million de doctorats, tandis que son archive TEL hébergeait quant à elle plus de 100.000 manuscrits. Les métadonnées associées -accessibilité en ligne, langue d'écriture, discipline, directeur de thèse, etc. -offrent de nombreuses opportunités pour les chercheurs désireux de mieux comprendre les conditions d'encadrement, d'écriture et de soutenance des thèses.

Dans ce rapport, nous faisons le point sur diverses analyses menées dans le cadre de travaux de recherche menés en collaboration entre 2019 et 2023 avec plusieurs dizaines d'étudiants de diverses formations en analyse de données de CY Tech, école d'ingénieurs constituant une composante de CY Cergy Paris Université. Il vise à donner à voir de manière panoramique la richesse des opportunités offertes par l'analyse des jeux de données disponibles sur theses.fr, et porte notamment l'attention sur la question de la fiabilité des métadonnées recensées (erreurs dans la langue d'écriture attribuée, etc.). Nous proposons en outre des techniques pour enrichir les informations disponibles (spécification de la discipline d'appartenance, du genre des individus) ou pour recoder certaines variables (noms des institutions, etc.). Une série de visualisations constituant autant de pistes de recherches est présentée.

Costantini, G., & El-Serafy, Y. (2025). **Exacerbating exclusion? How the logic of refugee education perpetuates the exclusion of refugees with disabilities in Lebanon.** *International Review of Education*, 71(2), 301-319. <https://doi.org/10.1007/s11159-025-10132-x>

This article assesses how the logic of refugee education affects the inclusion of refugees with disabilities. It draws on academic literature, sociological and ethnographic research in Lebanon with refugees with disabilities and refugee education practitioners, and conversations between the authors on practices they witnessed out in the field. They highlight four tensions between how refugee education is conceptualised on the one hand, and the prerequisite logics for disability-inclusive education on the other. First, they historicise the emergence of refugee education, highlighting how the logic of securitisation facilitates the exclusion of refugees with disabilities who fall outside constructs of the "threatening migrant". Second, they highlight the neoliberal logics shaping funding structures and educational assumptions within refugee education. Ideals of cost-benefit analyses and future employability interact with ableist assumptions to construe refugees with disabilities as less valuable to include. Third, the reliance on vulnerability frameworks leads to disempowering perceptions of disability that conflict with more equitable narratives of diversity and inclusion. Fourth, conflicting temporal pressures are at play between ideas of "emergency" education, which have a temporary and present-oriented focus, and disability-inclusive education, which is developmental and future-oriented. The tensions between the dominant lexicon of refugee education and the philosophy underlying inclusive education contribute to marginalisation, disempowerment and exclusion. This article calls for the refugee education community of scholars and practitioners to engage in critical reflection on how the frameworks within which we work might better support the recognition, inclusion and dignified treatment of refugees with disabilities.

Cour des comptes. (2025a). **Enseignement primaire : une organisation en décalage avec les besoins élève** (p. 120). Consulté à l'adresse Cour des comptes website: <https://www.ccomptes.fr/sites/default/files/2025-05/20250520-Enseignement-primaire.pdf>

| Le renforcement du capital humain constitue l'une des principales priorités en matière de politique structurelle, selon les recommandations de l'Organisation de coopération et de développement économiques (OCDE). Malgré un investissement public conséquent (55,1 Md€ en 2023), les résultats des élèves français en CM1 restent préoccupants, notamment en mathématiques, domaine dans lequel la France se classe dernière parmi les pays de l'Union européenne et avant-dernière au sein de l'OCDE.

Plusieurs dysfonctionnements structurels ont été identifiés, au premier rang desquels une aggravation des inégalités au cours de l'école primaire, une gouvernance de l'école encore trop centralisée, une organisation du temps scolaire en décalage avec les besoins des élèves, ainsi qu'un recul de l'attractivité du métier d'enseignant. Face à ces constats, la Cour des comptes formule plusieurs recommandations, axées sur le recrutement et la formation des enseignants, sur les usages pédagogiques, sur la réforme du statut des directeurs d'école, ainsi que sur la nécessité de mieux associer les collectivités territoriales à la politique éducative.

Cour des comptes. (2025b). **L'éducation prioritaire, une politique publique à repenser**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4091> (p. 93) [Report]. Consulté à l'adresse Cour des comptes website: <https://www.ccomptes.fr/.../20250506-Leducation-prioritaire-une-politique-publique-a-repenser.pdf>

La France fait partie des pays de l'OCDE dans lesquels le niveau scolaire des élèves issus de milieux plus défavorisés est en baisse depuis vingt ans et où les inégalités sociales pèsent le plus sur les destins scolaires. Pourtant, dans un contexte de massification de l'enseignement et de persistance des inégalités, la France mène sans discontinuité, depuis 1981, une politique d'éducation prioritaire. La Cour a dressé, à la demande de la commission des finances du Sénat, le bilan de cette politique dont la dernière relance, appelée « refondation de l'éducation prioritaire », est intervenue à la rentrée 2015. L'éducation prioritaire concerne aujourd'hui 21 % des élèves et s'appuie sur une carte qui n'a pas été revue depuis dix ans et ne reflète que partiellement les réalités socio-économiques actuelles. Elle doit aujourd'hui être repensée au profit d'une logique d'action plus globale et au service de la réussite des élèves. Ainsi, la Cour préconise une réforme, sans délai, en suivant deux orientations : mettre en cohérence l'ensemble des moyens concourant à la mixité sociale et à l'égalité des chances, et réviser les mécanismes d'allocation des moyens pour plus de progressivité. Des mesures nationales ayant contribué à rigidifier la politique d'éducation prioritaire La refondation de 2015 a consisté à revoir la carte de l'éducation prioritaire sur la base d'un indice social national, aboutissant à labelliser 1 093 réseaux de deux types : les réseaux d'éducation prioritaire (REP) composent un second cercle autour d'un premier cercle de réseaux d'éducation prioritaire renforcée (REP+) qui, présentant davantage de difficultés sociales et scolaires, concentrent les moyens. Dans son rapport de 2018 sur la politique d'éducation prioritaire, la Cour constatait déjà le manque d'instruments permettant un suivi des effets de cette politique, ainsi que le recul de la mixité sociale et scolaire. De même, la réduction du nombre d'élèves par classe en éducation prioritaire était trop limitée pour être efficace. Avec la refondation de 2015, les objectifs de l'éducation prioritaires ont été précisés, le rôle du collège comme tête de réseau a été réaffirmé et une concentration de moyens sur le noyau dur des REP+ a été entreprise. L'indemnité pour les personnels exerçant en REP a été augmentée, et celle pour les personnels en REP+ a été doublée par rapport à l'ancienne prime ZEP. Toutefois, la dynamique de la refondation de 2015, qui associait l'attribution de nouveaux moyens à l'ambition de modifier les pratiques pédagogiques et de renforcer le travail en réseau, s'est essouffée. En témoignent par exemple le caractère souvent limité de la collaboration entre l'école et le collège. L'objectif de réduire « à moins de 10 % » les écarts de niveau entre les élèves scolarisés en éducation prioritaire et les autres, sans abaisser le niveau général, n'a pas été atteint. La logique de moyens a été privilégiée, sans que le pilotage national et l'évaluation n'apparaissent à la hauteur des investissements consentis depuis 2015 et

sans qu'une véritable politique de mixité n'y soit réellement associée. En réalité, les mesures successives ont eu pour effet de rigidifier la gestion de l'éducation prioritaire et de rendre délicat tout aménagement de sa carte, alors même qu'une révision de celle-ci est nécessaire, au vu des mutations socio-économiques intervenues en France. Une mise en œuvre locale qui peine à répondre à la diversité des besoins. Le pilotage territorial s'est renforcé en dix ans mais reste majoritairement guidé par une logique de gestion des moyens, laissant de côté la dimension stratégique et prospective. Tant sur le plan national que local, de nombreuses mesures tendant à renforcer l'attractivité des postes en éducation prioritaire, notamment en REP+ ont été mises en place, améliorant par ailleurs les processus d'affectation et de recrutement. En l'absence de révision de la carte de l'éducation prioritaire, qui devait l'être tous les quatre ans, le ministère de l'éducation nationale et de la jeunesse a créé depuis 2018 des dispositifs additionnels, à l'instar des contrats locaux d'accompagnement (CLA) et des territoires éducatifs ruraux (TER). L'ensemble apparaît désormais complexe, peu lisible, et peine à répondre à la diversité des besoins. L'absence de base de données concernant les écoles ne permettant pas de construire un indice qui leur est propre, le choix a donc été fait de labelliser les écoles selon une logique de réseau, c'est-à-dire selon la labellisation du collège auquel elles sont rattachées. Cette modalité de labellisation a entraîné des situations d'écoles « orphelines » qui ne bénéficient pas du classement en REP, alors que la réalité sociologique de leur public le justifierait. À l'inverse, d'autres écoles dont les familles sont davantage favorisées sont rattachées à un réseau d'éducation prioritaire. Enfin, la logique d'allocation des moyens propres à l'éducation prioritaire est par nature binaire et ne permet pas d'offrir une réelle progressivité dans les ressources apportées aux écoles et aux établissements. Des écarts de résultats qui persistent entre les élèves de l'éducation prioritaire et les autres. L'évaluation conduite par la Cour en 2018 dressait déjà le constat que l'éducation prioritaire n'avait pas permis de réduire les écarts de résultats entre les élèves y étant scolarisés et les autres. De même, l'insuffisance des effectifs de personnels médicaux, paramédicaux et d'assistants sociaux ne permet pas de couvrir l'ensemble des besoins spécifiques des élèves de l'éducation prioritaire et d'assurer leur suivi. Plébiscité par les enseignants comme par les familles, le dédoublement, mis en place à partir de 2017 dans les classes de CP, CE1 puis grande section de maternelle en éducation prioritaire, a certes amélioré le climat scolaire et l'attention consacrée aux élèves les plus en difficulté. L'effet sur les résultats des élèves est cependant plus mitigé. Si l'on observe à court terme des progrès en mathématiques et, dans une moindre mesure, en lecture et écriture, ceux-ci s'estompent d'ici l'entrée au collège. Le dédoublement en tant que tel, appliqué à l'ensemble des matières traitées en classe avec un plafond de 12 élèves, devrait être réexaminé, au profit d'une réflexion plus globale sur les effectifs et les pratiques professionnelles les plus adaptés à un contexte de baisse démographique (- 231 000 élèves entre 2017 et 2024 ; prévision de - 400 000 élèves d'ici 2028).

Deng, Z. (2025). **Educational Studies, Pedagogy and Education as a Discipline**. *British Journal of Educational Studies*, 73(3), 305-325.
<https://doi.org/10.1080/00071005.2024.2418585>

This article continues the efforts of Gert Biesta and Jim Hordern to address the nature and organisation of educational studies as highlighted in a recent special issue titled 'Educational studies today and for the future: threats, hopes, and collaborations' in BJES (Volume 7, No. 5, 2023). The aim is to articulate a distinctive voice or language within the study of education, addressing contemporary challenges in the field. Invoking German

Pädagogik and American educationalist Schwab's theory of the Practical, this article makes a case for pedagogy as a distinctive discipline of education that has its own ways of thinking and theorising, centred on questions as to the purpose of education and the nature of educational practice. Furthermore, it asserts that pedagogy is a 'practical' discipline centred on understanding and developing educational practice. Conceived in this way, pedagogy can serve as a core and unifying component in educational studies, integrating the foundation disciplines and other subjects into the study of practice. It also functions as the 'crowning' discipline that organises foundation disciplines and related sources toward the professional education of teachers.

Dieusaert, P. (2025). **L'enseignement des langues vivantes dans le second degré en 2024.** *Note d'Information*, (25.35), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/l-enseignement-des-langues-vivantes-dans-le-second-degre-en-2024-450565>

Dès l'entrée au collège et sauf exception, l'apprentissage d'une première langue vivante (LV1) est obligatoire.

ElAsad, S. (2025). **Education in emergencies (EiE) in Sudan: Relief on whose terms?** *International Review of Education*, 71(2), 321-337. <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.

Emmerton, A. J. (2025). **Shared learning for shared futures: Challenging narratives and norms underpinning child-first approaches to education in emergencies.** *International Review of Education*, 71(2), 235-253. <https://doi.org/10.1007/s11159-025-10133-w>

Despite communities in emergency situations expressing the desire and need for education beyond schooling to support the learning needs of adults and youth, the focus tends to remain on providing conventional, school-based education for school-aged children. Taking a decolonial approach to interrogating this prioritisation of schooling in Education in Emergencies (EiE), this article examines prevalent narratives around childhood and challenges the dominance of child-first EiE at the exclusion of adult, youth and whole-community approaches. Following the lead of critical EiE scholars, the author applies decolonial and postcolonial theory to understanding the centrality of children and childhood across academic literature, industry reports and publicly available policy and programme documents of EiE bodies, despite a broader focus on "children, youth and adults" such as in the definition and framework of the Inter-agency Network for Education in Emergencies (INEE). By critiquing globalised notions of the lifespan and dominant norms and narratives around child and adult roles, this conceptual work asserts that limitations to support for adult and youth education are not purely financial or logistic

but also deeply normative. A shift in focus towards intergenerational and whole-life approaches to EiE creates opportunities for a more transformative form of education and learning which harnesses vast knowledges and lived experiences. Such a shift has implications for policy and programming, with the potential to impact well-being and health, employment and further educational prospects, family and community cohesion and, more broadly, to facilitate relevant pluralistic (diverse) learning opportunities which emerge from and benefit communities.

Engsig, T. T., Johnstone, C. J., & Schuelka, M. J. (2025). **Creating inclusive educational spaces: assessing assessment in a post-pandemic world**. *International Journal of Inclusive Education*, 29(8), 1371-1388. <https://doi.org/10.1080/13603116.2023.2274107>

This article traces the shutdown of large-scale assessment in two countries – the United States and Denmark – as a result of the COVID-19 pandemic. These two countries, which have complicated histories with large-scale assessment and inclusion of diverse students, were forced to adjust their testing agendas during 2020. This article seeks to explore what divergent and convergent pathways Denmark and the United States could take in regard to large-scale assessment, particularly in regard to educational inclusion and diversity. Large-scale assessment regimes at once delimit the imaginary of inclusion and actively promote segregation and ability-based tracking, but at the same time represent a space for conceptual inclusion in educational achievement. Given these complexities, we provide policy scenarios on assessments in a post-pandemic world that could hold the potential of transcending the paradoxes presented by the alignment of the elitist educational agendas of assessments on the one hand, and the agenda of inclusion on the other hand. To do so, we chronicle this recent history and then evaluate four future scenarios for the two countries through the lens of educational values and complex systems theory.

Ferrara, M. (2024). **À l'intersection des aspirations au changement et des résistances invisibles: une analyse néo-institutionnaliste des tensions entre cadre normatif et dynamiques cognitives dans les réformes éducatives belges francophones et des conditions de leurs réussites** (Thesis, Université de Lille). Consulté à l'adresse <https://pepite-depot.univ-lille.fr/LIBRE/EDSESAM/2024/2024ULILA020.pdf>

Friedman, J. N., Sacerdote, B., Staiger, D., & Tine, M. (2025). **Standardized Test Scores and Academic Performance at Ivy-Plus Colleges** (Working paper N° 33570). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:33570>

We analyze admissions and transcript records for students at multiple Ivy-Plus colleges to study the relationship between standardized (SAT/ACT) test scores, high school GPA, and first-year college grades. Standardized test scores predict academic outcomes with a normalized slope four times greater than that from high school GPA, all conditional on students' race, gender, and socioeconomic status. Standardized test scores also exhibit no calibration bias, as they do not underpredict college performance for students from less advantaged backgrounds. Collectively these results suggest that standardized test scores provide important information to measure applicants' academic preparation that is not available elsewhere in the application file.

Gabi, J., & Chikwa, G. (2025). **Time to (Re-)think-Feel 'Quality' in Higher Education Learning and Teaching.** *Higher Education Quarterly*, 79(3), e70036. <https://doi.org/10.1111/hequ.70036>

This article proposes (re-)thinking-feeling the current Western-centric metrics-driven measurement of 'quality' in learning and teaching in higher education. We argue that ensuring 'quality' in learning and teaching is an undeniable imperative, as it not only cultivates possibilities for students to think critically and engage imaginatively in an ever-shifting global environment. The challenge is not only the measurement but the confusion between what is measured and what is experienced and the neoliberal marketisation regime of higher education (HE) that has transformed institutional priorities, connecting 'quality' and the performance metrics that underpin it. Conversations with five academics who participated in this study within the UK context, reveal a consensus that applying a standardised, 'one-size-fits-all' measurement of 'quality' in learning and teaching in higher education is fraught with difficulties. Each discipline must embrace tailored, contextually appropriate, and discipline-specific approaches to conceptualising and evaluating 'quality'. We argue that Ubuntu ethico-onto-epistemological philosophy and praxis, decoloniality and posthumanism can help us think about 'quality' differently, enabling ways to resist colonial paradigms and neoliberal logic and their impact.

Garcia-Gracia, M., & Valls, O. (2025). **School absenteeism, emotional engagement and school organisation: an international comparative approach.** *International Journal of Inclusive Education*, 29(8), 1323-1337. <https://doi.org/10.1080/13603116.2023.2266722>

This article aims to provide knowledge on the effects of the social composition of schools and the mediating effect of emotional engagement on school absenteeism, from a comparative perspective and using a multilevel methodology. The comparative dimension of the analyses allows us to study whether there is a school effect on absenteeism and whether this differs according to organisational structures. For this purpose, three cities with three different models were considered. Data from the International Study of City Youth (ISCY) were used. Data were collected in three cities Barcelona (Spain), Ghent (Belgium) and Bergen (Norway), with a total sample of N = 6557 pupils in 82 schools. The results show, first, that absenteeism varies between cities and schools according to the model of school organisation. They also revealed the importance of instrumental and expressive student identification as prevention of absenteeism at the individual level. Finally, results reported that a high emotional engagement of pupils can contribute to reducing the effect of the social composition of the school on absenteeism.

Gomez-Caride, E. (2025). **COVID-19 and the emergence of the disconnected student in the Global South.** *International Journal of Inclusive Education*, 29(8), 1338-1352. <https://doi.org/10.1080/13603116.2023.2266723>

The COVID-19 pandemic unveiled not only pre-existing educational inequalities but also introduced a new educational identity: the "disconnected student." In Argentina, this previously unrecognized student became the focal point of numerous public policies throughout the pandemic. While studies have addressed issues like unequal access to broadband, learning loss, attendance crises, and the effects of school closures on students with disabilities, the digital divide alone cannot fully elucidate the emergence of this marginalized student. This paper conducts a discourse analysis encompassing (a) educational policy documents and curricular guidelines from 2020–2021, (b) educational

programs targeting disconnected students, and (c) interviews with teachers and principals from low-income secondary schools. The aim is to comprehend the intricate and sometimes conflicting elements contributing to the emergence of the disconnected student. By scrutinizing various narratives surrounding the disconnected student, we explore how different perspectives shape those on the educational periphery. The study highlights the roles of various categories, some fostering educational opportunities while others exacerbating exclusion. It also reveals diverse narratives about the disconnected student: international organizations tend to emphasize technological aspects, while low-income schools often use the engagement/disengagement dichotomy to characterize this new educational identity.

Gossemaume, V., Checcaglini, A., & Melnik-Olive, E. (2025). **Actes des 6èmes Rencontres DGEFP**. Consulté à l'adresse <https://www.cereq.fr/actes-des-6emes-rencontres-dgefp-cereq>

Cet ouvrage rend compte des travaux du Céreq présentés lors des 6èmes Rencontres DGEFP-Céreq qui ont eu lieu en avril 2025. Les Rencontres DGEFP-Céreq ont pour objectif d'éclairer de façon renouvelée les questions relatives à l'impact des politiques de formation sur le comportement des entreprises et de leurs salariés. Ces rencontres sont un espace privilégié pour la diffusion des travaux de recherche et leur mise en débat.

Gutiérrez-López, C., Palanca, M. B., & Gonzalez-Sanchez, M. B. (2025). **Determinants of knowledge transfer performance in HEIs: a comparison between disciplines through management control tools**. *Tertiary Education and Management*, 31(1), 45-63. <https://doi.org/10.1007/s11233-025-09152-x>

This paper aims to investigate the effect of management control (MC) tools on knowledge transfer (KT) activities by acknowledging the differences between lecturers from social sciences, arts and humanities (SAH) and science, health and engineering (SHE). The study considers enabling and coercive uses of MC tools. A total of 3,812 Spanish university lecturers participated in the study. They were surveyed about different MC tools – strategic plans, budgeting, meetings, and reward systems – and different KT activities – R&D contracts, patents, extended patents, licenses, services and spin-offs –, for the 2011-2016 period. A logit model was applied for the statistical analyses. The results support differences by disciplines in meetings and enabling reward systems that are only effective for SHE lecturers. However, the impact of coercive reward systems and coercive strategic plans are visible regardless discipline. In terms of KT activities, distinctions between R&D contracts, on the one hand, and patents and licenses, on the other, are also significant. The findings can help policymakers. (i.e., chancellors and management teams) to propose more efficient area-specific MC tools to properly enhance KT performance. Applying these results to universities management can better contribute to economic growth and sustainable development through their third mission activities.

Hammoud, M., Al Samhoury, O., Shuayb, M., & Crul, M. (2025). **Determinants of refugee children's language comprehension difficulties: Evidence from Lebanon, Türkiye and Australia**. *International Review of Education*, 71(2), 209-233. <https://doi.org/10.1007/s11159-024-10115-4>

This article examines the determinants of Syrian refugee students' language comprehension difficulties in Lebanon, Türkiye and Australia, three host countries offering refugees different types of legal status (short-term, medium-term and long-term legal settlement). To understand the influence of legal status and its corresponding

educational paradigm on the difficulties refugee children encounter when learning in a foreign language, the authors employed a mixed-methods comparative approach. Investigating the micro, meso and macro dimensions that shape refugee children's language comprehension difficulties, the authors surveyed 945 (52% female, 48% male) middle school refugee students and interviewed parents, teachers and principals. Their quantitative findings highlight the significance of the length of time spent in the host country and the role of school segregation in mitigating language comprehension difficulties. The qualitative findings of this study reveal the importance of language provision and residency conditions, which are shaped by macro-level policies. The study emphasises the need for a comprehensive and holistic approach that addresses distinct dimensions of refugees' livelihoods in order to surmount the challenges refugee children face when studying in a foreign language.

Hariveau, M., Jacquot, E., & Garet, M. (2025, mai). **Supervision de la mise en place d'une réforme pédagogique sur l'évaluation par compétences en clinique pédagogique. Exploration du vécu des coordinateurs pédagogiques. Étude qualitative.** Consulté à l'adresse <https://hal.science/hal-05091547>

Contexte : L'ingénierie est cruciale pour déployer une pédagogie basée sur l'Agir en santé dans un référentiel par compétences. Le conseil pédagogique (1) est une mission importante et représente un défi pour les organismes de formation et pour les coordinateurs. Une réforme curriculaire pour optimiser la traduction pédagogique des décrets quant à l'évaluation des compétences nécessite une analyse et un suivi de gestion de projet ceci dans une démarche SoTL (2). Objectifs : Explorer l'expérience vécue des coordinateurs pédagogiques lors de la mise en place des entretiens d'évaluation des compétences cliniques. Identifier l'impact et les défis pour adapter les réformes. Méthodes : Approche qualitative avec un focus group de 4 coordinateurs pédagogiques, un interviewer, une observatrice. Une analyse thématique inductive réalisée par une équipe de trois personnes (observatrice, harmonisation avec interviewer, et responsable méthodologique) permet un codage ouvert, axial et sélectif avec des étapes de confrontation du codage émergent. Résultats : Trois axes sont identifiés : (A) Observation du terrain révélant les facettes de l'apprentissage par compétences. (B) Dialogue comme catalyseur du développement professionnel. (C) Changement comme processus complexe. Cette exploration reconnaît la nécessité de clarifier des stratégies pédagogiques et didactiques partagées pour atteindre les objectifs prescrits et prestés de la formation professionnelle au regard des enjeux institutionnels. Stimuler l'implication et l'adhésion de tous les acteurs décisionnaires apparaissent comme des défis essentiels au déploiement de ces stratégies d'innovation en pédagogie. Conclusion : Le processus de mise en place d'innovation pédagogique nécessite une ingénierie et un processus de gestion de projet pour accompagner les réformes dans un continuum d'apprentissage professionnel institutionnalisé.

Hossain, M. A., Wu, R., Kalam, A., Al Masud, A., Islam, T., & Nur Habib, S. (2025). **The Impact of Higher Education Service Quality on Institutional Image and Student Satisfaction: The Role of Institutional Image as Mediator.** *International Social Science Journal*, 75(256), 439-456. <https://doi.org/10.1111/issj.12562>

Measurement of student satisfaction and institutional image was frequently a challenge for stakeholders in higher education. The current study looks into how different institutional services in higher education impact institutional image and student satisfaction. A standardized questionnaire was employed in a self-administered online survey to gather

information, and 302 valid samples were then evaluated using a structural equation model. Empirical results indicate that teachers' profiles, syllabus and curriculum, research activities, economic value, institutional facilities and management policies are the main influencers of institutional image and student satisfaction. Additionally, the findings indicate that the institutional image has a significant direct and mediating impact on student satisfaction. It is undeniable that contextual service-driven constituents have a beneficial impact on both students' perceptions of their academic lives and the institution's reputation. Given this, the current study could aid higher education institutions (HEIs) in offering competitive services pertaining to institutional image and student happiness, enabling them to achieve a sustained competitive edge over their competitors.

Hou, A. Y. C., Chen, Y., Lin, A. F. Y., Su, E. H. C., Zhou, K. Z.-W., & Tao, C. H.-Y. (2025). **Did Global Rankings and National Accreditation Drive Taiwanese Universities to Advance Sustainable Development Goals (SDGs)?—Competitive Advantage, a Moral Symbol or Leading to a Paradigm Shift.** *Higher Education Quarterly*, 79(3), e70031. <https://doi.org/10.1111/hequ.70031>

Universities have recognised the pivotal role they play in advancing Sustainable Development Goals (SDGs) to build a sustainable society. Two quality assessment instruments in higher education, global rankings and quality assurance, have developed a new set of metrics to measure university commitment to SDGs. This paper aims to analyse the SDGs advancement of Taiwan's 46 universities listed in THE Impact Ranking 2022 in response to the emerging sustainability metrics developed by global rankings and national accreditation, and to explore the purposes, institutional strategies and challenges they encountered. Major findings are as follows. Firstly, competitive advantage is the key reason driving universities for SDGs implementation. Secondly, the common strategy is to align university social responsibility project with general education curriculum. Thirdly, SDGs data reliability, internal quality assurance (IQA) mechanism establishment, intersectoral coordination and faculty and student engagement are the key challenges for SDGs implementation in Taiwan's universities.

Jungbadoor, K. P., Hong, X., Liu, L., Zhu, Y., Huang, X., Teeroovengadum, V., ... Coates, H. (2025). **SDG rubrics for higher education: framework design, indicator development, and practical applications.** *Tertiary Education and Management*, 31(1), 65-104. <https://doi.org/10.1007/s11233-025-09153-w>

This paper reports on a multiyear program of international collaborative research delivered with the aim of conceptualising, validating and prototyping rubrics for evaluating and reporting university activities and outcomes relevant to the UN SDGs. The paper sets foundations by building on earlier analysis of research on university engagement with the UN SDGs, and into how the SDGs can be structured conceptually into rubrics for evaluative application. It outlines the design used to articulate the rubrics framework, before presenting results based on data from 30 internationally and institutionally diverse universities. The analysis focuses on psychometric validation of the rubrics. The paper closes by noting the value of this data for universities and the communities they serve, and the value for scaling to embrace more institutions. Beyond evidence policy and practice need, the paper contributes to a small but flourishing body of research captured below about how universities are engaging with the UN SDGs.

Komljenovic, J., Sellar, S., & Birch, K. (2025). **Turning universities into data-driven organisations: seven dimensions of change**. *Higher Education*, 89(5), 1369-1386. <https://doi.org/10.1007/s10734-024-01277-z>

Universities are striving to become data-driven organisations, benefitting from data collection, analysis, and various data products, such as business intelligence, learning analytics, personalised recommendations, behavioural nudging, and automation. However, datafication of universities is not an easy process. We empirically explore the struggles and challenges of UK universities in making digital and personal data useful and valuable. We structure our analysis along seven dimensions: the aspirational dimension explores university datafication aims and the challenges of achieving them; the technological dimension explores struggles with digital infrastructure supporting datafication and data quality; the legal dimension includes data privacy, security, vendor management, and new legal complexities that datafication brings; the commercial dimension tackles proprietary data products developed using university data and relations between universities and EdTech companies; the organisational dimension discusses data governance and institutional management relevant to datafication; the ideological dimension explores ideas about data value and the paradoxes that emerge between these ideas and university practices; and the existential dimension considers how datafication changes the core functioning of universities as social institutions.

Lelièvre, C. (2025, juin 3). **Bac, brevet, CAP : petite histoire des examens en cinq questions**. Consulté 10 juin 2025, à l'adresse The Conversation website: <http://theconversation.com/bac-brevet-cap-petite-histoire-des-examens-en-cinq-questions-257574>

En quelques grandes questions, retour sur l'histoire des examens alors que les lycéens et étudiants passent les dernières épreuves de l'année.

Leung, J. S. C., Cheng, Maurice Man Wai, & Chik, P. Y. Y. (2025). **Fostering systems thinking about socioscientific issues**. *International Journal of Science Education*, 47(9), 1150-1168. <https://doi.org/10.1080/09500693.2024.2360707>

Systems thinking is essential for understanding wicked real-world problems and suggesting solutions. This is the case for addressing socioscientific issues (SSI) that involve inter-related personal, socio-political, cultural, scientific, economic and moral dimensions. It is challenging for teachers to support students in adopting and practising systems thinking when they explore SSI. In this study, we tested the extent to which causal loop diagramming (CLD) developed students' systems thinking. We examined a 2-week teaching unit that used a computer-based CLD tool to foster students' systems thinking about obesity in a first-year university general education course. Ninety-six students from a variety of majors/disciplines participated in this study. They worked in groups and engaged in reading news, proposing actions while creating causal loop diagrams about factors that contributed to obesity and approaches to tackle the issue. We analysed their pre-, mid-, and post-unit causal loop diagrams (3 × 26 groups) and weekly reflective memos. The data revealed their significant shift towards a systems approach of thinking. The reflective memos showed that the shift was afforded by cycles of construct–revise–use as they created the diagrams. The findings suggest the potential of causal loop diagramming to foster systems thinking in the sense-making and decision-making of SSI.

Lindemann, K. (2025). **Family structure and policy contexts: implications for tertiary education attainment in 25 European countries**. *European Sociological Review*, 41(2), 200-214. <https://doi.org/10.1093/esr/jcae030>

This study examines how institutional contexts in 25 European countries moderate the association between family structure and tertiary education attainment. Previous research has proposed the resource deprivation perspective to explain lower educational outcomes among children from disrupted families, suggesting that policies addressing resource deprivation could mitigate these negative consequences. However, limited attention has been given to the role of policy contexts in shaping the educational outcomes of youth from disrupted families. This study focuses on two types of policies: the generosity of social benefits to single parents and financial support for students in tertiary education. Using data from the EU-SILC and employing multilevel regression models, the findings indicate that generous financial support for students reduces the tertiary education attainment gap between youth from separated and two-parent families. However, this effect is observed only among low-socioeconomic status (SES) and moderate-SES families. In contrast, the generosity of social benefits does not appear to moderate the association between family structure and tertiary education attainment, even when examining low-SES families or specifically considering benefits for low-earning single parents. Furthermore, the influence of these analysed policies is limited among young people from widowed families.

Little, A. (2024). **Development, education and learning in Sri Lanka: an international research journey**. Consulté à l'adresse <https://press.uchicago.edu/ucp/books/book/distributed/D/bo238314368.html>

Sri Lanka's early achievements in education and literacy became well known among the international development community in the middle of the last century and were often used to benchmark progress elsewhere. *Development, Education and Learning in Sri Lanka* presents an illuminating narrative of changing education fortunes and inequalities, based on half a century of research. This research journey was undertaken in collaboration with Sri Lankan researchers island-wide in myriad communities, schools, classrooms and education offices, through conversations with countless parents, teachers, students, community members, trade union officers, politicians and members of local, national and international development agencies, as well as through extensive documentary analysis. The book delineates the distinctive and changing features of the Sri Lankan education system through comparisons with systems elsewhere, through an understanding of national political, economic and social conditions, crises and upheavals, through changes in education policy and through shifting patterns of opportunity among diverse social groups. These analyses are framed by themes in the international development discourse ranging from modernisation to basic needs to globalisation and sustainable development, some of which themes have been influenced by the Sri Lankan story. The book's overriding messages are the need to understand education and development in a country's own terms, and to place learning at the heart of education policy, situating it within broader conceptions of the purpose, values and means of development. Praise for *Development, Education and Learning in Sri Lanka* « Through rigorous and comprehensive research and a blend of local and global perspectives, this book offers invaluable insights for academics and policymakers alike. » Tara de Mel, Director, Bandaranaike Academy for Leadership and Public Policy and former Secretary, Sri Lanka Ministry of Education « Reflecting on a career-long engagement with education and development, Angela Little brilliantly co-locates the

personal, political and the theoretical. A privilege to read. » Simon McGrath, University of Glasgow « This passionate engagement with education reform and development offers very instructive lessons for academics and policymakers in Sri Lanka, and beyond. » Siri T. Hettige, University of Colombo « Fifty years of personal experience in Sri Lanka from many vantage points. A focus on education and society, rather than education alone. And a concern to understand rather than prescribe. This book has no competitors. » Mick Moore, Institute of Development Studies, Sussex

Magdelaine, A. (2024). **La prospective stratégique et territoriale dans la gouvernance des universités : une approche par les instruments d'action publique**. *L'Enseignement Supérieur et la Recherche (ESR) en questions : regards croisés des sciences sociales*. Présenté à Poitiers, France. Consulté à l'adresse <https://hal.science/hal-05105129>

As a doctoral student at the Centre de recherche sur l'éducation, les apprentissages et la didactique (CREAD, Université Rennes 2) under the supervision of Julie Denouël (MCF, HDR en SEF) and an employee of Nantes Université, the present communication is part of the thesis we have begun in December 2023. On this occasion, we will report for the first time on the progress of the doctoral research project carried out in recent months. Humbly and in the course of maieutics as part of a first presentation of the state of progress of my doctoral research project, this is more the contribution of a neo doctoral student-salaried than the concrete presentation of first in-depth results. The idea is to be stimulated by my doctoral student and teacher-researcher peers, so as to benefit from questions, cross-views and points of view with the colleagues present on the frameworks mobilized, the first methodological stones laid to enrich an initial analysis that will then be deepened with my thesis supervisor. Once again, in all modesty, this intervention is rooted in a formative aim, and not in the premature publication of scientific papers.

Mansouri, Z., & Bennaghmouch, N. (2024). **Les défis de la déperdition étudiante dans les universités marocaines**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/les-defis-de-la-deperdition-etudiante-dans-les-universites-marocaines/77688?srsId=AfmBOoogypciARxGb9nGVsnkCYS13o1fNJkTDQN1aEgHJsHc-2GPRZEV>

Cet ouvrage explore les causes des déperditions dans les établissements universitaires à accès ouvert au Maroc. Il s'intéresse d'abord aux sources préuniversitaires qui influencent le parcours des étudiants, avant de se pencher sur les facteurs académiques responsables des abandons après leur entrée à l'université. Le rôle déterminant de la vie sociale dans ces établissements est ensuite mis en lumière, révélant son influence sur l'intégration et la persévérance des étudiants. Par ailleurs, les conditions externes, notamment les dimensions économiques et environnementales, sont analysées afin de mieux saisir leur rôle dans ces déperditions. Enfin, des recommandations concrètes sont formulées pour renforcer la rétention et favoriser la réussite des étudiants

Martin, J. (2025). **Elites and Education: Caroline Benn and the Policy Intellectuals of the British Labour Party, Circa 1950–1990**. *British Journal of Educational Studies*, 73(3), 283-304. <https://doi.org/10.1080/00071005.2024.2399552>

This paper revisits and reassesses the intellectual and practical contribution of Caroline Benn (née DeCamp, 1926–2000) to politics, policymaking and practice at a crucial turning point in English education, which I call the 'long comprehensive moment' between 1950 and 1990. It articulates a strong sense that her involvement in significant public events warrants close investigation before it disappears from professional memory.

The American wife of Tony Benn, one of the most influential post-war socialists in Europe, Caroline Benn stands out for her commitment to an educational system in which all young people could develop their talents to the full. Based on her newly available archive, containing thousands of documents, historically informed network ethnography is used to map her on-going effort and provide a detailed descriptive account of the ideological power and pervasiveness of the idea that a school system designed for an elite is not about social engineering, whereas comprehensive education which values all children, all parents, all neighbourhoods, equally is.

Matar, M. (2025). **Rethinking higher education in protracted crises: Policy responses and lived experiences of Syrian refugees in Lebanon.** *International Review of Education*, 71(2), 339-359. <https://doi.org/10.1007/s11159-025-10153-6>

Since 2019, Lebanon has experienced multiple unprecedented, interconnected crises affecting all sectors and social groups. Additionally, the country hosted the world's highest number of Syrian refugees in 2023. While access to primary education for refugees globally has improved over the years, access to higher education remains limited, with enrolment rates significantly lower than those of their non-refugee peers. This limited access is not caused by lack of interest; rather, it stems from the de-prioritisation of higher education in international and national refugee crisis responses. Lebanon represents a complex refugee educational governance landscape, involving domestic, regional and international public and private stakeholders. This article discusses the politics surrounding higher education for Syrian refugees in Lebanon. Drawing on semi-structured interviews with six stakeholders in the educational and humanitarian network and a focus group discussion with five Syrian refugee youth, the article addresses two questions: (1) How do international and local stakeholders respond to structural, financial and political challenges in shaping the higher education response for Syrian refugees in Lebanon? and (2) How do Syrian refugee students experience and navigate the challenges of accessing higher education in Lebanon? Findings reveal that stakeholders should integrate higher education into a long-term emergency response, while accounting for the broader sociopolitical, legal and cultural environment of displacement. A holistic approach is necessary to ensure that refugee youth can pursue a socially just and transformative learning journey, wherever they reside.

Matveeva, A. (2025). **Performance-based funding in higher education: a meta-narrative review and renewed research agenda proposal.** *Tertiary Education and Management*, 31(1), 21-44. <https://doi.org/10.1007/s11233-025-09151-y>

This article examines performance-based funding (PBF) as a governance tool in higher education through a meta-narrative review of recent literature. Rather than offering yet another extensive critique of neoliberalism and new public management (NPM) as drivers of PBF, it calls for a closer look at the conditions under which PBF succeeds or fails, and why. Drawing on the insights from diverse strands of research, the article proposes a renewed research agenda that addresses conceptual, methodological, and empirical approaches to generate more robust evidence. Such an evidence base could then inform more effective governance solutions that benefit individual academics, higher education institutions, and governments alike.

Meth, D. (2025). **Quality as Illusion? Considering Hidden Trade-Offs and Risks in Undergraduate Education Conceptualised as 'Regulated Play'.** *Higher Education Quarterly*, 79(3), e70028. <https://doi.org/10.1111/hequ.70028>

In-depth interviews exploring academics' teaching practices and views on undergraduate education at one English university reveal concerning examples of educational trade-offs in delivering on national and institutional quality expectations. Evidence reveals the negative impacts on teaching and students' learning and achievements. Quality instruments reflect their neoliberal managerialist environment, its internal structures of power, organisation and monitoring and are viewed through Foucault's concept of governmentality. Academics' responses align with a post-Foucauldian construct reflecting their negotiating behaviours in this space. A new conceptual model extends on Docherty's construct of 'contained' play to capture ways in which institutional quality systems and structures might restrict learning. The questions, 'what lies hidden from the gaze of traditional quality measures?' and 'where does the real risk to quality lie?' are asked, revealing quality to be illusory in some instances. Findings reinforce the critical need to better understand teaching academics' experiences as key mediators in this area.

Miller, L., & Santiago, I. (2025). **Rapport fait au nom de la commission d'enquête sur les manquements des politiques publiques de protection de l'enfance.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4089> (p. 523) [Report]. Consulté à l'adresse Assemblée nationale (France) website: https://www.assemblee-nationale.fr/dyn/17/rapports/cease/l17b1200-ti_rapport-enquete.pdf

La première partie vise à donner un aperçu chiffré de la situation actuelle de la protection de l'enfance, qui est la résultante d'une crise à tous les niveaux : accroissement inquiétant des populations concernées, inadaptation ou non-application des dispositifs légaux, insuffisance des moyens matériels et humains, données lacunaires, diffusion insuffisante des travaux de recherche et des avancées scientifiques récentes, des travaux d'évaluation et de prospective et des bonnes pratiques. Le rapport examine ensuite l'écosystème des acteurs de la protection de l'enfance et la question de la gouvernance décentralisée et de son articulation entre l'État et les départements. Les enfants pris en charge par la protection sont plus souvent en échec scolaire et ne sont pas incités à faire des études longues ; 43 % d'entre eux ont redoublé une fois, 24 % au moins deux fois. Les lieux dans lesquels ils vivent sont loin d'être propices à un développement serein, sans parler de la construction de liens affectifs, dont ils manquent souvent cruellement. Les enfants de la protection de l'enfance sont en conséquence davantage vulnérables face au chômage et à la pauvreté. Ainsi, 23 % des adultes nés en France et hébergés par un service d'aide ou fréquentant un lieu de distribution de repas ont été placés dans leur enfance. Le présent rapport formule 92 recommandations afin de : rénover la gouvernance de la protection de l'enfance repenser les politiques de prévention améliorer le repérage des situations de danger renforcer les moyens de la justice et garantir la bonne exécution des décisions d'assistance éducative agir face aux conditions d'accueil indignes et inadaptées favoriser les actions à domicile, instaurer un encadrement normatif et donner une nouvelle dimension aux contrôles ; placer les besoins de l'enfant au cœur des décisions santé, éducation, handicap : décroiser les politiques publiques pour répondre aux besoins des enfants garantir un accompagnement inconditionnel vers l'autonomie répondre à la grave crise du secteur.

Milner, A. L. (2025). **Confronting the disadvantage gap: the challenges to transformative leadership in a high-stakes assessment system.** *International Journal of Inclusive Education*, 29(8), 1353-1370. <https://doi.org/10.1080/13603116.2023.2274106>

Students with low socio-economic status (SES) often have lower levels of academic achievement. In England, various UK governments have sought to address this disadvantage gap through reforms to national large-scale assessments, school accountability mechanisms, and educational governance structures. While scholarly research highlights the important mediatory role of educational leaders in policy implementation and student performance, typologies of successful leadership tend to emphasise 'what works' at the organisational level. Conversely, theories of transformative leadership acknowledge that efforts to provide an equitable education are related to, and should address how to transform, wider social power structures. With an abductive methodology, this qualitative study explores the experiences and perspectives of three academy headteachers in their work with the most disadvantaged students in their school communities. Semi-structured interview data were analysed thematically to evaluate whether and how their leadership practices might be considered transformative. The findings suggest that these headteachers are mostly transformative at the individual level which aligns with the current UK government social mobility agenda. Moreover, despite their courage to promote equity of opportunity, transformative leadership is restricted by government cuts to public expenditure, a high-stakes accountability system focused on students' academic performance, and the limited political capital of students and headteachers.

Pathak, B., Alakkad, M. F., & Kumar, V. (2025). **Institutional Environment and the Use of Blockchain Technology: Exploring the Context and Conditions of Using Blockchain in the Higher Education Institutions.** *Higher Education Quarterly*, 79(3), e70034. <https://doi.org/10.1111/hequ.70034>

Blockchain (BC) technology is widely believed to be the next disruptive technology that can address challenges in higher education institutions (HEIs) and support resilient strategies. This study aims to contribute to the literature and inform policymakers about BC's capability and potential in HE by examining enablers, barriers and contextual factors influencing BC adoption in HEIs. Through qualitative research, including interviews with 20 BC experts, we identified 12 factors affecting BC adoption. Key enablers include immutability, scalability, usability, management commitment, collaboration and standardisation, while barriers encompass government regulations, bureaucracy, governance and language. Additionally, privacy and cost emerged as factors that could act as both enablers and barriers. Our findings highlight the critical role of the institutional environment, revealing five new enablers and barriers to BC adoption in HE. We offer several strategies for facilitating BC technology adoption, taking into account the environmental, institutional and technological in-depth insights gained from this research.

Popkewitz, T. S. (2025). **Infrastructures and phantasmagrams of inclusions that exclude: international student assessments.** *International Journal of Inclusive Education*, 29(8), 1424-1444. <https://doi.org/10.1080/13603116.2023.2275156>

The article is a diagnostic of how science 'thinks' as a mode of reasoning and space of action about inclusive education. Attention is given to the comparative reason generated in the Organization for Economic, Co-operation and Development's (OECD)'s Programme for International Student Assessment (PISA). The infrastructure or architecture of the assessment is an exemplar of a science designed to provide practical knowledge for producing inclusive educational systems. Examined is the grid of calculative practices as producing patterns of recognition and expectations of

experience that compare and differentiate nations, societies, and people. The calculations, however, are not merely descriptive. They embody desires as normative inscriptions of who students are, should be, and the dangerous populations threatening the imagined future. The calculations are likened to the seventeenth century projection machines of the magic lanterns, phantasmagrams of an inclusive education that distributes differences that exclude and abject. The comparing of people appears as non-polemical benchmarks, competences, literacies, and well-being organised as 'highways' of data to activate in policy and professional practices. The study of PISA is not a critique of science, per se; but of the historical impracticality of an infrastructure that reinscribes inequalities as its method to correct social wrongs.

Rodríguez-Izquierdo, R. M. (2025). **University Social Responsibility: Unravelling the Perceptions of External Stakeholders.** *Higher Education Quarterly*, 79(3), e70035. <https://doi.org/10.1111/hequ.70035>

The paper examines how external stakeholders conceptualise university social responsibility (USR) and their perceptions about how universities implement USR in practice. A total of 18 external stakeholders from eight universities were interviewed. The results indicated that there was no shared and common conceptualization of USR and that USR was recurrently related to the areas of teaching, research, or community engagement, revealing an omission of management, governance, and campus life. This study contributes to the body of knowledge on USR by shedding light on the perspective of actors that are not sufficiently addressed in the literature, that is, those of external stakeholders. We argue for a revisited USR based on a reflective debate on the potential role of external stakeholders in helping higher education institutions address societal needs. The study informs practical applications that policymakers can use to advance their social impact and reduce the gap between USR policy and practice.

Rogne, A. F., Fauske, A., & Hart, R. K. (2025). **Educational Expansions and Fertility: Evidence from Norwegian College Reforms.** *European Journal of Population*, 41(1), 14. <https://doi.org/10.1007/s10680-025-09737-7>

Previous research has pointed to educational expansions and increased educational attainment among women as an important factor contributing to reductions in fertility levels and changes in family formation patterns in the second half of the twentieth century. We investigate one potential mechanism that may have contributed to these developments—the establishment of local colleges providing access to higher education for broader segments of the population. We study the establishment of regional colleges in Norway 1973–83. Taking advantage of population-wide administrative register data, historical data sources and recent developments in difference-in-differences methodology, we employ an event study design to assess the impact of local colleges on cohort fertility and age-specific fertility outcomes, as well as age at marriage and regional mobility as potential mechanisms. Our findings suggest that access to local colleges did not impact fertility, family formation or mobility to any substantial degree.

Ruan, Y., Liu, B., & Zhuang, T. (2025). **Policy intents and the enactment of inclusion in prestigious schools in urban China: can equity and excellence coexist?** *International Journal of Inclusive Education*, 29(8), 1292-1307. <https://doi.org/10.1080/13603116.2023.2266700>

This article addresses the policy intents regarding inclusive education in the Chinese basic education sector, prestigious school principals' and teachers' understanding of inclusion, and their current enactment of inclusion in delivering education. Through document analysis and semi-structured interviews, we find that inclusion in China can be understood in two broad categories. One concerns even development and equal access to educational opportunities between regions of different economic development, while the other concerns equal rights and educational opportunities between students with special educational needs and students in regular classrooms. In terms of enactment, the teachers and principals at the prestigious schools sampled focus on different issues to those highlighted in policy documents. Inclusion is often discussed in relation to competition, quality, and outcomes in the schools, rather than access to education and the learning process. When it comes to inclusion criteria, prestigious schools substantively exert their influence to exclude certain students, due to their self-image of excellence. However, based on the ideology of human capital theory, excellence and equity are not seen as incompatible goals in the Chinese educational system.

Sarkar, T. (2025). **Learning for all? Ableism, education policy, and the « global learning crisis » in India.** *International Journal of Inclusive Education*, 29(8), 1389-1405. <https://doi.org/10.1080/13603116.2023.2274109>

Large-scale assessments reveal the 'global learning crisis'. Yet, many children with disabilities are excluded from such assessments. The global learning crisis is critiqued for narrowing the educational landscape. Drawing on concepts of ableism and the DisHuman child, this paper sets out to examine ableism within education policy by explicating the assumptions of normativity and how boundaries between the normal and the 'aberrant' are preserved and maintained. Through critical discourse analysis of the post-Sustainable Development Goals education policy landscape in India, the paper examines the 2018 Samagra Shiksha Integrated Scheme for School Education Framework for Implementation, the 2020 National Education Policy, and the 2021 National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat. The paper identifies three processes that underlie the construction of disability and difference in Indian education policy: constructing urgency as a crisis of quality; assessing deviations in quality; identifying and mitigating difference to achieve quality. The DisHuman child calls on us to both trouble and disrupt ableist norms within educational policy and grapple with how policies aid access to services, rights, and entitlements that may be crucial for the everyday participation of disabled children.

Soré, Z., & Charlier, J.-E. (2025). **L'école africaine face aux crises sécuritaires.** Consulté à l'adresse [https://www.editions-harmattan.fr/catalogue/livre/lecole-africaine-face-aux-crisis-](https://www.editions-harmattan.fr/catalogue/livre/lecole-africaine-face-aux-crisis-securitaires/79109?utm_campaign=2025/06/04%20NL%20Th%C3%A9matique%20%28Sciences%20de%20l%27%C3%A9ducation%29%20%5BParticuliers%5D&utm_content=D%C3%A9couvrez%20nos%20nouveau%20s%20en%20Sciences%20de%20l%27%C3%A9ducation%20!&utm_medium=Emailing&utm_source=Sendethic)

[securitaires/79109?utm_campaign=2025/06/04%20NL%20Th%C3%A9matique%20%28Sciences%20de%20l%27%C3%A9ducation%29%20%5BParticuliers%5D&utm_content=D%C3%A9couvrez%20nos%20nouveau%20s%20en%20Sciences%20de%20l%27%C3%A9ducation%20!&utm_medium=Emailing&utm_source=Sendethic](https://www.editions-harmattan.fr/catalogue/livre/lecole-africaine-face-aux-crisis-securitaires/79109?utm_campaign=2025/06/04%20NL%20Th%C3%A9matique%20%28Sciences%20de%20l%27%C3%A9ducation%29%20%5BParticuliers%5D&utm_content=D%C3%A9couvrez%20nos%20nouveau%20s%20en%20Sciences%20de%20l%27%C3%A9ducation%20!&utm_medium=Emailing&utm_source=Sendethic)

Pendant les dernières décennies du XXe siècle et les premières années de celui-ci, la violence contre les écoles a été considérée comme une anomalie concentrée sur quelques pays en mal de développement. Depuis lors, il a malheureusement fallu constater que cette barbarie n'était l'apanage d'aucune région du monde, d'aucun hémicycle et qu'elle prospérait sans frein là où elle n'était pas contenue. Les contributions rassemblées dans ce volume concernent essentiellement les pays d'Afrique de l'Ouest

et d'Afrique centrale. Elles sont toutes basées sur des enquêtes rigoureuses de terrain. Elles mettent en lumière les manières dont les États et les populations tentent de s'adapter et d'assurer autant que faire se peut une scolarisation aux enfants dans les situations les plus difficiles. De manière corrélée, elles montrent comment les paysages éducatifs se recomposent. Cet ouvrage prend acte de l'impossibilité d'imposer un même modèle d'école formelle à tous les pays : s'il a pu être efficace dans des cadres organisés par un État omniprésent, il n'a aucune résilience dans d'autres cadres. Il ouvre aussi la question de la manière dont les indispensables interventions des organisations internationales pourraient être rendues plus efficaces.

Stefanou, A. (2025). **La part du temps d'enseignement non assuré dans les établissements publics du second degré en 2023-2024**. *Note d'Information*, (25.36), 1-2. Consulté à l'adresse <https://www.education.gouv.fr/la-part-du-temps-d-enseignement-non-assure-dans-les-etablissements-publics-du-second-degre-en-2023-450595>

Au cours de l'année scolaire 2023-2024, 9 % des heures d'enseignement n'ont pas été assurées dans les établissements publics du second degré, dont 7 % en raison du non-remplacement des enseignants absents et 2 % du fait de la fermeture totale de l'établissement.

Sun, X., Ren ,Wenjing, & and Liu, L. (2025). **Evaluating the alignment between chemistry curriculum and high-stakes tests through the lens of chemistry core competencies in China**. *International Journal of Science Education*, 47(9), 1192-1214. <https://doi.org/10.1080/09500693.2024.2361383>

The study investigates the alignment between the Chemistry Curriculum Standards of Senior High School (Curriculum Standards) and 10 sets of 2023 standards-based high-stakes tests in mainland China through the lens of Chemistry Core Competencies (CCCs). Following Porter's alignment model, a two-dimensional matrix composed of components of CCCs and proficiency levels of CCCs was developed to represent Curriculum Standards and tests, based on which to compute overall alignment indices and the degree of match for each dimension. The results indicate that all tests value CCCs, but the vast majority have statistically insignificant alignment with Curriculum Standards. This inconsistency is mainly due to the tests' more emphasis on higher-order thinking skills, which has resulted in an overall shift towards higher proficiency of CCCs from Curriculum Standards to tests. Compared to Curriculum Standards, the tests measure scientific thinking more than chemical concepts, and the ratio of scientific inquiry and practice is most consistent with Curriculum Standards, but minimally assesses scientific attitudes and responsibility. The findings present direct evidence for improving the quality of assessment in the future. The proposal of the alignment analytical framework offers researchers in other countries the possibility of localised exploration.

Trinidad, J. E. (2025). **From Accountability to Algorithms: Interorganizational Learning and the Transformation of Quantification in Education**. *Qualitative Sociology*, 48(2), 243-277. <https://doi.org/10.1007/s11133-024-09590-w>

While studies often explore the intended and unintended consequences of technologies, few have theorized how and why they change. One crucial transformation in quantitative technologies is the shift from evaluative accountability to predictive algorithms, such as in schools that use dropout prediction systems. Using the case of ninth-grade early warning indicators, I argue that the transformation of quantification resulted from interorganizational learning, or the acquisition of new knowledge through the

interaction of different organizations. In particular, I show how technology changes gradually from organization-level evaluation to individual-based prediction to systems-focused improvement. Pivotal to such changes were new forms of knowledge that emerged (1) as “instructing” organizations directed changes and “receiving” organizations resisted them; (2) as organizations in various fields reciprocally collaborated; and (3) as similar organizations practiced networked learning. Although studies have traditionally highlighted the “discipline” of technologies, I illustrate the power of organizational agents to resist, adapt, and change them—with implications for the study of quantification, work, institutional change, and education.

van de Wegh, P., & Le Bras-Caraboeuf, M. (2024). **Évaluation à mi-parcours du programme Erasmus+ 2021-2027** (N° 23-24 080A; p. 53). Consulté à l'adresse IGÉSR website: <https://www.education.gouv.fr/evaluation-mi-parcours-du-programme-erasmus-2021-2027-450549>

Instrument essentiel pour la construction de l'espace européen de l'éducation, de la formation, de la jeunesse et du sport, le programme Erasmus+ 2021-2027 a vu son budget augmenter de plus de 80 % par rapport à la période précédente. Ses objectifs sont de porter le nombre de bénéficiaires à travers l'Europe à 10 millions, soit presque autant que pour les 35 premières années du programme.

Vigevano, L., & Mattei, P. (2025). **The challenges of distance learning in Italy: new inequalities and implications for inclusive education**. *International Journal of Inclusive Education*, 29(8), 1308-1322. <https://doi.org/10.1080/13603116.2023.2266718>

The lack of professional training, information and communication technology infrastructure, and digital assets meant that the provision of public education in Italy was profoundly challenged by the shift to distance learning prompted by lockdowns and school closures due to COVID-19. The substitution of in-presence attendance with virtual classes affected schools' capacity to effectively provide instructional time and imposed high participation barriers on students. The subsequent loss of learning time was disproportionate for Italian students, penalising socioeconomically-disadvantaged students, who lacked resources to access distance learning, with greater educational losses. The education sector's response to the first pandemic wave generated winners and losers, thus deepening educational inequalities and jeopardising the inclusiveness of public schooling. This study explores the effect of the public education's response to the pandemic on instructional time, singling out group-specific losses linked to distance learning and infrastructural deficiencies, and its implications for educational losses.

Wildschut, A., & Wilson-Fadiji, A. (2025). **COVID-19 experience and student wellbeing amongst publicly funded higher education students in South Africa after the first, and second waves**. *Higher Education*, 89(5), 1297-1319. <https://doi.org/10.1007/s10734-024-01273-3>

Although higher education students have been identified as one of the social groups most affected by the impact of COVID-19, higher education literature appears to focus more on documenting implications for teaching and learning, curriculum and institutions, than student wellbeing. This has resulted in gaps to our understanding and approaches to intervene positively in, student wellbeing within the higher education space 'post-COVID-19'. Drawing on a novel survey data set administered in November 2021, of the 6877 higher education (University and TVET College) students in South Africa, this paper aims to contribute through cross-sectional data that allows analysis of student experience

of COVID-19 and its relationship to student wellbeing. As expected, our findings confirm COVID-19 experience as a significant predictor of student wellbeing. We also identify satisfaction with interventions from higher education stakeholders in response to COVID-19 as the strongest, and the extent to which students felt impacted by changes to their routine behaviours as the weakest, predictors of wellbeing. The paper adds to existing international literature, the South African context with a large sample. Secondly, the analysis provides a more comprehensive view of the link between COVID-19 and higher education student wellbeing, as TVET College students are included. The composite measurement of COVID-19 experience is a further contribution. Finally, the findings add to the literature on COVID-19 and higher education student wellbeing, the experience of disadvantaged students. The findings underscore the emotional health of students as a critical area for higher education policy and intervention during times of uncertainty or disruption.

Wilson, E., Roche, T., Goode, E., & McKenzie, J. W. (2025). **Creating the conditions for student success through curriculum reform: the impact of an active learning, immersive block model.** *Higher Education*, 89(5), 1423-1443. <https://doi.org/10.1007/s10734-024-01283-1>

Outcomes in higher education (HE) are influenced by the learning conditions created for students. The traditional model of HE, where students attend content-focused lectures over 12–15-week semesters, may not provide the conditions that best meet the learning needs of increasingly diverse HE cohorts. This study assessed the extent to which an immersive block model, a non-traditional form of HE delivery that employs active learning pedagogy and engages students in shorter, more focused periods of study, might enable higher student achievement and satisfaction compared to a traditional semester model. The study examined achievement (N = 27,528) and satisfaction (N = 7924) data from a public Australian university that has moved all coursework units into a 6-week immersive block model. Inferential statistical tests were used to compare results between the traditional semester and immersive block delivery over a 3-year period, as well as with results from control groups that stayed in the traditional model. Results demonstrate that immersive block learning underpinned by an active learning pedagogy has had a statistically significant positive impact on the academic success of various cohorts of undergraduate learners. Stronger improvements in student success were observed in first-year units compared to second and third-year units, suggesting that the immersive block model may be particularly beneficial for students transitioning into HE. Satisfaction was statistically lower relative to the traditional model, particularly in science and engineering, suggesting a need for further investigation into causes of lower satisfaction in these disciplines.

Young, S. (2025). **The Struggle for Professional Recognition by Polish Complementary Schools When Preparing Students for the GCSE Polish Exam During the 2020 COVID-19 Exam Period in England.** *British Journal of Educational Studies*, 73(3), 327-344. <https://doi.org/10.1080/00071005.2024.2439787>

The disruption to the national GCSE (General Certificate of Secondary Education) examinations in England during the summer (June–August) exam period of 2020 due to the COVID-19 pandemic has been well documented; however, less attention has been paid to the challenges faced by complementary schools in preparing students for GCSEs in heritage languages. This paper addresses this lacuna in exploring the results of a small-scale study investigating the challenges faced by eight Polish school heads as they

attempted to follow the various guidelines for the 2020 GCSE exam period. Findings suggest that support from the mainstream sector was limited, and Polish complementary schools struggled with being seen as less legitimate sites of learning, as heads, teachers and students negotiated the changes made to the GCSE exam due to the pandemic. This paper highlights the negative positioning of Polish language exams within the English education system through the lens of a linguistic ideology which positions some languages as more worthy of study than others. It also argues that the pandemic highlighted how complementary schools and teachers working within them are frequently seen as less professionally competent than those in mainstream schools and calls for greater recognition for complementary schooling.

Pratiques enseignantes

Åkerlind, G. S. (2025). **Why should I be interested in phenomenographic research? Variation in views of phenomenography amongst higher education scholars.** *Higher Education*, 89(5), 1235-1251. <https://doi.org/10.1007/s10734-024-01270-6>

Phenomenographic research has had a substantial impact on approaches to higher education teaching and learning and academic development. However, prevalent misunderstandings of phenomenography have led to misinterpretations by higher education scholars of findings published in the literature. All scholars need to be able to read and evaluate research literature outside their own methodological areas. But pre-existing assumptions and misinterpretations of phenomenography can limit and distort scholars' understandings of research findings, and the implications of those findings. To investigate this further, an empirical study of variation in what educational researchers understand phenomenography to be was undertaken. The aim is to improve non-phenomenographic scholars' ability to interpret and make use of phenomenographic findings in the literature, without having to read specialised methodological articles about the approach. The study highlights five dimensions of phenomenography that higher education scholars need to be aware of in order to maximise the value they will gain from reading phenomenographic studies: (a) the distinctiveness of the method; (b) the focus on variation in understandings of a phenomenon; (c) the focus on structural relationships between the different understandings; (d) the pedagogical utility of the findings; and (e) the implications for everyday thinking. Using the example of postgraduate programs in higher education teaching and learning, the discussion of findings explains the implications of awareness of these different dimensions of phenomenography for the interpretation of research outcomes and their implications for pedagogy.

Akumbu, P. W., Kießling, R., Kouankem, C., Nzweundji, J. G., & Wuchu, C. W. (2025). **Integrating traditional stories in formal education in the Cameroonian Grassfields.** *Journal of the Cameroon Academy of Sciences*, 23(3), 205. <https://doi.org/10.4314/jcas.v21i3.4> Informal education in the Cameroonian Grassfields continues to rely heavily on oral storytelling. In this regard, storytelling occupies an important place in Grassfields oral traditions, functioning as a means of education as well as entertainment. Older individuals use the oral story medium to transmit knowledge to younger ones throughout the region. Unfortunately, this practice is quickly abandoned or neglected when children integrate formal schooling systems. Traditional Grassfields stories are discouraged or relegated to the background in the school system and stories from foreign cultures are introduced, reflecting a consequence of colonial influence and habits. Like in many oral

cultures worldwide, formal learning tends to build more on foreign stories, a practice which contributes heavily to the endangerment and loss of traditional stories alongside their languages and other cultural elements. Drawing on stories from two Grassfields communities: Babanki and Medumba, this study demonstrates that since storytelling is the way Grassfielders pass down knowledge and experience through generations, it is necessary to integrate these traditional stories into formal education in the region to ensure holistic learning experiences and development for younger generations. The underlying motivation which will be demonstrated in this study is that traditional stories can most effectively be used as a springboard to impart modern concepts in both the sciences and arts.

Barr, F., Yeigh, T., & Markopoulos, C. (2025). **Student voice, not student echoes: increasing inclusive learning for students experiencing mild to moderate intellectual disabilities.** *International Journal of Inclusive Education*, 29(8), 1445-1465.
<https://doi.org/10.1080/13603116.2023.2281487>

Engaging high school students experiencing a mild to moderate Intellectual Disability (ID) in conversations about their math learning experiences can provide valuable insights for enhancing inclusive classroom teaching and learning. This paper reports on the pilot study of a broader research project that focuses on the voice of high school students experiencing ID in relation to their mathematics education. The study aims to analyse students' experiences and perspectives on how they are taught mathematics based upon direct input from the students themselves. This research is significant because students experiencing ID have not been provided with the same opportunities to contribute to their learning as most other education stakeholders (parents, school leaders, teachers, and other student groups). This discrepancy is exemplified by the exclusion of students with ID from the descriptions of academic success in the NSW Curriculum Review (2020). The current research study addresses an important gap by acknowledging that students with ID have been underrepresented in the collection of student voices recognised in education. The study confirms that students with ID can actively participate in discussions about their learning experiences, offering unique and insightful recommendations for improving how mathematics is taught to them.

Belleville, G. (2025). **Extraire une thèse d'un cerveau étudiant sans gâchis : favoriser la rédaction et la persévérance aux cycles supérieurs** (1st ed). Consulté à l'adresse <https://www.pulaval.com/livres/extraire-une-these-d-un-cerveau-etudiant-sans-gachis-favoriser-la-redaction-et-la-perseverance-aux-cycles-superieurs>

Parmi les exigences pour obtenir un diplôme d'études doctorales, la rédaction de la thèse est certainement la plus difficile, trop souvent la plus douloureuse. Ce livre, écrit par deux professeurs, propose aux directeurs et directrices de recherche des pistes pour aider les étudiants et étudiantes à progresser. Il se penche sur les questionnements quant à l'encadrement ainsi que sur l'expérience et le processus de la supervision d'une thèse.

Bitubi, J. K., & Eyalaba, C. E. (2025). **À travers l'entrepreneuriat éducatif : Former les élèves capables d'innover d'entreprendre et de relever les défis de leur communauté.** Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/a-travers-l-entrepreneuriat-educatif/79123?utm_campaign=2025/06/04%20NL%20Th%C3%A9matique%20%28Sciences%20de%20l%27%C3%A9ducation%29%20%5BParticuliers%5D&utm_content=D%C3%A

[9couvrez%20nos%20nouveau%20%C3%A9s%20en%20Sciences%20de%20l%27%C3%A9duca%20tion%20&utm_medium=Emailing&utm_source=Sendethic](https://doi.org/10.1080/13603116.2023.2264855)

L'éducation entrepreneuriale est un levier essentiel pour préparer les jeunes aux défis économiques et sociaux. Cet ouvrage explore les fondements théoriques, les approches pédagogiques et les enjeux curriculaire liés à son intégration dans les systèmes éducatifs. Il analyse les méthodes qui permettent aux élèves de développer leur capacité à innover, entreprendre et s'adapter aux mutations du monde actuel. L'auteur démontre que l'entrepreneuriat éducatif ne se limite pas à la création d'entreprises. Il représente un modèle d'apprentissage actif, favorisant la pensée critique, la créativité et la prise d'initiative. À travers des cadres théoriques solides et des études de cas, il propose des pistes concrètes pour repenser l'éducation. Ce livre est une référence essentielle pour les enseignants, chercheurs et décideurs. Il interpelle sur l'urgence de moderniser l'enseignement afin de former des citoyens autonomes et innovants.

Charles, E., Metsala, J., & Specht, J. (2025). **Gains in pre-service teacher efficacy for inclusive education: contributions of initial beliefs and practicum length.** *International Journal of Inclusive Education*, 29(8), 1234-1251.
<https://doi.org/10.1080/13603116.2023.2264855>

This study investigated how pre-service teachers' self-efficacy for teaching within inclusive classrooms changes over the course of their teacher education programme, what factors predict levels of self-efficacy, and what factors contribute to gains in self-efficacy. Two hundred and twenty-four Canadian pre-service teachers completed a demographic questionnaire, the Beliefs about Learning and Teaching Questionnaire (BLTQ) and the Teacher Efficacy for Inclusive Practices scale (TEIP) at two points in time: at the onset of their first course on inclusive education, and again approximately one year later. The results of this study showed that participants with a higher number of weeks on practicum experienced growth across all three factors of self-efficacy measured by the TEIP. Additionally, participants who held more pro-inclusion beliefs experienced more gains in self-efficacy in their abilities to use inclusive instruction and manage student behaviour in the classroom. The grades participants were preparing to teach (elementary or secondary) and their amount of experience with diverse populations predicted initial self-efficacy, however these factors were mostly not associated with gains in self-efficacy. Implications for practice and research are discussed.

Connelly, J. M., Tuttle Prince, A., & Hayden, H. E. (2025). **Humanising portrayals of children with psycho-social differences in children's and young adult literature.** *International Journal of Inclusive Education*, 29(8), 1252-1270.
<https://doi.org/10.1080/13603116.2023.2264882>

Children who are othered due to their psycho-social differences have a right to academic, social, and emotional inclusion in schools. Inclusion can be facilitated using children's and young adult literature (C/YAL), yet characters with psycho-social differences are rarely represented and may be portrayed using a deficit perspective. This study centres on Humanising Pedagogy, creating classroom dialogue that explicitly names humanising constructs and interrupts deficit narratives. We developed Humanising Pedagogy constructs for a content analysis of C/YAL: social inclusion, reciprocal relationships, agency and autonomy, assets and strengths, and creative problem-solving. Using six books, we also identified examples of social barriers and deficit narratives that impeded the main characters' full inclusion. Additional humanising

constructs were identified by completing multiple rounds of analysis: hope, empathy, belonging, and creativity. Recommendations for educators are included.

Deng, Z. (2025). **Educational Studies, Pedagogy and Education as a Discipline.** *British Journal of Educational Studies*, 73(3), 305-325.
<https://doi.org/10.1080/00071005.2024.2418585>

This article continues the efforts of Gert Biesta and Jim Hordern to address the nature and organisation of educational studies as highlighted in a recent special issue titled 'Educational studies today and for the future: threats, hopes, and collaborations' in BJES (Volume 7, No. 5, 2023). The aim is to articulate a distinctive voice or language within the study of education, addressing contemporary challenges in the field. Invoking German Pädagogik and American educationalist Schwab's theory of the Practical, this article makes a case for pedagogy as a distinctive discipline of education that has its own ways of thinking and theorising, centred on questions as to the purpose of education and the nature of educational practice. Furthermore, it asserts that pedagogy is a 'practical' discipline centred on understanding and developing educational practice. Conceived in this way, pedagogy can serve as a core and unifying component in educational studies, integrating the foundation disciplines and other subjects into the study of practice. It also functions as the 'crowning' discipline that organises foundation disciplines and related sources toward the professional education of teachers.

Derguy, C., Jury, M., Aube, B., & Vallée, C. (2025). **Why do special education teachers have more positive attitudes toward the inclusion of students with autism? Examining the mediating role of self-efficacy and knowledge about autism among French teachers.** *Educational Psychology*. <https://doi.org/10.1016/j.rasd.2021.101746>

Teachers' negative attitudes towards autistic students remain a major obstacle to their school inclusion. This exploratory study aims to investigate the mediating role of teacher's self-efficacy and knowledge of the relationship between a teacher's status (general education teachers versus special education ones) and attitudes toward the inclusion of autistic students. Three hundred and seven French elementary and secondary teachers filled in online questionnaires: sociodemographic information, the Autism Attitude Scale for Teachers, the Teachers' sense of efficacy scale and the Autism Knowledge Screening Scale. Special education teachers have more positive attitudes toward the inclusion of autistic students than their general education peers. They have also higher self-efficacy and higher knowledge levels. The mediation analysis indicated that only the teacher self-efficacy (related to classroom management) was significantly linked to teacher attitudes and explained the link between the teachers' status and attitudes. Results highlight the key role of teacher self-efficacy in the success of the inclusion process. To improve teachers' self-efficacy and attitudes, training programs should not solely focus on knowledge about ASD, but on specific teaching strategies such as preventing and managing behaviors.

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.

Finkelstein, I., Shafiq, M., Soffer-Vital, S., & Alon, N. T. (2025). **Should academic staff be the arbiters of peace in the classroom when the war rages outside? Gatekeepers of a national conflict in higher education.** *Higher Education*, 89(5), 1351-1368. <https://doi.org/10.1007/s10734-024-01276-0>

The study explores how academic institutions navigate national conflict within the multicultural classroom. Due to its complex ethnic and religious diversity, Israel is used as a case study. The Arab–Jewish conflict, intertwined with historical, territorial, and identity issues, poses challenges for educators. Twenty-two faculty members in Israel, who teach in a culturally diverse higher education setting that includes both Jewish and Palestinian (Arab) Israeli students, were interviewed for this qualitative study. The results identified three main themes: (1) the balance between maintaining apolitical academia and upholding academic freedom of speech, (2) strategies employed by educators to manage conflict within the classroom setting, and (3) fostering multicultural education amidst national tensions. The study also applied intersectionality theory to examine additional layers of influence on educators. An inclusive model is proposed, integrating national conflict, intersectionality, and academic freedom. The unique contribution lies in incorporating the national conflict element into the model, acknowledging how intertwined identities of students and educators lead to challenges and conflicts. The application of intersectionality theory enhances comprehension of classroom dynamics. Given the volatility that has rocked the region in recent months, these results bring with them an even greater sense of urgency; this study offers practical implications and conflict management tools for educators in similar contexts, both in war-torn regions and politically turbulent settings.

Gabi, J., & Chikwa, G. (2025). **Time to (Re-)think-Feel 'Quality' in Higher Education Learning and Teaching.** *Higher Education Quarterly*, 79(3), e70036. <https://doi.org/10.1111/hequ.70036>

This article proposes (re-)thinking-feeling the current Western-centric metrics-driven measurement of 'quality' in learning and teaching in higher education. We argue that ensuring 'quality' in learning and teaching is an undeniable imperative, as it not only cultivates possibilities for students to think critically and engage imaginatively in an ever-shifting global environment. The challenge is not only the measurement but the confusion between what is measured and what is experienced and the neoliberal marketisation

regime of higher education (HE) that has transformed institutional priorities, connecting 'quality' and the performance metrics that underpin it. Conversations with five academics who participated in this study within the UK context, reveal a consensus that applying a standardised, 'one-size-fits-all' measurement of 'quality' in learning and teaching in higher education is fraught with difficulties. Each discipline must embrace tailored, contextually appropriate, and discipline-specific approaches to conceptualising and evaluating 'quality'. We argue that Ubuntu ethico-onto-epistemological philosophy and praxis, decoloniality and posthumanism can help us think about 'quality' differently, enabling ways to resist colonial paradigms and neoliberal logic and their impact.

Ghamrawi, N., Ghamrawi, N. A. R., & Shal, T. (2025). **Leading or Managing in the Middle: Exploring the Identities of Head of Departments in Higher Education Using Dynamic Systems Model.** *Higher Education Quarterly*, 79(3), e70037. <https://doi.org/10.1111/hequ.70037>

Drawing upon the Dynamic Systems Model of Role Identity (DSMRI), this study explored the construction of the role identity of department heads within higher education, with a specific emphasis on their perceptions of themselves as leaders and/or managers. Three section heads, each holding a doctoral degree in educational leadership from different Arab countries, were tracked throughout their inaugural year of appointment, examining the evolution of their role identities and the factors contributing to them. Data sources included reflective journals and two rounds of interviews per participant, with qualitative analysis employed to trace shifts and advancements in participants' ontological beliefs, objectives, self-perceptions and actionable potentials related to their roles. Findings unveiled notable transformations in all four dimensions of the DSMRI among the participants, with two individuals transitioning from predominantly leadership to managerial roles, whereas the third participant retained a reinforced identity as a leader. This evolution is discussed in relation to concepts of administrative burden, power and authority, emulation of senior leadership and reactivity versus proactivity.

Gilliot, J.-M. (2025). **Développer l'esprit critique : un impératif pour l'enseignement supérieur.** *QPES Questions de Pédagogie dans l'Enseignement supérieur*. Présenté à Brest (FR), France. Consulté à l'adresse <https://hal.science/hal-05100039>

This contribution is a discussion paper on the importance of developing critical thinking skills in higher education, particularly in the era of generative AI, but also with regard to other ongoing transitions. The importance of critical thinking is emphasised in all educational contexts, whether for learning, analysing information or developing skills. In view of the diversity of definitions of critical thinking, a broader definition is used to incorporate the various higher-order thinking skills. The proposed debate focuses on the importance of developing critical thinking in our training, which involves making it explicit and mobilising it in as many learning contexts as possible, as well as evaluating the development of training systems.

Gingras, F. (2024). **Conceptions du développement de la compétence en compréhension de l'écrit chez des enseignants, des élèves et des accompagnateurs en milieu de stage de la formation menant à l'exercice d'un métier semi-spécialisé (FMS)** (Phd, Université du Québec à Rimouski). Consulté à l'adresse <https://semaphore.uqar.ca/id/eprint/3125/>

« De récentes études portant sur le niveau de littératie des personnes québécoises âgées entre 16 et 65 ans révèlent que 85% de celles n'ayant pas obtenu de diplôme d'études secondaires (DES) ont un niveau de littératie insuffisant pour fonctionner en société (Langlois, 2022). Le développement de la compétence en compréhension de l'écrit représente ainsi un enjeu important dans le cadre de formations professionnalisantes ou professionnelles menant à des certifications autres que le DES. Les écoles secondaires québécoises offrent le parcours de formation axée sur l'emploi (PFAE) visant à faciliter l'insertion socioprofessionnelle des élèves en difficultés, dont fait partie la Formation menant à l'exercice d'un métier semi-spécialisé (FMS). Il propose un cheminement en alternance travail-études avec une formation pratique et une formation générale complémentaire. De récentes études portant sur la formation générale dans le PFAE indiquent qu'il existe une inadéquation entre les deux formations (Rousseau et Bergeron, 2017b; Rousseau, Samson et Ouellet, 2012). La formation en français dispensée à la FMS semble refléter l'inadéquation perçue, en plus de ne pas répondre aux besoins des élèves tels qu'ils les formulent (Gingras, 2018; Rousseau et Bergeron, 2017b). La compréhension de l'écrit est toutefois essentielle à l'insertion socioprofessionnelle (Ruel et al., 2018). Devant un problème similaire, les lycées professionnels français et les filières qualifiantes belges se sont tournés vers les conceptions des principaux acteurs pour comprendre la difficile articulation entre les formations professionnalisantes et les cours de français. Cette recherche exploratoire qualitative/interprétative vise, à travers la tenue d'entretiens semi-dirigés auprès d'acteurs de la FMS, à connaître les conceptions qu'ils ont de leur rôle et du développement de la compétence en compréhension de l'écrit en les décrivant et faisant ressortir leurs ressemblances et leurs différences. Douze entretiens de recherche ont été menés auprès d'enseignantes, d'élèves et d'accompagnateurs en milieu de stage dans le but de faire émerger leurs conceptions. Ces dernières offrent un premier éclairage sur une meilleure compréhension de la difficile articulation entre la formation générale en français et la formation pratique. Entre autres, le développement de la compétence en compréhension de l'écrit n'est pas conçu par les acteurs du milieu scolaire et ceux du milieu de travail comme pouvant se réaliser dans une frange de travail commune aux deux volets de formation. Le partage des rôles dans ce développement et l'implication mutuelle de chacun des milieux apparaissent ainsi complexes. -- Mot(s) clé(s) en français : Conceptions, compétence, compréhension de l'écrit, formation menant à l'exercice d'un métier semi-spécialisé, développement de compétence, rôle, littératie. »-- « Recent studies on literacy levels among Quebecers aged 16 to 65 reveal that 85% of people with no secondary school diploma (SSD) are not literate enough to function in society. Accordingly, the development of reading comprehension skills is a key part of vocational or work-oriented training programs leading to certifications other than SSDs. Secondary schools in Quebec offer the Work-Oriented Training Path (WOTP), which includes Training for a Semiskilled Trade (TSST), to promote social and professional integration of struggling students. The WOTP is a work-study program that provides complementary general education and practical training. Recent studies on general education in the WOTP reveal a mismatch between the general education and practical training components (Rousseau and Bergeron, 2017b; Rousseau, Samson and Ouellet, 2012). French language training provided in the TSST program appears to reflect this perceived mismatch and fails to address the needs expressed by students themselves (Gingras, 2018; Rousseau and Bergeron, 2017b). Yet reading comprehension is essential to social and professional integration (Ruel et al., 2018). Faced with a similar problem, French and Belgian schools that offer equivalent vocational or work-oriented training programs delved into the views of leading

stakeholders to understand why integrating French classes with work-oriented training was so difficult. This exploratory qualitative/interpretive study aims to reveal, through semi-structured interviews with TSST stakeholders, how stakeholders see their roles and the development of reading comprehension skills. In addition to describing their views, this study highlights similarities and differences. Twelve research interviews with teachers, students and internship supervisors were conducted. The views that emerged provide preliminary insights into the difficulty of integrating general French language education with practical training. Among other findings, stakeholders in schools and workplaces do not conceive of reading comprehension skills development as a shared responsibility, which complicates role sharing and prevents mutual involvement of schools and workplaces. -- Mot(s) clé(s) en anglais : Views, skill, competency, reading comprehension, training for a semiskilled trade, skills development, role, literacy. »--

Heiser, L., Chovelon, C., Faller, C., Raynault, A., Escande Gauquié, P., Bonjour, A., ... François Céci, J. (2024). **For living laboratories in education (symposium)**. In *The 18th Annual Conference of the TEPE Network*. Consulté à l'adresse <https://hal.science/hal-05048185>

This symposium will explore Living Labs as open innovation ecosystems in line with the principles of ENoLL (www.openlivinglabs.org), with a particular focus on their impact and application in the field of education, and more specifically in the training of teachers and educational managers. This approach aims to recognize all participants (researchers, trainers, learners, business players) as expert participants actively engaged in research and innovation processes. In education, this networking offers opportunities to cultivate systems thinking (Raynault, 2023), and prompts reflection on coaching processes (Vial, Mencacci, 2007) and the transformation of university teaching practices in INSPEs. The aim of this symposium is to enrich the vision of living labs in education, and to share know-how that will benefit project leaders.

Husson, L., Phillon, R., Janand, A., & Bournaud, I. (2024). **Tutorat auprès d'apprenants en situation de handicap : quels apprentissages pour les étudiants-tuteurs d'une Grande École d'ingénieurs ?** *Revue internationale de pédagogie de l'enseignement supérieur*, 40(1), 176-201. <https://doi.org/10.4000/ripes.5573>

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

L'objectif de cette thèse est d'examiner dans quelle mesure, et sous quelles conditions, l'enseignement actif peut accroître l'engagement dans l'apprentissage des étudiants et la réussite académique. L'enseignement actif est une forme d'enseignement dans laquelle les étudiants sont amenés à participer de différentes façons durant les cours magistraux, notamment à partir d'un environnement numérique accessible depuis leur propre appareil technologique (smartphone, ordinateur portable, tablette). L'engagement dans l'apprentissage est mesuré avant et après un enseignement rendu actif par l'enseignant. La mesure de l'engagement est réalisée à partir d'une échelle à trois dimensions : cognitive (attention durant le cours), affective (intérêt pour le cours) et comportementale (participation durant le cours). Trois expérimentations ont été réalisées dans des contextes d'enseignement présentiel et distanciel à l'université. Dans la première étude (Hutain et Michinov, 2022a), l'engagement lié à l'utilisation d'activités interactives, afin de permettre aux enseignants d'en maximiser l'usage et d'améliorer

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

Kennel, S., & Amandine, P. (2025). **La formation par la recherche, un levier pour les transitions académiques ?** *Rencontres internationales de la réussite étudiante*. Présenté à Québec (Canada), Canada. Consulté à l'adresse <https://hal.science/hal-05097132>

La transition académique entre les études pré-universitaires et universitaires est un sujet de préoccupation pour les équipes pédagogiques tout autant que pour les politiques d'éducation (Boissinot et Moulin Civil, 2024). Parmi les problèmes rencontrés par les personnes apprenantes, les difficultés d'acculturation au monde universitaire et l'écart entre les attendus au lycée et à l'université sont souvent cités dans les études scientifiques (Paivandi, 2019). Du côté des parcours et des débouchés, les discours opposent encore souvent formation professionnelle et formation à la recherche dans les cursus universitaires (Rose, 2018). Notre recherche porte sur le lien entre la formation et la recherche à l'université. Dans le cadre de cette proposition de communication, nous interrogeons la place de la formation à et par la recherche dans les parcours étudiants et la manière dont elle peut favoriser la transition vers les études supérieures ainsi que vers l'insertion professionnelle. Nous défendons l'idée que la formation par les compétences de la recherche scientifique contribue à faciliter l'entrée dans le métier de l'étudiant mais aussi la professionnalisation. A la suite des travaux de Tresp et Hildebrand (2012) nous avons mis en relation les compétences de la recherche scientifique telles que nous les avons définies dans nos travaux et les pratiques pédagogiques qui permettent de les développer. Nous avons en particulier développé un modèle de correspondances qui relie la démarche de gestion de projet et la démarche scientifique, utilisable par exemple dans le cadre d'une pédagogie par projet. Nous proposons de discuter nos modèles lors de la communication, au regard des recherches existantes. Nous mobiliserons celles qui ont analysé les modalités et les effets de la formation par la recherche sur la motivation et la réussite des personnes étudiantes, plus spécifiquement lors de la transition lycée-université et lors du passage de la diplomation à l'insertion professionnelle.

Lesnfsky, 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.

Malchelosse, S. (2024). ***Pratiques d'une enseignante du primaire au regard de la différenciation pédagogique au service d'un élève doué*** (Masters, Université du Québec à Rimouski). Consulté à l'adresse <https://semaphore.uqar.ca/id/eprint/3149/>

« Le parcours scolaire des élèves doués n'est pas gage de performance et de réussite (Baudry et al., 2021; Brousseau, 1986; Carrier, 2022; Massé et al., 2019). Le développement du plein potentiel de ces élèves passe notamment par un souci d'adapter les pratiques enseignantes aux besoins de ceux-ci. La différenciation pédagogique est une avenue en ce sens. L'objectif de cette recherche est de décrire les pratiques constatées (observées) et déclarées (explicitées) de différenciation pédagogique d'une enseignante du primaire informée au sujet de la douance. Les conceptions de la douance, la différenciation pédagogique, notamment le modèle de Tomlinson (2004) et les pratiques enseignantes sont les concepts clés de cette recherche et sont expliquées dans le cadre conceptuel. Cette recherche qualitative avec un objectif descriptif a comme méthodologie une étude de cas simple. La cueillette de données est composée de deux observations sous forme d'enregistrements vidéo, d'un entretien semi-dirigé à visée d'explicitation et de la planification écrite de l'enseignante-participante ayant lu un livre sur la douance (Bélanger, 2019). L'analyse des données issues de ces trois instruments a permis de faire ressortir des pratiques constatées et déclarées de différenciation pédagogique concernant cinq aspects (contenu, processus, productions, climat de classe et portrait de l'élève). Ce dernier aspect est une catégorie émergente de la recherche. Les pratiques constatées, puis explicitées sont essentiellement des mesures universelles visant à développer le plein potentiel de l'élève doué, mais également de l'ensemble des élèves du groupe-classe. Plusieurs pratiques reposent sur une fine connaissance des caractéristiques et des besoins de l'élève doué. L'émergence des pratiques associées au portrait de l'élève dans ce projet pourrait enrichir, sur le plan scientifique, l'état des connaissances au sujet des pratiques enseignantes au service de la douance et éventuellement être utilisée pour bonifier les formations existantes sur la douance. -- Mot(s) clé(s) en français: douance, différenciation pédagogique, pratiques de différenciation, haut potentiel intellectuel, pratiques enseignantes. »-- « Gifted students' educational path is not always an easy one

where children meet performance and success (Baudry & al., 2021; Brousseau, 1986; Carrier, 2022; Massé & al., 2019). There's a need to adopt teaching practices supporting the development of their full potential. Differentiated instruction can be a way to do so. The goal of this study is to describe the observed and explained differentiated instruction teaching practices of an elementary school teacher informed about giftedness. Giftedness conceptions, differentiated instruction, especially Tomlinson's model (2004) and teaching practices are the key concepts of this study and are developed in the conceptual framework. This qualitative research with a descriptive goal uses a case study as methodology. The methods used are two observations by video, an interview and the lesson plan of the observations given by the participant who read a book about giftedness beforehand (Bélanger, 2019). The analysis of the results base on these instruments disclosed differentiated practices concerning the content, the process, the product, the learning climate and the student's portrayal. This last category emerged from the result of this study. The observed practices are universal measures pursuing the development of the full potential of the gifted student as well as all students in the classroom. Many practices rely on a fine knowledge of the gifted student's characteristics and needs. The emergence of the student's portrayal's role in this study could enrich the knowledge base on teaching practices for gifted students and, eventually, be used in existing giftedness training programs. -- Mot(s) clé(s) en anglais : giftedness, differentiated instruction, differentiated practices, gifted students, teaching practices. »--

Martínez-Hierrezuelo, Y., & Bernabé Villodre, M. del M. (2025). **Perceptions of future teachers of Therapeutic Pedagogy on an intercultural music workshop.** *International Journal of Inclusive Education*, 29(8), 1217-1233. <https://doi.org/10.1080/13603116.2023.2263448>

Pupils who are late entrants to the Spanish education system may require a response from Therapeutic Pedagogy. They, as children of immigrants, may have educational needs such as socio-cultural adaptation and the need for respect and non-discrimination of their culture and religion. From an intercultural approach, the music classroom could provide a scenario of coexistence based on social inclusion and cultural exchange. Based on these assumptions, the 'Caribbean Music Workshop' was developed within the framework of the subject 'Physical, plastic and music education and its didactics in special educational needs'. It is a subject of the Therapeutic Pedagogy Major of the Primary Education Teacher Training Degree at the University of Valencia. With the aim of assessing the perceptions of the future Therapeutic Pedagogy teachers about the workshop, at the end of the activity the students filled in a questionnaire with their considerations about the relevance of the intervention and other benefits it could bring to the pedagogical and therapeutic work. After a mixed analysis, the results revealed that the workshop represents a valid intercultural proposal to promote the social inclusion of students who are children of immigrants, as well as to address other educational needs.

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.

Meth, D. (2025). **Quality as Illusion? Considering Hidden Trade-Offs and Risks in Undergraduate Education Conceptualised as 'Regulated Play'**. *Higher Education Quarterly*, 79(3), e70028. <https://doi.org/10.1111/hequ.70028>

In-depth interviews exploring academics' teaching practices and views on undergraduate education at one English university reveal concerning examples of educational trade-offs in delivering on national and institutional quality expectations. Evidence reveals the negative impacts on teaching and students' learning and achievements. Quality instruments reflect their neoliberal managerialist environment, its internal structures of power, organisation and monitoring and are viewed through Foucault's concept of governmentality. Academics' responses align with a post-Foucauldian construct reflecting their negotiating behaviours in this space. A new conceptual model extends on Docherty's construct of 'contained' play to capture ways in which institutional quality systems and structures might restrict learning. The questions, 'what lies hidden from the gaze of traditional quality measures?' and 'where does the real risk to quality lie?' are asked, revealing quality to be illusory in some instances. Findings reinforce the critical need to better understand teaching academics' experiences as key mediators in this area.

Mistry, H. S., & Skutil, M. (2025). **Stigma Towards Inclusion of Students With Disabilities in India: Teaching Aptitude of Pre-Service Teachers**. *European Journal of Education*, 60(3), e70143. <https://doi.org/10.1111/ejed.70143>

This study examines the teaching aptitude of pre-service teachers towards inclusive education for children with disabilities in Gujarat, India. A total of 552 first-year B.Ed. students enrolled in secondary teacher education institutions participated in the survey. A two-part instrument was utilised: the first part collected demographic and professional background information, while the second part consisted of a 50-item test assessing aptitude for teaching in inclusive settings. The findings revealed that pre-service teachers in Gujarat demonstrated an overall average level of aptitude for inclusive education. However, they showed notably low aptitude in areas such as plus curriculum, curriculum adjustment, seating arrangements and the identification of intellectual disabilities. Significant differences in aptitude levels were observed based on participants' prior teaching experience and highest educational qualifications. The study concludes with a discussion on implications for policymakers and stakeholders to enhance teacher training programmes in India.

Núñez-Regueiro, F., Verger, N. B., Bressoux, P., Batruch, A., Bouet, M., Bressan, M., ... Pansu, P. (2025). **How teacher autonomy support and student creativity jointly contribute to self-regulated learning: a dynamic, person-environment fit perspective.** *Thinking Skills and Creativity*, 58, 101873. <https://doi.org/10.1016/j.tsc.2025.101873>

According to emergent research, being creative at school could benefit self-regulated learning, but only within « creative learning » contexts that encourage student creativity. This study explored these relations among vocational students in high school (N = 8224). Theoretically, it merged creativity research and self-determination theory (Ryan & Deci, 2020) by operationalising creative-supportive contexts as teaching that supports the need for autonomous learning. Methodologically, the study investigated reciprocal influences between student perceptions of creativity (i.e., use of creative cognitive processes while studying), teacher autonomy support (i.e., teacher behaviours that foster autonomous learning behaviour) and self-regulation (i.e., regulation of resources, efforts, motivation in learning activities), while accounting for different temporalities of effects (i.e., lagged vs. contemporaneous) and for the possibility that self-regulation

Paris, H., Colon de Carvajal, R., Dupont, L., Gautier, M., Sandel, A., Tadier, S., ... Ladage, C. (2024). **Quelles compétences enseignantes pour former aux enjeux socio-écologiques en école d'ingénieurs ? La problématisation de ses activités et de son contexte institutionnel comme outil du développement professionnel.** *"Ingénieries & Anthropocène ? Nouveaux enjeux, nouveaux parcours en SHS"*. Présenté à Paris, CNAM, France. Consulté à l'adresse <https://hal.science/hal-05094224>

Alors que l'INSA Lyon s'est engagée depuis 2019 dans une réforme curriculaire destinée à intégrer les enjeux socio-écologiques dans ses formations, l'enjeu de la formation continue des enseignants apparaît essentiel. Dans le cadre d'une recherche doctorale en sciences de l'éducation, nous avons expérimenté à l'INSA Lyon une recherche-intervention (Marcel et Broussal, 2022) sur le développement professionnel des enseignants par un travail collectif de conception pédagogique mobilisant leur réflexivité. En partant d'une analyse de la littérature scientifique sur les référentiels de compétences des formateurs en durabilité dans le supérieur, on se concentre sur la notion d'esprit critique chez les enseignants avec la notion de problématisation (Fleury et Fabre, 2017). Nous définissons le développement professionnel enseignant comme résultat d'un processus de problématisation, c'est-à-dire d'une enquête portant sur leurs pratiques (Fabre, 2006), ou encore au sens de Foucault comme construction du sujet au sein de son environnement (Potte-Bonneville, 2004). Sous cet angle, le dispositif expérimenté interroge les conditions dans lesquelles les enseignants sont susceptibles de penser leurs propres pratiques pour les transformer. Comment susciter la problématisation ? Comment ce processus alimente-t-il le travail enseignant sur la formation des ingénieurs aux enjeux socio-écologiques ?

Ponomariovienė, J., Jakavonytė-Staškuvienė, D., & Torterat, F. (2025). **Implementing Competency-Based Education Through the Personalized Monitoring of Primary Students' Progress and Assessment.** *Education Sciences*, 15(2), 252. <https://doi.org/10.3390/educsci15020252>

Competency-based education is an educational paradigm with the primary goal of combining theoretical knowledge and practical skills, giving students the opportunity to effectively apply learning outcomes in real-life situations. This approach focuses on preparing students for life's challenges by nurturing them as independent, critical, and

creative thinkers who can adapt to an ever-changing environment. This article examines the process of competency-based assessment and progress monitoring in primary grades. The study conducted a qualitative content analysis of observed lessons and teacher interviews to reveal how assessment and continuous progress monitoring can contribute to comprehensive student development. Ten primary school teachers participated in the study, responding to researchers' questions about competency-based education and their practices in assessment and progress monitoring. The article presents the results of a qualitative study aimed at evaluating the process of competence-based assessment and progress monitoring in primary school classrooms. The study results revealed that, in assessing student progress, teachers find it important for students to not only demonstrate knowledge in different situations but also gain a clearer understanding of their learning goals and have opportunities for growth. Such an assessment system not only helps students develop self-reflection but also encourages them to take responsibility for their learning process, continually improve, and strive for higher competency achievement.

Ritchie, K. C., Doe, C., & Becker, E. (2025). **Teacher Emotion-Regulation in the Elementary Classroom: A Psychological Case Study**. *European Journal of Education*, 60(3), e70139. <https://doi.org/10.1111/ejed.70139>

Elementary classroom teaching involves complex emotion labour with a wide range of often co-occurring positive and negative emotions. How teachers engage in the executive function of regulating their emotions in the classroom can influence the quality of instruction they provide and promote their own well-being. The objective of this study was to describe how one teacher regulated his emotions within the complexities of classroom instruction. Using single-subject psychological case-study methodology, an elementary school teacher, with over 15 years of experience in different countries and contexts, participated over the last 3 months of the school year. The teacher demonstrated emotion awareness of self and students, with emotion regulation encompassing an intersection of anticipatory and response-focused strategies with deep and surface acting strategies. Emotions that could not be regulated in deep acting ways were consistently associated with workplace demands that the teacher had little or no agency to change.

Samountry, N. (2024). **Dimension culturelle dans les interactions menées par les personnes enseignantes en classe d'accueil au primaire : contenus, contextes et répertoires** (Thèse ou essai doctoral accepté, Université du Québec à Montréal). Consulté à l'adresse <https://archipel.uqam.ca/17855/>

L'enseignement-apprentissage d'une langue seconde et/ou étrangère (LS/LE) mobilise certainement des savoirs culturels reliés à cette langue et à ses usages sociaux (Kramsch, 2013). Pour les élèves nouvellement arrivés qui apprennent le français en classe d'accueil au primaire (classe d'ACCP), l'adaptation à la culture de leur nouveau milieu passe par le développement de leurs habiletés langagières dans la perspective d'une intégration sur le plan scolaire et social (MELS, 2014a). Les situations d'apprentissage à l'oral continuent d'être préconisées, tant pour le développement de compétences langagières que pour l'intégration d'une dimension culturelle (Lussier, 2018). La perspective interculturelle, quant à elle, continue d'être valorisée par le biais des échanges à l'oral afin de promouvoir la communication interculturelle (Byram et Wagner, 2018). Lors d'une interaction en classe de LS/LE, la personne enseignante déploie plusieurs actions (gestes, paroles, etc.) pour optimiser l'enseignement-

apprentissage de la langue (Azaoui, 2015). Ces actions ne sont pas fortuites et découlent du répertoire didactique que la personne enseignante de LS/LE s'est façonné au gré de ses expériences professionnelles, académiques et personnelles (Cicurel, 2011a). Nos résultats, issus des données recueillies auprès de quatre personnes enseignantes en classe d'ACCP, nous permettent d'observer qu'elles mobilisent plusieurs types de connaissances qui composent leur répertoire didactique lorsqu'elles déploient des actions véhiculant une dimension culturelle. Entre autres, leur expertise concernant l'enseignement-apprentissage plus spécifique d'une LS/LE et leur connaissance de leur public et du contexte de la classe d'ACCP sont actualisées lorsqu'elles verbalisent de manière rétroactive leurs actions en classe. En effet, la démarche d'autoconfrontation à laquelle se sont prêtées nos personnes enseignantes-participantes aura permis un partage de pratiques et de défis (Goigoux, 2007) concernant l'intégration d'une dimension culturelle en classe d'ACCP qui connaît encore certaines incertitudes, notamment concernant le choix et la transmission des contenus culturels qui participent à l'intégration de leurs élèves. Les liens entre langue et culture sont au cœur des connaissances évoquées par nos personnes enseignantes-participantes et comme l'ont auparavant suggéré Byram et Risager (1999), ces concepts qui évoluent au gré des contextes sociaux doivent régulièrement faire l'objet de concertations entre les personnes enseignantes qui les mobilisent en classe de LS/LE, notamment en mettant en commun leur compréhension des contenus culturels afin de mieux transmettre le sens et les valeurs qui leur sont portés, et ce, dans une approche qui intègre les vécus, expériences et connaissances de leurs élèves plurilingues et pluriculturels.

MOTS-
CLÉS DE L'AUTEUR : classe d'accueil, langue-culture, interactions orales, dimension culturelle en didactique des langues, perspective interculturelle, autoconfrontation, répertoire didactique.

Similowski, K. (2025). **Qu'est-ce qu'une pratique efficace en écriture ? 15^{ème} rencontre internationale des LéA-IFÉ 20 et 21 mai 2025.** Présenté à Lyon (FRANCE), France. Consulté à l'adresse <https://hal.science/hal-05078239>

What is effective writing practice? Evidence from collaborative research in the LéA-IFÉ network 15th international LéA-IFÉ meeting May 20 and 21, 2025

Tran, H. H., & Capps, D. K. (2025). **Preservice science teachers' self-regulation of teaching while planning and enacting classroom questions: a cross-case analysis.** *International Journal of Science Education*, 47(9), 1085-1104. <https://doi.org/10.1080/09500693.2024.2358217>

This multi-case study investigated preservice science teachers' (PSTs) self-regulation of teaching. The participants were three secondary PSTs representing high, intermediate, and low abilities in self-regulated learning. The data came from classroom materials, classroom observations, classroom audio recordings, and semi-structured interviews. Findings showed that all three PSTs aimed for more student engagement in answering classroom questions, with the two more proficient self-regulated teachers engaging more of their students in answering questions. The PST who was best at self-regulating planning questions was also best at enacting questions. Similarly, the PST who was best at self-regulating planning and enacting questions asked a greater number of higher-level cognitive questions. Furthermore, the PST who asked the lowest number of higher-level cognitive questions was not effective at self-monitoring and self-evaluation and was

less willing to enact strategies she had learned. This study illustrated the potential to improve PSTs' questioning competency by fostering their self-regulated learning skills.

Tran-Duong, Q. H., & Nguyen, D.-T. (2025). **Enhancing Engagement in Pre-Service Primary School Teachers: Which Teaching Style Should Teacher Educators Adopt?** *European Journal of Education*, 60(3), e70145. <https://doi.org/10.1111/ejed.70145>

As a key aspect of pedagogical competence, lecturers' teaching style significantly impacts the behavioural changes in students, especially student engagement. The research on the impact of teaching style on primary teacher education students' engagement, however, contains very little data. Using the three-factor structure of student engagement and Grasha's teaching style model, the present study carried out a crucial inquiry into the relationship between the teaching style of lecturers and the engagement of primary teacher education students. The 1229 responses from sophomore, junior, and senior students were subjected to a MANCOVA to evaluate the research model. The findings demonstrated that primary teacher education students' levels of engagement vary greatly depending on the various teaching styles that their lecturers have used. Lecturers must deliberately choose and modify their teaching styles to enhance the engagement of primary teacher education students.

Trinidad, J. E. (2025). **From Accountability to Algorithms: Interorganizational Learning and the Transformation of Quantification in Education.** *Qualitative Sociology*, 48(2), 243-277. <https://doi.org/10.1007/s11133-024-09590-w>

While studies often explore the intended and unintended consequences of technologies, few have theorized how and why they change. One crucial transformation in quantitative technologies is the shift from evaluative accountability to predictive algorithms, such as in schools that use dropout prediction systems. Using the case of ninth-grade early warning indicators, I argue that the transformation of quantification resulted from interorganizational learning, or the acquisition of new knowledge through the interaction of different organizations. In particular, I show how technology changes gradually from organization-level evaluation to individual-based prediction to systems-focused improvement. Pivotal to such changes were new forms of knowledge that emerged (1) as "instructing" organizations directed changes and "receiving" organizations resisted them; (2) as organizations in various fields reciprocally collaborated; and (3) as similar organizations practiced networked learning. Although studies have traditionally highlighted the "discipline" of technologies, I illustrate the power of organizational agents to resist, adapt, and change them—with implications for the study of quantification, work, institutional change, and education.

Winder, C. G.-B. (2025). **Point de vue systémique sur l'enseignement et la formation des professeurs des écoles en mathématiques : modélisations, analyses, développement de ressources** (Thesis, Aix-Marseille Université (AMU)). Consulté à l'adresse <https://amu.hal.science/tel-05101985>

Mes recherches en didactique des mathématiques portent tour à tour sur l'enseignement d'un savoir mathématique – en interrogeant les pratiques enseignantes, les ressources pour la classe, les apprentissages des élèves ou encore l'aide à leur apporter – ou sur la formation des maîtres en lien avec les savoirs en jeu, les situations de formation et plus largement les dispositifs de formation. La vision structurelle que j'adopte me permet de modéliser les différents objets de recherches, et me conduit à une approche systémique afin de développer mes analyses ainsi qu'à un questionnement

des relations entre les différentes composantes de ce système. Cette note de synthèse, organisée en trois chapitres, reflète mon intérêt porté à ces différents points. Le chapitre 1 se focalise ainsi sur un domaine particulier des mathématiques : la géométrie à l'école primaire. Mes recherches dans ce champ portent sur l'enseignement des savoirs et sur les pratiques enseignantes ou visent l'analyse ainsi que le développement de ressources pour l'enseignement. Le chapitre 2 est consacré à la présentation de mes différents travaux sur la formation des enseignants du premier degré en mathématiques et esquisse un prolongement sur la formation de leurs formateurs. Enfin, s'inscrivant dans un champ plus large, le chapitre 3 est dédié à mes recherches sur des dispositifs d'aide à l'enseignement-apprentissage, qui ne sont pas centrées sur un domaine particulier.

Zhang, Y. (2025). **Exploring the Role of AI-Mediated L2 Education in Chinese EFL Teachers' Classroom Rapport with their Students**. *European Journal of Education*, 60(3), e70142. <https://doi.org/10.1111/ejed.70142>

In recent years, an increasing body of research has reported the contributions of artificial intelligence (AI) technologies to various aspects of second/foreign language (L2) education. However, there is a shortage of evidence on the interplay of AI and teacher-student classroom rapport. To fill this void, this study used a qualitative design through a semi-structured interview with a sample of 35 Chinese EFL teachers to examine their perceptions about the role of AI-mediated L2 instruction in teacher-student classroom rapport. The results of the thematic analysis showed that the inclusion and integration of AI tools in L2 classes had affected teacher-student classroom rapport in six areas through 'making students happier and interested in learning', 'granting students agency and autonomy in the classes', 'adding vitality and joy to classroom relations', 'reducing teacher-student distance', 'establishing an atmosphere of trust in the class', and 'making teacher-student communication borderless and limitless'. Each finding is separately and comprehensively discussed and implications, at theoretical and practical levels, are provided for EFL teachers and teacher educators regarding the impact of AI technologies on L2 classroom rapport and relationships.

Relation formation-emploi

Altonji, J., & Zhu, Z. (2025). **Returns to Specific Graduate Degrees: Estimates Using Texas Administrative Records** (Working paper N° 33530). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:33530>

We estimate causal effects of 121 graduate degrees on log earnings. The returns average 0.159 but vary widely across fields, with a standard deviation of 0.176. Experience profiles of the returns also vary and are particularly steep for medicine. Internal rates of return, which account for program length, tuition, and in-school earnings, are sizable but vary less across fields. Earnings effects are higher for women, lower for part time students, and depend on undergraduate major. Students from lower-paying undergraduate majors benefit more from an MBA or JD. School specific returns are higher for higher ranked JD and MBA programs.

Domingues, A. R., Yakar-Pritchard, G., Mazhar, M. U., Siena, F. L., & Bull, R. (2025). **The Impact of Project-Based Learning on Student Knowledge Exchange for Sustainability: The Case for University-Business Collaborations**. *Higher Education Quarterly*, 79(3), e70029. <https://doi.org/10.1111/hequ.70029>

Knowledge exchange in higher education is an emerging area delivered in multiple ways, including university–business collaboration, combining academic knowledge and business needs. Knowledge exchange can act as a vehicle for embedding sustainability in the curriculum and help address significant challenges we face as a society. Student knowledge exchange is driven by students who work on real-world projects, often with businesses involved. There is a need to assess the impact of knowledge exchange on students to inform curriculum design and development for a better student experience and outcomes. This research aimed to better understand the impact of university–business collaboration on student knowledge exchange for sustainability by adopting project-based learning pedagogy. The study draws lessons from the School of Architecture, Design and the Built Environment and Nottingham Business School at Nottingham Trent University. The study found that project-based learning significantly impacts students' sustainability knowledge and competencies. Besides knowledge and competencies, students who work with businesses also gain sustainability skills, attitudes, and behaviours. The design and implementation of project-based learning affect the outcomes, including activities integrated into the curriculum versus extracurricular activities, bespoke versus ad hoc student projects and the duration of students' exposure to sustainability-related topics. This study contributes to higher education teaching and learning and impacts students' capacity building, affective domain and career readiness. Project-based learning can enhance student knowledge exchange for sustainability, particularly when collaborating with businesses, impacting students and businesses.

Gutiérrez-López, C., Palanca, M. B., & Gonzalez-Sanchez, M. B. (2025). **Determinants of knowledge transfer performance in HEIs: a comparison between disciplines through management control tools.** *Tertiary Education and Management*, 31(1), 45-63. <https://doi.org/10.1007/s11233-025-09152-x>

This paper aims to investigate the effect of management control (MC) tools on knowledge transfer (KT) activities by acknowledging the differences between lecturers from social sciences, arts and humanities (SAH) and science, health and engineering (SHE). The study considers enabling and coercive uses of MC tools. A total of 3,812 Spanish university lecturers participated in the study. They were surveyed about different MC tools – strategic plans, budgeting, meetings, and reward systems – and different KT activities – R&D contracts, patents, extended patents, licenses, services and spin-offs –, for the 2011-2016 period. A logit model was applied for the statistical analyses. The results support differences by disciplines in meetings and enabling reward systems that are only effective for SHE lecturers. However, the impact of coercive reward systems and coercive strategic plans are visible regardless discipline. In terms of KT activities, distinctions between R&D contracts, on the one hand, and patents and licenses, on the other, are also significant. The findings can help policymakers. (i.e., chancellors and management teams) to propose more efficient area-specific MC tools to properly enhance KT performance. Applying these results to universities management can better contribute to economic growth and sustainable development through their third mission activities.

Hachmi, S., El Makhad, H., Lahrach, R., & Tamouh, N. (2025). **Spatial Analysis of Regional Disparities in Education and Unemployment: The Mediating Role of GDP.** *International Journal of Accounting, Finance, Auditing, Management and Economics*, Volume 6(Issue 5 (2025)), pp.694-710. <https://doi.org/10.5281/zenodo.15424488>

In conclusion, we add that a better performance of the regions needs to reduce disparities, especially those of an economic, social and educational nature, a reduction in the effects of disparities requires, among other things, the promotion of public policies and public actions that arise from the regions in the context of a participatory approach that includes all stakeholders (institutions, local authorities, researchers, experts, etc.), local authorities, researchers, experts, etc.) and bearing in mind the specific characteristics and challenges of these regions, rather than adopting policies that are ready to be adopted and applied to all the regions and that are far from taking into account the realities and challenges of each of them.

Hausman, N., Rigbi, O., & Weisburd, S. (2025). **Generative AI's Impact on Student Achievement and Implications for Worker Productivity** (Working paper N° 11843). Consulté à l'adresse CESifo website: <https://EconPapers.repec.org/RePEc:ces:ceswps:11843>

Student use of Artificial Intelligence (AI) in higher education is reshaping learning and redefining the skills of future workers. Using student-course data from a top Israeli university, we examine the impact of generative AI tools on academic performance. Comparisons across more and less AI-compatible courses before and after ChatGPT's introduction show that AI availability raises grades, especially for lower-performing students, and compresses the grade distribution, eroding the signal value of grades for employers. Evidence suggests gains in AI-specific human capital but possible losses in traditional human capital, highlighting benefits and costs AI may impose on future workforce productivity.

Kamchie, L. M., & Totouom, A. (2025). **Formation professionnelle, apprentissage et accès à l'emploi des jeunes au Cameroun**. *Formation emploi. Revue française de sciences sociales*, (170). <https://doi.org/10.4000/140hi>

Cette étude analyse l'effet de l'acquisition d'une formation professionnelle ou de l'apprentissage sur l'emploi des jeunes au Cameroun. Les résultats mettent en évidence l'effet positif de l'acquisition d'une formation professionnelle ou de l'apprentissage sur l'accès à l'emploi. L'effet marginal est légèrement moins élevé pour l'emploi formel (17,6 points de pourcentage) comparé à l'emploi informel (24 points de pourcentage). L'étude montre également l'effet positif de la formation professionnelle ou de l'apprentissage sur les indicateurs de la qualité de l'emploi tels qu'avoir un contrat de travail, avoir un bulletin de paie, ou encore être enregistré à la Caisse nationale de prévoyance sociale.

Kennel, S., & Amandine, P. (2025). **La formation par la recherche, un levier pour les transitions académiques ?** *Rencontres internationales de la réussite étudiante*. Présenté à Québec (Canada), Canada. Consulté à l'adresse <https://hal.science/hal-05097132>

La transition académique entre les études pré-universitaires et universitaires est un sujet de préoccupation pour les équipes pédagogiques tout autant que pour les politiques d'éducation (Boissinot et Moulin Civil, 2024). Parmi les problèmes rencontrés par les personnes apprenantes, les difficultés d'acculturation au monde universitaire et l'écart entre les attendus au lycée et à l'université sont souvent cités dans les études scientifiques (Paivandi, 2019). Du côté des parcours et des débouchés, les discours opposent encore souvent formation professionnelle et formation à la recherche dans les cursus universitaires (Rose, 2018). Notre recherche porte sur le lien entre la formation et la recherche à l'université. Dans le cadre de cette proposition de communication, nous

interrogeons la place de la formation à et par la recherche dans les parcours étudiants et la manière dont elle peut favoriser la transition vers les études supérieures ainsi que vers l'insertion professionnelle. Nous défendons l'idée que la formation par les compétences de la recherche scientifique contribue à faciliter l'entrée dans le métier de l'étudiant mais aussi la professionnalisation. A la suite des travaux de Tresp et Hildebrand (2012) nous avons mis en relation les compétences de la recherche scientifique telles que nous les avons définies dans nos travaux et les pratiques pédagogiques qui permettent de les développer. Nous avons en particulier développé un modèle de correspondances qui relie la démarche de gestion de projet et la démarche scientifique, utilisable par exemple dans le cadre d'une pédagogie par projet. Nous proposons de discuter nos modèles lors de la communication, au regard des recherches existantes. Nous mobiliserons celles qui ont analysé les modalités et les effets de la formation par la recherche sur la motivation et la réussite des personnes étudiantes, plus spécifiquement lors de la transition lycée-université et lors du passage de la diplomation à l'insertion professionnelle.

Knutsen, T. K., Wiborg, V. S., & Wiers-Jenssen, J. (2025). **Impact of international student mobility on international profile of jobs.** *Higher Education*, 89(5), 1185-1213. <https://doi.org/10.1007/s10734-024-01267-1>

While the impact of international student mobility (ISM) on vertical labour market outcomes, such as wages and employment, has been widely studied, less is known about the impact of ISM on horizontal outcomes, such as job characteristics. We contribute to filling this gap by studying whether ISM experience is associated with having a job with an international profile, in terms of job content in the domestic labour market or working abroad. We analyse a large-scale Norwegian survey, enabling us to compare mobile to non-mobile master's graduates 3 years after graduation while controlling for a rich set of demographic and educational characteristics. We find that graduates who pursued their entire degree abroad and graduates who undertook a part of their degree abroad are respectively 19–22 and 3–5 percentage points more likely to work abroad than their non-mobile peers. Moreover, both groups of mobile students have jobs with more internationally oriented features in the domestic labour market. In contrast to expectation, however, there were no significant differences between graduates with a full degree abroad and graduates with a shorter stay abroad regarding the latter aspect.

Meulle, G. (2025, juin 6). **La déception des diplômés en sciences humaines et sociales.** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/06/06/peu-d-offres-d-emploi-salaires-moins-eleves-la-deception-des-diplomes-en-sciences-humaines-et-sociales_6610823_4401467.html

Près d'un quart des diplômés en lettres et en sciences sociales se disent totalement insatisfaits de leur orientation. Pour beaucoup, le décalage entre leurs aspirations et la réalité du monde du travail est particulièrement brutal.

Timming, A. R., Borg, J., French, M. T., & Mortensen, K. (2025). **Do job seekers really understand what managers want in an employee? A between-subjects analysis of perceived graduate attributes.** *Tertiary Education and Management*, 31(1), 1-19. <https://doi.org/10.1007/s11233-024-09147-0>

There has been increasing interest worldwide on the matter of graduate employability, namely the skills and attributes that render new graduates valuable contributors to the

workforce. The extant literature points to a need for a better understanding of desired graduate attributes from different stakeholder perspectives. Using multivariate analysis of covariance, the present study evaluates the extent to which graduate job seekers and managers align in their ratings of 24 graduate attributes. Two distinct samples, one consisting of graduate job seekers ($n=705$) and the other consisting of managers ($n=245$), were sourced and subsequently merged into a single sample ($n=950$), thus enabling between-subjects analyses. The results indicate that job seekers and managers agree on the importance of half of the 24 employability traits. For the remaining half, graduate job seekers both over- and under-estimate how important the attributes are in the eyes of managers. The results have important theoretical contributions to human resource management and practical implications that can benefit job applicants, employers and universities aiming to boost graduate employability.

Réussite scolaire

Alkış Küçükaydın, M., Akkanat Avşar, Çiğdem, Ayaz, Elçin, & Sayıcı, E. (2025). **Predictors of science identity in primary school: epistemological beliefs, competency beliefs, and science learning experiences.** *International Journal of Science Education*, 47(9), 1169-1191. <https://doi.org/10.1080/09500693.2024.2361172>

Science identity helps explain the attitude students have towards science, assessing how and why they choose to engage with it both inside and outside of school. Over time, each student develops an identity as a scientist based upon perceptions held by themselves and others. Students' science identity may vary depending on their gender, educational opportunities, and epistemological beliefs. For this reason, the study investigated the predictors of primary school students' science identity. A total of 775 primary school students aged 9–12 from the Turkish sample participated in the research. Structural equation modelling was used to examine the predictors of science identity. Findings showed that science identity is related to epistemological beliefs, science competence, and optional science learning experiences. Accordingly, the models used to explain science identity can be expanded with belief, competence, and experience variables. The current study has contributed to the understanding of the science identity in primary school students and has provided insights into the science identity of children in Turkey as an Eastern society.

Bernhofer, J., Bonacini, L., & Pignataro, G. (2025). **Nudging women towards pursuing their university careers.** *Economica*, 92(367), 883-919. <https://doi.org/10.1111/ecca.12577>

This study explores the impact of light-touch interventions on the academic outcomes of female scholarship recipients. In a randomized trial involving nearly 2000 students at the University of Bologna, we delivered a targeted message highlighting how higher education can reduce the gender gap in the labour market, and boost employment prospects. The nudge increased the likelihood of meeting scholarship requirements by nearly 5 percentage points, alongside significant gains in passing exams with higher credit values, and a reduction in failed exams in the medium term, with no short-term effects. Notably, there was an improvement in grades during the July/August exam period, reflecting a shift towards prioritizing quality over quantity in academic efforts, even though grades were not part of the requirements for maintaining scholarships. Treated students exhibited enhanced academic focus and more strategic study habits, without increasing overall exam load. These findings highlight the potential of cost-effective informational nudges to drive meaningful changes for women facing financial

and informational barriers, providing valuable insights for policies designed to support female students. The results emphasize the importance of well-timed informational interventions in helping women to make informed decisions about their education, ultimately enhancing their academic success and long-term economic prospects.

Chen, T., Xie, R., Chen, Y., Wenren, S., Li, W., & Ding, W. (2025). **The Bidirectional Relations Between Parental Autonomy Support, Gratitude and Academic Engagement in Chinese Adolescents.** *Journal of Youth and Adolescence*, 54(6), 1520-1535. <https://doi.org/10.1007/s10964-024-02127-y>

Abundant evidence highlights the benefits of self-determined motivation (e.g., parental autonomy support as internalized extrinsic motivation, gratitude as intrinsic motivation) on academic engagement during adolescence, yet the potential mutual relations remain relatively unexplored. This study investigated the bidirectional relations and potential mechanisms among parental autonomy support, gratitude, and academic engagement using a traditional cross-lag-panel model (CLPM) and a within-person CLPM with random intercept (RI-CLPM) in a sample of Chinese youth (N=1214; Mage = 15.46, SDage = 0.71; 39.30% girls) across three time points with 6-month intervals. The results indicated that the bidirectional relation between parental autonomy support and academic engagement was present in CLPM but not in RI-CLPM. However, the bidirectional relations between gratitude and academic engagement, and between gratitude and parental autonomy support, existed at both levels. Furthermore, in CLPM, parental autonomy support influenced academic engagement through gratitude, and gratitude, in turn, affected academic engagement through parental autonomy support. Academic engagement impacted gratitude via parental autonomy support, and simultaneously, academic engagement influenced parental autonomy support through gratitude. Academic engagement served as a mediator between parental autonomy support and gratitude, as well as between gratitude and parental autonomy support. Five self-enhancing loops were identified in CLPM. These findings reveal a virtuous cycle of mutual influence between parental autonomy support, gratitude, and adolescent academic engagement, highlighting the important role of academic engagement in strengthening autonomous motivation.

Delahunty, J., & O'Shea, S. (2025). **A critical exploration of first in family student persistence and the enactment of sisu.** *Higher Education*, 89(5), 1405-1422. <https://doi.org/10.1007/s10734-024-01282-2>

This paper extends understandings of persistence by drawing on the innovative framing of 'sisu'. Sisu is a recently theorised Finnish concept and, whilst not having a direct English translation, articulates an inner fortitude which is activated in adversity. To better understand persistence, we analysed interview and survey data collected in Australia from 376 students who were first in family (FiF) at university. Successful progression through a degree is largely regarded as moving forward in a linear fashion, with few gaps or disjuncture enroute. However, as this was contrary to the experiences of our participants, sisu provided a framework to challenge the construction of persisting to completion as linear and one-dimensional and move us beyond the hyper-individualism that characterises higher education systems. Sisu is regarded as a rich personal resource which is embedded in the collective community, where efforts to keep moving forward and remain resolute in adversity are both individual and communal. Our interpretations provide insight into the complex and subjective nature of persistence, especially for

equity-bearing students as they negotiated systemic and subtle barriers that had potential to hinder their academic endeavours.

Ferrara, M. (2024). **À l'intersection des aspirations au changement et des résistances invisibles: une analyse néo-institutionnaliste des tensions entre cadre normatif et dynamiques cognitives dans les réformes éducatives belges francophones et des conditions de leurs réussites** (Thesis, Université de Lille). Consulté à l'adresse <https://pepite-depot.univ-lille.fr/LIBRE/EDSESAM/2024/2024ULILA020.pdf>

Friedman, J. N., Sacerdote, B., Staiger, D., & Tine, M. (2025). **Standardized Test Scores and Academic Performance at Ivy-Plus Colleges** (Working paper N° 33570). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:33570>

We analyze admissions and transcript records for students at multiple Ivy-Plus colleges to study the relationship between standardized (SAT/ACT) test scores, high school GPA, and first-year college grades. Standardized test scores predict academic outcomes with a normalized slope four times greater than that from high school GPA, all conditional on students' race, gender, and socioeconomic status. Standardized test scores also exhibit no calibration bias, as they do not underpredict college performance for students from less advantaged backgrounds. Collectively these results suggest that standardized test scores provide important information to measure applicants' academic preparation that is not available elsewhere in the application file.

Hausman, N., Rigbi, O., & Weisburd, S. (2025). **Generative AI's Impact on Student Achievement and Implications for Worker Productivity** (Working paper N° 11843). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_11843

Student use of Artificial Intelligence (AI) in higher education is reshaping learning and redefining the skills of future workers. Using student-course data from a top Israeli university, we examine the impact of generative AI tools on academic performance. Comparisons across more and less AI-compatible courses before and after ChatGPT's introduction show that AI availability raises grades, especially for lower-performing students, and compresses the grade distribution, eroding the signal value of grades for employers. Evidence suggests gains in AI-specific human capital but possible losses in traditional human capital, highlighting benefits and costs AI may impose on future workforce productivity.

Lièvre, A. (2025). **Parcours et réussite en section de technicien supérieur : les indicateurs incluant la session 2024**. *Note Flash du SIES*, (07), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/parcours-et-reussite-en-section-de-technicien-superieur-les-indicateurs-incluant-la-session-2024-99190>

Parmi les inscrits en 1^{re} année de section de technicien supérieur sous statut scolaire à la rentrée 2021, 56 % ont obtenu un BTS en deux ou trois ans (taux en repli de 3,7 points en un an).

Maloshonok, N., Shcheglova, I., & Dremova, O. (2025). **What Is a “Healthy” Balance Between Students’ Involvement in Curricular and Extracurricular Activities? Evidence From a Highly Selective Russian University**. *European Journal of Education*, 60(3), e70138. <https://doi.org/10.1111/ejed.70138>

Although many researchers and policy-makers emphasise the benefits of extracurricular involvement, others state that intense extracurricular involvement might be harmful to students' achievements and development. This paper aims to estimate the "healthy" time proportion between curricular and extracurricular activities at university and what patterns of their combination with students' activities outside of campus can positively affect students' academic performance and mental health. Data from an undergraduate survey conducted at a highly selective Russian university and matched with administrative records about students' GPA (N = 2753) were utilised. The study revealed that there are cut-off points for student participation in research activities and applied projects at university, as well as volunteering and organising activities. After these cut-off points are reached, the positive effects of extracurricular involvement disappear. The findings highlight the importance of maintaining a balance between both curricular and extracurricular activities as well as making time for sleeping, socialising and leisure activities. This study provides valuable insights into optimising student involvement in activities, offering actionable recommendations for educational policy-makers and university administrators to increase student well-being and academic performance.

Mansouri, Z., & Bennaghmouch, N. (2024). **Les défis de la déperdition étudiante dans les universités marocaines**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/les-defis-de-la-deperdition-etudiante-dans-les-universites-marocaines/77688?srsId=AfmBOoogypciARxGb9nGVsnkCYS13o1fNJktDQN1aEgHJsHc-2GPRZEV>

Cet ouvrage explore les causes des déperditions dans les établissements universitaires à accès ouvert au Maroc. Il s'intéresse d'abord aux sources préuniversitaires qui influencent le parcours des étudiants, avant de se pencher sur les facteurs académiques responsables des abandons après leur entrée à l'université. Le rôle déterminant de la vie sociale dans ces établissements est ensuite mis en lumière, révélant son influence sur l'intégration et la persévérance des étudiants. Par ailleurs, les conditions externes, notamment les dimensions économiques et environnementales, sont analysées afin de mieux saisir leur rôle dans ces déperditions. Enfin, des recommandations concrètes sont formulées pour renforcer la rétention et favoriser la réussite des étudiants

Milian, R. P., Reynolds, D., Einmann, T., Walters, D., Brown, R., & Parekh, G. (2025). **Is there a Transfer "Penalty" in Ontario PSE? Insights from an Administrative Linkage**. *Canadian journal of higher education*, 55(1), 1-18. <https://doi.org/10.47678/cjhe.v1i1.190127>

Studies have explored the relationship between travelling non-linear post-secondary (PSE) pathways and student achievement in multiple jurisdictions. This research aims to overcome some of the major challenges faced by scholars in this area by leveraging a new administrative linkage in Ontario, Canada containing detailed information on students' academic performance at the high school level, while also holistically capturing their subsequent trajectories through PSE. Our analyses allow us to estimate the presence of a transfer penalty with respect to graduation rates that survives all available controls. We discuss the implications of this penalty for both future research and policy making in Ontario and comparable jurisdictions.

Pamphile, P. (2025). **Comprendre la réussite étudiante : une comparaison méthodologique entre régression multiple et analyse par profils**. Consulté à l'adresse <https://hal.science/hal-05091591>

Cet article compare deux approches méthodologiques en sciences humaines pour analyser la réussite étudiante : la régression multiple et l'analyse par profils. Alors que la première cherche à isoler des facteurs explicatifs de manière globale et linéaire, la seconde vise à identifier des configurations de variables interdépendantes permettant de dégager des profils-types d'étudiants. Nous soulignons les limites épistémologiques et statistiques de la régression dans le contexte de trajectoires étudiantes hétérogènes et complexes. L'analyse par profils, combinant analyses factorielles et classification non supervisée, permet une lecture plus contextualisée, holistique et agentive de la réussite, ouvrant ainsi la voie à des accompagnements pédagogiques différenciés.

Ponomariovienė, J., Jakavonytė-Staškuvienė, D., & Torterat, F. (2025). **Implementing Competency-Based Education Through the Personalized Monitoring of Primary Students' Progress and Assessment.** *Education Sciences*, 15(2), 252.
<https://doi.org/10.3390/educsci15020252>

Competency-based education is an educational paradigm with the primary goal of combining theoretical knowledge and practical skills, giving students the opportunity to effectively apply learning outcomes in real-life situations. This approach focuses on preparing students for life's challenges by nurturing them as independent, critical, and creative thinkers who can adapt to an ever-changing environment. This article examines the process of competency-based assessment and progress monitoring in primary grades. The study conducted a qualitative content analysis of observed lessons and teacher interviews to reveal how assessment and continuous progress monitoring can contribute to comprehensive student development. Ten primary school teachers participated in the study, responding to researchers' questions about competency-based education and their practices in assessment and progress monitoring. The article presents the results of a qualitative study aimed at evaluating the process of competence-based assessment and progress monitoring in primary school classrooms. The study results revealed that, in assessing student progress, teachers find it important for students to not only demonstrate knowledge in different situations but also gain a clearer understanding of their learning goals and have opportunities for growth. Such an assessment system not only helps students develop self-reflection but also encourages them to take responsibility for their learning process, continually improve, and strive for higher competency achievement.

Sabater-Grande, G., Herranz-Zarzoso, N., & García-Gallego, A. (2025). **The Role of Monetary Incentives and Feedback on How Well Students Calibrate Their Academic Performance.** *European Journal of Education*, 60(3), e70140.
<https://doi.org/10.1111/ejed.70140>

Students' accurate monitoring of their own performance is essential for achieving successful learning processes. In this work, we have aimed at analysing the role played by monetary incentives and by metacognitive feedback in improving students' miscalibration of their academic performance. A randomised field experiment was implemented in which undergraduate students enrolled in an intermediate Microeconomics course were offered the possibility to estimate their academic performance in that course. Global judgements were elicited immediately before (prediction) and immediately after (postdiction) answering each of three multiple choice exam-tests that students covered along the semester. The predictive (postdictive) bias in each test was calculated as the difference between the grade predicted (postdicted) by the student and her actual grade. The experiment has allowed for analysis of sole or

joint effects of monetary incentives and metacognitive feedback interventions in calibration accuracy. Predictive as well as postdictive biases have shown to be independent of the treatment variables. Moreover, support has turned up for the Dunning-Kruger effect, in the sense that students' academic record appeared as a positive significant predictor of judgements' accuracy of their own performance. Additional potential covariates like students' cognitive ability, risk attitudes, and personality traits have been found to be non-significant predictors of students' miscalibration. In terms of educational policy, our findings suggest that instructors should carefully weigh up the financial costs of monetarily incentivising students to improve the accuracy of their performance predictions, particularly when such intervention—whether implemented alone or in combination with metacognitive feedback—may not lead to significant improvements in metacognitive accuracy.

Song, Y., & Cutumisu, M. (2025). **Using machine learning to predict student science achievement based on science curriculum type in TIMSS 2019.** *International Journal of Science Education*, 47(9), 1105-1149. <https://doi.org/10.1080/09500693.2024.2359099>

Most educational systems use either an integrated or a separated science curriculum. However, it is unclear which of these science curricula benefits students more and existing research provides insufficient information about the implementation details of the curriculum employed. Therefore, this study compares the effects of two science curricula on students' science literacy, drawing on socio-ecological theory and employing educational data mining techniques. Results from Grade 8 Science students in 44 countries sampled in the Trends in International Mathematics and Science Study (TIMSS) 2019 showed that (1) the integrated curricula benefitted students marginally more than the separated curricula; (2) curriculum type was not essential in directly predicting students' academic performance; and (3) random forest outperformed linear regression, lasso regression, decision trees, and neural networks in predicting student science achievement. This study advances our understanding of the predictors of student science performance, demonstrates that machine learning techniques can be applied successfully to examine curriculum effects, and provides directions for implementing integrated science curricula.

Vancoppenolle, D. (2025, juin 2). **Près d'un étudiant sur cinq se réoriente à bac +1 : ajustement, rupture ou échec ?** Consulté 10 juin 2025, à l'adresse The Conversation website: <http://theconversation.com/pres-dun-etudiant-sur-cinq-se-reoriente-a-bac-1-ajustement-rupture-ou-echec-253557>

Près d'un jeune sur cinq se réoriente après une première année dans le supérieur. Un record qui interroge sur les dynamiques de réussite et d'orientation.

Véronneau, M.-H., Vitaro, F., Poulin, F., Ha, T., & Kornienko, O. (2025). **Academic Achievement, Externalizing Problems, and Close Friends in Middle School: Testing a Developmental Cascade Model Leading to Educational Attainment in the Late Twenties.** *Journal of Youth and Adolescence*, 54(6), 1489-1505. <https://doi.org/10.1007/s10964-025-02143-6>

Because educational attainment is associated with well-being in the long term, it is important to understand the developmental processes that enhance academic outcomes during adolescence. Also, although the importance of friends is well documented in adolescence, little is known about how close friends' characteristics work together with youth's own characteristics to shape adolescents' educational trajectories.

This study fills an important gap in knowledge by focusing on how middle school students' academic achievement and externalizing problems are associated with their friends' achievement and externalizing problems over time, and how these variables predict educational attainment in adulthood. This study innovates by examining developmental cascades involving adolescents' academic achievement, externalizing problems, and these characteristics in their close friends in the context of random-intercept cross-lagged panel modeling (RI-CLPM), which disentangles within-person changes and between-person differences during the three years of middle school. The sample included 998 middle school students (Mage at recruitment: 12.21 years old; SD = 0.37 years), 42.3% of whom were European Americans, 29.0% African Americans, 6.8% Latinos, 5.2% Asian Americans, 16.2% youth of other ethnicities, including mixed ethnicity, and 47.3% were female. At the within-person level, only one type of interdomain cascade was corroborated, as youth displaying high levels of externalizing problems reported close friendships with low-achieving friends in the next year. At the between-person level, only the random intercept representing the stability of adolescents' academic achievement throughout middle school predicted educational attainment in adulthood (average of 28 years old). In essence, this study clarifies that the etiological mechanisms leading up to adult educational attainment involve only adolescents' own stable academic achievement, and not their externalizing behaviors or friends' academic achievement and externalizing behaviors.

Wilson, E., Roche, T., Goode, E., & McKenzie, J. W. (2025). **Creating the conditions for student success through curriculum reform: the impact of an active learning, immersive block model.** *Higher Education*, 89(5), 1423-1443. <https://doi.org/10.1007/s10734-024-01283-1>

Outcomes in higher education (HE) are influenced by the learning conditions created for students. The traditional model of HE, where students attend content-focused lectures over 12–15-week semesters, may not provide the conditions that best meet the learning needs of increasingly diverse HE cohorts. This study assessed the extent to which an immersive block model, a non-traditional form of HE delivery that employs active learning pedagogy and engages students in shorter, more focused periods of study, might enable higher student achievement and satisfaction compared to a traditional semester model. The study examined achievement (N = 27,528) and satisfaction (N = 7924) data from a public Australian university that has moved all coursework units into a 6-week immersive block model. Inferential statistical tests were used to compare results between the traditional semester and immersive block delivery over a 3-year period, as well as with results from control groups that stayed in the traditional model. Results demonstrate that immersive block learning underpinned by an active learning pedagogy has had a statistically significant positive impact on the academic success of various cohorts of undergraduate learners. Stronger improvements in student success were observed in first-year units compared to second and third-year units, suggesting that the immersive block model may be particularly beneficial for students transitioning into HE. Satisfaction was statistically lower relative to the traditional model, particularly in science and engineering, suggesting a need for further investigation into causes of lower satisfaction in these disciplines.

Valeurs

Akumbu, P. W., Kießling, R., Kouankem, C., Nzweundji, J. G., & Wuchu, C. W. (2025). **Integrating traditional stories in formal education in the Cameroonian Grassfields.** *Journal of the Cameroon Academy of Sciences*, 23(3), 205. <https://doi.org/10.4314/jcas.v21i3.4>

Informal education in the Cameroonian Grassfields continues to rely heavily on oral storytelling. In this regard, storytelling occupies an important place in Grassfields oral traditions, functioning as a means of education as well as entertainment. Older individuals use the oral story medium to transmit knowledge to younger ones throughout the region. Unfortunately, this practice is quickly abandoned or neglected when children integrate formal schooling systems. Traditional Grassfields stories are discouraged or relegated to the background in the school system and stories from foreign cultures are introduced, reflecting a consequence of colonial influence and habits. Like in many oral cultures worldwide, formal learning tends to build more on foreign stories, a practice which contributes heavily to the endangerment and loss of traditional stories alongside their languages and other cultural elements. Drawing on stories from two Grassfields communities: Babanki and Medumba, this study demonstrates that since storytelling is the way Grassfielders pass down knowledge and experience through generations, it is necessary to integrate these traditional stories into formal education in the region to ensure holistic learning experiences and development for younger generations. The underlying motivation which will be demonstrated in this study is that traditional stories can most effectively be used as a springboard to impart modern concepts in both the sciences and arts.

Alpe, Y., Barthes, A., & Bonnet, S. (2025). **Crise des savoirs scolaires et réponses aux défis globaux.** Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/crise-des-savoirs-scolaires-et-reponses-aux-defis-globaux/79074?utm_campaign=2025/06/04%20NL%20Th%C3%A9matique%20%28Sciences%20de%20%27%C3%A9ducation%29%20%5BParticuliers%5D&utm_content=D%C3%A9couvrez%20nos%20nouveau%20%C3%A9s%20en%20Sciences%20de%20%27%C3%A9ducation%20!&utm_medium=Emailing&utm_source=Sendethic

Cet ouvrage examine en profondeur l'actuelle crise des savoirs scolaires à l'ère des défis globaux (environnement, sécurité, interculturalité, inégalités, énergies, laïcité, fake news, etc.). D'une part, ces savoirs manquent de légitimité scientifique en l'absence de cursus universitaire capable de prendre en charge les enjeux précédents dans leur globalité et, d'autre part, ils apparaissent comme trop « empilés » face aux urgences politiques et sociétales, c'est-à-dire sans être appuyés sur une vraie réflexion épistémologique. Pour autant, l'institution scolaire continue d'évaluer, d'orienter et de délivrer des diplômes dont la valeur s'érode peu à peu. Il y a donc urgence à repenser la pertinence des savoirs scolaires dans nos sociétés contemporaines afin de pouvoir aborder les problèmes dont on ne connaît pas encore les solutions. En explorant les enjeux actuels de plusieurs « éducations à », les auteurs proposent des pistes de réflexion et des réponses concrètes pour former les élèves à une véritable pensée critique et créative. Ils donnent les clefs d'une « éducation au politique » susceptible de préparer les futurs citoyens aux défis auxquels ils auront à faire face, immanquablement. Un ouvrage essentiel pour tous ceux qui s'intéressent aux évolutions de l'éducation et à la manière dont les savoirs peuvent répondre aux défis du XXI^e siècle.

Binetti, M. F. G. (2025, juin 9). **Comment former les futurs citoyens du monde ? Une urgence éducative et éthique**. Consulté 10 juin 2025, à l'adresse The Conversation website: <http://theconversation.com/comment-former-les-futurs-citoyens-du-monde-une-urgence-educative-et-ethique-254340>

Comment former des citoyens du monde ? Si la question est cruciale dans un monde interconnecté, les réponses à apporter sont complexes.

Boafo, Y. A., Boakye-Danquah, J., Boakye-Danquah, E., Lartey, D. L., & Obeng-Odoom, A. (2025). **Perceptions and enablers of sustainable development: a comparative study of Ghanaian university students' engagement with the SDGs**. *Higher Education*, 89(5), 1321-1350. <https://doi.org/10.1007/s10734-024-01274-2>

The Sustainable Development Goals (SDGs) set forth by the United Nations represent a universal call to action to end poverty, protect the planet, and ensure that all people, enjoy peace and prosperity by 2030. The SDGs have been criticized as aspirational and over-ambitious, and recent assessments suggest many of the goals may not be met by 2030. This study investigates the perceptions of Ghanaian university students regarding the attainability of the SDGs and identifies the educational and informational enablers that enhance their engagement with these goals. A total of 400 students drawn from three universities — University of Ghana (n=200), Central University (n=100), and University for Development Studies (n=100) — participated in a structured questionnaire survey. The findings reveal a dual perspective among students: there is significant optimism about achieving SDGs related to quality education, gender equality, and clean water, whereas skepticism prevails regarding the goals aimed at eradicating poverty and achieving zero hunger. The study also highlights the critical role of universities as facilitators in the discourse and actions toward the SDGs. It emphasizes the potential of leveraging digital and social media to boost student engagement and calls for an integration of SDG-focused studies into university curricula. The study provides insights into the need for enhanced educational strategies and inter-institutional collaborations to prepare students effectively for their roles in global sustainability efforts. It is vital for higher education institutions in Sub-Saharan Africa, where sustainability challenges are significant and innovative solutions are often lacking, to embed SDG-focused studies into their curricula and promote student engagement in SDG initiatives.

Drouilleau, F., & Michun, S. (2025a). **Mieux manger dans la restauration collective : un processus d'essai et d'erreurs**. Consulté à l'adresse <https://www.cereq.fr/restauration-collective-ecologie-environnement>

L'étude de cas menée au lycée agricole Grandgousier met en lumière les difficultés de l'intégration des normes environnementales dans la restauration collective. L'injonction à une alimentation plus durable, portée par la loi EGalim et la Région Occitanie, se heurte à des réalités de terrain complexes. La contrainte financière, tout d'abord, est un obstacle majeur. Le lycée Grandgousier doit subventionner fortement sa cantine, cette dernière devant par ailleurs composer avec des tarifs inchangés pour les repas livrés à un lycée partenaire. Le sentiment de « payer pour les autres » limite les marges de manœuvre pour investir dans des produits durables. L'invisibilisation des compétences et l'éloignement de l'employeur (la Région) contribuent à un désenchantement du personnel. L'autonomie des équipes est limitée et les fiches de poste, peu axées sur la durabilité, ne valorisent pas l'engagement des agents.

Drouilleau, F., & Michun, S. (2025b). **Silva, une SCOP en voie d'écologisation de sa stratégie et de son activité**. Consulté à l'adresse <https://www.cereq.fr/scop-ecologie-strategie-rse>

La SCOP Silva, une entreprise de construction située dans le Sud de la France, s'engage activement dans l'écologisation de sa stratégie et de ses activités. Cet engagement se traduit par le développement de solutions éco-responsables, notamment via son pôle Bois, et par la mise en place d'une stratégie de RSE (responsabilité sociétale des entreprises). L'écologisation de Silva est un processus progressif, encouragé par la volonté d'anticiper les réglementations et de se positionner sur le marché de l'écoconstruction. La SCOP a adopté des pratiques telles que l'utilisation de matériaux biosourcés, la gestion des déchets et le réemploi, et s'est engagée dans des projets de construction exemplaires. Ce processus est néanmoins tributaire de l'implication des coopérateurs-salariés qui n'ont pas tous le même regard sur l'environnement.

Hou, A. Y. C., Chen, Y., Lin, A. F. Y., Su, E. H. C., Zhou, K. Z.-W., & Tao, C. H.-Y. (2025). **Did Global Rankings and National Accreditation Drive Taiwanese Universities to Advance Sustainable Development Goals (SDGs)?—Competitive Advantage, a Moral Symbol or Leading to a Paradigm Shift**. *Higher Education Quarterly*, 79(3), e70031. <https://doi.org/10.1111/hequ.70031>

Universities have recognised the pivotal role they play in advancing Sustainable Development Goals (SDGs) to build a sustainable society. Two quality assessment instruments in higher education, global rankings and quality assurance, have developed a new set of metrics to measure university commitment to SDGs. This paper aims to analyse the SDGs advancement of Taiwan's 46 universities listed in THE Impact Ranking 2022 in response to the emerging sustainability metrics developed by global rankings and national accreditation, and to explore the purposes, institutional strategies and challenges they encountered. Major findings are as follows. Firstly, competitive advantage is the key reason driving universities for SDGs implementation. Secondly, the common strategy is to align university social responsibility project with general education curriculum. Thirdly, SDGs data reliability, internal quality assurance (IQA) mechanism establishment, intersectoral coordination and faculty and student engagement are the key challenges for SDGs implementation in Taiwan's universities.

Jungbadoor, K. P., Hong, X., Liu, L., Zhu, Y., Huang, X., Teeroovengadum, V., ... Coates, H. (2025). **SDG rubrics for higher education: framework design, indicator development, and practical applications**. *Tertiary Education and Management*, 31(1), 65-104. <https://doi.org/10.1007/s11233-025-09153-w>

This paper reports on a multiyear program of international collaborative research delivered with the aim of conceptualising, validating and prototyping rubrics for evaluating and reporting university activities and outcomes relevant to the UN SDGs. The paper sets foundations by building on earlier analysis of research on university engagement with the UN SDGs, and into how the SDGs can be structured conceptually into rubrics for evaluative application. It outlines the design used to articulate the rubrics framework, before presenting results based on data from 30 internationally and institutionally diverse universities. The analysis focuses on psychometric validation of the rubrics. The paper closes by noting the value of this data for universities and the communities they serve, and the value for scaling to embrace more institutions. Beyond evidence policy and practice need, the paper contributes to a small but flourishing body of research captured below about how universities are engaging with the UN SDGs.

Levi, P.-A., & Fialaire, B. **Lutte contre l'antisémitisme dans l'enseignement supérieur.**, Pub. L. No. 26 (2024-2025) (2024). <https://www.senat.fr/dossier-legislatif/ppl24-026.html>
proposition de loi relative à la lutte contre l'antisémitisme dans l'enseignement supérieur

Nal, E. (Éd.). (2025). **Histoire, philosophie et sens de l'école : mélanges offerts à Eirick Prairat.** Consulté à l'adresse <https://editions.univ-lorraine.fr/edul/catalog/book/b9782384511594>

Ndiaye, M. (2025). **Des langues nationales aux valeurs citoyennes pour une école de développement.** Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/des-langues-nationales-aux-valeurs-citoyennes-pour-une-ecole-de-developpement/79131?utm_campaign=2025/06/04%20NL%20Th%C3%A9matique%20%28Sciences%20de%20l%27%C3%A9ducation%29%20%5BParticuliers%5D&utm_content=D%C3%A9couvrez%20nos%20nouveaux%20%C3%A9s%20en%20Sciences%20de%20l%27%C3%A9ducation%20!&utm_medium=Emailing&utm_source=Sendethic

Cet ouvrage conforte l'idée que la prise en compte effective des ressources qu'offre le contexte multilingue, notamment l'introduction des langues nationales dans le dispositif pédagogique scolaire, en cohabitation avec le français, pourrait aider à relever le défi de la qualité auquel est confronté le système éducatif sénégalais. L'auteur rappelle les arguments théoriques comme pratiques établissant la supériorité de l'enseignement bilingue, comparé à celui traditionnel exclusivement en français. Il déplore que malgré les expérimentations concluantes, et l'existence d'un modèle harmonisé de bilinguisme scolaire, exhaustif et fondé sur une option claire et démocratique, la mise à l'échelle plusieurs fois annoncée, soit reportée d'année en année. Il évalue les facteurs de réussite ainsi que les faiblesses dans la mise en œuvre de l'enseignement bilingue pour permettre de les consolider dans le premier cas ou de les surmonter dans le second. L'auteur conclut, en considérant que le programme bilingue n'atteindra, cependant, l'objectif de la qualité que s'il s'inscrit dans un environnement global engagé dans la promotion des valeurs citoyennes aussi bien dans ses contenus d'enseignement que dans sa gouvernance.

Point, C., Legault, A., & Georgeff, C. (2025). **La formation en éthique professionnelle pour les personnes enseignantes du primaire : où en est-on au Québec ?** *Formation emploi. Revue française de sciences sociales*, (170). <https://doi.org/10.4000/140hf>

L'idée d'une éthique professionnelle pour les personnes enseignantes a du mal à émerger en France, et ce pour de nombreuses raisons. Pour travailler cette idée, nous proposons ici de déplacer notre regard à l'extérieur des frontières nationales, et de comprendre comment ce domaine se développe au Québec. L'objectif de ce travail est donc d'établir un tour d'horizon de la formation en éthique professionnelle enseignante (ÉPE) au Québec, pour les personnes étudiantes qui se destinaient au métier d'enseignant au primaire. Pour ce faire, nous nous intéressons à la formation initiale que les universités québécoises offrent dans ce domaine, au sein des parcours d'enseignement des facultés et départements d'éducation. À partir des rares données publiquement disponibles, et donc accessibles pour ces personnes étudiantes, notre analyse présente les objectifs de cette formation, les lieux et les programmes où elle se réalise, ainsi que les ressemblances et divergences de contenu de ces formations en fonction des universités québécoises.

Toscano, M., & and Stolz, S. A. (2025). **Reconsidering the Notion of Social Justice from an Elite Theory Perspective.** *British Journal of Educational Studies*, 73(3), 345-366. <https://doi.org/10.1080/00071005.2024.2415621>

We explore social justice advocacy and education from the vantage point of elite theory as articulated in the works of Gaetano Mosca and Vilfredo Pareto. Elite theory is applied here to re-appraise the explicit and implicit educational means and ends inspired by contemporary social justice along three inter-related dimensions: the place of ideology, particularly of the utopian kind; systems of juridical justice; and the pursuit and maintenance of power by elites. We identify in the utopian stance of social justice the potential for privileging self-sustaining and perpetual activity in the here and now – as a superhuman and heroic project – at the future's expense. The paper also explores how social justice may disrupt and exploit Mosca's 'juridical defence' (in which power is a check on power). Finally, we suggest that social justice education can be understood as the political positioning of an elite characterised by an instinct for combining ideas and concepts (Pareto's Class I), over and against elites seeking the preservation of group identities and categories (Class II). These themes are explored in the context of education.

Xu, C. L. (2025). **Epistemic injustice and neo-racism: how Zhihu users portray 'Chinese doctoral supervisors' working in Western academia.** *Higher Education*, 89(5), 1275-1296. <https://doi.org/10.1007/s10734-024-01272-4>

The image of Chinese doctoral supervisors working in Western academia is riddled with stereotypes in urban myths but little research to date has been conducted on these portrayals of Chinese supervisors. Drawing on postcolonial theories, including notions of epistemic injustice and neo-racism, this research conducts a thematic analysis on around 450 Zhihu comments. It proposes that the Zhihu community has portrayed three images of the Chinese supervisors as (1) ambitious and supportive, (2) sneaky and exploitative, and (3) colonised. While the second and third images are more negative, the first image is overwhelmingly positive. In portraying these images of the Chinese supervisors, the community confronted two main underlying structural forces. These include (1) a steep ethnic/racial hierarchy where White middle-class, native speakers of English dominate and (2) an unequal classed sphere within Western academia. This paper argues that this Zhihu community displayed profound yet only partial recognition of the steep ethnic/racial hierarchy due to their internalisation of their own linguistic inferiority. Moreover, this Zhihu community perpetuates neo-racism and epistemic injustice over Chinese supervisors and postgraduate research students from working-class and rural backgrounds. Among the first to examine how Chinese doctoral supervisors are portrayed in online communities, this article provides informative insights for prospective postgraduate research applicants as well as admission professionals in Western academia. The neo-racism and epistemic injustice identified can also feed into future work on Diversity and Equality as well as decolonising efforts. Conceptually, this article innovates by combining neo-racism and epistemic injustice to form a framework that furnishes a comprehensive examination of unjust practices and portrayals in the realms of racial and knowledge inequalities in doctoral supervision. This article thus makes empirical and conceptual contributions to critical studies in international and doctoral education.