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Acquisition de compétences

Amandine, P., & Kennel, S. (2025). **Les compétences du chercheur : identification et développement**. *Séminaire de recherche du LISEC*. Présenté à Mulhouse, France. Consulté à l'adresse https://hal.science/hal-05071907
Notre communication s'intéresse à la compétence de recherche scientifique et à la manière dont les acteurs universitaires la développent dans leur processus de professionnalisation, qu'ils soient étudiants, doctorants ou chercheurs. Ce n'est qu'en 2019 que le doctorat a été inscrit au répertoire national de la certification professionnelle et qu'ont ainsi été définies au niveau national les compétences attendues du Docteur. Les différents arrêtés ministériels qui régissent les formations universitaires insistent de leur côté sur l'importance du lien entre formation et recherche à tous les niveaux de diplômes universitaires. La notion de compétence de recherche scientifique est cependant peu abordée dans les recherches à notre disposition et la formation à et par la recherche reste encore souvent un implicite, voire un impensé de la formation universitaire, en particulier dans les filières générales. Ces constats théoriques et empiriques font de cette question de la compétence de recherche scientifique un objet de recherche qu'il nous a paru important d'explorer, et intéressant de discuter dans le cadre d'un séminaire du LISEC. Nous inscrirons dans un premier temps notre propos dans les travaux sur les questions de professionnalisation à l'université. Nous définirons ensuite ensemble la compétence de recherche scientifique et les éléments qui la constituent. Un troisième moment sera l'occasion de travailler collectivement sur les leviers de développement de cette compétence tels qu'ils ont été identifiés par les écrits scientifiques et vécus par les participants au séminaire dans leur parcours de formation.

Amin, V., Behrman, J. R., Fletcher, J. M., Flores, C. A., Flores-Lagunes, A., & Kohler, H.-P. (2025). ***Does Schooling Improve Cognitive Abilities at Older Ages? Causal Evidence from Nonparametric Bounds*** (Working paper N° 25-417). Consulté à l'adresse W.E. Upjohn Institute for Employment Research website: https://EconPapers.repec.org/RePEc:upj:weupjo:25-417
We revisit much-investigated relationships between schooling and health, focusing on schooling impacts on cognitive abilities at older ages using the Harmonized Cognition Assessment Protocol in the Health & Retirement Study (HRS) and a bounding approach that requires relatively weak assumptions. Our estimated upper bounds on the population average effects indicate potentially large causal effects of increasing schooling from primary to secondary; yet, these upper bounds are smaller than many estimates from the literature on causal schooling impacts on cognition using compulsory-schooling laws. We also cannot rule out small and null effects at this margin. We do, however, find evidence for positive causal effects on cognition of increasing schooling from secondary to tertiary. We replicate findings from the HRS using older adults from the Midlife in United States Development Study Cognitive Project. We further explore possible mechanisms through which schooling may be working—such as health, SES, occupation and spousal schooling—finding suggestive evidence of effects through such mechanisms.

Amin, V., Behrman, J. R., Fletcher, J. M., Flores, C. A., Flores-Lagunes, A., Kohler, I., … Stites, S. D. (2025). ***Causal Effects of Schooling on Memory at Older Ages in Six Low-and-Middle-Income Countries: Nonparametric Evidence with Harmonized Datasets*** (Working paper

N° 25-418). Consulté à l'adresse W.E. Upjohn Institute for Employment Research website: https://EconPapers.repec.org/RePEc:upj:weupjo:25-418
Higher schooling attainment is associated with better cognitive function at older ages, but it remains unclear whether the relationship is causal. We estimate causal effects of schooling on performances on the Consortium to Establish a Registry for Alzheimer's Disease (CERAD) word-recall (memory) test at older ages in China, Ghana, India, Mexico, Russia, and South Africa. We used harmonized data (n=30,896) on older adults (=50 years) from the World Health Organization Study on Global Ageing and Adult Health. We applied an established nonparametric partialidentification approach that bounds causal effects of increasing schooling attainment at different parts of the schooling distributions under relatively weak assumptions. We find that an additional year of schooling, moving from none into primary school, increased word-recall scores by between 0.01–0.13 standard deviations (SDs) in China, 0.01–0.06SDs in Ghana, 0.02–0.09SDs in India, 0.02–0.12SDs in Mexico, and 0–0.07SDs in South Africa. No results were obtained for Russia at this margin due to the low proportion of older adults with primary schooling or lower. At higher parts of the schooling distributions (e.g., high-school or university completion) the bounds cannot statistically reject null effects. Our results indicate that increasing schooling from never attended to primary had long-lasting effects on memory decades later in life for older adults in five diverse low-and-middle-income countries.

Andrade, P. C. C. (2024). ***Développement de compétences en écriture et processus de résilience chez des collégiens d'un établissement scolaire de la périphérie urbaine au Nordeste du Brésil : une étude exploratoire de l'impact d'un Dispositif Pédagogique Technique Hybride*** (Phdthesis, Université Lumière - Lyon II ; Universidade federal de Pernambuco (Récife, Brésil)). Consulté à l'adresse https://theses.hal.science/tel-05114840
L'un des problèmes récurrents dans les cours de portugais au Brésil, qui touche d'autres matières, est la difficulté des élèves à interpréter des textes et à les produire. Face à cette situation, il est nécessaire de créer des environnements favorables au développement des compétences en écriture. Un autre aspect pertinent est que les élèves doivent développer leur résilience afin de faire face aux défis à l'école et dans la vie. Nous pensons que le processus de développement de la résilience aura un impact sur la vie des élèves et se traduira par des résultats scolaires, y compris en matière d'écriture. Cette recherche se déroule pendant la période de la syndémie Covid-19. Au cours de cette période, outre la crise sanitaire, les problèmes sociaux, économiques et psychologiques se sont aggravés. Pour poursuivre les études, l'enseignement via les technologies numériques a été mis en place dans plusieurs pays. Notre objectif était de mettre en œuvre et d'analyser l'impact de l'utilisation du Dispositif Pédagogique Technique Hybride (DPTH) sur la construction des processus de résilience et le développement des compétences en écriture des élèves d'une école de la périphérie du nord-est du Brésil. Ce dispositif pédagogique a d'abord été mis en œuvre en France pour former des enseignants du primaire. Dans cette recherche, le cadre théorique utilisé est pluridisciplinaire, la complexité de l'objet d'étude ne permettant pas l'utilisation de concepts issus d'un seul champ disciplinaire. Ainsi, nous abordons la résilience, le développement des compétences en écriture, la théorie des champs conceptuels et l'utilisation du DPTH. D'un point de vue méthodologique, afin d'analyser l'impact du DPTH, nous avons sélectionné treize élèves d'une classe de cinquième année du collège à la périphérie de la ville du Recife. Cette recherche s'est déroulée dans un contexte

syndémique où les cours devaient être dans l´enseignement distanciel. Il s'agit d'un projet de recherche-action dans lequel la chercheuse est également l'enseignante des étudiants qui ont participé à cette étude. Afin d'analyser les processus de construction de la résilience, dix éléments ont été considérés comme favorisant individuellement ce processus. Pour analyser le développement des compétences d'écriture, sept éléments pertinents pour le développement de ces compétences ont été pris en compte. Chaque élément est déjà un indicateur du développement des compétences en écriture. Les résultats indiquent que les processus de résilience ont été renforcés en même temps que le développement des compétences en écriture. Le DPTH a également travaillé en tant que tuteur de résilience. Nous avons observé comment les classes de situations dans les productions textuelles des élèves ont élargi les concepts de l'histoire du surmonter des difficultés ; comment les champs disciplinaires de la résilience et de l'écriture ont contribué à l'analyse des données et comment l'utilisation du DPTH a favorisé le lien entre le contexte scolaire et le contexte extra-scolaire.

Ariyanto, R. D., Hidayah, N., Hambali, I. M., Indreswari, H., & Hoi-yung, L. (2025). **Exploring Gender-Based Differences in Creative Ideation Among Indonesian Students Through Rasch Model Analysis**. *Psychology in the Schools*, *62*(7), 2070-2082. https://doi.org/10.1002/pits.23454
Runco Ideational Behavior Scale (RIBS) is a key point in creativity research that focuses on assessing an individual's capacity for creative ideas. However, some literature shows that RIBS measurements in a gender context still do not show a clear picture. This research aims to understand how creativity based on students' gender influences counseling professionals in schools. The method utilizes the Rasch model across a sample of 627 students from various provinces in Indonesia, achieving a power measurement of 0.98. Data Collection used WhatsApp and Google Forms from May to June 2023. This study's findings revealed that (1) the inventory of students' creative ideation aligned well with the theoretical framework, and (2) there was a notable higher propensity for students' creative ideation among male students compared to female students. These results highlight the critical need to cultivate creative thought and innovation among students. Moreover, this study provides foundational data for the development of targeted interventions, such as counseling programs tailored to student needs, aimed at enhancing the creative thinking capabilities of students and guiding them toward positive outcomes.

Barhoumi, M. (2025). **Usage des écrans par les enfants de 3 à 4 ans : pratiques et liens avec les apprentissages**. *Note d'Information*, (25.37), 1-4. Consulté à l'adresse https://www.education.gouv.fr/usage-des-ecrans-par-les-enfants-de-3-4-ans-pratiques-et-liens-avec-les-apprentissages-450638
En 2022, 75 % des élèves scolarisés en petite section de maternelle regardent les écrans ou jouent sur les écrans. Ils sont 45 % à avoir au moins un accès numérique qui leur est dédié et 15 % possèdent leur propre tablette.

Barrioluengo, M. S., Biagi, F., Pietro, G. D., & Sanchez Barrioluengo, M. (2026). ***Micro-credentials in higher education: are they boosting digital and green skills for the twin transition?*** Consulté à l'adresse https://op.europa.eu/en/publication-detail/-/publication/43d21559-4b25-11f0-85ba-01aa75ed71a1/language-en
Depuis la Recommandation du Conseil de 2022, les micro-certifications connaissent un essor dans l'Espace européen de l'enseignement supérieur. Elles proposent des

formations flexibles, ciblées et accessibles, répondant aux besoins des apprenants tout au long de la vie et du marché du travail. Les établissements d'enseignement supérieur (EES) les considèrent de plus en plus comme un levier stratégique pour diversifier leur public et renforcer leur impact sociétal. En collaboration avec les employeurs, ils adaptent leur offre aux exigences du marché, notamment en matière de transition numérique et écologique. Le rapport, basé sur des entretiens menés dans plusieurs États membres, examine si les micro-certifications répondent efficacement à ces enjeux. Il constate leur potentiel, mais identifie aussi des défis : consensus sur les besoins des apprenants, financement durable, assurance qualité, et intégration aux priorités nationales.

Barroudi, A. (2024). **Les fonctions des expériences dans la construction des savoirs scientifiques à l'école élémentaire : études de cas au cycle 3 de l'école élémentaire** (Thesis). Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2928

Bauer, E., Greiff, S., Graesser, A. C., Scheiter, K., & Sailer, M. (2025). **Looking Beyond the Hype: Understanding the Effects of AI on Learning**. *Educational Psychology Review*, *37*(2), 45. https://doi.org/10.1007/s10648-025-10020-8
Artificial intelligence (AI) holds significant potential for enhancing student learning. This reflection critically examines the promises and limitations of AI for cognitive learning processes and outcomes, drawing on empirical evidence and theoretical insights from research on AI-enhanced education and digital learning technologies. We critically discuss current publication trends in research on AI-enhanced learning and rather than assuming inherent benefits, we emphasize the role of instructional implementation and the need for systematic investigations that build on insights from existing research on the role of technology in instructional effectiveness. Building on this foundation, we introduce the ISAR model, which differentiates four types of AI effects on learning compared to learning conditions without AI, namely inversion, substitution, augmentation, and redefinition. Specifically, AI can substitute existing instructional approaches while maintaining equivalent instructional functionality, augment instruction by providing additional cognitive learning support, or redefine tasks to foster deep learning processes. However, the implementation of AI must avoid potential inversion effects, such as over-reliance leading to reduced cognitive engagement. Additionally, successful AI integration depends on moderating factors, including students' AI literacy and educators' technological and pedagogical skills. Our discussion underscores the need for a systematic and evidence-based approach to AI in education, advocating for rigorous research and informed adoption to maximize its potential while mitigating possible risks.

Café pédagogique. (2025, juin 27). **Connaissances environnementales en CM1 et 4ème : des scores sous la moyenne européenne**. Consulté 30 juin 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/06/27/connaissances-environnementales-en-cm1-et-4eme-des-scores-sous-la-moyenne-europeenne/
Encore un classement où les élèves français ne brillent pas, quoique ! « En CM1, 54 % des élèves de France accordent une très forte importance à l'environnement, contre 37 %

Cioldi, I., Lacroix, A., & Raffy, G. (2025). **Timss 2023 : en connaissances environnementales, les résultats des élèves de France sous la moyenne européenne**. *Note d'Information*,

(25.41), 1-4. Consulté à l'adresse https://www.education.gouv.fr/timss-2023-en-connaissances-environnementales-les-resultats-des-eleves-de-france-sous-la-moyenne-450706
En 2023, l'enquête Timss intègre un module sur la sensibilisation des élèves aux enjeux environnementaux en CM1 et en quatrième. Les connaissances environnementales y sont mesurées à partir d'items issus des sciences.

Collie, R. J., & Ryan, R. M. (2025). **Autonomy support and students' perceived social-emotional competence: predicting parent-reported social-emotional skills**. *Social Psychology of Education*, *28*(1), 116. https://doi.org/10.1007/s11218-025-10079-9
In this study, we investigated perceived social-emotional competence (PSEC) among 373 Australian secondary school students in relation to parent ratings of social-emotional skills, and perceived teacher and parental autonomy support. Using bifactor exploratory structural equation modelling, we examined five dimensions of PSEC (perceived competence for assertiveness, tolerance, social regulation, emotion regulation, and emotional awareness), identifying a global factor and five specific factors. Following that, we employed structural equation modelling to investigate links between these global and specific factors and five parent-reported social-emotional skills: leadership, cultural competence, teamwork, cognitive reappraisal, and capacity for emotional reflection. Global PSEC was associated positively with all skills, whereas the specific factors were, with one exception, each associated with greater parent-rated skill in a corresponding area (e.g., assertiveness with greater leadership skill; emotion awareness with reflective skills). Addressing a second aim of the research, we tested the extent to which students' perceptions of autonomy support from teachers and parents assessed near the start of a school term were associated with both students' PSEC and parent-rated skills assessed at the end of the term. Autonomy-supportive parenting was positively associated with global PSEC. Autonomy-supportive teaching was associated with greater levels of two specific factors: perceived competence for assertiveness and social regulation. Together, findings hold relevance to knowledge and efforts aimed at enhancing social-emotional skills among students.

Czyż, S. H. (2025). **Commentary on Ammar et al. (2024) "The Effects of Contextual Interference Learning on the Acquisition and Relatively Permanent Gains in Skilled Performance: Critical Systematic Review with Multilevel Meta-analysis"**. *Educational Psychology Review*, *37*(2), 28. https://doi.org/10.1007/s10648-025-10006-6
This commentary provides a constructive analysis of the meta-analysis by Ammar et al. Educational Psychology Review 36(2), 2024 on the contextual interference (CI) effect in applied settings, published in Educational Psychology Review. The authors are commended for significant advancements over their previous work (Ammar et al. Educational Research Review, 39, 100537, 2023), including addressing methodological limitations and incorporating sensitivity analyses to enhance the robustness of their findings. While their efforts represent a valuable contribution to understanding the CI effect, several areas warrant further refinement. Expanding database selection to include specialized resources in psychology, sports, and kinesiology could reduce the risk of missing relevant studies. Additionally, while pre-registration is not obligatory, its inclusion would enhance validity and transparency and mitigate potential biases. Some methodological inconsistencies, such as the inclusion of studies with differing definitions of CI practice, highlight the need for greater clarity in study classification. Overall, this commentary highlights areas for improvement while

recognizing the authors' contribution to advancing research on the CI effect in applied contexts.

De Simone, M., Tiberti, F., Barron Rodriguez, M., Manolio, F., Mosuro, W., & Dikoru, E. J. (2025). ***From Chalkboards to Chatbots: Evaluating the Impact of Generative AI on Learning Outcomes in Nigeria*** (p. 1-51) [11125]. Consulté à l'adresse World Bank website: https://openknowledge.worldbank.org/entities/publication/15e1ff08-15ae-4f7a-b2a8-d146e6c113ee
This study evaluates the impact of a program leveraging large language models for virtual tutoring in secondary education in Nigeria. Using a randomized controlled trial, the program deployed Microsoft Copilot (powered by GPT-4) to support first-year senior secondary students in English language learning over six weeks. The intervention demonstrated a significant improvement of 0.31 standard deviation on an assessment that included English topics aligned with the Nigerian curriculum, knowledge of artificial intelligence and digital skills. The effect on English, the main outcome of interest, was of 0.23 standard deviations. Cost-effectiveness analysis revealed substantial learning gains, equating to 1.5 to 2 years of 'business-as-usual' schooling, situating the intervention among some of the most cost-effective programs to improve learning outcomes. An analysis of heterogeneous effects shows that while the program benefits students across the baseline ability distribution, the largest effects are for female students, and those with higher initial academic performance. The findings highlight that artificial intelligence-powered tutoring, when designed and used properly, can have transformative impacts in the education sector in low-resource settings.

de Koning, B., Zhang, S., & Sepp, S. (2025). **Integrating Human Movement in Learning: Advancements in Language Instruction, Multimedia, and Theory**. *Educational Psychology Review*, *37*(2), 51. https://doi.org/10.1007/s10648-025-10027-1
Human movement plays a foundational role in cognition and learning. This topical collection brings together theoretical and empirical work examining how gestures, physical activity, and virtual movement enhance learning in language, multimedia, and activity-based learning. Regarding language learning, interacting with virtual object improves vocabulary learning, especially for learners with low language aptitude. Additionally, emotional narratives support memory more effectively than neutral ones, while instructed gesturing may hinder recall for some learners. In multimedia learning, pointing improves attention and comprehension, whereas tracing can impede learning due to cognitive overload. For activity-based learning, theoretical contributions offer frameworks for integrating movement into learning tasks, emphasizing mechanisms such as generative learning, social cognition, and offloaded processing in areas ranging from digital education to stimming behaviors. Together, these studies offer insights for designing effective, movement-based instruction across diverse learning environments and populations, underscoring the dynamic relationship between bodily action and cognitive development in education.

Dökme, İ., & Hancıoğlu, Z. Ş. (2025). **Three-stage robotic STEM program ignites secondary school students' interest in STEM career and attitudes toward science**. *Education and Information Technologies*, *30*(9), 12079-12100. https://doi.org/10.1007/s10639-025-13318-w
The electricity-related topics in the secondary school science curriculum are near-universal standards across countries. We prepared a three-stage robotic STEM program

incorporating coding, robotic integrated science (in the topic of electricity), STEM engineering processes, and their educational structures. We investigated the impact of the three-stage robotic STEM program on attitudes toward science and STEM career interests, which are the most important psychological triggers of learning. We conducted our research using a comparative quasi-experimental design with pretest-posttest experimental and control groups with 73 students in 7th grade in a public secondary school. While the experimental group students completed their performances by building and running the circuits in the activities of the three-stage robotics-STEM program, the control group students completed their performances by building and running the without-coding version of the circuits in these activities. Our research findings unveil an exciting prospect: by integrating block-based coding, robotics, and STEM engineering processes into electricity topics, we can significantly enhance and diversify student activities on electricity. Moreover, our finding reveals that the robotics-STEM program applied in the experimental group positively affects students' STEM career interests and attitudes toward science compared to the control group. By showcasing the benefits of a thorough three-stage robotic STEM program with about fifty activities, this study has the potential to advance science education by skillfully integrating several disciplines, including science (such as understanding sensors and electrical circuits), technology, and engineering (such as creating robotic designs and assembling hardware components), and mathematics (using algorithms and data analysis).

Enakrire, R. T., Fombad, M. C., & Morodi, L. (2025). **Skills Required of Academics to Use Digital Technologies in Open Distance Learning Institutions**. *Innovative Higher Education*, *50*(3), 843-866. https://doi.org/10.1007/s10755-024-09758-w
In this paper, we discuss the skills required for academics to effectively utilize digital technologies within open distance learning institutions in South Africa. The growing prevalence of activities within these institutions has led to shifts in academic skill requirements, particularly as academics increasingly work remotely from home or in distant areas. Core academic responsibilities such as teaching and learning, research, academic citizenship, and community engagement have undergone various transformations. Drawing from the practical experiences and insights of the authors, who have extensive backgrounds in open distance learning, it becomes evident that many academics encounter challenges in adapting to and adopting digital technologies for their work. We utilized both quantitative and qualitative research methods in this study. We found out that key skills of adaptability in workplace learning, proficiency in innovative technologies, development of new module strategies, and effective time management are fundamental for academics working in open distance learning institutions. Various digital tools such as learning management systems, iPads, computers, audio/video conferencing, multimedia, online learning platforms, web-based management systems, webinars, and applications like Microsoft Teams, Zoom, and WhatsApp are prevalently used, with emerging technologies like Augmented Reality, Artificial Intelligence, and machine learning gaining influence. These technologies have significantly enhanced teaching, research, and social networking within academic contexts. The study recommends the importance of reskilling among academics to ensure proficiency in utilizing contemporary digital tools for improved service delivery.

Feraco, T., Bonelli, R., Da Re, L., & Meneghetti, C. (2025). **Soft skills in high schools: integrating self-regulated learning and social, emotional, and behavioral skills**

frameworks. *Social Psychology of Education*, *28*(1), 134. https://doi.org/10.1007/s11218-025-10095-9
Social, emotional, and behavioral (SEB) skills– also known under labels like soft skills, 21st century skills, or social-emotional skills– are considered key factors for students' success, well-being, and social relationships, among others. However, literature on the topic relied on different frameworks and questionable measurement methods. Additionally, they usually did not integrate skills into classical self-regulated learning (SRL) frameworks. To overcome these limitations, we adopted the new integrative SEB framework and measured SEB skills, along with five SRL factors (academic self-efficacy, SRL strategies, mastery learning goals, growth mindset, and achievement emotions) and three outcomes (i.e., self-reported academic achievement, peer acceptance, and life satisfaction). Participants were 5,075 Italian high school students (M = 18.23 years old; SD = 0.95). Our results show that SEB skills are associated with almost all SRL factors and outcomes, but when considering their specific role (net of other skills and SRL factors), no direct associations with self-reported academic achievement emerge, supporting the hypothesis that SEB skills' effects on academic outcomes might be mainly explained by SRL factors, while specific skills (i.e., social engagement, collaboration, and emotional resilience skills) directly influence non-scholastic outcomes. Our results support the importance of adopting integrative skills frameworks along with SRL frameworks to deeply understand the processes linking skills to outcomes in the student population.

Gnagne, A. A. F. M. (2025). **Intégrer les pratiques locales dans l'enseignement technique en Afrique pour une société durable**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108745
Intégrer les pratiques locales dans l'enseignement technique en Afrique pour une société durable.

Görgülü, D., Coşkun, F., Demir, M., & Sipahioğlu, M. (2025). **A psychometric analysis of the artificial intelligence skills scale developed through chat gpt**. *Education and Information Technologies*, *30*(9), 12489-12516. https://doi.org/10.1007/s10639-024-13294-7
This study aims to examine the psychometric properties of a scale developed to measure teachers' ability to use artificial intelligence tools in education. The scale was originally proposed as having 33 items across 5 sub-dimensions by Chat GPT-4, an AI system. To establish content validity, the scale form was submitted to expert review. An exploratory factor analysis (EFA) was then conducted on a sample of 347 teachers to determine if the 33-item, 5-subdimensional structure proposed by Chat GPT was confirmed by empirical data. The EFA results supported Chat GPT-4's proposed structure. A confirmatory factor analysis (CFA) was applied to a new sample of 603 teachers to assess the scale's validity in an independent sample. The CFA results did not fully support the structure consisting of 33 items and 5 subdimensions proposed by Chat GPT. Reliability was analyzed using Cronbach's Alpha and test-retest methods.

Grenell, A., Hine, E., & Fyfe, E. R. (2025). **Repeating and growing patterns in early mathematics textbooks**. *Journal of Curriculum Studies*, *57*(3), 287-302. https://doi.org/10.1080/00220272.2024.2319659
There has been increased attention to the role of explicit pattern tasks in early mathematics learning, with growing recommendations to incorporate more pattern tasks in standards and curricula. One critical piece of this discussion is to consider whether the

pattern tasks currently presented in formal curricula materials align with the research on the development of children's early patterning skills. In the current paper, we quantified the prevalence of patterns and their core features in five early mathematics curricula used in the United States in kindergarten and first grade. Explicit patterns were rare—with one pattern every 20 pages in kindergarten and one pattern every 60 pages in first grade. Most of these explicit pattern tasks included repeating patterns (73%) instead of growing patterns (27%), though this trend was prominent in kindergarten texts and slightly reversed in the first-grade texts. The features of the pattern tasks were often misaligned with research recommendations; most tasks were simplistic, and there was little variability in the complexity of the pattern materials and structures. These findings highlight the need to pinpoint the specific features of pattern tasks that optimize children's learning opportunities and how best to align these with real-world learning materials.

Gueye, I., Dia, O., & Kébé, A. (2025). **Des Contenus Fiables pour un Apprentissage Actif : L'Impact des Vidéos Personnalisées dans l'Enseignement**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108811
Des Contenus Fiables pour un Apprentissage Actif : L'Impact des Vidéos Personnalisées dans l'Enseignement

IDRC-CRDI : Centre de recherches pour le développement international. (2024). ***Le Partage de connaissances et d'innovations du Partenariat mondial pour l'éducation. L'éducation de la petite enfance une synthèse de la recherche : rapport de synthèse du GPE KIX***. Consulté à l'adresse https://www.gpekix.org/sites/default/files/2025-03/KIX%20Rapport%20de%20synth%C3%A8se%20EPE.pdf
L'éducation de la petite enfance est essentielle au développement cognitif, socio-émotionnel et physique des enfants, améliorer l'égalité des genres et soutenir les résultats scolaires à long terme. Ce rapport de synthèse, l'un des cinq commandés par le GPE KIX pour consolider les données probantes et les enseignements tirés des projets de recherche appliquée financés lors de la première phase (2019-2024), comprend des rapports sur cinq thèmes prioritaires pour les parties prenantes de l'éducation nationale : les systèmes de données et l'utilisation des données ; l'EPE ; l'égalité des genres, l'équité et l'inclusion ; les enfants et les jeunes non scolarisés et le perfectionnement professionnel du personnel enseignant.

Impedovo, M. A. (2025). **Enseigner et apprendre la compétence globale : un cadre d'action**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108906
Enseigner et apprendre la compétence globale : un cadre d'action

Kambara, H., Lin, Y.-C., Lin, H.-C., & Chen, P.-Y. (2025). **Examining the mediating role of reading amount between reading motivation and reading comprehension among American college students: ethnic similarities and differences**. *Social Psychology of Education*, *28*(1), 106. https://doi.org/10.1007/s11218-025-10034-8
Reading motivation significantly influences the academic success of American college students. Existing literature often treats American students as a homogeneous group and overlooks the impact of diverse ethnic backgrounds on reading motivation. To address this gap, the present study investigated the relationships among reading motivation,

reading amount, and reading comprehension in a sample of 1360 American college students representing three ethnic groups: White American, African American, and Hispanic American. Additionally, we explored the role of reading amount as a mediator in the relationship between reading motivation and reading comprehension, and assessed the magnitude of these effects across the three ethnic groups. Path analysis for each ethnic group revealed a direct effect of expectancy on reading comprehension for all groups. Furthermore, indirect effects of value and cost on reading comprehension were observed among White American and Hispanic American college students, whereas African American college students exhibited a direct effect of cost on reading comprehension. Multigroup path analyses showed similar magnitudes of direct and indirect effects across the three ethnic groups. Our findings provide new evidence of both commonalities and differences in reading motivation among American college students from different ethnic backgrounds.

Karafil, B., & Uyar, A. (2025). **Exploring knowledge, attitudes, and practices of academics in the field of educational sciences towards using ChatGPT**. *Education and Information Technologies*, *30*(9), 11649-11692. https://doi.org/10.1007/s10639-024-13291-w
This study investigates the knowledge, attitudes, and practices (KAP) of Chat Generative Pre-Trained Transformer (ChatGPT) among academics working in the field of educational science in Türkiye. Employing a mixed-methods research design, the study aimed to explore both quantitative and qualitative aspects of academics' interactions with ChatGPT. In the quantitative phase, 396 academics completed the "KAP-C Questionnaire" (Knowledge, Attitude, and Practice Regarding the Educational Use of ChatGPT) to determine their perceptions and behaviors concerning ChatGPT. The findings revealed diverse perceptions among academics regarding ChatGPT's capabilities in educational settings, alongside ethical concerns. Statistical analysis indicated that gender and prior technology training did not significantly influence their attitudes ($p > .05$). However, significant differences were found based on years of work experience, favoring those with 21 or more years of experience ($p < .05$). The qualitative phase involved semi-structured interviews with two groups: 23 academics demonstrating high ChatGPT usage and 16 with low usage. Qualitative data highlighted perceived benefits such as efficiency, creativity enhancement, and improved information access facilitated by ChatGPT. Despite these advantages, concerns about reliability, accuracy, and ethical implications were prominent among academics. The study identified multiple uses of ChatGPT including education, information retrieval, idea generation, and productivity enhancement. Challenges such as usability issues and concerns about language and information quality underscored the need for improving ChatGPT's reliability and usability in academic settings. This research contributes to understanding the complex attitudes towards and usage patterns of ChatGPT among academics in Türkiye, shedding light on both its potentials and challenges in educational contexts.

Kennel, S. (2024). **(Se) professionnaliser à l'université**. *Laboratoire ELLIADD*. Présenté à Besançon, France. Consulté à l'adresse https://hal.science/hal-04983894
Notre intervention portera sur la question de la professionnalisation à l'université, d'abord du côté des enseignants et enseignants-chercheur·e·s mais aussi du côté des apprenant·e·s. Comment nous développons-nous comme enseignant·e, souvent chercheur·e·, du supérieur ? Quel est rôle de l'université dans la professionnalisation des étudiant·e·s ? Nous tenterons de définir ensemble la notion de professionnalisation, et le métier d'enseignant·e et enseignant·e-chercheur·e universitaire, en particulier dans sa

dimension pédagogique. Nous aborderons ensuite les enjeux et les formes possibles du développement professionnel. Nous réfléchirons enfin à la manière dont la professionnalité des enseignant·e·s du supérieur peut soutenir le développement des compétences pré-professionnelles de nos étudiant·e·s.

Kennel, S. (2025). **Développer les compétences transversales pour la réussite étudiante : un mythe ou une opportunité ?** *Observatoire de l'éducation et de la formation*. Présenté à Lausanne, France. Consulté à l'adresse https://hal.science/hal-04983892
Les compétences transversales, et en particulier les « soft skills », ont le vent en poupe. Elles seraient une clé essentielle pour la réussite à l'université et pour l'employabilité. Pourtant, cette notion de « compétences transversales » interroge les chercheurs et leur développement par les personnes étudiantes représente un défi pour les formateurs. Ensemble, nous tenterons de définir cet objet et d'identifier les enjeux qu'il constitue pour la formation universitaire, d'en dessiner également les contours dans les pratiques de formation. Nous nous appuierons pour cela sur l'état de la recherche ainsi que sur les expériences existantes à différents niveaux d'enseignement.

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 Tremp 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.

Kim, J., Detrick, R., Yu, S., Song, Y., Bol, L., & Li, N. (2025). **Socially shared regulation of learning and artificial intelligence: Opportunities to support socially shared regulation**. *Education and Information Technologies*, *30*(9), 11483-11521. https://doi.org/10.1007/s10639-024-13187-9

Supporting learners in achieving high-level socially shared regulation of learning (SSRL) in the online collaborative learning (OCL) context presents challenges that the utilization of artificial intelligence (AI) technologies may help solve. However, the effective uses of AI to support multifaceted areas (cognition, metacognition, and motivation) and phases (forethought, performance, and reflection) of SSRL remain elusive. Furthermore, research on developing an educational AI and what pedagogical attributes and elements are required for AI to support students' SSRL effectively is limited. This study, therefore, aims to investigate students' perceptions of AI applications in enhancing SSRL and to explore the essential pedagogical elements necessary for AI to support SSRL during the OCL. To achieve these aims, the study conducted Focus Group Interviews facilitated by 9 scenarios of AI application storyboards and paper prototypes with 30 undergraduate and graduate students. The study findings show that students perceive various types of AI to support cognitive, metacognitive, and motivational areas across different SSRL phases. The study also found that students viewed AI as an active learning agent, serving in roles previously inhabited solely by human educators and students. Furthermore, the study reveals seven key pedagogical elements across TPACK components such as pedagogical, content, technological, pedagogical content, technological pedagogical, technological content, and technological pedagogical content knowledge deemed crucial by students for AI to support SSRL in OCL effectively. These findings offer implications for using and designing educationally relevant AI to support SSRL in OCL environments.

Kim, M., Kim, J., & Lee, W. (2025). **Intellectual disabilities and programming: Improving computational thinking-based problem solving**. *Education and Information Technologies*, *30*(9), 12101-12141. https://doi.org/10.1007/s10639-024-13253-2
In the digital age, computational thinking (CT)-based problem-solving skills have emerged as essential competencies. Particularly, students with intellectual disabilities need equal educational opportunities and high-quality informatics education to cultivate CT-based problem-solving skills. However, research on the enhancement of CT-based problem-solving skills, specifically among students with intellectual disabilities, is scant. Therefore, this study analyzed the improvement of CT-based problem-solving skills through programming education tailored to students with mild intellectual disabilities in an inclusive educational environment, using evaluation tools that reflect the multidimensional aspects of CT. The study involved 4 students with intellectual disabilities and 9 students without intellectual disabilities.. A customized programming education course, comprising 6 sessions, was designed based on a Universal Design for Learning. Additionally, a pre-posttest consisting of 14 items was developed to evaluate multidimensional CT-based problem-solving skills. The results of the study indicated that the improvement in CT-based problem-solving skills during the stages of problem understanding and algorithm representation was limited. However, significant improvements were observed during the programming and debugging stages among most participants. The findings underscore the necessity of customized programming education for students with intellectual disabilities, and highlight the need for individualized education to address specific challenges faced in programming education. This study is significant in providing foundational data to understand the educational needs and characteristics of these students, aiming to enhance practical applicability in educational settings.

King, Y. A., Eason, S. H., Duncan, R. J., Borovsky, A., & Purpura, D. J. (2025). **The Factor Structure of Parents' Math-Related Talk and Its Relation to Children's Early Academic Skills**. *Child Development*, *96*(4), 1409-1423. https://doi.org/10.1111/cdev.14244
This study, involving 120 children (Mage = 4.25; SD = 0.83; 53% Female, 49% White, 23% multiracial, 16% Black, 9% Asian American, and 3% Latine) and their parents, examined parent talk constructs and their relation to children's early academic skills in 2021. Parents' talk was best represented as a three-factor structure (general, number, and mathematical language), suggesting that mathematical language use is distinct from general and number talk. Parent talk factors were related to children's numeracy skills but not their vocabulary or mathematical language knowledge. Children with higher numeracy skills had parents who used more general talk, children with lower numeracy skills had parents who used more mathematical language, but parent number talk was not related to children's numeracy skills.

Lalanne, F. (2025). **Qu'apprennent les élèves des lycées agricoles ?** In H. Buisson-Fenet & R. Guyon (Éd.), *L'école écologique : s'ajuster ou transformer ?* (p. 87-94). https://doi.org/10.4000/13ycw

Li, H., & Pan, Y. (2025). **Exploring the impact of hedonic and utilitarian drivers of gamified learning in metaversity: A multi-group analysis**. *Education and Information Technologies*, *30*(9), 11935-11970. https://doi.org/10.1007/s10639-024-13285-8
This study based on the Hedonic Motivation System Adoption Model (HMSAM), the Expectation Confirmation Model (ECM), and Task Technology Fit (TTF), explores the factors influencing users' continuance intention in gamified learning within metaversity. A total of 286 valid questionnaires were collected using random sampling. The data were analyzed through Partial Least Squares Structural Equation Modeling (PLS-SEM), this research analyzes the key factors affecting users' continuance intention from both hedonic and utilitarian perspectives. The results indicate that hedonic motivations (control, curiosity, and joy) positively influence users' sense of immersion and continuance intention, while utilitarian motivations (task-technology fit and expectation confirmation) also have a positive impact on continuance intention. Additionally, TTF serves as a positive moderator between joy and behavioral intention to use. Furthermore, a multi-group analysis reveals that hedonic motivations have a stronger impact on novice users, whereas utilitarian motivations exert a greater influence on expert users. This study provides theoretical support and practical recommendations for the design of metaversity platforms and the development of educational content. It also offers empirical evidence for policymakers aiming to advance metaversity education and technological innovation.

Lin, X., Peng, P., Song, X., & Liu, Q. (2025). **Examine the Longitudinal Association Between Prior and Subsequent Mathematics Using Meta-Analytic Structural Equation Modeling Approach**. *Educational Psychology Review*, *37*(2), 55. https://doi.org/10.1007/s10648-025-10030-6
The current meta-analysis investigates the longitudinal association between prior and subsequent mathematics performance, involving mathematics measured at three time points, and to identify potential factors that could moderate this association, including age, time lag, and types of mathematics. Our analysis included 105 studies, comprising 111 independent samples and involving 413,541 individual students. Our findings revealed that early mathematics knowledge at Time 1 was associated with later

performance at Time 3, both directly and indirectly through intermediate performance at Time 2, after controlling for working memory and language comprehension. Notably, the stability of the association between Time 1 and Time 3 mathematics remained robust across increasing age and time lag, while the association between Time 1 and Time 2 weakened as the time lag grew. Additionally, stronger associations were observed when mathematics at Time 1 and Time 3 involved similar or more comprehensive tasks. These findings suggest snowballing effect is more likely to occur within similar types of mathematics tasks, whereas a steppingstone effect is more likely between prior foundational mathematics and later higher level mathematical concepts.

Mazarin, L. (2024). ***La compétence globale chez les élèves scolarisés aux Émirats Arabes Unis et leur contexte de scolarisation*** (Phdthesis, Université Lumière - Lyon II). Consulté à l'adresse https://theses.hal.science/tel-05122526
Dans un monde diversifié et interconnecté, accéléré par la globalisation, la compétence globale se présente comme une réponse éducative aux changements rapides et profonds, tant sociaux qu'environnementaux. La compétence globale (CG) est une construction multidimensionnelle.Elle fait référence à une combinaison de connaissances, de compétences, d'attitudes et de comportements nécessaires pour faire face avec succès aux enjeux mondiaux et aux situations interculturelles (OECD,2018). En 2018, par le biais de l'évaluation PISA, l'OCDE a mené la première évaluation internationale de la compétence globale chez les élèves de 15 ans. Cette initiative a établi un premier consensus international sur la définition et la mesure de cette compétence. La compétence globale est une construction relativement jeune (Sälzer & Roczen, 2018), encore peu étudiée. Davantage de recherches sont nécessaires en raison des enjeux actuels.Notre étude se concentre sur les Émirats arabes unis, un pays caractérisé par un cosmopolitisme et un multiculturalisme marqués, offrant un cadre unique et sous-exploré pour examiner le développement de la compétence globale dans un contexte diversifié. Cette étude vise à participer à la littérature en déterminant dans quelle mesure la compétence globale des élèves dépend des relations interpersonnelles dans le contexte scolaire.À partir des données du questionnaire PISA 2018 pour les Émirats arabes unis, mettant en avant les échelles de perception, l'analyse par profils latents a identifié deux groupes de compétences, à savoir un groupe de compétences élevées et un groupe de compétences faibles. Le contact interculturel, les amitiés interculturelles et le climat de coopération se sont révélés être des prédicteurs significatifs de la compétence globale. La diversité des élèves, conceptualisée pour la première fois dans une étude portant sur la compétence globale, comme l'hétérogénéité des nationalités mesurée par l'indice de Blau, a été positivement associée aux amitiés interculturelles, lesquelles modèrent également la relation entre le contact interculturel et la compétence globale. Cependant, cette hétérogénéité des nationalités n'a pas été directement associée au développement de la compétence globale.Nos résultats mettent en évidence le rôle crucial des relations interpersonnelles et interculturelles, ainsi que leur qualité, dans le développement de la compétence globale. Ils suggèrent qu'il est important de créer un environnement scolaire favorisant les échanges interculturels , la formation d'amitiés interculturelles et la promotion d'un climat de coopération pour développer efficacement la compétence globale. Ces résultats s'inscrivent dans la théorie du socioconstructivisme de Vygotski et la théorie de l'identité sociale, y compris leurs processus et modèles connexes. Ils valident également la théorie du contact d'Allport et enrichissent la littérature en montrant l'effet de transfert

tertiaire du contact intergroupe, qui entraîne une libération cognitive et influence les compétences socio-cognitives (Hodson et al., 2018) telle que la compétence globale.

Mena, S. J. N., & François, K. (2025). **L'erreur pour co-construire de l'intelligence collective et des savoirs entre enseignants et élèves dans le premier et second degré**. *Carrefours de l'éducation*, *59*(1), 139-155. https://doi.org/10.3917/cdle.059.0139

Métral, J.-F. (2025). **Une approche conceptuelle des parcours pour l'ingénierie du développement des compétences professionnelles**. *Travail et apprentissages : revue de didactique professionnelle*, *27*(1), 11. https://doi.org/10.3917/ta.027.0011
Les transformations actuelles de la formation professionnelle et du travail interrogent une ingénierie du développement des compétences des professionnels qui accompagnerait et étayerait leur élaboration par une approche personnalisée des parcours. Or, les nombreux travaux conduits dans différents champs des sciences sociales concernant les trajectoires socio-professionnelles des individus ne permettent pas de stabiliser des éléments conceptuels en vue d'une telle ingénierie. Adoptant le cadre théorique de la didactique professionnelle, cet article propose quelques repères conceptuels permettant une perspective didactique et diachronique sur les parcours de formation professionnelle, s'appuyant sur les trajectoires modélisées d'élaboration de la compétence chez les professionnels. Il en illustre l'intérêt à partir de l'analyse de la construction des raisonnements agronomiques chez des apprenants engagés dans un baccalauréat professionnel Conduite et Gestion des Entreprises Agricoles.

Nchia, L., Lawrence, N. N., Chaffi, I. C., Djeumeni Tchamabe, M., Fozing, I., & Bissa Enama, P. (2025). **Optimizing Moodle for Competency-Based Education in Higher Education: Challenges and Opportunities in Cameroon**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108958
Optimizing Moodle for Competency-Based Education in Higher Education: Challenges and Opportunities in Cameroon

Paek, L. (2025). **ESP in Professional Identity Development: Preliminary Insights from ENS Paris-Saclay**. *Transitions*. Présenté à Toulouse, France. https://doi.org/10.13140/RG.2.2.36744.74245
This paper presents a case study examining the professional journeys of three alumni from École Normale Supérieure Paris-Saclay and their engagement with English for Specific Purposes (ESP). More precisely, it explores how their evolving professional identity (PI) (Dubar 1991, Tomlinson & Jackson 2019, Trede 2011) is shaped by ESP as they transition between academic and professional life. While much of the existing literature on ESP focuses on linguistic and cultural proficiency, there is limited exploration of how ESP facilitates learners' development, particularly in relation to shaping their agency and PI (Weyreter & Viebrock 2014). In this research, PI development is conceptualized and contextualized as a gradual, evolving process shaped by transitional experiences during which individuals engage with ESP in both academic and professional settings. Through a close examination of the participants' reflective and reflexive narratives, the study investigates how their engagement with ESP informs their PI and self-positioning within professional communities. The preliminary findings, based on individual semi-structured interviews, will be presented, exploring how the participants perceive ESP's role in their PI development. Interview findings will be analyzed both inter- and intra-case to identify

common themes and individual variations and will be linked to earlier insights from a questionnaire survey that captured graduate students' reflections on ESP's impact on their PI. By framing ESP within the lenses of transition and PI development, this research emphasizes how ESP training can support students in navigating shifting identities and roles between academia and professional practice. The study aims to offer evidence-based recommendations for enhancing ESP programs in higher education, advocating for an integrated approach that connects linguistic proficiency with PI development and support.

Paul, M., & Thordardottir, E. (2025). **La prise en compte du bilinguisme lors d'un dépistage en orthophonie : vers une meilleure identification des enfants bilingues d'âge préscolaire**. *Éducation et francophonie*, *53*(1). https://doi.org/10.7202/1118103ar
L'identification d'un trouble développemental du langage (TDL) des enfants bilingues par les orthophonistes est un défi, car les enfants bilingues au développement typique (DT) évalués dans une seule langue peuvent avoir une performance plus basse que celle de leurs pairs unilingues. Le présent projet vise à évaluer les effets d'une adaptation des points de repère selon les domaines langagiers, et selon le niveau d'exposition au français des enfants bilingues ayant un DT, du questionnaire aux parents du Milestones en français du Québec (MilBec). Les items ont été divisés en deux sous-échelles selon que l'item porte sur des habiletés langagières plus générales (sous-échelle HG) ou un élément plus spécifique à la langue française (sous-échelle LF). La performance d'enfants unilingues au DT ou présentant un TDL est comparée à celle d'enfants bilingues au DT avec une haute ou une faible exposition au français. Les résultats indiquent que les enfants unilingues présentant un TDL ont une faible performance aux deux sous-échelles. Tous les enfants au DT performent de manière similaire, mais un plus grand nombre d'enfants bilingues avec une faible exposition au français performent faiblement à la sous-échelle LF. Ces résultats soulignent l'importance de tenir compte des domaines du langage évalués et du degré d'exposition à la langue des enfants bilingues lors de l'analyse de leur performance.

Ribeiro, M., & Prettner, K. (2025). ***The Skill Premium Across Countries in the Era of Industrial Robots and Generative AI*** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: https://EconPapers.repec.org/RePEc:pra:mprapa:124633
How do new technologies affect economic growth and the skill premium? To answer this question, we analyze the impact of industrial robots and artificial intelligence (AI) on the wage differential between low-skill and high-skill workers across 52 countries using counterfactual simulations. In so doing, we extend the nested CES production function framework of Bloom et al. (2025) to account for cross-country income heterogeneity. Confirming prior findings, we show that the use of industrial robots tends to increase wage inequality, while the use of AI tends to reduce it. Our contribution lies in documenting substantial heterogeneity across income groups: the inequality-increasing effect of robots and the inequality-reducing effects of AI are particularly strong in high-income countries, while they are less pronounced among middle- and lower-middle income countries. In addition, we show that both technologies boost economic growth. In terms of policy recommendations, our findings suggest that investments in education and skill-upgrading can simultaneously raise average incomes and mitigate the negative effects of automation on wage inequality.

Rivers, M. L., Northern, P. E., & Tauber, S. K. (2025). **Does Retrieval Demand Moderate the Effectiveness of Covert Retrieval Practice? Comparing Covert and Overt Retrieval Practice for Learning Key Terms and Definitions**. *Educational Psychology Review*, *37*(3), 61. https://doi.org/10.1007/s10648-025-10040-4
Prior research suggests that the effectiveness of retrieval practice may be moderated by response format: overt retrieval (e.g., typing a response) outperforms covert retrieval (e.g., mentally recalling a response) for complex materials like definitions, but both forms of retrieval are equally effective for simple materials like single words. These differences are explained by the retrieval dynamics hypothesis, which posits that retrieving a single unit of information is relatively automatic and easy, while retrieving multiple interconnected units (e.g., definitions) is more demanding and may not be exhaustive when done covertly. In two experiments, undergraduates studied either key terms or definitions of declarative concepts and practiced via overt retrieval, covert retrieval, or restudy. Two days later, students completed a criterion test on either the key terms or definitions. Results supported the retrieval dynamics hypothesis: performance was higher for overt compared to covert retrieval, with a larger advantage for definitions than key terms. Both retrieval formats outperformed restudy. These findings suggest that overt retrieval practice is particularly beneficial for learning demanding material, whereas covert retrieval may be more efficient, though less thorough. Future research should explore methods to enhance the effectiveness of covert retrieval. Until then, we recommend students prioritize overt retrieval when mastering complex information.

Rojas-Estrada, E.-G., Aguaded, I., & García-Ruiz, R. (2025). **Media competence in the early, primary and secondary education curriculum: presence and progression in Latin America**. *Journal of Curriculum Studies*, *57*(3), 346-363. https://doi.org/10.1080/00220272.2024.2404047
The aim of the present article is to analyse the presence and curricular progress of the learning objectives associated with the different dimensions of Media Competence (MC), encompassing the stages of early to secondary education, in the study plans from 18 Latin American Countries: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Dominican Republic, Uruguay and Venezuela. Through a content analysis of 161 curricular texts, 85 learning objectives were identified associated with eight dimensions of MC. Among the notable findings, there is a trend towards the inclusion of certain dimensions of MC, such as the processes of comprehension and use and adaptation of technology, while other dimensions such as interculturality, received less attention. Also, the curricular proposal from Uruguay is noteworthy, as it distinguishes itself for having the most objectives, being the only country in the region that explicitly integrated Media and Information Literacy. Likewise, a platform is provided that allows policy writers, educators, researchers, and other key actors to access current information on the presence of MC in the curricula of each country analysed.

Salah, M. B., & Saxena, K. (2025). **Violent conflicts and learning outcomes: Evidence from Sub-Saharan Africa**. *World Development*, *194*, 107054. https://doi.org/10.1016/j.worlddev.2025.107054
This study assesses the impact of violent conflicts on learning outcomes in sub-Saharan Africa using data on standardized test scores and conflict events from ten countries. Our findings demonstrate that exposure to violent conflict events experienced since birth significantly reduces pupils' proficiency in reading and mathematics. The timing of

exposure and the nature of conflict events influence the extent of these effects. Violent conflicts, particularly those causing higher casualties and infrastructure destruction, experienced during early childhood prior to primary school entrance, and to a lesser extent during schooling, significantly hamper learning. These adverse effects remain consistent across pupils' socio-economic backgrounds, indicating that conflicts do not exacerbate existing disparities in learning outcomes. Moreover, conflicts affect female enrollment, though their precise impact on the gender gap in learning outcomes is less clear. Our analysis reveals that damaged school infrastructure and territorial development serve as primary conduits through which conflicts disrupt learning. This research sheds light on the multifaceted impact of violent conflicts on education and highlights the need to address both immediate and long-term consequences for human capital development in conflict-affected regions.

Salam, P. L. (2025). **Atelier interactif d'écriture : des outils pour développer la créativité en groupe à l'université**. *Colloque International Accompagner l'écrit dans le supérieur : formation, évaluation, certification*. Présenté à Toulouse, France. Consulté à l'adresse https://hal.science/hal-05110841
expérience d'écriture créative à l'université

Tang, Y., Hao, X., Guo, Y., & Liu, C. (2025). **Cognitive spillover benefits of early childhood education: Quasi-experimental evidence based on random class assignment from China**. *International Journal of Educational Development*, *117*, 103343. https://doi.org/10.1016/j.ijedudev.2025.103343
This paper investigates the cognitive spillover effects of classmates' early childhood education (ECE) experience on junior high school students, using data from the first two waves of the China Education Panel Survey (CEPS). To address potential endogeneity in classmates' composition, we leverage exogenous variation in students' ECE experience generated by random class assignment upon their entry into junior high school. Employing a value-added model, we find that classmates' ECE experience significantly enhances students' cognitive performance. Specifically, a 10-percentage-point (pp) increase in classmates' ECE enrollment raises students' cognitive scores by 0.08 standard deviations (SD), while an additional year of classmates' ECE experience shows insignificant effect. As to underlying mechanisms, the spillover effects are driven by an improved class environment, increased parental homework support, stronger learning efforts and enhanced non-cognitive skills of students, together with the peer interactions within social networks. Among them, students' behaviors exert the strongest explanatory power of 13%. Furthermore, the benefits are more pronounced among urban students with ECE experience, those from better-educated families and with moderately below-average baseline cognitive skills.

Tharumalingam, T., Roberts, B. R. T., Fawcett, J. M., & Risko, E. F. (2025). **Increasing Video Lecture Playback Speed Can Impair Test Performance – a Meta-Analysis**. *Educational Psychology Review*, *37*(2), 35. https://doi.org/10.1007/s10648-025-10003-9
Increasing the playback speed of video lectures is popular amongst students as a time saving strategy, but does this negatively impact test performance? Here, we conducted a meta-analysis to examine the effect of increasing video lecture playback speed on content test performance. A meta-regression with robust variance estimation was used to aggregate data from 110 effect sizes, stemming from 24 studies of learning from lecture videos. The results demonstrated that increasing the playback speed of lectures

can negatively impact content test performance, but this cost is small (and often non-significant) for speeds 1.5 x and slower. In addition, we found no evidence of moderation of this cost by a number of theoretically important variables (e.g., test type, lecture duration). These results contribute important insights into a popular study strategy and one that is likely to be a mainstay in educational settings for years to come.

Wang, P., Yin, K., Zhang, M., Zheng, Y., Zhang, T., Kang, Y., & Feng, X. (2025). **The effect of incorporating large language models into the teaching on critical thinking disposition: An "AI + Constructivism Learning Theory" attempt**. *Education and Information Technologies*, *30*(9), 11625-11647. https://doi.org/10.1007/s10639-024-13244-3
In the era of educational informatization, nurturing critical thinking skills has become a central focus. However, the current state of Chinese students' critical thinking development is concerning, prompting researchers to explore effective enhancement strategies. Based on constructivist learning theory, this study leveraged the advancements in large language models to propose a teaching approach integrating them into the teaching to foster critical thinking. Divided into two studies, Study 1 assessed the usability of responses from large language models (e.g., ChatGPT, Ernie Bot) versus those from a graduate student group. Findings indicated that responses from ChatGPT and Ernie Bot are viable, with Ernie Bot receiving the highest favorability ratings. Building upon this, Study 2 employed a pretest–posttest experimental design, incorporating Ernie Bot into authentic teaching. Results demonstrated a positive impact on students' critical thinking disposition, evidenced by significantly higher posttest scores in the experimental group compared to the control group, particularly in truth-seeking and open-mindedness dimensions. This study advances the practical exploration of teaching models within the Artificial Intelligence era, offering insights into fostering critical thinking disposition using large language models like Ernie Bot. Furthermore, it breathes new life into the evolution of constructivist learning theories within the framework of the AI era.

Wang, S. (2025). **Hybrid models of piano instruction: How combining traditional teaching methods with personalized AI feedback affects learners' skill acquisition, self-efficacy, and academic locus of control**. *Education and Information Technologies*, *30*(9), 12967-12989. https://doi.org/10.1007/s10639-025-13359-1
Artificial intelligence (AI), due to its extensive capabilities for analyzing incoming information and providing personalized and detailed feedback, has significant potential for use in education. This study aims to investigate an application that analyzes the performance of musical exercises and provides instant AI-based feedback. The main task is to explore the impact of using this application on learning, as well as on the indicators of self-efficacy and academic locus of control. These indicators reflect an individual's beliefs about their ability to determine their own success in learning activities. According to the results, in the experimental group that studied using instant feedback provided by AI, the self-efficacy score on the Self-Efficacy for Musical Learning scale increased from 51.13 to 57.38. A dependent sample t-test confirmed the significance of differences at the level of $p = 0.012$. In turn, the control group studied according to the classical curriculum and showed no significant changes (53.46 in post-test vs. 52.78 in pre-pest, $p = 0.756$). Additionally, in the experimental group, the total score on the test of musical skills significantly increased from 19.89 to 34.08 out of 50, compared to an increase from 20.13 to 28.26 in the control group. A Student's t-test was used to compare the post-test results between the experimental and control groups. The comparison revealed significant differences in self-efficacy and musical skills in favor of the experimental group.

At the same time, there was no significant effect of the studied educational intervention on academic locus of control measured using the Academic Locus of Control Scale. The results can be useful for curriculum developers and researchers studying the impact of AI technologies, particularly those that provide instant feedback for error correction. Further research may focus on exploring the longer-term effects of regular use of AI-based feedback in music training.

Weber, A. M., van Laar, E., Borgonovi, F., Ackerman, P. L., Nixon, N., Graesser, A. C., & Greiff, S. (2025). **Psychological Science and the Blind Spot in Education: Learning and Instruction of Transversal Skills in the Twenty-First Century**. *Educational Psychology Review*, *37*(2), 41. https://doi.org/10.1007/s10648-025-10014-6
Transversal skills describe a broad spectrum of skills that are considered to be essential for thriving in today's society and tackling the challenges of the twenty-first century. Therefore, a high demand is placed on educators to teach these skills to their students. Unfortunately, the conceptualization of transversal skills remains vague with different frameworks reporting on various transversal skills, which complicates a translation of these skills into educational practice and research, thereby making them a "blind spot" in psychological research and educational practice. This paper brings the blind spot on transversal skills to a direct focus. First, we propose a conceptualization of transversal skills through a review and integration of existing frameworks. We organize transversal skills into four core concepts: cognitive skills (e.g., creativity and problem-solving), citizenship (e.g., democratic participation and respect), well-being (e.g., mental and physical health), and social-emotional skills (e.g., collaboration and communication). Second, we highlight possible ways to implement these core concepts into educational practice by providing specific examples on how to integrate specific skills into five subjects: language, mathematics, science, social studies, and arts and music. Third, a research agenda is proposed that considers the structure and underlying processes of transversal skills, their development and interventions at different stages, their predictive validity for success, and cultural differences and diversity.

Xiao, M., Rong, W., Amzah, F., & Khalid, N. A. M. (2025). **Utilising digital art for childhood education: a systematic review of evidence, challenges and prospects**. *Education and Information Technologies*, *30*(9), 12143-12178. https://doi.org/10.1007/s10639-024-13274-x
Digital art (DA) is emerging as a modern educational tool with unique value in the field of childhood education (CE). It not only enriches teaching and learning methods but also has the potential to promote young children's cognitive, affective, and creative development. The aim of this systematic review is to explore the status, challenges, and prospects of DA in CE between 2000 and 2024. By systematically screening and analysing relevant peer-reviewed articles, examples of DA in formal and non-formal educational settings were sorted out, providing evidence on educational effectiveness, and identifying major challenges in the field, such as technological implementation difficulties, insufficient teacher training, and resource disparities. Based on these results, this study proposes a conceptual framework that integrates the educational applications of DA, technological barriers and potential for future development. In addition, important directions for future research are explored, including sustainability of the technology, enhancement of the quality of teaching and learning, and evaluation of long-term impact. The framework provides reference and guidance for children's education practitioners and policymakers and aims to promote the effective application and further development of DA in CE.

Zhao, Y., Liu, Y., Pásztor, A., & Molnár, G. (2025). **Relationships Among Components of Critical Thinking Disposition in Primary School Students: An Investigation Based on Hungarian Context**. *Psychology in the Schools*, *62*(7), 2029-2046. https://doi.org/10.1002/pits.23445
Critical thinking disposition (CTD) is regarded as a personal trait within critical thinking (CT), representing an individual's tendency and attitude toward actively employing CT skills (CTS). Previous research has predominantly focused on the external influencing factors of CTD, with limited exploration into CTD itself and the interactions among its internal components. Additionally, most studies have concentrated on higher education, while insufficient attention has been given to the CTD of students in basic education. This study surveyed 900 Hungarian primary school students (Mage = 13.82; SD = 1.04) using the Employer–Employee Supported CTD Inventory (2ES-CTDI) and employed Partial Least Squares Structural Equation Modeling (PLS-SEM) and Importance-Performance Map Analysis (IPMA) to examine the predictive relationships among the components of CTD, as well as the performance and priorities of different components. This study provides a novel perspective in the field of CTD, contributing to a deeper understanding of the CTD framework and the interactions among its components, and offering empirical support and priority areas for basic education practitioners to better foster students' CTD.

Aspects économiques de l'éducation

Alexeev, M., Chernina, Y., Gimpelson, V., & Zinchenko, D. (2025). ***Wage Profiles in STEM and Non-STEM Careers*** (Working paper N° 17875). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17875
We compare wage profiles for STEM-educated and non-STEM-educated individuals over their lifetimes. Using repeated cross-sectional data from Russia, we examine how the dynamics of these types of human capital are affected by technological developments, applying the Age-Period-Cohort decomposition to workers' life cycle wage growth. Additionally, we account for heterogeneity in the impact of institutional quality on lifetime wage profiles. We show that STEM education is associated with flatter wage-experience profiles than non-STEM education, with the most pronounced differences observed among females. The cohort effect, apparently specific to the former Soviet-type economies, reveals itself in devaluing some types of older education, putting non-STEM cohorts educated during the Soviet period at a disadvantage relative to those with STEM education. Importantly, in the Russian case, the age/experience effects act in the direction opposite to the cohort effects, rendering the cross-sectional analysis somewhat misleading. Finally, wage-experience profiles for males with non-STEM education are steeper in regions with weak institutions than in regions with stronger institutions.

Anderson, O. (2025). **L'ombre longue du désavantage économique de l'enfance : trajectoires de l'éducation et du marché du travail**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 255). https://doi.org/10.4000/142fn

Atangana, G. C. B. B., & Kouam Kamwa, C. A. A. (2025). **L'impact des coûts cachés sur la performance scolaire dans l'enseignement technique secondaire au Cameroun**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en*

CÔTE d'IVOIRE. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108957
L'impact des coûts cachés sur la performance scolaire dans l'enseignement technique secondaire au Cameroun

Aydemir, A., & Ersan, Y. (2025). ***Does Education Improve Financial Outcomes? Evidence from Stock Market and Retirement Accounts in Türkiye*** (Working paper N° 17927). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17927
We examine the causal effect of education on financial outcomes related to stock markets and retirement savings, leveraging a major compulsory school reform and a unique data set covering the universe of investors in Türkiye. The estimates show no effects on participation rates, portfolio composition, or return performance. Moreover, education does not appear to influence behavioral biases or heuristics in retirement plans. The reform leads to a 3% increase in pension savings for females, with no significant effect on males. Higher earnings and increased employment with employer-sponsored pension plans appear as potential mechanisms driving the wealth effect.

Barahona, N., Dobbin, C., & Otero, S. (2025). ***Equilibrium Price Responses to Targeted Student Financial Aid*** (Working paper N° 33833). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:33833
We study supply-side responses to student financial aid, focusing on how tuition responds to the targeting of aid. Our framework identifies two mechanisms: a direct effect, which raises tuition, and a composition effect, which can lower tuition if aid targets price-sensitive students. Leveraging a reform in Brazil's student loan program, we provide descriptive evidence that both mechanisms are quantitatively important. We then estimate an equilibrium model of higher education to quantify the impact of alternative targeting schemes. We find that a loan program with merit-based targeting increases tuition by 3%, while need-based targeting raises tuition by only 0.4%. This difference arises because low-income students—targeted under the need-based scheme—are more price-sensitive. These price adjustments have a strong impact on enrollment decisions, emphasizing the importance of targeting in student financial aid policy design.

Bernela, B., Bonnal, L., Touré, I., & Tritah, A. (2025). **Sur-éducation : quel effet de la mobilité géographique dans le temps ?** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 363-374). https://doi.org/10.4000/142hg

Berthet, T., Guichard, L., Harmand, M.-L., Simon, V., & Vollet, J. (2025). **Le travail rémunéré des lycéen·nes : des expériences laborieuses diversifiées susceptibles d'accroître les inégalités scolaires ?** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 121-129). https://doi.org/10.4000/142hg

Bugeja-Bloch, F., & Frouillou, L. (2025). **Analyse biographique des mécanismes d'entrée dans les situations de précarité étudiante : trois études de cas à partir de fiches AGEVEN**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux*

regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon (p. 101-111). https://doi.org/10.4000/142fr

Burnett, N., & Jenkins, R. (2025). **Invited essay: An urgent lesson plan to fix international education aid**. *International Journal of Educational Development*, *117*, 103331. https://doi.org/10.1016/j.ijedudev.2025.103331
International aid for education needed reform prior to the recent donor cuts. Reform is even more urgent now, as progress in education continues to be off track and the level of resources remains severely constrained. This essay proposes a different approach to systems change by recommending that support to countries' educational development be channeled through regional and/or peer pooled funds.

Café pédagogique. (2025a, juin 30). **Les dépenses d'éducation sont traitées comme des dépenses de consommation**. Consulté 30 juin 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/06/30/les-depenses-deducation-sont-traitees-comme-des-depenses-de-consommation/
« Les crédits supplémentaires susceptibles d'être alloués à l'Éducation nationale dépendent en premier lieu de la croissance économique, qui apporte – ou pas – des recettes supplémentaires, et en second lieu,

Café pédagogique. (2025b, juillet 1). **Budget : « L'académie serait un échelon beaucoup plus pertinent pour apprécier le bon emploi des moyens »**. Consulté 1 juillet 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/07/01/budget-lacademie-serait-un-echelon-beaucoup-plus-pertinent-pour-apprecier-le-bon-emploi-des-moyens/
« Aujourd'hui, l'état des finances publiques, le coût de la transition écologique, la remontée des dépenses militaires et la baisse démographique jouent en défaveur d'une augmentation significative, à court terme, des

Dieu Anh, L. N., Thi Thanh Dang, B., & Hoang, T. X. (2025). **The long-term impacts of Iran–Iraq war on education and employment outcomes**. *International Journal of Educational Development*, *117*, 103318. https://doi.org/10.1016/j.ijedudev.2025.103318
This study examines the long-term impacts of exposure to the Islamic Republic of Iran–Iraq War (1980–1988) during school years on educational attainment and labor market outcomes in Iraq. The analysis employs an event study approach and utilizes the Iraq Household Socio-Economic Surveys 2006–2007. The findings reveal that the conflict negatively affected the social welfare of men exposed to the war, including their access to social security, pension plans, healthcare, paid leave, and job permanence, while having little impact on women. Additionally, the conflict reduced wages for both men and women. Men exposed to the conflict were also more likely to work without air conditioning, whereas no such evidence was found for women. The limited participation of women in the labor market, driven by insufficient government support and restrictive social norms, may explain the minimal or nonexistent effects of the war on female labor market outcomes. This study highlights the education channel through which the war influenced labor market outcomes, demonstrating that the conflict significantly reduced the educational attainment of men and women born between 1971 and 1981. The findings are robust to various robustness checks and falsification tests.

Fourré, M. (2025). **Qui a bénéficié de la réforme des bourses sur critères sociaux de la rentrée 2023 ?** *Note d'Information du SIES*, (25.08), 1-7. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/qui-beneficie-de-la-reforme-des-bourses-sur-criteres-sociaux-de-la-rentree-2023-99253
Si la réforme des bourses sur critères sociaux de la rentrée 2023 a entraîné une hausse à la fois du nombre de boursiers et du montant de l'aide, les gains de bourses ont été très variables selon les étudiants.

Giret, J.-F. (2025). **Introduction**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 13-15). https://doi.org/10.4000/142i0

Hadj, L., & Lassez, M. (2025). **Inégalités et précarités des étudiant·es : réflexions autour d'un indicateur social à l'échelle de la ville d'Amiens**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 113-120). https://doi.org/10.4000/142h8

Ishitani. (2025). **Exploring Earning Benefits of Sub-Baccalaureate Credentials**. *Community College Journal of Research and Practice*, *49*(7), 465-477. https://doi.org/10.1080/10668926.2023.2292091
Graduating from college is the rite of passage to economic success. While economic benefits associated with bachelor's degree attainment are well-documented, less is known about economic returns of sub-baccalaureate credential graduates. Sub-baccalaureate credentials comprise associate degrees and certificates offered at two-year community and technical colleges. Earnings associated with sub-baccalaureate credentials were evaluated by fields of the study. Thus, earning differentials within a field of the study still remain unclear. In a sample of 12,369 sub-baccalaureate credential holders in the College Scorecard 2015–2019 data, the current study investigated the linkage between earnings and sub-baccalaureate credentials at the academic program level. While the health sciences were previously identified as a gainful field of the study, the results herein indicate that certain academic programs in the health sciences showed lower earning power than other programs in the same field after controlling for covariates such as credential types, local unemployment rates, and college costs.

Kostov, J. (2025). **Analyse des risques de précarisation dans la mise en place d'un dispositif numérique d'enseignement-apprentissage du FLE**. In A.-C. Zeiter & B. Pivot, *Langues et précarités* (p. 173). https://doi.org/10.17184/eac.9030
L'analyse que nous proposons dans ce chapitre concerne les risques de précarisation des Alliances face à l'introduction des outils et des dispositifs numériques dans l'offre de formation en FLE au sein d'une Alliance française. Ce risque est illustré par l'exemple du dispositif Bolivia Habla Fr@ncés (désormais BHF) qui a été mis en place par le réseau des Alliances françaises de Bolivie dans le but de diversifier l'offre de formation du réseau et de relever le défi de numérisation de l'activité d'enseignement/apprentissage du FLE prévu par les grandes lignes politiques du réseau global des Alliances françaises.

Kurokawa, C., & Kusakabe, T. (2025). **Reversing brain drain to brain gain: Examining the drive of educated Sudanese migrants to return and contribute to their home country**.

International Journal of Educational Development, *117*, 103342. https://doi.org/10.1016/j.ijedudev.2025.103342
This study aims to provide a fresh perspective on educated migrants' drive to return and contribute to their home country, introducing a holistic approach that challenges the traditionally separated concepts of brain drain and brain gain. Our conceptual framework integrates return and contribution motivations, avoiding oversimplifications that arise from analyzing these motivational factors separately. Through a qualitative analysis of 36 migrants and refugees from Sudan, a low-income African country, we identified five motivations for educated migrants to return and contribute to their home country: a social framework of mutual help (takaful), role-driven contributions, a sense of belonging, a drive for betterment, and being inspired by others. While previous studies have emphasized macro-level factors such as economic development and incentive programs to promote brain gain, the motives identified in this study are rooted in individual agency and experiential learning shaped by migrants' connections to their home country. Moving beyond the dependency-based framework of brain drain and brain gain, our findings highlight that community-driven empowerment and locally relevant learning serve as key motivators for fostering brain gain.

Kwachou, M., Russell, I., & Adom-Opare, F. (2025). **Where one ends, the other begins: An African-feminist interrogation of the discourses and realities of Social Change and Reproduction through education**. *International Journal of Educational Development*, *117*, 103337. https://doi.org/10.1016/j.ijedudev.2025.103337
Despite extensive scholarship demonstrating that education alone cannot achieve systemic change without broader social and economic reforms, international development agencies and policymakers continue to present it as a panacea for poverty reduction, gender equality, and economic mobility. This paper strengthens critiques of education's positioning as a primary driver of social transformation in development discourse by revealing how such framings neglect both the structural conditions that constrain education's impact and the complex relationships between education, power, and inequality. Through empirical research from Cameroon and Ghana, the authors demonstrate how education not only fails to fulfil its promised empowerment of women and people with disabilities but can actually reinforce their marginalisation. The paper distinguishes itself from conventional critiques that focus primarily on education quality issues by applying African-feminist perspectives to challenge the fundamental neoliberal assumptions that emphasise individual empowerment while ignoring systemic forces of social reproduction. By integrating insights from social reproduction theory and African-feminist thought, the authors establish that even high-quality education cannot guarantee social change given the deep-rooted influences of colonial histories and neocolonial presents. This work advances critical debates on education and development by advocating for decolonial frameworks that provide more nuanced, contextually grounded, and decolonial approaches to understanding education's role in social transformation.

Marlier, F. (2025, juin 19). **Des rythmes scolaires cruciaux pour les élèves… et les dépenses des collectivités**. Consulté 24 juin 2025, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/rythmes-scolaires-cruciaux-eleves-depenses-collect/00115273

La France trouvera-t-elle la bonne mesure pour les rythmes scolaires ? Dix ans après l'instauration de la semaine de quatre jours et demi, les collectivités redoutent de devoir encore payer la facture d'une réforme.

Moriyasu, C., Cassola, A., Sprague, A., Raub, A., & Heymann, J. (2025). **Realizing the right to education for all: Approaches to removing barriers based on gender, disability, and socioeconomic status in 193 countries**. *International Journal of Educational Development*, *117*, 103348. https://doi.org/10.1016/j.ijedudev.2025.103348
Major global gaps persist in educational access and attainment, and disparities across gender, disability, and socioeconomic status remain vast. All countries have committed to realize universal primary and secondary education through the Sustainable Development Goals (SDGs). Yet with just five years left to achieve the SDGs, hundreds of millions of children and youth remain out of school and little information exists on whether countries have adopted evidence-based policies to advance educational equity. This article draws on over 1200 legal and policy texts across 193 UN member states to systematically examine legal and policy approaches to removing barriers faced by low-income children, guaranteeing schools are inclusive of children with disabilities, and prohibiting discrimination based on gender and disability as well as sexual harassment. We find that nearly a third of countries globally still charge tuition before the completion of secondary school. Twenty-six percent of countries lack legal protections against sexual harassment in education, while 21 % fail to prohibit disability-based discrimination. Only a third of countries explicitly provide for inclusive education. Protections against multiple bases of educational exclusion were also scarce: only 11 % of countries had guarantees that enabled fundamental access to education across gender, disability, and socioeconomic status. We found significant variation in protections by country income level and region. Fulfilling the right to education for all has long been recognized as one of the most effective development strategies; this article identifies how countries' legal and policy frameworks could be strengthened to achieve educational equity and reap its immense benefits.

Patrinos, H., & Psacharopoulos, G. (2025). ***The Effect of Raising School Quality on Earnings*** (Working paper N° 1616). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1616
The evidence underscores the need to shift attention from school attainment to actual learning. While the average global return to an additional year of schooling is about 10 percent, a one standard deviation increase in test scores raises earnings by 15 percent. Studies show that including direct measures of skills reduces the estimated return to schooling, revealing the stronger role of quality. These findings suggest that education policy should prioritize learning outcomes, not just years in school, to more accurately reflect the economic value of education.

Roessger, Parker, Hevel, Weese, & Hughart-Thomas. (2025). **A Longitudinal Ecological Study of How Unemployment and University Proximity Shaped Adult Community College Enrollment in Arkansas from 1999 Through 2018**. *Community College Journal of Research and Practice*, *49*(7), 485-496. https://doi.org/10.1080/10668926.2023.2292096
We examined how unemployment and proximity to public universities affected the rate of adult (25+) enrollment in public two-year community colleges in Arkansas between 1999 and 2008. To examine how the proliferation of online education may have introduced competition for place-bound adult students, we also examined how

unemployment effects changed over time. Generalized estimating equations were used to create growth models from state and national data for all 75 Arkansas counties between 1999 and 2018. Results illustrated that unemployment was positively associated with the overall rate of adults attending community colleges, but its effect varied over time. From 1999 to 2008, higher unemployment amplified the rate of adult participation, whereas from 2009 to 2012 higher unemployment attenuated the rate. Between 2013 and 2018, unemployment was unrelated to the rate of adult community college enrollment. Relatedly, closer proximity to a university was associated with an overall lower rate of adult community college enrollment. Findings suggest that the traditional relationship between unemployment and adult community college enrollment may have changed due to increased access to degree options, specifically online programs offered by for-profit and public universities that target place-based adults. The unprecedented expansion of online education between 1999 and 2010 may have removed university proximity barriers and disrupted community colleges' longstanding enrollment-driven revenue models tied to economic cycles.

Setren, E. (2025). ***The Impact of Increased Exposure of Diversity on Suburban Students' Outcomes: An Analysis of the METCO Voluntary Desegregation Program*** (Working paper N° 11893). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_11893
Over sixty years following Brown vs. Board of Education, racial and socioeconomic segregation and lack of equal access to educational opportunities persist. Across the country, voluntary desegregation busing programs aim to ameliorate these imbalances and disparities. A longstanding Massachusetts program, METCO, buses K-12 students of color from Boston and Springfield, Massachusetts to 37 suburban districts that voluntarily enroll urban students. Supporters of the program argue that it prepares students to be active citizens in our multicultural society. Opponents question the value of the program and worry it may have a negative impact on suburban student outcomes. I estimate the causal effect of exposure to diversity through the METCO program by using two types of variation: difference-in-difference analysis of schools stopping and starting their METCO enrollment and two-stage least squares analysis of space availability for METCO students. Both methods rule out substantial test score, attendance, or suspension effects of having METCO peers. Classroom ability distribution and classroom suspension rates remain similar when METCO programs start and stop. There is no negative impact on college preparation, competitiveness, persistence, or graduation.

Zamberlan, A., Galos, D. R., Strauß, S., & Hinz, T. (2025). **Fairness Evaluations of Higher Education Graduates' Earnings: The Role of Female Preference for Equality and Self-Interest**. *The British Journal of Sociology*, *76*(3), 541-552. https://doi.org/10.1111/1468-4446.13192
Educational and occupational horizontal segregation contribute significantly to economic inequalities, especially in contexts with a strong correspondence between fields of study and occupational outputs, such as in Germany. However, the extent to which individuals perceive disparities in economic returns across different fields of study as fair and the factors influencing these fairness evaluations remain largely unexplored. This study aims to understand fairness evaluations by assessing two theoretical explanations and their interrelation: (1) female preference for equality, where women generally favour smaller earnings disparities, and (2) biases leading to higher reward expectations for individuals in the same field of study as the evaluator. Our empirical

research draws on a novel survey experiment from the German Student Survey (2021), in which higher education students evaluated the fairness of realistic earnings for graduates from various fields of study. These earnings relate to the entry phase of an individual's career, reflecting differences in economic returns exclusively tied to fields of study, independent of occupational or life trajectories. Our findings support the female preference for equality and self-interest theoretical perspectives, revealing that women and respondents in fields associated with lower-earning jobs tend to perceive greater unfairness. We further find evidence of an interaction between the two mechanisms, with women being particularly likely to perceive greater unfairness when it aligns with their self-interest.

Aspects psychologiques de l'éducation

Alamer, A., Robat, E. S., Shirvan, M. E., & Ryan, R. (2025). **Self-Determination Theory and Language Learning: A Multilevel Meta-Analysis**. *Educational Psychology Review*, *37*(2), 59. https://doi.org/10.1007/s10648-025-10038-y

In this meta-analysis, we examined the average correlations (weighted for sample size and corrected for measurement error) between the varied types of motivation specified within self-determination theory (SDT) and second language (L2) achievement. We also conducted moderator analyses to explore whether these relationships are influenced by age, educational level, proficiency level, aptitude, the language being learned, or participants' first language. The findings revealed a positive correlation between intrinsic regulation ($r = .26$, $p < .001$) and identified regulation ($r = .16$, $p < .001$) and L2 achievement. These two types constitute the global factor of autonomous motivation, which was also positively associated with achievement ($r = .23$, $p < .001$). In contrast, neither introjected regulation ($r = –.06$, $p = .06$) nor external regulation ($r = –.01$, $p = .70$) were related to L2 achievement, and their global factor—controlled motivation—was likewise unrelated ($r = –.03$, $p = .24$). However, specific scales used to measure controlled motivation showed some variability in their associations with outcomes. Parallel analyses of motivation and language anxiety showed that intrinsic ($r = –.25$, $p < .001$) and identified regulation ($r = –.18$, $p < .001$) were negatively associated with anxiety, while introjected ($r = .23$, $p < .001$) and external regulation ($r = .12$, $p = .016$) were positively related. At the global level, autonomous motivation was negatively associated with anxiety ($r = –.23$, $p < .001$), and controlled motivation was positively associated ($r = .16$, $p = .001$). Overall, more autonomous forms of motivation were linked to both higher achievement and lower anxiety, supporting a key proposition of SDT in L2 learning. These associations were further moderated by learners' first language, educational level, and learning context. Together, the findings put emphasis on the pivotal role of autonomous motivation in fostering better language learning outcomes.

Amin, V., Behrman, J. R., Fletcher, J. M., Flores, C. A., Flores-Lagunes, A., & Kohler, H.-P. (2025). ***Does Schooling Improve Cognitive Abilities at Older Ages? Causal Evidence from Nonparametric Bounds*** (Working paper N° 25-417). Consulté à l'adresse W.E. Upjohn Institute for Employment Research website: https://EconPapers.repec.org/RePEc:upj:weupjo:25-417

We revisit much-investigated relationships between schooling and health, focusing on schooling impacts on cognitive abilities at older ages using the Harmonized Cognition Assessment Protocol in the Health & Retirement Study (HRS) and a bounding approach

that requires relatively weak assumptions. Our estimated upper bounds on the population average effects indicate potentially large causal effects of increasing schooling from primary to secondary; yet, these upper bounds are smaller than many estimates from the literature on causal schooling impacts on cognition using compulsory-schooling laws. We also cannot rule out small and null effects at this margin. We do, however, find evidence for positive causal effects on cognition of increasing schooling from secondary to tertiary. We replicate findings from the HRS using older adults from the Midlife in United States Development Study Cognitive Project. We further explore possible mechanisms through which schooling may be working—such as health, SES, occupation and spousal schooling—finding suggestive evidence of effects through such mechanisms.

Bennett, C. J., Glassman, T. J., Saltzman, B., Dake, J. A., Natal, G. R., & Kruse-Diehr, A. J. (2025). **School-Based Body Image Programming: A Critical Literature Review**. *Psychology in the Schools*, *62*(7), 2286-2299. https://doi.org/10.1002/pits.23468
The purpose of this review is to summarize the literature on school-based programs that have been developed to address body image among adolescents. A literature review on this topic has not been conducted since 2013, warranting the need for an updated review since the proliferation of social media and other societal changes. Articles were included if they were published from 2011–2022; 2011 to 2022; described programs implemented in secondary schools in the United States or Canada; and included at least one measure of body image improvement, awareness, or knowledge in the program assessment. The article search involved identifying keywords and applying them to searches in specific databases, including Academic Search Complete, ERIC, MEDLINE, ProQuest Dissertations, PsycInfo, PubMed, Web of Science, and Google Scholar. The search parameters yielded eleven articles, which included studies with both co-ed and female-only samples. None included gender-inclusive curriculum or survey demographics. For most studies, researchers used small sample sizes, self-reported data, and single-site samples. Most included a measure on eating disorder risk in addition to one or more body image measures. Researchers should conduct future studies with larger and more diverse samples. Areas of need include implementing comprehensive programs in the school setting, promoting inclusivity to incorporate gender identity/fluidity, and using experimental research designs with longitudinal assessments.

Bhowmik, C. V., Back, M. D., Nestler, S., & Schrader, F.-W. (2025). **Appearing smart, confident and motivated: a lens model approach to judgment accuracy in an educational setting**. *Social Psychology of Education*, *28*(1), 105. https://doi.org/10.1007/s11218-025-10057-1
Which behavioral and visual information do teachers rely on when judging relevant characteristics of their students and which cues should they rely on? Drawing on Brunswik's Lens Model (Perception and the representative design of psychological experiments, University of California Press, 1956. https://doi.org/10.1525/9780520350519), we investigated the role of students' expression of nonverbal behavioral cues (e.g., friendly facial expression) and physical appearance (e.g., wearing eyeglasses) and how this information is utilized during the judgment process by pre-service teachers and psychology students (N = 102). Perceivers provided ratings of students' (N = 45) academic self-concept, intelligence and motivation in brief nonverbal video clips showing one student each in a physics classroom. Numerous behavioral and physical cues (in total 165) were extracted from the stimulus material by two independent raters. Perceivers

achieved highest accuracy for students' motivation, whereas intelligence was judged with the lowest accuracy. Lens model parameter analysis indicated that perceivers strongly relied on students' sex, an attentive and self-assured facial expression, and whether or not a student was wearing eyeglasses in their judgments. Cues that were actually related to students' characteristics, on the other hand, involved students' sex, a masculine and distinctive appearance, and a tensed as well as friendly facial expression. An overall favorable judgment for boys points into the direction of a gender bias. Implications for our understanding of teacher judgment processes and outcomes are discussed.

Blanchflower, D., & Sacerdote, B. (2025). ***US College Students' Well-Being*** (Working paper N° 33742). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:33742
We study the determinants of poor mental health among students at an elite private institution. Survey measures of well-being have declined significantly over the last decade for both high school students and those of college age. This is an international phenomenon that appears to have started in the US around 2013 and that was not caused by but was exacerbated by COVID and the associated lockdowns. We focus on elite and non-elite institutions and examine Dartmouth as a special case. Dartmouth ranks well compared to other institutions. However, around a quarter of Dartmouth students (26%) report they suffer from moderate to severe depression and 22% that they suffer from moderate, to severe, anxiety and 10% say they contemplated suicide. Student's wellbeing appears to be impacted negatively by stress over finances. We find broad patterns in the data, that ill-being is higher among females, those who engage in little exercise, have low GPAs, are not athletes nor in academic clubs nor religious organizations, reside in fraternity housing or are on financial aid.

Borch, A., Løvgren, M., & Hyggen, C. (2025). **Belonging matters: a scoping review of survey instruments—prevalent measures and omissions**. *Social Psychology of Education*, *28*(1), 115. https://doi.org/10.1007/s11218-025-10062-4
In recent decades, there has been an increasing focus on measuring and monitoring the subjective experiences of children and young people through surveys. Among the dimensions being measured is children and young people's "school belonging", referring to a feeling of being included, respected, valued, and accepted in school. This paper provides an overview of the multitude of survey instruments used to capture children and young people's (0–25 y.o.a.) belonging to school and other persons or objects to which they may feel they belong, such as family, peers, places, leisure activities, and things. The scoping review is of peer reviewed articles published in Web of Science, Scopus, SocIndex and Google Scholar. The review finds that current instruments surveying children and young people's belonging is based on Goodenow and Grady's (1993) concept of school belonging and fails to consider recent development of the school belonging concept emphasising its context-sensitive and dynamic aspects. Suggestions about how current instruments can be more aligned with the recent concept are given.

Bowman, N. A., Irwin, L. N., Katsumoto, S., Tennessen, N. F., & Todorova, R. (2025). **Differences and Similarities in Time Use and Well-Being Among Female and Male Undergraduates**. *Innovative Higher Education*, *50*(3), 765-787. https://doi.org/10.1007/s10755-024-09760-2

College students' well-being and mental health have been substantial concerns since before the COVID-19 pandemic, and these issues have only become more pronounced in recent years. In the context of notable gender disparities in these outcomes, it is surprising that few studies to date have examined gendered patterns in how college students' experiences relate to their well-being. The present study explored potential differences between female and male students in their time use, well-being, and the associations between time use and well-being. Experience sampling methods were used to provide a more accurate, in-depth understanding of students' uses of time, which extend beyond the types of experiences that have often been considered in college student research. This dataset included 8,838 survey observations from 394 undergraduates at three universities. The results from multilevel analyses identified numerous differences in time use, with female students spending more time on obligations (doing errands/chores, working for pay) and interpersonal interactions (social media/text/video chat, socializing), and male students spending more time on activities (video games/gaming, extracurricular/co-curricular activities, exercising). The link between time use and well-being also frequently varied between female and male students, thereby illustrating the importance of considering dynamics across subgroups and examining gender-related issues to better understand students' experiences and corresponding outcomes.

Brison, N., Caesens, G., & Galand, B. (2025). **Interpersonal mistreatments at university and student well-being: the mediating role of institutional dehumanization**. *Social Psychology of Education*, *28*(1), 121. https://doi.org/10.1007/s11218-025-10083-z
Based on institutional betrayal theory, this research examines whether students' perceptions of being dehumanized by their universities mediate the relationships between different types of interpersonal mistreatment on campus (i.e., bullying victimization, sexual harassment, ostracism) and impaired student well-being. A cross-sectional study (N = 2,318) was conducted among Belgian university students using online questionnaires. Structural equation modeling results indicated that, when considered together, all types of interpersonal mistreatment were positively associated with institutional dehumanization. In turn, students' perceptions of being dehumanized by their universities were associated with worsened well-being, including lower life satisfaction, increased depression, and more somatic symptoms. Institutional dehumanization partially mediated the relationship between interpersonal mistreatments and well-being. Theoretical contributions, future research directions, and practical implications are discussed.

Broderick, A. A., & Roscigno, R. (2025). **Critical autism studies: methodological incursions into qualitative inquiry in education**. *International Journal of Qualitative Studies in Education*, *38*(5), 627-639. https://doi.org/10.1080/09518398.2025.2470123
This article introduces a special issue curating a collection of Critical Autism Studies (CAS)-informed manuscripts, each of which explores the relationships among autism, CAS, education, and qualitative inquiry and methodology. This manuscript is situated within the affective turn, specifically, in relation to Massumi's concept of ontopower. We briefly sketch the emergence of CAS as a field, and the range of ongoing moves to define its contours. In addition to the extant consensus elements of CAS, we propose an additional foundational feature that contributing authors engage with in this collection: the ontopolitical exploration of qualitative methodologies, informed by uniquely autistic paradigmatic frameworks. We position these CAS-informed methodological moves as

incursions, with significant affective power to move and be moved through research creation and encounter.

Browman, A. S. (2025). **Centering Social Fit, Self-Concept Fit, Goal Fit, and Resource Fit as Core Elements of Students' Experiences of Belonging at School**. *Educational Psychology Review*, *37*(2), 38. https://doi.org/10.1007/s10648-025-10009-3
A common theme across psychological research on belonging in school has been a focus on the social—on the quality of students' connections to others in the school environment. In this review, I argue that when a student indicates that they do or do not "feel like I belong at my school," social connections are necessary but not sufficient to fully explain that experience. Extending Schmader and Sedikides' State Authenticity as Fit to Environment model, I instead propose that this experience hinges on four factors: the degrees to which (a) teachers and other students accept, value, and include a student socially (social fit), (b) an academic setting's structures and norms support and afford their personal goals and values (goal fit), (c) the school environment naturally activates or supports their connections to their most valued identities (self-concept fit), and (d) the school environment provides sufficient financial, nutritional, health, and safety resources to meet their needs in these domains (resource fit). In reviewing how students, especially those from from historically under-researched backgrounds, define belonging, I demonstrate both the divergence of their definitions from the traditional psychological focus on social connections alone, and the convergence of their definitions with these four forms of person–environment fit. I therefore argue that shifting to a model of students' experiences of belonging that centers on self-concept, goal, resource and social fit would provide an especially fruitful future for research on this subject.

Chai, Z., & Chenglin, H. (2025). **Development and application of a leisure digital reading motivation questionnaire for university students**. *Education and Information Technologies*, *30*(9), 11605-11623. https://doi.org/10.1007/s10639-024-13275-w
With the continuous development of society, the form of reading has gradually transitioned from traditional paper-based reading to modern digital reading. At the same time, reading that mainly meets leisure and entertainment needs has become an important component of modern life. university students are one of the main groups of leisure digital reading. In order to explore the structure of their leisure digital reading motivation and develop scientific measurement tools, this study combines top-down theoretical driving and bottom-up data-driven approaches. Through three surveys, a total of 831 valid questionnaires were collected, methods and techniques such as public view content analysis, item analysis, exploratory factor analysis, and confirmatory factor analysis were used to construct a leisure digital reading motivation structure for university students that includes three dimensions: social interaction, emotional relaxation, and entertainment hobbies. A questionnaire with high reliability and validity was also developed; The questionnaire was used to investigate the motivation of leisure digital reading among university students, and it was found that the motivation of leisure digital reading among contemporary university students is average, with no significant differences in gender, place of residence, and major type, but significant differences in grade and college type.

Chen, Yanyu, Zhang, B., Sun, X., Zhang, H., & Hu, W. (2025). **The longitudinal dynamics of academic burnout and test anxiety among adolescents over a semester: the moderating**

role of perfectionistic concern over mistakes. *Social Psychology of Education*, *28*(1), 111. https://doi.org/10.1007/s11218-025-10072-2
The current study investigated the developmental trajectories of academic burnout and test anxiety, alongside the relationship between these constructs and the moderating effect of perfectionistic concern over mistakes, employing latent growth curve model. A total of 427 Chinese adolescent students completed the Adolescent Student Burnout Inventory, which assesses three dimensions—emotional exhaustion, cynicism, and inefficacy—along with the unidimensional Test Anxiety Inventory. Data were collected at three measurement points, approximately 2-month apart, spanning the start to the end of the spring semester. Also, they reported their levels of perfectionistic concern over mistakes at the study's onset. Findings indicated that emotional exhaustion, cynicism, and test anxiety increased from T1 to T3, while inefficacy decreased across the same timeframe. Furthermore, the initial levels and changes in the three academic burnout dimensions were significantly correlated with the initial levels and changes in test anxiety. Notably, only the initial levels of emotional exhaustion were predictive of subsequent changes in test anxiety, i.e., higher levels of emotional exhaustion at the beginning of the semester predicted a faster increase in test anxiety over the semester. Finally, perfectionistic concern over mistakes moderated the relationships between the initial levels of emotional exhaustion and test anxiety, and between the initial levels of the three academic burnout dimensions and subsequent changes in test anxiety. This research contributes to the theoretical understanding of the longitudinal dynamics between academic burnout and test anxiety and its boundary condition. It also provides valuable implications for educational interventions within the Chinese context.

Chen, Yiran. (2025). **Buyer Beware: Understanding and Validating Distributional Assumptions of K-Means in College Student Typology Research**. *Research in Higher Education*, *66*(4), 24. https://doi.org/10.1007/s11162-025-09844-8
The k-means clustering method, while widely embraced in college student typology research, is often misunderstood and misapplied. Many researchers regard k-means as a near-universal solution for uncovering homogeneous student groups, believing its success hinges primarily on the selection of an appropriate k. This idealized view, however, starkly contrasts with reality. The effectiveness of k-means is fundamentally dependent on specific distributional assumptions: Data points must form compact, well-separated, hyperspherical clusters of approximately equal size. Violations of these assumptions may result in distorted representations of student characteristics, potentially impacting the interpretation of student needs and the design of educational interventions. Through case studies and simulations, this literature review explores the potential manifestation of these distortions in empirical research, revealing how inattention to distributional assumptions can lead to artificial groupings that masquerade as genuine student types. To safeguard against erroneous student classifications, silhouette analysis is recommended as a powerful validation tool capable of dissecting k-means outputs across multiple levels of granularity, allowing researchers to assess the methodological soundness of their clustering solution before drawing substantive conclusions. By shedding light on these frequently overlooked assumptions and offering more rigorous validation techniques, this paper cautions "buyers" of k-means to "beware" of its caveats, calling for a better-informed approach to its application.

Chen, Yuyi, Abbas, A., & Sandoval-Hernandez, A. (2025). **The need for social recognition: the impact of teachers' professional honor on their intention to move to urban schools in**

rural China. *Social Psychology of Education*, *28*(1), 119. https://doi.org/10.1007/s11218-025-10076-y
The migration of teachers from rural to urban areas is a global challenge, with significant implications for educational equity and quality. In China, teacher migration has exacerbated educational disparities between rural and urban regions. Whilst previous research has examined a range of factors influencing teacher turnover, this study focuses on the concept of professional honor as a fundamental motivator for teacher migration in China. We use Axel Honneth's perspective on social recognition to expand on the meaning, draw connections with research from other countries and to articulate the underpinning structural conditions of the Chinese way of thinking about and enacting professional honor. Employing a conditional process model, we analyse survey data from 1,320 rural teachers across seven provinces to examine the complex interrelations between the Need for Social Recognition, perceptions of public and personal professional honor, and intentions to migrate to urban schools. Our findings demonstrate that while public professional honor is negatively associated with migration intentions, personal professional honor moderates this relationship, amplifying the impact of perceived recognition needs. By positioning professional honor at the center of theoretical explanations for teacher migration, this study offers new insights into the mechanisms underpinning teacher retention and provides a foundation for more culturally responsive policy interventions in China and beyond.

Chih-Cheng, L., Wei-Sho, H., Yi-Hsin, L., & Yao-Chung, C. (2025). **Exploring the Sequential Mediation Effects of Perceived Social Support, Perceived Hope, and Perceived Stress on the Subjective Well-Being of University Students: An Empirical Cross-Sectional Study From Taiwan**. *Psychology in the Schools*, *62*(7), 2047-2059. https://doi.org/10.1002/pits.23450
This study explored the effects of perceived social support on university students' subjective well-being in Taiwan, with perceived hope and stress serving as sequential mediators grounded in Social Support Theory and Hope Theory. Conducted in April 2022 through convenience sampling, the study utilized four scales: the Social Support Scale, Subjective Happiness Scale, State Hope Scale, and Perceived Stress Scale. Collaboration with 21 professors across various universities aided in distributing online questionnaires via social media, including Facebook, Instagram, and LINE. The sample included students from 67 of Taiwan's 126 universities, totaling 586 valid responses from 630 participants. The demographic comprised 213 males (36.3%) and 373 females (63.7%), aged 18–26 years, with an average age of 21. Analysis indicated a strong positive correlation between perceived social support and well-being, suggesting higher social support correlates with greater well-being. Perceived social support significantly increased perceived hope, which then mediated well-being. Similarly, lower perceived stress, which was inversely related to social support, mediated well-being enhancements. The sequential mediation of hope and stress in this relationship underscores the importance of bolstering social support and fostering hope while reducing stress to enhance student well-being. These findings illuminate potential approaches for mental health interventions and highlight the necessity for continued research in this area.

Çınar, M., Doğan, D., & Demir, Ö. (2025). **Predicting academic procrastination in online courses: The role of external locus of control and other mediator variables**. *Education and Information Technologies*, *30*(9), 11751-11774. https://doi.org/10.1007/s10639-024-13251-4

This study aims to examine how external locus of control (eLoC) impacts students' academic procrastination behaviors in asynchronous distance education with regard to compulsive internet habits, cyberloafing, disrespect for copyright, learning goal orientation, and self-efficacy. The sample comprised a total of 916 undergraduate students. Mediation analyzes were conducted to elicit the relationships among the variables. Data were collected through an online inventory, which included a personal information form and various scales.The results indicated that eLOC positively predicted academic procrastination. This association is mediated by compulsive internet use, learning goals, self-efficacy, and disrespect for copyright. Moreover, this study also revealed mediator relationships between cyberloafing, compulsive internet use, self-efficacy, learning goal orientation, and disrespect for copyright. In conclusion, procrastination in distance education settings has a complex and multifaceted nature in terms of the interrelationships between self-perception, motivational beliefs, and distracting online behaviors.

Collie, R. J., & Ryan, R. M. (2025). **Autonomy support and students' perceived social-emotional competence: predicting parent-reported social-emotional skills**. *Social Psychology of Education*, *28*(1), 116. https://doi.org/10.1007/s11218-025-10079-9
In this study, we investigated perceived social-emotional competence (PSEC) among 373 Australian secondary school students in relation to parent ratings of social-emotional skills, and perceived teacher and parental autonomy support. Using bifactor exploratory structural equation modelling, we examined five dimensions of PSEC (perceived competence for assertiveness, tolerance, social regulation, emotion regulation, and emotional awareness), identifying a global factor and five specific factors. Following that, we employed structural equation modelling to investigate links between these global and specific factors and five parent-reported social-emotional skills: leadership, cultural competence, teamwork, cognitive reappraisal, and capacity for emotional reflection. Global PSEC was associated positively with all skills, whereas the specific factors were, with one exception, each associated with greater parent-rated skill in a corresponding area (e.g., assertiveness with greater leadership skill; emotion awareness with reflective skills). Addressing a second aim of the research, we tested the extent to which students' perceptions of autonomy support from teachers and parents assessed near the start of a school term were associated with both students' PSEC and parent-rated skills assessed at the end of the term. Autonomy-supportive parenting was positively associated with global PSEC. Autonomy-supportive teaching was associated with greater levels of two specific factors: perceived competence for assertiveness and social regulation. Together, findings hold relevance to knowledge and efforts aimed at enhancing social-emotional skills among students.

Cosnefroy, L., & Berger, J.-L. (2024). **Autoréguler sa motivation : état des lieux d'un champ de recherche en développement**. *Revue française de pédagogie. Recherches en éducation*, (225), 115-160. https://doi.org/10.4000/1453f
L'apprentissage autorégulé a récemment fait l'objet de nombreuses études, notamment en ce qui concerne ses aspects motivationnels, qui soutiennent l'engagement et l'effort pour accomplir une tâche. Cette note de synthèse définit l'autorégulation motivationnelle, la distingue des concepts voisins et explore ses liens avec les croyances motivationnelles. Elle décrit les stratégies d'autorégulation motivationnelle les plus étudiées et en propose une catégorisation selon les croyances motivationnelles. Elle discute également de l'efficacité des stratégies et de leur

contextualisation en fonction des problèmes motivationnels rencontrés. Enfin, elle propose un modèle d'autorégulation motivationnelle assorti de perspectives de recherche et d'implications pédagogiques.

Costantini, A., Bakker, A. B., & Scharp, Y. S. (2025). **Playful Study Design: A Novel Approach to Enhancing Student Well-Being and Academic Performance**. *Educational Psychology Review*, *37*(2), 47. https://doi.org/10.1007/s10648-025-10022-6
We use three studies to develop and validate the new concept of playful study design – the cognitive-behavioral orientation towards study tasks with the aim to make these tasks more fun and/or more challenging. Based on play and proactive motivation theories, we propose that playful study design can be assessed by items indicating two dimensions: designing fun and designing competition. Results of exploratory (N = 378 students) and confirmatory (N = 375 students) factor analyses support the two-factor structure of the playful study design instrument in a first study. In addition, we use the data of the whole sample of Study 1 to test the convergent and incremental validity of the construct. Results indicate that playful study design predicts students' social integration, study engagement, and well-being over and above psychological capital and core self-evaluations. In Study 2 (N = 591 students), we used playful study design to predict course grades. Results show that particularly designing competition was beneficial for study performance. In Study 3 (N = 28 students), we conducted a quasi-experimental evaluation of a training intervention to demonstrate that students who learned to playfully redesign their study tasks increased their use of fun and competition when studying. As a result, they showed greater active learning, study task proactivity, and absorption over time compared to the control group. We discuss how the construct of playful study design adds to the educational psychology literature and has implications for educational practice in university settings.

Cyr, E. N., Spencer, S. J., Wright, S. C., Steele, J. R., Kroeper, K. M., Colaco, P., … Bergsieker, H. B. (2025). **Seeing women who fit: Girls' forecasted fit in STEM fosters career interest**. *Social Psychology of Education*, *28*(1), 112. https://doi.org/10.1007/s11218-025-10056-2
Girls often express less interest in STEM (science, technology, engineering, mathematics) education and careers than boys, despite having comparable aptitude. We randomly assigned 242 girls (Mdnage = 12 years; 38% East Asian; 37% White) at Canadian STEM camps to control conversations about generic camp experiences, or intervention conversations where STEM role models discussed how STEM education and careers align with each girl's most important value and emphasized the social community inside and outside of STEM. Key measures were collected at baseline, and several days after the intervention (or control). Girls' current STEM fit did not differ by condition, but as expected, the intervention (vs. control) significantly improved girls' forecasts regarding future STEM fit (ds = 0.27–0.35) and girls' interest in STEM careers (d = 0.42), with a marginally significant boost in girls' interest in STEM high school classes (d = 0.23). Pre-post increases in forecasted STEM fit mediated increases in STEM interest. Forecasted fit (beyond current fit) appears pivotal for promoting girls' sustained interest in STEM.

Czyż, S. H. (2025). **Commentary on Ammar et al. (2024) "The Effects of Contextual Interference Learning on the Acquisition and Relatively Permanent Gains in Skilled Performance: Critical Systematic Review with Multilevel Meta-analysis"**. *Educational Psychology Review*, *37*(2), 28. https://doi.org/10.1007/s10648-025-10006-6

This commentary provides a constructive analysis of the meta-analysis by Ammar et al. Educational Psychology Review 36(2), 2024 on the contextual interference (CI) effect in applied settings, published in Educational Psychology Review. The authors are commended for significant advancements over their previous work (Ammar et al. Educational Research Review, 39, 100537, 2023), including addressing methodological limitations and incorporating sensitivity analyses to enhance the robustness of their findings. While their efforts represent a valuable contribution to understanding the CI effect, several areas warrant further refinement. Expanding database selection to include specialized resources in psychology, sports, and kinesiology could reduce the risk of missing relevant studies. Additionally, while pre-registration is not obligatory, its inclusion would enhance validity and transparency and mitigate potential biases. Some methodological inconsistencies, such as the inclusion of studies with differing definitions of CI practice, highlight the need for greater clarity in study classification. Overall, this commentary highlights areas for improvement while recognizing the authors' contribution to advancing research on the CI effect in applied contexts.

Dai, Y., & Hu, X. (2025). **Exploring the impact of cognition, motivation and environment on the concentration of online learning among college Students in Western China**. *Education and Information Technologies*, *30*(9), 12535-12555. https://doi.org/10.1007/s10639-025-13330-0
Online learning as an emerging learning method has a significant impact on education, which cannot be ignored. This article explores the relationship between engagement (including cognition, behavior and emotion), motivation, environment, and college students' concentration in online learning during the COVID-19 pandemic. A total of 889 college students from 6 universities in Western China were sampled using cluster sampling. By constructing a hierarchical linear regression analysis, the study investigated the impact and pathways of cognition, behavior, emotion, motivation and environment on concentration. The results showed that there is a significant positive correlation and impact between engagement, motivation, environment, and concentration. Among the factors of engagement, cognition has the greatest impact on concentration, followed by motivation, emotion, behavior, and finally environment. Among these influencing factors, internal factors including cognition, motivation, emotion, and behavior play a primary role, while external factors such as environment play a secondary role. There are certain differences in concentration among students from different genders, grades, majors and school levels. This study further clarifies the factors affecting the concentration of Chinese college students in online learning, which is of great significance to the improvement of online learning theories and the exploration of practical reforms. Students of different genders, grades, majors, and school levels exhibit certain differences in their levels of concentration.

Dechamps, T., & Skulmowski, A. (2025). **The Effective Design of Tasks Involving Learning by Drawing: Current Trends and Methodological Progress in Research on Drawing to Learn**. *Educational Psychology Review*, *37*(2), 50. https://doi.org/10.1007/s10648-025-10026-2
The generative learning strategy of learning by drawing has received increased attention in recent years. Although this strategy is regularly used by educators, the literature suggests that the effectiveness of the method depends on several factors. In this review, we highlight recent research trends and methodological progress within the field.

Although recent developments have led to clearer and more comparable results, many current studies still revealed contradicting results in terms of the efficacy and boundary conditions of the learning strategy. In terms of study designs and the targeted types of knowledge, a trend towards digital drawing studies and a growing variety regarding the content domains of the investigated learning tasks can be observed. Based on the fact that results between different studies are often difficult to compare, we argue to more clearly differentiate visualizations and standardize the terminology for visualizations utilized in learning-oriented drawing tasks. As the properties of visualizations can cause varying cognitive demands on learners, differences in the level of skill required to produce different types of drawings, among other factors and learner variables, can affect the outcomes of this teaching method. Based on our review, we discuss practical and ethical implications as well as considerations for future research.

de Koning, B., Zhang, S., & Sepp, S. (2025). **Integrating Human Movement in Learning: Advancements in Language Instruction, Multimedia, and Theory**. *Educational Psychology Review*, *37*(2), 51. https://doi.org/10.1007/s10648-025-10027-1
Human movement plays a foundational role in cognition and learning. This topical collection brings together theoretical and empirical work examining how gestures, physical activity, and virtual movement enhance learning in language, multimedia, and activity-based learning. Regarding language learning, interacting with virtual object improves vocabulary learning, especially for learners with low language aptitude. Additionally, emotional narratives support memory more effectively than neutral ones, while instructed gesturing may hinder recall for some learners. In multimedia learning, pointing improves attention and comprehension, whereas tracing can impede learning due to cognitive overload. For activity-based learning, theoretical contributions offer frameworks for integrating movement into learning tasks, emphasizing mechanisms such as generative learning, social cognition, and offloaded processing in areas ranging from digital education to stimming behaviors. Together, these studies offer insights for designing effective, movement-based instruction across diverse learning environments and populations, underscoring the dynamic relationship between bodily action and cognitive development in education.

de Mooij, S., Lämsä, J., Lim, L., Aksela, O., Athavale, S., Bistolfi, I., … Molenaar, I. (2025). **A Systematic Review of Self-Regulated Learning through Integration of Multimodal Data and Artificial Intelligence**. *Educational Psychology Review*, *37*(2), 54. https://doi.org/10.1007/s10648-025-10028-0
While behavioral, contextual, and physiological data streams have long been used to investigate self-regulated learning (SRL), a systematic understanding of the current state how different data streams and modalities contribute to measuring regulation processes across diverse learning contexts remains limited. This systematic literature review provides a foundational step toward this understanding by addressing two objectives: (1) identifying which data streams and modalities researchers have used to capture cognitive, affective, metacognitive, and motivational (CAMM) processes underlying SRL, and (2) examining how multimodal data analytics have been applied to capture the temporal and sequential characteristics of these processes across study contexts. The studies were mapped onto the Self-Regulated Learning Processes, Multimodal Data, and Analysis grid, a two-dimensional framework with CAMM processes on one axis and multimodal data streams on the other. By evaluating four analytic approaches—unimodal, horizontal, vertical, and integrated—we identify how different combinations

of data streams and processes have been employed. Our findings reveal a shift from unimodal approaches (one data stream, one process), to more integrated approaches (combining multiple data streams and processes). Although multimodal data collection is increasingly common, gaps remain, especially in measuring motivation and affective states. Futhermore, analytic methods often do not reflect alignment between data streams, with standard statistics predominating even in integrated approaches, whereas AI-based analytics may be more suited. This review positions itself as a foundational step in advancing SRL measurement, offering insights into current practices and highlighting the need for more sophisticated methods to capture SRL across diverse learning contexts.

Dotterer, A. M. (2025). **Parenting correlates of changes in school engagement among racial/ethnic minority students**. *Social Psychology of Education*, *28*(1), 125. https://doi.org/10.1007/s11218-025-10067-z
The present study examined the extent to which parent-adolescent relationship quality and parenting practices were associated with changes in school engagement among racial and ethnic minority adolescents. Participants (58% female) were 208 racial/ethnic minority students (63% African American, 19% Latinx, 18% Multiracial) in grades 6–8 from an urban middle school in the Midwestern United States. In the fall (Time 1) and subsequent spring (Time 2) of the school year, youth completed in-school surveys with items on parent-adolescent warmth, conflict, parental knowledge, academic socialization, and school engagement (commitment to learning, school trouble, school bonding, school self-esteem). Results from residualized change models revealed that parental knowledge was a salient and consistent predictor of changes in school engagement. These results suggest that parents' awareness or understanding of adolescents' daily lives and activities is key to supporting school engagement during early adolescence. Parental knowledge of adolescents' daily lives can foster a more collaborative relationship between home and school, which can boost adolescents' engagement in school.

Dou, J., Gihleb, R., Giuntella, O., & Lonsky, J. (2025). ***Breaking the Early Bell: Lessons from the First Statewide Mandate on School Start Times*** (Working paper N° 17930). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17930
This study evaluates the impact of California's SB 328, the first statewide mandate delaying school start times for middle and high schools, on adolescent sleep, mental health, and academic outcomes. Using YRBS, ATUS, SEDA, and SAT data, we apply difference-in-differences and matched DID methods. SB 328 led to significant improvements in sleep duration and academic performance. We find suggestive mental health benefits, though estimates are imprecise, and substantial heterogeneity in effects, with stronger gains among boys and Hispanic students across both sleep and academic outcomes.

Doyle Fosco, S. L., Schussler, D. L., Brown, M. A., Mahfouz, J., Levit-Binnun, N., Cantrell, T., … Krisch, K. (2025). **A Conceptual Framework for Whole-School Implementation of Mindfulness Programs and Practices: Wisdom From the Field**. *Psychology in the Schools*, 62(7), 2096-2110. https://doi.org/10.1002/pits.23453
Despite the growing prevalence of mindfulness in schools, the empirical landscape describing best practices for implementation is incomplete. The purpose of this project was to develop a framework that explicated the steps and considerations for

implementing mindfulness at the whole-school level, rather than just considering individual classroom programs or practices. The Whole School Mindfulness (WSM) conceptual framework was developed using a consensus-building approach with 39 expert educators, researchers, program developers, and practitioners with unique perspectives on what is needed to implement and sustain mindfulness successfully in schools. Information was gathered across three initial meetings and a 2.5-day conference using a process inspired by Appreciative Inquiry; notes were used to create a consensus document that was reviewed and augmented by attendees. Expert contributions were aligned and expanded upon using existing organizational change and implementation science frameworks across various disciplines. The WSM framework, with four phases of development, is structurally similar to other frameworks, but accounts for unique needs related to mindfulness including professional development of personal mindfulness for leaders and school staff, the importance of voluntary engagement in practices, and consideration of contextual and cultural issues.

Duran Mucuk, M., & Şahin, E. S. (2025). **Relative Deprivation Mediates the Relationship Between Social Exclusion and Adolescent Depression**. *Psychology in the Schools*, *62*(7), 2012-2028. https://doi.org/10.1002/pits.23447
The aim of this study was to determine the mediating role of relative deprivation in the relationship between social exclusion and depression in adolescents. A total of 437 (269 female, 168 male) adolescents (78 9th, 106 10th, 192 11th, and 61 12th-grade students) from four different high schools in Turkey participated in the study. Latent variable mediated structural model and bootstrap analysis were used to analyse the research data collected with Kutcher Adolescent Depression Scale Short Form, Social Exclusion Experience Scale for Adolescents, and Relative Deprivation Scale for Adolescents. In the study, it was found that there is a moderate, positive, and significant relationship between social exclusion and depression ($\beta = 0.50$, $p < 0.001$), social exclusion and relative deprivation ($\beta = 0.64$, $p < 0.001$), and relative deprivation and depression ($\beta = 0.54$, $p < 0.001$) in adolescent individuals. It was also found that relative deprivation mediated the relationship between social exclusion and depression ($\beta = 0.23$, 95% CI [0.11, 0.32]). To prevent the social exclusion and relative deprivation experienced by adolescents, school counselors can help students improve their communication and problem-solving skills. In this way, it can also contribute to the prevention of adolescent depression.

Dussarps, C., Vaugier, E., & Varichon, J. (2025). **Proposition d'un cadre épistémologique et méthodologique pour l'étude de la persévérance scolaire dans l'enseignement à distance.** *Éducation, Santé, Sociétés*, *11*(1), 1-19. https://doi.org/10.17184/eac.9365
La persévérance dans l'apprentissage est régulièrement étudiée dans la formation à distance, c'est-à-dire dans les études supérieures. Le concept est souvent défini comme un résultat, en fin d'année mais rarement comme un processus évolutif et plus rarement encore dans le contexte de l'enseignement à distance dans le second degré. Cette contribution proposera une définition originale de la persévérance, mise en regard des concepts d'engagement, d'effort et de motivation, puis présentera les méthodes retenues dans le cadre d'un programme de recherche, financé par l'ANR, qui cherche à identifier les facteurs de persévérance des lycéens à distance (au CNED en particulier) et les leviers possibles permettant de réduire le décrochage scolaire. Pour cela, nous mobilisons quatre disciplines (sciences de l'éducation et de la formation, sciences de l'information et de la communication, psychologie et informatique) et une approche par

les méthodes mixtes. Nous terminons en présentant quelques données de cadrage sur le public étudié (notamment la sur-représentation des élèves ayant une anxiété telle qu'ils ne peuvent plus se rendre en établissement) ainsi que les premiers résultats sur la persévérance.

Edelsbrunner, P. A., Simonsmeier, B. A., & Schneider, M. (2025). **The Reliability, But Not the Cronbach's Alpha, of Knowledge Tests Matters: Response to Zitzmann and Orona (2025)**. *Educational Psychology Review*, *37*(2), 48. https://doi.org/10.1007/s10648-025-10023-5
In their commentary on our meta-analysis, Zitzmann and Orona (2025) used formal proof and cited methodological studies to argue that test reliability is important, Cronbach's Alpha generally indicates test reliability, and cutoff values for alpha are indispensable. We agree that high reliability is important for all tests. Yet, alpha does not reflect the reliability of knowledge tests. Zitzmann and Orona's arguments are based on the unwarranted assumption that knowledge is always homogeneous. Using a concrete example, we show how item interrelatedness (i.e., alpha) can be low for heterogeneous constructs such as knowledge, even when measurement error is minimal (i.e., reliability is high). After a brief discussion of how researchers can heuristically assess construct heterogeneity, we explore alternatives to alpha for evaluating the reliability of knowledge tests. We conclude that abandoning alpha as a reliability index does not compromise the quality of measurement. On the contrary, it is a step toward sounder methodological standards in the measurement of knowledge.

Erickson, B., Dunbar, R., Winchip, J., Ayebo, A., & Englund, M. (2025). **Reluctance to speak in college classrooms: academic causes and consequences**. *Social Psychology of Education*, *28*(1), 104. https://doi.org/10.1007/s11218-025-10063-3
Controversial topics are important parts of academic discussions, and due to the nature of these topics, students may be reluctant to speak freely about them in college classrooms. This study aims to explore factors that influence students' reluctance to speak at a small midwest college, and the effect this may have on academic performance. We surveyed 233 undergraduates to evaluate the connection between campus expression and academic performance through the hypothesis that there is an inverse relationship between reluctance to speak and grade-point-average. A t-test was used to examine whether the number of topics students are reluctant to speak about is related to GPA, and found that the average GPA of students who are reluctant about a moderate number of topics is higher than those reluctant about an extreme number. We also explored the hypothesis that students who are reluctant to speak about controversial topics in the classroom are more concerned that peers will criticize their views as offensive than they are about criticism from professors or on social media. A McNemar's Chi-Square test was used to analyze the results to determine which factor students were more concerned about. Students were more concerned about their peers than about their professors or being posted on social media. These results may highlight targets in classroom structure for attempting to decrease reluctance to speak.

Erol, A., Erol, M., & Canbeldek Erol, M. (2025). **Supporting Girls' Engineering Habits of Mind With STEM Education**. *Psychology in the Schools*, *62*(7), 2192-2207. https://doi.org/10.1002/pits.23461
STEM is a field where gender stereotypes regarding men persist. Women are underrepresented compared to men in STEM fields. The social belief that engineering is only for men discourages young girls from pursuing such endeavors. Encouraging young

girls to enter STEM fields is crucial to dispel these stereotypes. Therefore, one of the essential aspects of beginning STEM education in early childhood is dismantling the gendered perception of professions. This study aimed to support girls' engineering habits of mind (EHoM) with STEM education. The participants in the study were eight 5-year-old children. Children participated in six STEM activities for 12 weeks. Two days per week and 120 min per day were devoted to practice. We collected the data using the observation protocol, interview protocol, and reflective diary and analyzed it using content analysis. We explained the results within the context of six fundamental EHoM mentioned previously in the literature: systems thinking, creativity, optimism, collaboration, communication, and attention to ethical considerations. While collaboration, communication, systems thinking, and creativity were the most utilized habits of mind in STEM education, attention to ethical considerations was the least used. The girls found numerous opportunities to support their EHoM in this process. Our findings indicate that STEM education can help girls' EHoM.

Ettien, A., Johnson Touré, Y. E., & Tanoh-Kouamé, N. (2025). **Entre déterminisme et potentialité : L'innéisme et la tabula rasa comme cadres théoriques pour penser l'apprentissage chez l'adulte dans une perspective de durabilité éducative**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108749
Entre déterminisme et potentialité : L'innéisme et la tabula rasa comme cadres théoriques pour penser l'apprentissage chez l'adulte dans une perspective de durabilité éducative

Feraco, T., Bonelli, R., Da Re, L., & Meneghetti, C. (2025). **Soft skills in high schools: integrating self-regulated learning and social, emotional, and behavioral skills frameworks**. *Social Psychology of Education*, *28*(1), 134. https://doi.org/10.1007/s11218-025-10095-9
Social, emotional, and behavioral (SEB) skills– also known under labels like soft skills, 21st century skills, or social-emotional skills– are considered key factors for students' success, well-being, and social relationships, among others. However, literature on the topic relied on different frameworks and questionable measurement methods. Additionally, they usually did not integrate skills into classical self-regulated learning (SRL) frameworks. To overcome these limitations, we adopted the new integrative SEB framework and measured SEB skills, along with five SRL factors (academic self-efficacy, SRL strategies, mastery learning goals, growth mindset, and achievement emotions) and three outcomes (i.e., self-reported academic achievement, peer acceptance, and life satisfaction). Participants were 5,075 Italian high school students (M = 18.23 years old; SD = 0.95). Our results show that SEB skills are associated with almost all SRL factors and outcomes, but when considering their specific role (net of other skills and SRL factors), no direct associations with self-reported academic achievement emerge, supporting the hypothesis that SEB skills' effects on academic outcomes might be mainly explained by SRL factors, while specific skills (i.e., social engagement, collaboration, and emotional resilience skills) directly influence non-scholastic outcomes. Our results support the importance of adopting integrative skills frameworks along with SRL frameworks to deeply understand the processes linking skills to outcomes in the student population.

Ford, C. J., & Usher, E. L. (2025). **The power of perception: early adolescents' perceived mastery after a novel math task**. *Social Psychology of Education*, *28*(1), 132. https://doi.org/10.1007/s11218-025-10087-9
Self-efficacy, the beliefs learners hold about what they can do, develops largely from whether learners perceive and interpret their experiences as successful (i.e., perceived mastery). In mathematics, the relationship between perceived mastery and self-efficacy has been well established. Less is known about the factors that may influence perceptions of mastery. The purpose of this study was to investigate how performance-related factors on a math task (i.e., number of correct responses, perceived effort, perceived difficulty) are related to learners' perceived mastery and how perceived mastery, in turn, is related to math self-efficacy, engagement, intrinsic motivation, and performance. Adolescent students (N = 286; grades 4–8) completed two sets of online activities involving brief questionnaires and three novel algebraic math puzzles. Path analyses revealed that when students perceived tasks as difficult, they felt less successful. Conversely, when students reported exerting a high level of effort, they felt more successful. Perceived mastery was directly and positively associated with task-specific math self-efficacy, intrinsic motivation, and performance on subsequent puzzles. Task-specific math self-efficacy was positively associated with intrinsic motivation, but negatively associated with subsequent performance. Findings from this study contribute to what is known about how early adolescents evaluate success in math and how those perceptions affect self-efficacy development. Implications for practice are discussed.

Gabriel, U., Kim, J., & Taraldsen, J. (2025). **The role of self-efficacy and social belonging in Norwegian upper secondary students' interest in gendered occupations**. *Social Psychology of Education*, *28*(1), 109. https://doi.org/10.1007/s11218-025-10068-y
This study examined how self-efficacy and expected social belonging influence Norwegian upper secondary students' interest in gender-dominated and gender-balanced occupations. A survey of 205 students assessed their self-efficacy, expected social belonging, and vocational interest for 12 occupations presented with short descriptions. Results indicated a preference for gender-matching occupations: girls showed more interest in women-dominated occupations, while boys preferred men-dominated ones. In line with Social Cognitive Career Theory, both girls' and boys' self-efficacy and expected social belonging similarly predicted their vocational interests. This finding contrasts with other studies that may have conflated gender composition of occupations with their status. However, self-efficacy and expected social belonging do not fully account for the preference for gender-matching occupations. Notably, girls' expected social belonging was more strongly associated with interest in gender-balanced and women-dominated occupations than in men-dominated ones, whereas no such pattern was found for boys.

Garcia, A. S., Jocson, R. M., de Guzman, M. R. T., Garcia, R., & Aquino, A. K. (2025). **Parental Educational Involvement Among Filipino Parents: Exploring Motivators, Facilitators, and Barriers Related to Socioeconomic Status**. *Psychology in the Schools*, *62*(7), 1973-1986. https://doi.org/10.1002/pits.23446
The benefits of parental educational involvement (PEI) are well documented in the literature, specifically on children's learning outcomes and social-emotional development. Thus, it is important to explore the factors that influence PEI. This paper is a qualitative study on the motivators, facilitators, and barriers to PEI among low-income parents in the Philippines. Through purposive sampling, 31 parents were engaged in semi-

structured interviews or pakikipagkwentuhan, a data collection method informed by indigenous Filipino Psychology. Participant responses were coded and summarized using thematic analysis. Findings represent a broad range of factors that influence PEI that were categorized into three themes. Theme 1 encompasses parent-related factors, which includes parental aspirations, access to learning and financial resources, efficacy in helping the child, finding time to be involved, and perception of what other people would think. Theme 2 represents social support from spouse, other family members, and fellow parents and friends as facilitators of PEI. Theme 3 involves school-and teacher-related factors, specifically invitation to be involved from teachers and the school and unpleasant past school experiences as a barrier. Findings from this study contribute to our understanding of the factors driving PEI, particularly among vulnerable populations that remain underrepresented in the literature. Moreover, findings also have implications for acknowledging the challenges experienced by low-income parents in supporting their children's education, while also highlighting their resilience and resourcefulness in employing PEI strategies. The crucial role of teachers and school in effectively promoting PEI and supporting educational equity is also discussed.

Ghaffari, A., Graves, K. Y., Hogans-Mathews, S., Berne-Anderson, T., & Harman, J. S. (2025). **Assessing the association of adverse childhood events with academic performance in the U.S. adolescent population: a secondary data analysis**. *Social Psychology of Education*, *28*(1), 130. https://doi.org/10.1007/s11218-025-10091-z
The purpose of our study involved using recent nationally-representative data to determine the extent that reported adverse childhood experiences (ACEs) were associated with academic performance for US-based early and middle adolescent population. The study used cross-sectional National Survey of Children's Health data from 2022. Inclusion criteria included all adolescents (10–17 years of age) (n = 24,173). To test our hypotheses, multiple ordinal logistic regression models were developed to test the association of ACEs (both ACE count and individual ACE categories) with academic performance. Both ACE count categories and two of seven individual ACE categories exhibited a statistically significant association with grades ($p < 0.001$). The results of our study demonstrated adolescent exposure to ACEs ACEs particular to parents being divorced or incarcerated is associated with academic performance. The high prevalence of reported adolescent exposure to ACEs prompts the need to treat this as a public health crisis requiring collaborative effort among families, schools, health providers, and health departments.

Ghasemi, F. (2025). **Teachers' Mental Health Challenges and Contributing Risk Factors: A Systematic Narrative Review Based on the Socio-Ecological Model**. *Psychology in the Schools*, *62*(7), 2111-2135. https://doi.org/10.1002/pits.23455
Despite the extensive research studies on teacher mental health and associated contributing factors, a systematic investigation of the different occupational and personal stressors and mental health challenges that teachers cope with remains notably scarce. Using the socio-ecological framework, this research was an attempt to synthesize two decades of inquiries to explore and classify significant occupational and personal stressors, mental health challenges, and practical and effective intervention programs in schools with limited available resources. This systematic narrative review of 34 research articles informs the development of the Integrated Model of Mental Health (IMH) by classifying the influences of potential occupational and personal risk factors on teacher mental health in diverse socio-ecological systems. The results demonstrated the

multifaceted nature of teacher mental health challenges and the necessity of developing systemic interventions that address root causes across multiple levels, from individual to societal norms and policies. While research findings manifested a diverse range of mental health issues corresponding to each ecological level, stress and burnout were the most challenging, persistent, and prevalent psychological concerns in teachers. Effective and feasible interventions that emerged from the research literature included: (a) promoting a culture of support and empathy, (b) establishing regular communication channels, (c) encouraging transformational leadership, and (d) addressing structural inequities, biases, and systemic oppression. Eventually, the findings indicated the significance of adopting a holistic and preventive approach to teacher mental health that takes into account the complicated interaction of factors within and beyond the educational context.

Gong, W., Leng, T., Ding, Y., Wang, S., Qi, Z., & Wang, Y. (2025). **The Effects of Six-Week Mindfulness Training on Mindfulness, Inner Peace, Emotion Regulation, and Mind Wandering in Chinese Migrant Children: A Randomized Controlled Trial**. *Psychology in the Schools*, *62*(7), 2060-2069. https://doi.org/10.1002/pits.23451
Migrant children are more likely to experience challenging circumstances and exhibit greater emotional and behavioral difficulties than native children. Nowadays, mindfulness training (MT) has been employed as a means of enhancing health-related outcomes in children and adolescents, with promising results. The present study employed a randomized controlled trial to investigate the impact of 6 weeks of MT on mindfulness, inner peace, mind wandering, and emotion in migrant children. Ninety-two migrant children with a mean age of 9.74 ± 0.96 years, ranging from 8 to 11 years, participated in the study. Participants were randomly assigned to either the MT or control (CON) group, with their final exam scores being balanced. In the end, 46 children participated in the MT group, and 46 children participated in the CON group. Participants in the MT group received MT for 6 weeks with 2 sessions per week (20 min/session). Students in the CON group completed academic self-study during the same time period. Participants completed the Mindful Attention Awareness Scale—children, the Peace of Mind Scale, the Positive and Negative Affect Scale, and the Mind Wandering Questionnaire before and after the 6 weeks. MT significantly improved the migrant children's mindfulness and peace of mind and reduced negative affect and mind wandering. This study made a significant contribution to the feasibility and efficacy of MT in migrant children.

Görgülü, D., Coşkun, F., Demìr, M., & Sìpahìoğlu, M. (2025). **A psychometric analysis of the artificial intelligence skills scale developed through chat gpt**. *Education and Information Technologies*, *30*(9), 12489-12516. https://doi.org/10.1007/s10639-024-13294-7
This study aims to examine the psychometric properties of a scale developed to measure teachers' ability to use artificial intelligence tools in education. The scale was originally proposed as having 33 items across 5 sub-dimensions by Chat GPT-4, an AI system. To establish content validity, the scale form was submitted to expert review. An exploratory factor analysis (EFA) was then conducted on a sample of 347 teachers to determine if the 33-item, 5-subdimensional structure proposed by Chat GPT was confirmed by empirical data. The EFA results supported Chat GPT-4's proposed structure. A confirmatory factor analysis (CFA) was applied to a new sample of 603 teachers to assess the scale's validity in an independent sample. The CFA results did not fully support the

structure consisting of 33 items and 5 subdimensions proposed by Chat GPT. Reliability was analyzed using Cronbach's Alpha and test-retest methods.

Guibangguibang, A. M. (2025). **Stressors during pandemic: Impact and coping strategies in distance learning in the case of learners in rural area**. *Education and Information Technologies*, *30*(9), 11911-11933. https://doi.org/10.1007/s10639-024-13226-5
In an educational setting in the Philippines, stress has been a rising issue in distance learning during the pandemic. Hence, this qualitative study explored the type of stressors, impacts, and coping strategies in the case of learners in rural areas during distance education. Multiple data sources were collected through Interview Guide Questions answered by college students, parents, and instructors. The participants were 50 students who were identified as academically stress based on the pre-interview, 50 corresponding parents and 10 corresponding instructors. The research design used was Merriam's case study and content analysis for the treatment of data. The findings of the study revealed that during the pandemic the students in rural areas experienced various stressors such as digital infrastructure/digital poverty, academic workloads and difficulties in understanding the module's content and these stressors have affected the student's academic engagements, personality development, physiological health, and mental health. Learners have chosen to combat these stressors using coping strategies: problem-focused, emotion-focused, and avoidance-focused. It revealed that this study can be a basis for intervention programs to strengthen ways to assess and combat stressors through stress management programs and the like.

Hattie, J., & O'Leary, T. (2025). **Learning Styles, Preferences, or Strategies? An Explanation for the Resurgence of Styles Across Many Meta-analyses**. *Educational Psychology Review*, *37*(2), 31. https://doi.org/10.1007/s10648-025-10002-w
The persistence of learning styles as a concept in educational discourse and research is paradoxical, given the overwhelming evidence discrediting the matching hypothesis, the notion that aligning teaching methods with students' preferred learning styles enhances achievement. This paper examines the resurgence of learning styles across meta-analyses and proposes an explanation for their enduring appeal. Drawing on 17 meta-analyses, we distinguish between studies testing the matching hypothesis (effect size d = .04) and correlational studies (average correlation r = .24), revealing that the latter often conflates learning styles with learning strategies. Much of the research is flawed, and the argument is that there needs to be a shift away from matching learning styles toward teaching students adaptable and effective learning strategies that align more closely with task complexity and learning goals.

Heinimäki, O.-P., Kajamies, A., Tiilikainen, M., & Vauras, M. (2025). **The role of teachers in guiding student peer interactions: conceptions of pre-service teachers**. *Social Psychology of Education*, *28*(1), 133. https://doi.org/10.1007/s11218-025-10088-8
Teachers play a pivotal role in guiding students' peer interactions, yet the nature of this role warrants further investigation. This study addresses this gap by investigating second-year pre-service classroom teachers' conceptions of this role, both before and after a course that integrated theory and practice in interaction and socioemotional skills. The analysis of pre-service teachers' written conceptions revealed a spectrum of roles, which were then clustered into broader role profiles. Overall, roles pertaining to organization and management, as well as instructional roles, were prioritized over those concerning socioemotional support. However, notable shifts in conceptions were observed over the

course, indicating an evolving understanding. The findings suggest that teacher education programs should place greater emphasis on providing pre-service teachers with opportunities to reflect on, experiment with, and practice a variety of teacher roles—ultimately expanding their role repertoire and strengthening their ability to flexibly adapt their roles to the needs of interacting students.

Herold, F., Ludyga, S., Mavilidi, M. F., Benzing, V., Vazou, S., Tomporowski, P. D., & Pesce, C. (2025). **The Other Side of the Coin – A Call to Investigate the Influence of Reduced Levels of Physical Activity on Children's Cognition**. *Educational Psychology Review*, *37*(3), 62. https://doi.org/10.1007/s10648-025-10031-5
The field investigating the relationship between physical activity and cognition has considerably evolved in recent years. This has led to an increasingly differentiated view on this phenomenon, challenging the notion of overall cognitive and academic benefits of regular physical activity for school-aged children, with renewed questioning of whether, to what extent, and under which circumstances regular physical activity shapes cognitive and academic development. The current lack of consensus may weaken the advocacy among relevant stakeholders (e.g., policymakers and teachers) for intensified efforts to promote physical activity in educational settings in which the value of planned and structured forms of physical activity (e.g., physical education lessons) for broader academic achievement is often questioned in the crowded school curriculum. To generate more robust evidence, we propose that the relationships between regular physical activity and cognitive performance should be elucidated by considering both sides of the coin, namely the influence of increased and reduced levels of regular physical activity. In this article, we show how investigating the consequences of reduced levels of regular physical activity can provide a novel perspective that will complement our understanding of how regular physical activity in school-aged children shapes cognitive and academic performance. Furthermore, such a novel perspective will help advance the research practice and knowledge generation in educational psychology and related research fields, probably yielding evidence with practically highly relevant implications for curriculum design and equity-focused interventions. To that end, we critically reflect on observational and intervention research designs that can be used for this purpose and identify and discuss the role of the summer break as an ecologically valid scenario in which a 'natural' reduction of regular physical activity levels and the phenomenon of summer learning loss occur. Lastly, we provide methodological recommendations for future studies in which we consider reduced levels of physical activity not as a mere reduction of the metabolic demands of physical activity but also as an absence of broader challenges in the school physical education context.

Hong, L., Zhao, W., Wang, H., Wang, L., Li, Y., Liu, G., … Zhang, G. (2025). **Latent transition analysis of learning weariness in Chinese junior high school students: family functioning and classmate relationships as predictors**. *Social Psychology of Education*, *28*(1), 108. https://doi.org/10.1007/s11218-025-10069-x
Learning weariness is a common issue among adolescents in China. However, little is known about its developmental stability and changes over time. This study involved 1,857 participants (52.6% girls) who were assessed at two time points, approximately six months apart. Latent profile analysis was conducted to identify subgroups of learning weariness, and latent transition analysis was then used to examine the transition probabilities between these subgroups. Logistic regression analyses examined associations between the identified classes and related factors. Three distinct subgroups of learning weariness

were identified: low learning weariness group, transition group, and high learning weariness group. The transition group showed the highest stability (53.9%). Both the low and high learning weariness groups tend to shift toward the transition group, with shift probabilities of 39.8% and 38.2%, respectively. Poorer family functioning increased the likelihood of shifting from low to transition group, while positive classmate relationships served as a protective factor against learning weariness.

Hopkins-Doyle, A., Cameron, L., Spinner, L., Dibb, B., Kočiš, A., Brett, R., & Tenenbaum, H. R. (2025). **Knowledge and comfort predict teaching about sexism in school teachers**. *Social Psychology of Education*, *28*(1), 102. https://doi.org/10.1007/s11218-025-10049-1
Although lessons about sexism can increase gender egalitarianism in children, teachers often shy away from discussing sensitive topics, such as sexism, in classrooms. We conducted two studies to examine why teachers may not discuss sexism. In a qualitative study with 20 primary school teachers, teachers reported not discussing sexism because of the belief that sexism was not an issue, low comfort, and low knowledge levels in teaching sexism, that sexism was less important than other topics, and not enough support from parents and schools. Teachers taught about sexism to balance out other perspectives, when they had support from authorities, and when sexism was related to a lesson. Using the themes found in Study 1, Study 2 developed quantitative measures to examine the predictors of intentions to teach about sexism among 233 primary and secondary school teachers. The full model found that teachers had higher intentions to teach about sexism when they felt more comfortable and knowledgeable about teaching sexism and when teachers were younger. We discuss findings from both studies in terms of theoretical and practical implications.

Hornstein, J., Keller, M. V., Greisel, M., Dresel, M., & Kollar, I. (2025). **Enhancing the Peer-Feedback Process Through Instructional Support: A Meta-Analysis**. *Educational Psychology Review*, *37*(2), 42. https://doi.org/10.1007/s10648-025-10017-3
Peer-feedback can be an effective method to support learning. However, students often require instructional support to provide and process peer-feedback effectively. Previous research used various types of instructional support to improve the quality of peer-feedback processes and outcomes. Yet, a comprehensive overview over their effects is missing. Therefore, this meta-analysis (based on N = 32 studies with N = 3806 learners) investigates the effects of different kinds of instructional support (feedback provision vs. feedback reception; content-specific vs. generic) on peer-feedback processes (formulating high-quality feedback messages, or effectively reflecting on the feedback received) and outcomes (subject-matter-related knowledge). Overall, peer-feedback with vs. without instructional support had a substantial positive effect (g = 0.47). Furthermore, we found a positive effect of feedback provision support on the quality of feedback provision (g = 0.72) and the quality of feedback reception (g = 0.69) but not on subject-matter-related knowledge. For feedback reception support, we found no effects on peer-feedback processes and outcomes at all. During feedback provision, content-specific support positively influenced the quality of feedback provision (g = 0.75) but not subject-matter-related knowledge, while generic support exerts a positive impact on the quality of feedback provision (g = 0.70) and subject-matter-related knowledge (g = 0.55). During feedback reception, we again found no significant effects of content-related support and generic support at all. The lack of effects for feedback reception support may be related to the limited number of studies on feedback reception in general. Finally, concrete implications and suggestions for future research are provided.

Jing, Z. (2025). **Does Man Has a Place in Kindergarten Leadership? A Literature Review in China's Early Child Education**. *Psychology in the Schools*, *62*(7), 2178-2191. https://doi.org/10.1002/pits.23458
This literature review explores the experiences of male kindergarten principals through the lens of social role theory, which posits that gender roles shape individuals' behaviors and societal expectations, influencing leadership perceptions and practices. Hence, the review aims to synthesize international research on male principals in early childhood education to examine how societal stereotypes and gender roles affect their professional experiences, leadership efficacy, and career trajectories. The systematic review of 11 studies was conducted between 2001 and 2024, using qualitative, mixed-methods, and case-study approaches. The findings reveal that despite these challenges, male principals employ coping strategies such as role adaptation, boundary negotiation, mentorship, and networking to navigate gendered expectations and assert leadership. The implications of this review underscore the need for systemic interventions to support male leaders in early childhood education, including mentorship programs, professional development opportunities, and policies that challenge traditional gender roles.

Juutinen, J., Egilsson, B. R., Rosell, L. Y., Augustine, L., & Jensen, A. S. (2025). **Fostering resilience in post-pandemic ECEC practices: Lessons from the COVID-19 pandemic in the Nordic countries? A scoping review**. *International Journal of Educational Development*, *117*, 103317. https://doi.org/10.1016/j.ijedudev.2025.103317
COVID-19 presented serious challenges for early childhood education and care (ECEC) operations in the Nordic countries. While governmental responses varied, life in ECEC was characterized by full and partial closures, suspension of social activities, social distancing, compartmentalization, and stringent disease control and prevention procedures. This scoping review provides a comprehensive overview of empirical research on the impact of COVID-19 on Nordic ECEC, identifies gaps in the research literature, and examines indications for how to foster social sustainability and resilience in ECEC for future pandemics or crises. Six international databases were searched, followed by a national search in each Nordic country. In total, 46 articles were analyzed: relating to educators, administrators, children, and parents (P); data on preschool practices during COVID-19 (E); social and psychological practices, cooperation, interaction, and pedagogical and organizational practices (C); and wellbeing, health, participation, and inclusion (O). The results indicate critical aspects and success factors at the structural, relational, and pedagogical levels. Restrictions increased educator anxiety, and stress reduced the relational quality among educators and parents. These changes led to a weakening of pedagogical practices, isolation, and children missing friends. However, the restrictive environments allowed for creative solutions, educators' agency, increased space for children's play, and small-group and outdoor pedagogy, and they highlighted the potential of digital communication and remote pedagogy. To promote resilience in ECEC relates to fostering organizational flexibility and competent leadership, managing rapidly evolving challenges, and maintaining supportive professional relationships during times of crisis. The priorities are identifying opportunities for pedagogical innovation and maintaining relational quality with children and families.

Kambara, H., Lin, Y.-C., Lin, H.-C., & Chen, P.-Y. (2025). **Examining the mediating role of reading amount between reading motivation and reading comprehension among**

American college students: ethnic similarities and differences. *Social Psychology of Education*, *28*(1), 106. https://doi.org/10.1007/s11218-025-10034-8
Reading motivation significantly influences the academic success of American college students. Existing literature often treats American students as a homogeneous group and overlooks the impact of diverse ethnic backgrounds on reading motivation. To address this gap, the present study investigated the relationships among reading motivation, reading amount, and reading comprehension in a sample of 1360 American college students representing three ethnic groups: White American, African American, and Hispanic American. Additionally, we explored the role of reading amount as a mediator in the relationship between reading motivation and reading comprehension, and assessed the magnitude of these effects across the three ethnic groups. Path analysis for each ethnic group revealed a direct effect of expectancy on reading comprehension for all groups. Furthermore, indirect effects of value and cost on reading comprehension were observed among White American and Hispanic American college students, whereas African American college students exhibited a direct effect of cost on reading comprehension. Multigroup path analyses showed similar magnitudes of direct and indirect effects across the three ethnic groups. Our findings provide new evidence of both commonalities and differences in reading motivation among American college students from different ethnic backgrounds.

Kang, X., She, J., & Wu, Y. (2025). **Psychological Capital, Cognitive Appraisals, and Achievement Emotions in Mathematics: Exploring Mediation Pathways**. *Psychology in the Schools*, *62*(7), 2250-2263. https://doi.org/10.1002/pits.23462
With the affective turn in education, particularly with the control-value theory (CVT) proposal, a wide range of antecedents of achievement emotions, including psychological capital (PsyCap), have been investigated and verified. It is worth noting, however, that few studies have examined whether cognitive appraisals mediate the association between PsyCap and achievement emotions. Using latent structural equation model analysis (SEM), this study examined whether mathematical PsyCap predicted mathematics achievement emotions directly and indirectly mediated by mathematics-related control and value appraisals. Data were gathered from 1106 Chinese secondary school students, all of whom were between the ages of 11 and 16 years old. Corroborating the CVT, results indicated that mathematics PsyCap was positively correlated with mathematics enjoyment and achievement and negatively associated with mathematics boredom. The mediating effects of control and value appraisals were also confirmed in the relationships between mathematics PsyCap and achievement emotions (i.e., enjoyment, boredom, and anxiety), as well as between mathematics PsyCap and mathematical achievement. These findings enhance the current knowledge supporting the CVT and provide further insights into the linkage between PsyCap and achievement emotions in Chinese adolescents' mathematics education.

Kapa, H. M., Vega, L., Lombard, P. K., Jackson, M. L., Miles, S., Fein, J. A., & Myers, R. K. (2025). **"It Gave Us an Outlet": School Staff Perspectives on Implementing and Sustaining Culturally Relevant Well-Being Initiatives in Schools**. *Psychology in the Schools*, *62*(7), 2136-2146. https://doi.org/10.1002/pits.23459
School staff are exposed to high levels of occupational stressors and often work within significant resource constraints, putting them at risk for burnout and secondary traumatic stress (STS). Initially developed to support community-based social workers, the Stress-Less

Initiative (SLI) is a 12-session, team-based, and internally facilitated intervention intended to build personal, team, and organizational resilience to mitigate STS and burnout. Our pilot of SLI among school staff providing after-school programming in two under-resourced K-8 public schools explored its feasibility and impact in the school setting. To evaluate this pilot, we interviewed five school staff with varying levels of participation in SLI to understand their experiences, perceived outcomes, and opportunities to optimize and sustain SLI and other supportive well-being initiatives for school staff. Interviewees described SLI as timely, relevant, and personally meaningful and pointed to several associated individual, team, and interpersonal outcomes. They also highlighted opportunities for optimizing school-based well-being initiatives to support their sustainability and impact and staff engagement as well as more general staff needs and preferences for professional development. These results further our understanding of how workplace-based strategies can be implemented in school settings to support staff facing myriad stressors that impact their health, well-being, and effectiveness.

Keller, C., Walker, G., Amenduni, F., Tela, A., & Cattaneo, A. (2025). **Find the apartment's flaws! the impact of virtual reality on vocational students' performance in general education classes and the roles of flow experience, motivation, and sense of presence**. *Education and Information Technologies*, *30*(9), 12709-12734. https://doi.org/10.1007/s10639-025-13320-2
Technological advancements are rapidly transforming education, particularly immersive technologies, such as virtual reality (VR). Despite extensive research on VR's potential to enhance learning, its effectiveness in vocational education and training (VET) remains underexplored. This study evaluates the performance of VET students using a VR environment compared with a desktop computer-based approach. In 2023, a quasi-experimental study with a randomized controlled trial design was conducted with 81 participants from a Swiss vocational school. Following an instruction of how to identify housing defects, the participants were required to identify the defects in a virtual apartment and communicate them verbally by thinking aloud. Various statistical tests were employed to specifically analyze the collected data and evaluate the effects of VR on the students' performance in addition to the roles of sense of presence, motivation, and flow experience. The findings indicated that using VR with head-mounted displays led to a notable enhancement in performance when compared with the desktop approach. Motivation and sense of presence were identified as critical factors for improving outcomes. The study also revealed a complex relationship between sense of presence and performance, with neither motivation nor flow experience acting as direct mediators. These findings contribute to our understanding of the impact of VR on VET learning outcomes and provide insights for future research and practice. However, further investigation is needed to elucidate the advantages and intricacies of incorporating immersive technologies into educational settings.

Kim, M., Kim, J., & Lee, W. (2025). **Intellectual disabilities and programming: Improving computational thinking-based problem solving**. *Education and Information Technologies*, *30*(9), 12101-12141. https://doi.org/10.1007/s10639-024-13253-2
In the digital age, computational thinking (CT)-based problem-solving skills have emerged as essential competencies. Particularly, students with intellectual disabilities need equal educational opportunities and high-quality informatics education to cultivate CT-based problem-solving skills. However, research on the enhancement of CT-based problem-solving skills, specifically among students with intellectual disabilities, is

scant. Therefore, this study analyzed the improvement of CT-based problem-solving skills through programming education tailored to students with mild intellectual disabilities in an inclusive educational environment, using evaluation tools that reflect the multidimensional aspects of CT. The study involved 4 students with intellectual disabilities and 9 students without intellectual disabilities.. A customized programming education course, comprising 6 sessions, was designed based on a Universal Design for Learning. Additionally, a pre-posttest consisting of 14 items was developed to evaluate multidimensional CT-based problem-solving skills. The results of the study indicated that the improvement in CT-based problem-solving skills during the stages of problem understanding and algorithm representation was limited. However, significant improvements were observed during the programming and debugging stages among most participants. The findings underscore the necessity of customized programming education for students with intellectual disabilities, and highlight the need for individualized education to address specific challenges faced in programming education. This study is significant in providing foundational data to understand the educational needs and characteristics of these students, aiming to enhance practical applicability in educational settings.

Kocaarslan, M., & Kesgin, B. Ö. (2025). **A Bibliometric Analysis of Studies on Executive Functions and Reading in the Field of Education**. *Psychology in the Schools*, *62*(7), 2147-2163. https://doi.org/10.1002/pits.23456
Executive functions are one of the most prominent research topics investigated in explaining reading skills, which involve complex cognitive processes. In this study, a bibliometric analysis of articles on executive functions and reading in the field of education was conducted. In the study, 42 articles published between 2012 and 2024 were accessed using the Web of Science database, and the analyses were carried out using the VOSviewer program. As a result of the study, an increase was observed in the number of articles on executive functions and reading in recent years, with three peaks (2018, 2020, and 2023). The examined articles were mostly published in well-established scientific journals with the highest impact factor in the field of reading. Keyword analysis revealed that reading comprehension was one of the most popular concepts. Moreover, it was determined that the role of working memory, inhibitory control, and cognitive flexibility in the decoding process was discussed less than their role in reading comprehension. Finally, in the abstracts of the articles, the terms "student" and "child" were included as strong links and were among the most frequently repeated terms. This finding is important in that it particularly emphasizes the importance of executive functions in childhood.

Koçak, A., Mouratidis, A., Alp Christ, A., Michou, A., & Sayıl, M. (2025). **Basic Psychological Needs Satisfaction and Frustration Scale (BPNSFS): A Turkish Adaptation Study**. *Psychology in the Schools*, *62*(7), 1987-2000. https://doi.org/10.1002/pits.23449
This two-wave study aimed to adapt the Basic Psychological Needs Satisfaction and Frustration Scale (BPNSFS) to the Turkish language and cultural context. At Time 1, participants included 1033 Turkish high school students (Mage = 15.91, SD = 0.36; 41.9% female) from 26 public schools located in Ankara, Türkiye. At Time 2, 849 students continued to participate in the study. A series of CFA provided support to the originally proposed six-factor solution of the BPNSFS and its time invariance along a 6-month period. The results also revealed that in addition to the six-factor model, the Multi-Trait, Multi-Method (MTMM) model could also be used in future research. In addition, testing the

reliability and validity of the scale, regression analyses showed that satisfaction of the three needs positively predicted life satisfaction and negatively predicted depressive feelings, while an opposite trend was observed for the need frustration. Our findings suggest that the Turkish version of the scale is reliable and carries similar psychometric features to the original version.

Kroeper, K. M., Gopalan, M., Emerson, K. T. U., & Walton, G. M. (2025). **Who Gets to Belong in College? An Empirical Review of How Institutions Can Assess and Expand Opportunities for Belonging on Campus**. *Educational Psychology Review*, *37*(2), 36. https://doi.org/10.1007/s10648-025-10010-w
Over a dozen rigorous randomized-controlled trials show that recognizing worries about belonging in a new school as normal and as improving with time can help students stay engaged, build relationships, and succeed. Such "social-belonging" interventions can help students take advantage of opportunities available to them to develop their belonging in college—yet what is the institutional role? Drawing on past literature, and reporting novel data from the College Transition Collaborative's massive trial of the social-belonging intervention (N = 15,143 control-condition students in 374 "local-identity" groups across 22 representative colleges and universities; Walton et al., 2023), we explore who gets to belong in college and what institutional leaders can do to expand these opportunities. First, we find that opportunities for belonging (i.e., "belonging affordances") vary widely, both across institutions and systematically across groups. Notably, Black, Asian, and first-generation college student groups are each less likely than other groups to have minimally adequate opportunities for belonging. Second, all institutions are serving some student groups well, but all can improve: none provides adequate belonging affordances for all groups. Third, four classes of institutional factors predict belonging affordances at the identity-group level: (1) greater in-group representation, (2) more inclusive cultures, (3) greater opportunities for strong relationships, and (4) greater opportunities for productive learning. We conclude by discussing how institutions can learn for whom they are creating opportunities for belonging and for whom they are not, and how institutions can expand opportunities for belonging for groups that are not yet well served.

Kubsch, M., Strauß, S., Grimm, A., Gombert, S., Drachsler, H., Neumann, K., & Rummel, N. (2025). **Self-regulated Learning in the Digitally Enhanced Science Classroom: Toward an Early Warning System**. *Educational Psychology Review*, *37*(2), 34. https://doi.org/10.1007/s10648-025-10011-9
Recent research underscores the importance of inquiry learning for effective science education. Inquiry learning involves self-regulated learning (SRL), for example when students conduct investigations. Teachers face challenges in orchestrating and tracking student learning in such instruction; making it hard to adequately support students. Using AI methods such as machine learning (ML), the data that is generated when students interact in technology-enhanced classrooms can be used to track their learning and subsequently to inform teachers so that they can better support student learning. This study implemented digital workbooks in an inquiry-based physics unit, collecting cognitive, metacognitive, and affective data from 214 students. Using ML methods, an early warning system was developed to predict students' learning outcomes. Explainable ML methods were used to unpack these predictions and analyses were conducted for potential biases. Results indicate that an integration of cognitive, metacognitive, and affective data can predict students' productivity with an accuracy ranging from 60 to

100% as the unit progresses. Initially, affective and metacognitive variables dominate predictions, with cognitive variables becoming more significant later. Using only affective and metacognitive data, predictive accuracies ranged from 60 to 80% throughout. Bias was found to be highly dependent on the ML methods being used. The study highlights the potential of digital student workbooks to support SRL in inquiry-based science education, guiding future research and development to enhance instructional feedback and teacher insights into student engagement. Further, the study sheds new light on the data needed and the methodological challenges when using ML methods to investigate SRL processes in classrooms.

Kumar, A. T., & Prieto-Flores, Ò. (2025). **"I am not any Greater than you are" Cultivation of Humility in Higher Education through Mentoring**. *Innovative Higher Education*, *50*(3), 947-965. https://doi.org/10.1007/s10755-024-09759-9
This study investigated the experiences of college-student mentors to gain a nuanced understanding of 'humility' in higher education (HE) and to illuminate how it operates within mentoring dyads. Seventeen mentors, comprising both undergraduate (9) and graduate (8) students, were interviewed in this exploratory qualitative research. One-on-one semi-structured interviews were employed as the primary method of data collection. The analysis followed a deductive approach guided by the HEXACO (Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness, Openness) personality framework. While the mentors' narratives are situated within the Indian context, the study appraises implications for the broader landscape of HE. The investigation shows that mentors viewed humility as essential. They demonstrated it by reflecting on their own humility, adjusting their behavior to guide mentees toward program goals effectively, and navigating relationships in a socio-culturally humble manner. Additionally, humility was also found to be instrumental in resolving conflicts and enhancing the quality of mentorship. The study fills a critical gap in HE and mentoring literature and underscores the role of humility in fostering generativity and socially responsible leadership among college-student mentors. The outcome also encourages HE institutions to leverage mentoring programs to cultivate humility in their students, preparing them holistically for the professional world by integrating personal growth with technical expertise.

Larivière, J. (2025). ***From Rank to Label: How Early Academic Rank Shapes Educational Diagnoses and Mental Health Outcomes*** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: https://EconPapers.repec.org/RePEc:pra:mprapa:124861
This study uses rich Canadian census and administrative data to examine the causal ef- fects of early academic ranking on educational diagnoses and long-term mental well-being. Leveraging within-classroom variation among students with similar abilities, I find that mov- ing from the 0–5th to the 10–15th percentile reduces learning disability diagnoses by 34% and mental health conditions by 16%. Conversely, shifting from the 85–90th to the 95–100th percentile increases gifted diagnoses by 27%, showing that teacher perceptions and behaviors are influenced by relative performance. Similar rank variation also lower adult mental health challenges by 12% and boost learning-related self-esteem by 21%.

Lassarade, F., & Saint-Martin, A. (2025). ***Les neurosciences dans l'éducation*** (Note scientifique de l'Office N° 737). Consulté à l'adresse Sénat website: https://www.senat.fr/rap/r24-737/r24-737.html

Lechaume, A., Coulombe, S., Campuzano, J. C., Atkin, S., & Vokey, F. (2025). **Quand précarité de statut migratoire et d'emploi s'entrechoquent au fil du temps. Un dispositif méthodologique novateur pour comprendre les trajectoires de bien-être et santé psychologique des travailleur/euses immigrant·es temporaires au Québec**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 391-399). https://doi.org/10.4000/142i8

Lee, J. H., Kim, M., & Koo, K. (2025). **Profiling personality factors predicting academic achievement: insights from a diverse student sample**. *Social Psychology of Education*, *28*(1), 131. https://doi.org/10.1007/s11218-025-10050-8
This study explored the relationship between personality traits and academic achievement in a diverse sample of undergraduate students at a minority-serving institution. Utilizing the self-regulated learning framework, we examined how conscientiousness, procrastination, and two dimensions of perfectionism (personal standards and evaluative concerns) collectively relate to academic achievement. A person-centered approach, latent profile analysis, was employed to identify distinct personality profiles among 400 participants. Two primary profiles were identified: Reliable Secure (42.5%), characterized by high conscientiousness and low procrastination and evaluative concerns, and Unreliable Insecure (57.5%), marked by low conscientiousness and high procrastination and evaluative concerns. Both profiles had relatively high personal standards with minor differences, suggesting that it may not distinguish between them effectively. Students in the Reliable Secure profile had significantly higher GPAs than those in the Unreliable Insecure profile. Contextual variables—such as race, age, gender, parental expectations and criticism, and mental and physical health—were examined as predictors of profile membership. We found that older students were more likely to belong to the Reliable Secure profile, while those with a history of mental health diagnoses and high parental expectations and criticism were more likely to be in the Unreliable Insecure profile. These findings support the use of a person-centered approach in educational settings to better understand the relationship between personality and academic achievement and provide a foundation for future research on personalized academic support tailored to distinct personality profiles.

Lee, S., Kim, Y., & Shin, J. (2025). **Exploring the Interplay of Social Support, Grit, and Achievement in Korean Junior High School Students**. *Psychology in the Schools*, *62*(7), 2300-2310. https://doi.org/10.1002/pits.23467
This study examined the relationships between social support from parents, friends, and teachers, grit, and academic achievement among junior high school students in South Korea. Data were collected from 9502 students using third-grade junior high school students in the 2020 National Level Assessment of Academic Achievement. Descriptive statistics, regression, and mediator effect analysis were performed by using SPSS 21.0 and Hayes Process Macro 3.5. The results indicated that parental support had a greater impact on learners' academic achievement than support from teachers or peers. In addition, grit mediated the relationship between social support and learners' academic achievement, and teachers had a larger effect on learners' grit than support from parents or peers. These findings suggest that schools and educational institutions should consider incorporating parental involvement in programs to enhance academic achievement. In addition, the positive impact of social support from teachers, parents,

and friends on grit highlights the benefits of implementing grit development programs within educational settings.

Li, H., & Pan, Y. (2025). **Exploring the impact of hedonic and utilitarian drivers of gamified learning in metaversity: A multi-group analysis**. *Education and Information Technologies*, *30*(9), 11935-11970. https://doi.org/10.1007/s10639-024-13285-8
This study based on the Hedonic Motivation System Adoption Model (HMSAM), the Expectation Confirmation Model (ECM), and Task Technology Fit (TTF), explores the factors influencing users' continuance intention in gamified learning within metaversity. A total of 286 valid questionnaires were collected using random sampling. The data were analyzed through Partial Least Squares Structural Equation Modeling (PLS-SEM), this research analyzes the key factors affecting users' continuance intention from both hedonic and utilitarian perspectives. The results indicate that hedonic motivations (control, curiosity, and joy) positively influence users' sense of immersion and continuance intention, while utilitarian motivations (task-technology fit and expectation confirmation) also have a positive impact on continuance intention. Additionally, TTF serves as a positive moderator between joy and behavioral intention to use. Furthermore, a multi-group analysis reveals that hedonic motivations have a stronger impact on novice users, whereas utilitarian motivations exert a greater influence on expert users. This study provides theoretical support and practical recommendations for the design of metaversity platforms and the development of educational content. It also offers empirical evidence for policymakers aiming to advance metaversity education and technological innovation.

Li, W., Ren, Z., Li, X., Li, R., Liu, Y., Guo, R., … Zhang, X. (2025). **Patterns of presenteeism and their associations with work engagement and turnover intention among Chinese primary and secondary school teachers**. *Social Psychology of Education*, *28*(1), 114. https://doi.org/10.1007/s11218-025-10082-0
Presenteeism is a severe global public health issue, which is widespread in the community of teachers. Limited evidence shows presenteeism patterns and their associations with work engagement and turnover intention among primary and secondary school teachers in China. In this study, latent profile analysis (LPA) was used to categorize the presenteeism patterns of teachers, and multiple linear regression was performed to explore the associations of these patterns with the work engagement and turnover intention of teachers. Presenteeism existed in group heterogeneity and five patterns of presenteeism were classified. Different patterns of presenteeism were associated with work engagement and turnover intention to different degrees. Compared with the low presenteeism group, the high presenteeism one exhibited the lowest work engagement, followed by the medium presenteeism and working energy-consuming presenteeism groups, and finally the group with working restricted presenteeism. Meanwhile, the high presenteeism group had the highest risk for turnover intention, followed by working restricted presenteeism and medium presenteeism groups, while working energy-consuming presenteeism was not related to the turnover intention of teachers. School administrators should develop targeted interventions for various types of teachers' presenteeism, to prevent presenteeism from negatively affecting teachers' work engagement and turnover intention.

Li, X., Ching, B. H.-H., Tan, L., Li, X., Li, J., & Chen, T. T. (2025). **The Relation Between Spontaneous Focusing on Numerosity and Mathematics Performance: A Meta-Analysis**. *Educational Psychology Review*, *37*(2), 27. https://doi.org/10.1007/s10648-025-10007-5
Substantial research has explored the connection between children's spontaneous focusing on numerosity (SFON) and their current and later mathematical achievement. However, the findings have been inconsistent, and no comprehensive investigation has yet been conducted. This meta-analysis examines the relation between SFON and mathematics performance in preschool and school-age students and identifies potential moderators, including SFON measurement methods, SFON scoring methods, number size in SFON tasks, domains of mathematics skills, temporal relations, time lags, and age. Based on 171 effect sizes from 35 independent samples, involving 6604 participants across 29 studies, results revealed a significant positive correlation between SFON and mathematics performance (r = .274), with bidirectionality and longitudinal stability. The correlation remained significant after controlling for working memory, nonverbal intelligence, and inhibition, respectively. Moderation analyses showed stronger correlations with mathematics performance for behavioral-based tasks and scoring methods that consider both accuracy and quantifying acts. SFON tasks involving smaller numbers (less than ten) yielded stronger correlations with mathematics performance. Temporal relations emerged as a significant moderator, with a stronger longitudinal link from mathematics performance to SFON compared to the reverse. Age was another significant moderator, with the link strengthening with age. Interaction effects among moderators were also observed. Theoretical implications of these findings regarding the SFON-mathematics performance relation are discussed, and practical implications for comprehensive assessment of children's SFON.

Lohmann, J. F., Machts, N., Möller, J., & Zitzmann, S. (2025). **A More Comprehensive, More Reliable Multilevel Approach for Assessing and Modeling Teacher Judgment Accuracy Using Latent Variables**. *Educational Psychology Review*, *37*(2), 53. https://doi.org/10.1007/s10648-025-10029-z
We propose a novel approach for modeling judgment accuracy that, for the first time, allows for simultaneously considering the rank, level, and differentiation component, the predominantly applied operationalization of teacher judgment accuracy. These components are conceptualized as latent, unobserved individual abilities. The model is introduced technically and its functionality is illustrated. Next, several model extensions are described that enhance the model's capabilities to address important research questions in teacher judgment accuracy research, such as concerning moderators of judgment accuracy or the effect of judgment accuracy on learning outcomes. We study the newly proposed model in three simulation studies demonstrating that our approach provides more accurate individual-level estimates of judgment accuracy components than the traditional, still widely applied person- and component-wise calculation (simulation study 1), that our approach yields more accurate standard errors of moderation effects of judgment accuracy components resulting in higher true positive rates across various typical sample size scenarios (simulation study 2), and that our approach yields lower parameter bias and higher coverage rates of predictive effects (simulation study 3). The findings underscore the model's potential for improving the assessment and modeling of judgment accuracy although the improvement over the person-score-based two-step approach was rather small in some conditions. We present two real data examples, including a step-by-step tutorial how to apply the newly proposed approach, and conclude by discussing the implications of our results and

suggesting directions for future research. Easy-to-use R code is provided to simplify the application of the new judgment accuracy model.

Makransky, G., Shiwalia, B. M., Herlau, T., & Blurton, S. (2025). **Beyond the "Wow" Factor: Using Generative AI for Increasing Generative Sense-Making**. *Educational Psychology Review*, *37*(3), 60. https://doi.org/10.1007/s10648-025-10039-x
Generative artificial intelligence (GenAI) has emerged as a transformative tool in education, offering scalable individualized learning. However, there is a lack of theoretically informed and methodologically rigorous research on how GenAI can effectively augment learning. This manuscript addresses this gap by investigating the potential of a theory-informed GenAI chatbot, ChatTutor—designed for students—to facilitate generative sense-making by leveraging principles from generative learning theory. The study aimed to (1) extend theory by proposing how GenAI can support generative sense-making and (2) test its effects on conceptual knowledge, self-efficacy, and trust post-use and on conceptual knowledge, enjoyment, and behavioral intentions in a delayed follow-up. We conducted two between-subjects design experiments. Study 1 was a pre-registered experiment with 175 university students in an authentic cognitive psychology course, comparing ChatTutor with a generic GenAI system (ChatGPT) and a teaching-as-usual control. Study 2 replicated the design with 234 high school students, comparing ChatTutor to ChatGPT, and a re-study control. Results showed that ChatTutor significantly enhanced trust and enjoyment in both studies, and behavioral intentions in Study 1, compared to ChatGPT. It also improved conceptual knowledge over ChatGPT immediately in both studies and at follow-up in Study 2. ChatTutor outperformed the control condition in conceptual knowledge, although this difference was only significant in the follow-up of Study 1 and the immediate test of Study 2. Differences in self-efficacy were not significant. The research underscores the importance of integrating human-centered design and educational psychology theories into GenAI applications and offers directions for future research and practice.

Margulieux, L., Prather, J., & Rahimi, M. (2025). **The Biological Benefits of Failure on Learning and Tools to Manage the Fallout**. *Educational Psychology Review*, *37*(2), 33. https://doi.org/10.1007/s10648-025-10013-7
Failure can be an effective tool for learning, but it comes with negative consequences. Educators and learners should practice strategies that leverage the benefits of failure while managing its negative consequences on learners' motivation and persistence. Towards that goal, this paper examines the biological effects of failure on learning to (1) explain how failure primes the brain for learning and (2) propose behavioral strategies for coping with the negative consequences, focusing on postsecondary students. This conceptual literature review article draws upon neuroscience literature to explain biological mechanisms related to failure and education literature to explore connections to learning theory and environments. The paper is organized into two major sections: (1) the benefits of failure and (2) tools to deal with its negative effects. Within each section, the paper describes related neurochemicals and behavioral strategies to affect them that could be explored in educational settings. By understanding these biological effects, we can better design learning environments and support students through failure. Each section of the paper also describes non-invasive research tools that could be used to study the effects of interventions that aim to improve students' experience of failure in education.

Martinot, D., Beaton, A., & Gul, B. (2025). **The causal effects of relative deprivation on the well-being of adolescents: a look at self-esteem, school engagement and perceived control**. *Social Psychology of Education*, *28*(1), 120. https://doi.org/10.1007/s11218-025-10064-2
Correlational research has shown that experiencing personal relative deprivation is negatively related to adolescents' psychological health and school engagement. Two studies are designed to experimentally test the causal effect of personal versus collective relative deprivation in the classroom context on adolescents' self-esteem and school engagement. In the first study, 211 French eighth-grade students imagined an experience of personal relative deprivation (n = 107) or collective relative deprivation (n = 104) in the classroom and completed a measure of state self-esteem, social and cognitive school engagement, and behavioral disengagement. Findings revealed that the personal relative deprivation condition, rather than the collective relative deprivation condition, decreased state self-esteem and social engagement while increasing the behavioral disengagement of adolescents. The relationship between imagined relative deprivation and state self-esteem was completely mediated by social engagement. In the second study, participants imagined an experience of personal relative deprivation (n = 65), collective relative deprivation (n = 64) or equality (n = 61) in the classroom. Compared to the collective relative deprivation condition or the equality condition, the personal relative deprivation condition reduced perceived control, social engagement, state self-esteem and increased behavioral disengagement. Serial mediation analyses demonstrated that the relationship between the imagined situation and state self-esteem was mediated by perceived control and behavioral disengagement, respectively. Results causally demonstrate the pernicious effects of imagined personal relative deprivation and the benefits of mental imagery based on equal treatment of students on their perceived control, self-esteem and academic engagement. The implications for adolescent classroom management are discussed.

McGill, R. J., Dombrowski, S. C., & Canivez, G. L. (2025). **Beyond Primary Assessment on the WISC-V: An Investigation of the Structural Validity of the Ancillary Scores**. *Psychology in the Schools*, *62*(7), 2164-2177. https://doi.org/10.1002/pits.23457
The present study examined the posited structure of the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) ancillary index scores with normative sample participants aged 6-16 years (N = 2200) using a series of confirmatory factor analyzes (CFA) with maximum likelihood estimation. CFA results supported the retention of auditory working memory (AWM) but not quantitative reasoning (QR) as narrow dimensions in an extended WISC-V measurement model. Additional results from models explicating the structures for each of the posited ancillary composite-level indexes (nonverbal [NVI], general ability [GAI], cognitive processing [CPI]) provided support, in part, that these indexes represent global dimensions with differing degrees of generality. Though some of these scores may be used in the manner intended by the test publisher (e.g., comparing and contrasting performance on different composites, specific learning disability identification), provisional limitations for using the ancillary indexes as a focal point of clinical decision-making are discussed.

Moore, R. L., Wang, C., Liu, L., & Lee, S. S. (2025). **The knowledge quest: navigating the Learner-Intention Continuum from curiosity to achievement**. *Education and Information Technologies*, *30*(9), 12991-13009. https://doi.org/10.1007/s10639-025-13327-9

This study introduces a novel Learner-Intention Continuum, spanning from curiosity and exploration to purposeful, goal-directed learning. This continuum fills a critical gap in understanding the diverse motivations of informal and semi-formal learners, specifically those who enroll in massive open online courses (MOOCs). Through latent class analysis (LCA) on 2,757 student responses in an introductory statistics MOOC, we linked learner intentions to course performance, integrating demographic data and final grades. We identified three distinct MOOC learner personas along this continuum—Knowledge Seeker, Undecided Explorer, and Goal-Oriented Learner—each representing different motivations for participating in a MOOC. The Knowledge Seeker typically engages out of curiosity, seeking new knowledge without a specific goal. The Undecided Explorer is uncertain about their intentions, participating for various reasons without clear focus. The Goal-Oriented Learner enrolls with specific objectives, such as career advancement or academic achievement. Mapping these personas along the continuum provides critical insights into how learner intentions influence engagement and outcomes. This continuum is particularly valuable for educators and researchers, highlighting how learners interact with MOOCs. Educators can create personalized strategies that enhance learner success by understanding these personas. The Learner-Intention Continuum will inform MOOC learner research and establishes a foundation for future research on learner intentions in MOOCs.

Musoba, G. D., & Lopez, J. (2025). **"Dream Big but Be Realistic": Rural School Counselors and Students' College Choice**. *Psychology in the Schools*, *62*(7), 2001-2011. https://doi.org/10.1002/pits.23448
We interviewed Texas rural school counselors in schools with students who are first generation and low-income. Two research questions were addressed: (a) How do rural high school counselors understand students' college and career choice process? (b) How do school counselors expand or limit the college choice of rural students? Key findings include that rural school counselors focus on open admissions rather than competitive admissions. School counselors in rural, low-income schools do not want to be directive yet give advice that prioritizes starting at local colleges. Counselors need to adapt their approach due to the rural culture of respect for hard work and the burden of trust placed on them by rural families. Finally, rural counselor services were variable and documenting all students progress in preparing for college improves college readiness in low-income, first-generation rural students.

Orsini, M. (2025). **Who needs to (un)know? On the generative possibilities of ignorance for autistic futures**. *International Journal of Qualitative Studies in Education*, *38*(5), 640-657. https://doi.org/10.1080/09518398.2022.2098399
This article advances an (anti)agenda that would center unknowing as a necessary tool to remake autism. While much of the literature on the social study of ignorance describes its corrosive effects for democracy or how ignorance fuels epistemic injustice, I argue that some harms committed against autistic people have come from well-meaning attempts to know. A newly invigorated "critical" autism studies could foreground a project of ignorance to catalogue the varieties of unknowing that can recenter and remake autism. This does not entail simply supplanting "expert" knowledge with "non-expert" knowledge from the purified perspective of situated, autistic knowers; rather it disrupts feel-good narratives in which any efforts to rescue subjugated knowledges are hailed as undeniably progressive, a practice in which autistic knowers can become

ensnared. Unknowing autism can propel the generative possibilities of failure, and futures in which efforts to reproduce dominant ways of knowing are resisted.

Ortiz-Bonnin, S., & Blahopoulou, J. (2025). **Chat or cheat? Academic dishonesty, risk perceptions, and ChatGPT usage in higher education students**. *Social Psychology of Education*, *28*(1), 113. https://doi.org/10.1007/s11218-025-10080-2
Academic dishonesty remains a persistent concern for educational institutions, threatening the reputation of universities. The emergence of Artificial Intelligence (AI) tools exacerbates this challenge as they can be used for chatting but also for cheating. Several scientific papers have analyzed the advantages and risks of using AI tools like ChatGPT in academia. On the one side it offers increased accessibility of information and facilitates personalized learning. On the other side several risks are associated with the usage of ChatGPT, including the generation of inaccurate information, and the facilitation of academic dishonesty like cheating and plagiarism. This study examines how students' Perception of Academic Dishonesty (PAD) and their perception of the risks associated with using ChatGPT, are linked to a reduced use frequency and intention to use this AI tool. A sample of 468 undergraduate students answered an online survey. Our findings indicate a negative and significant relationship between perceived risk, and both use frequency and intention to use ChatGPT in the future. Additionally, perceived risk mediates the relationship between PAD and ChatGPT usage patterns. This is the first study to demonstrate that students with high PAD present higher levels of awareness of the risks associated with using ChatGPT, which is associated with lower frequency of use and intention to use this AI tool in higher education. These results highlight the importance of integrating such technologies into the university, while carefully considering ethical issues and students' perceptions of risk.

Osuna, A. I., Darcy, K., Prior, S., Olson, T., & Hamm, J. A. (2025). **Students' experienced harm at higher education institutions: A qualitative study**. *Innovative Higher Education*, *50*(3), 789-814. https://doi.org/10.1007/s10755-024-09756-y
Student wellbeing is a critical concern within higher education, as universities bear the responsibility of safeguarding students from potential harm arising from institutional decisions and the conduct of students and staff (Smith and Freyd, Journal of Traumatic Stress 26:119–124, 2013; Koskina (Studies in Higher Education, 38, 1020-1036, 2013)). This harm can manifest in different ways, from physical dangers to intangible harm that affect students' identities. The concept of trust plays a significant role in this context, where students must acknowledge that universities might cause harm through their choices. Understanding the interplay between trust and harm is crucial: It is essential to recognize the types of harm universities can control and those that students perceive as relevant when conceptualizing trust in higher education. To address trust and harm, this study builds upon findings from climate surveys conducted at various institutions and investigates the specific harms students have experienced at their universities. The research question guiding this study is: What are the experienced harms of students at higher education institutions (HEIs)? By qualitatively analyzing the experiences of thirty-nine students from a large Midwestern university, this research provides valuable insight into the nature of harm that students encounter in academic environments.

Phan, H. P., Ngu, B. H., Zhong, H. F., Usop, H. H., & Anding, P. N. (2025). **The Importance of Social Support: Facilitating Positive Well-Being Experiences of Elementary School Students**. *Psychology in the Schools*, *62*(7), 2311-2338. https://doi.org/10.1002/pits.23469

The present nonexperimental study explores the role of the school social context in shaping students' schooling experiences and personal well-being. A dynamic school system provides a rich environment that encompasses various processes, factors, and outcomes, one of the most significant being the provision of quality social support. In particular, perceived social support is hypothesized to act as an antecedent of both learning and non-learning experiences, such as personal well-being. The focus of this study was to investigate the impact of different types of social support—specifically from parents, teachers, and peers—on the multifaceted nature of personal well-being. We hypothesized that social support from key figures, like parents, would positively influence a child's overall well-being. We employed a comparative methodological design, analyzing two distinct convenient cohorts of elementary school students from Australia (N = 198) and Malaysia (N = 162). Statistical analyses were conducted using confirmatory factor analysis (CFA) and structural equation modeling (SEM) to test our hypothesized relationships. The results supported our original proposition that different types of social support, including peer support, serve as positive antecedents for personal well-being. Notably, we found that peer support positively influenced proactive engagement among students. An innovative aspect of our findings was the identification of a "higher-order" latent factor of personal well-being, which was positively associated with a state of "flourishing." In conclusion, our study offers important insights into the practical implications of social support within the educational and social contexts. These findings are particularly valuable for the design of both educational and noneducational programs that capitalize on the social context to enhance personal well-being.

Pov, S., & Kawai, N. (2025). **Relationships Between Teachers' Attitudes, Concerns, Self-Efficacy, Intentions, and Behavior to Include Students With Disabilities in Regular Schools in Cambodia**. *Psychology in the Schools*, *62*(7), 2237-2249. https://doi.org/10.1002/pits.23460

In Cambodia, students with disabilities remain marginalized and excluded from regular education settings, leading to low attendance and primary education completion rates. These challenges highlight critical concerns about teachers' inclusive practices. This study utilized the Theory of Planned Behavior to explore how teachers' attitudes (attitudes toward inclusion), subjective norms (concerns about inclusion), perceived behavioral control (self-efficacy for inclusive practices), and behavioral intentions shaped their actual behavior to include students with disabilities. A survey was conducted with 1008 in-service teachers from 236 primary schools across Cambodia using the teachers' attitudes toward inclusion scale, concern about inclusive education scale, and teacher efficacy for inclusive practices. Data analysis employed a mediation analysis using structural equation modeling with the lavaan package in RStudio. The study revealed that subjective norms and perceived behavioral control significantly and directly predicted teachers' intentions to support students with disabilities. Behavioral intentions, subjective norms, and perceived behavioral control also directly predicted their actual behavior. Indirect effects showed that subjective norms and perceived behavioral control significantly predicted actual behavior through behavioral intentions. The findings highlight the importance of strengthening policy and training programs to alleviate teachers' concerns and enhance their self-efficacy to promote inclusive practices.

Rau, M. A., & Premo, A. E. (2025). **Systematic Review of Educational Approaches to Misinformation**. *Educational Psychology Review*, *37*(2), 43. https://doi.org/10.1007/s10648-025-10012-8

Misinformation can have severe negative effects on people's decisions, behaviors, and on society at large. This creates a need to develop and evaluate educational interventions that prepare people to recognize and respond to misinformation. We systematically review 107 articles describing educational interventions across various lines of research. In characterizing existing educational interventions, this review combines a theory-driven approach with a data-driven approach. The theory-driven approach uncovered that educational interventions differ in terms of how they define misinformation and regarding which misinformation characteristics they target. The data-driven approach uncovered that educational interventions have been addressed by research on the misinformation effect, lie detection, information literacy, and fraud trainings, with each line of research yielding different types of interventions. Furthermore, this article reviews evidence about the interventions' effectiveness. Besides identifying several promising types of interventions, comparisons across different lines of research yield open questions that future research should address to identify ways to increase people's resilience towards misinformation.

Rémeau, M., & Borst, G. (2025). ***Comprendre et réduire les inégalités éducatives dès la petite section : le rôle clé des fonctions exécutives***. Consulté à l'adresse https://www.le21dulapsyde.com/post/comprendre-et-réduire-les-inégalités-éducatives-dès-la-petite-section-le-rôle-clé-des-fonctions-ex

Rivers, M. L., Northern, P. E., & Tauber, S. K. (2025). **Does Retrieval Demand Moderate the Effectiveness of Covert Retrieval Practice? Comparing Covert and Overt Retrieval Practice for Learning Key Terms and Definitions**. *Educational Psychology Review*, *37*(3), 61. https://doi.org/10.1007/s10648-025-10040-4
Prior research suggests that the effectiveness of retrieval practice may be moderated by response format: overt retrieval (e.g., typing a response) outperforms covert retrieval (e.g., mentally recalling a response) for complex materials like definitions, but both forms of retrieval are equally effective for simple materials like single words. These differences are explained by the retrieval dynamics hypothesis, which posits that retrieving a single unit of information is relatively automatic and easy, while retrieving multiple interconnected units (e.g., definitions) is more demanding and may not be exhaustive when done covertly. In two experiments, undergraduates studied either key terms or definitions of declarative concepts and practiced via overt retrieval, covert retrieval, or restudy. Two days later, students completed a criterion test on either the key terms or definitions. Results supported the retrieval dynamics hypothesis: performance was higher for overt compared to covert retrieval, with a larger advantage for definitions than key terms. Both retrieval formats outperformed restudy. These findings suggest that overt retrieval practice is particularly beneficial for learning demanding material, whereas covert retrieval may be more efficient, though less thorough. Future research should explore methods to enhance the effectiveness of covert retrieval. Until then, we recommend students prioritize overt retrieval when mastering complex information.

Rocha, J., & Coronella, T. (2025). **Academic resilience of Mexican heritage women in college: transforming familial histories into asset-based resources**. *International Journal of Qualitative Studies in Education*, *38*(5), 774-795. https://doi.org/10.1080/09518398.2024.2416707
This study builds on asset-based research that acknowledges the continuity of cultural assets and resources utilized among Latinx students in their educational trajectories. It is

important to consider the functionality of individuals' subjective sense- and meaning-making with explicit familial and cultural contexts as foundational to students' academic resilience. Drawing upon LatCrit and Community Cultural Wealth to theorize about how first-generation Latinx college women make sense/meaning of their heritage, and in connection with their college-going identities, which can help identify factors that contributed to their educational persistence, this multi-method qualitative study examined how seven women of Mexican heritage (self-identified) cultivated their academic resilience. Findings suggest that the participants made meaning of familial cuentos and consejos in their daily lives and conceptualized their own positive attitudes and behaviors towards education in the form of asset-based resources: motivation, aspirations, and familial, ethnic, and cultural pride, in addition to positivity and optimism, and a strong work ethic. More research is needed on how students transform their families' histories into resources that promote resilience.

Rousselot, F. (2025, juin 25). **Doctorat : Les coûts invisibles de la thèse, entre surmenage et anxiété**. Consulté 30 juin 2025, à l'adresse The Conversation website: http://theconversation.com/doctorat-les-couts-invisibles-de-la-these-entre-surmenage-et-anxiete-258119
Formateur sur le plan intellectuel, le parcours du doctorat peut aussi être source de fragilités psychologiques et économiques.

Savina, E., Fulton, C., & Beaton, C. (2025). **Teacher Emotional Competence: A Conceptual Model**. *Educational Psychology Review*, *37*(2), 40. https://doi.org/10.1007/s10648-025-10018-2
The classroom represents a complex socio-cultural environment where emotions emerge as a result of instruction, learning, and interpersonal transactions. Teachers' ability to recognize, regulate, and respond to emotions in the classroom has powerful consequences for students' behavior, learning, and the teacher's own well-being. In order to be effective in instruction and classroom management and to prevent emotional burnout, teachers have to be emotionally competent. Furthermore, fostering teachers' emotional competence helps with teacher retention. Several studies documented the positive effects of emotional training of aspiring and practicing teachers. However, there is a need for a better understanding of specific emotional skills pertinent to the teaching profession. We propose eight competencies essential for teachers to be effective in using emotions for instructional and relational purposes and managing their own and students' emotions. These competencies include (1) understanding teachers' own emotions; (2) effective emotion regulation; (3) effective emotional communication; (4) maintaining teachers' emotional well-being; (5) understanding and responding to students' emotions; (6) utilizing emotions to promote learning; (7) utilizing emotions to foster positive relationships and emotional climate in the classroom; and (8) promoting students' social-emotional learning. We further identified discrete emotional skills within each competence and their implication for instruction, classroom management, social-emotional learning in the classroom, and teachers' well-being. The proposed model of teacher emotional competence can be used as a springboard to develop emotional training programs and guide assessment practices aimed at the evaluation of teachers' emotional skills.

Scheiter, K. (2025). **Commentary: How can We Come to Terms when Discussing the Role of Effort from the Perspective of Cognitive Load Theory and Theories of Self-regulated**

Learning? *Educational Psychology Review*, *37*(2), 57. https://doi.org/10.1007/s10648-025-10037-z
The present commentary is a response to a special issue on effort regulation during learning and problem solving [De Bruin, A. B. H., Janssen, E. M., Waldeyer, J., & Stebner, F. (2025). Fostering Monitoring and Regulation of Effort. Educational Psychology Review]. Its contributions discuss and investigate the role of effort against both, Cognitive Load Theory and theories of self-regulated learning, thereby considering cognitive as well as motivational perspectives. The present commentary reflects upon challenges that arise from the attempt of linking these two perspectives. As a conclusion, I suggest that as a research community we need to avoid possible jangle fallacies when discussing the concept of effort and its influencing factors from multiple perspectives, attempt to formulate integrated theories of cognition and motivation rather than just mapping isolated assumptions, and consider the consequences of how we prompt learners to give subjective appraisals with respect to their learning experiences.

Segura-Nebot, R., de Lemus, S., Baltar, A., & Muro, P. M. (2025). **Boys and girls can play: efficacy of a counter-stereotypical intervention based on narratives in young children**. *Social Psychology of Education*, *28*(1), 123. https://doi.org/10.1007/s11218-025-10077-x
From an early age, children internalize gender stereotypes and roles, which can influence their preferences, aspirations, and social interactions. This study aimed to test the effectiveness of an intervention using counter-stereotypical narratives to reduce gender stereotyping and its consequences at two developmental stages: before the period of gender stereotypical rigidity (before age 5–6) and after (ages 6 and older). Across four studies—three exploratory (N1 = 101, N2 = 126, N3 = 67) and one confirmatory (N4 = 232)—results showed that the intervention effectively reduced gender stereotyping, specifically in the attribution of toys and professional roles to both genders. These effects persisted over time, as evidenced by a two-week follow-up (Study 4). Additionally, the intervention significantly decreased gender-based exclusion in play among younger children (Study 1), highlighting its early developmental impact. The findings support the utility of integrating counter-stereotypical narratives and reflective discussions into educational settings, providing educators and families with an accessible tool to foster more flexible gender schemas and encourage inclusive attitudes and behaviors from early childhood.

Shannon, D. B. (2025). **A/autisms: a "queer labor of the incommensurate": holding onto the friction between different orientations towards autism in an early childhood research-creation project**. *International Journal of Qualitative Studies in Education*, *38*(5), 711-729. https://doi.org/10.1080/09518398.2021.2003894
In this paper, I propose "A/autisms" as an organizing concept for considering the complex intersection of Autistic identity, autistic disability, and the contingency of the diagnosis "autism" in educational research. I draw from Neuroqueer(ing) Noise—my doctoral research-creation project in an integrated, mainstream early childhood classroom—to consider how this intersection might help us orient towards A/autisms as artists, researchers, and teachers. Moreover, I suggest that A/autisms might be understood as a methodology for reorienting toward the human subject in the ontological turn. This paper is of relevance to researchers in the field of critical autism studies, as well as educational researchers interested in "post"-humanism, feminist materialisms, and arts-based research.

Shin, J. E. L. (2025). **Impostorism: prevalence and its relationships with mental health, burnout, dropout consideration, and achievement among graduate women in STEM**. *Social Psychology of Education*, *28*(1), 129. https://doi.org/10.1007/s11218-025-10090-0
Impostorism is a psychological phenomenon characterized by persistent self-doubt and a fear of being exposed as an intellectual fraud, despite objective records of success. This phenomenon was first observed among high achieving women. The current study investigated impostorism among graduate women in science, technology, engineering, and mathematics (STEM) programs, a group that has historically been underrepresented and often subjected to negative stereotypes and discriminatory treatment, increasing their vulnerability to impostor experiences. A diverse group of 80 graduate women in STEM from various institutions in the U.S. participated in this study. Results demonstrated a high prevalence of impostorism with 97.5% reporting at least a moderate level of impostor experiences. Furthermore, a series of simple linear regression analyses revealed that impostorism predicted poorer mental health as well as greater burnout and dropout consideration, supporting the study hypotheses. Given that impostorism is experienced by high achieving individuals, impostorism was not expected to predict academic achievements. Supporting this hypothesis, impostorism did not predict academic achievements, as measured by the number of publications and graduate GPA. Implications and future directions are discussed.

Siaw-Marfo, D., & Lumadi, M. (s. d.). **Exploring the Influence of School Location on the Self-Efficacy Beliefs of Supervisors in Instructional Supervision in Public Basic Schools in the Greater Accra Region of Ghana**. *Africa Education Review*, *0*(0), 1-23. https://doi.org/10.1080/18146627.2025.2504042
The study delves into the nuanced influence of school location on the self-efficacy beliefs of school supervisors engaged in instructional supervision in public basic schools. As educational landscapes evolve, understanding how the geographical context influences the effectiveness of public basic school supervisors is crucial for enhancing overall instructional quality. A mixed-methods approach was used to investigate the experiences and perceptions of public basic school supervisors in diverse school settings. Multistage sampling methods were employed to select 100 school supervisors. Quantitative data were gathered from 86 supervisors through surveys, while qualitative insights were obtained from 15 teachers through semi-structured interviews. The quantitative data were analysed and presented through frequencies and percentages. The difference in the supervisors' characteristics was established using the independent samples t-test. The qualitative data were thematically analysed and used to triangulate the main data to establish the validity of the results. The study revealed a mean score of 4.16 which indicates high efficacy levels among the school supervisors. It also revealed no significant difference in the competencies of school supervisors based on their geographical location. The study recommends the introduction of a self-efficacy instrument at the point of recruitment of the school supervisors, standardising the hiring criteria. Also, school supervisors should pursue educational leadership programmes to equip them with skills and strategies to support instructional development and minimise disparities in educational quality.

Skalski-Bednarz, S. B., Toussaint, L. L., & Konaszewski, K. (2025). **Situational Characteristics and Emotional Forgiveness: A Two-Wave Study With Socially Maladjusted Youths in Poland**. *Psychology in the Schools*, *62*(7), 2083-2095. https://doi.org/10.1002/pits.23452

Forgiveness is a coping strategy that facilitates psychological well-being and reduces stress, leading to growing interest in identifying its key predictors. This study examined how situational characteristics, as defined by the DIAMONDS model, influenced emotional forgiveness among socially maladjusted youths in Poland. Utilizing a two-wave longitudinal design with 354 participants aged 11–18 years, with assessments conducted at 3-month intervals, this research explored the effects of the situational dimensions Duty, Intellect, Adversity, Mating, pOsitivity, Negativity, Deception, and Sociality (DIAMONDS) on emotional forgiveness outcomes. The findings indicated that Adversity impeded the reduction of negative emotions, while Duty supported constructive emotional processing; pOsitivity exhibited a nuanced impact, influencing both positive and negative emotional responses in different ways. These results underscore the importance of both situational context and individual perceptions in shaping forgiveness. We call for integrated approaches that consider both personality traits and situational factors to provide a more comprehensive understanding of forgiveness. Further longitudinal research is recommended to explore these dynamics among socially maladjusted youths.

Soares, R. (2025). **L'expérience des élèves en apprentissage de la langue de scolarisation à l'égard des services éducatifs complémentaires au Québec : entre soutien et altérisation**. *Éducation et francophonie*, *53*(1). https://doi.org/10.7202/1118105ar
Cet article analyse l'expérience des élèves en apprentissage de la langue de scolarisation à l'égard des services éducatifs complémentaires. Nous avons réalisé des entretiens individuels semi-dirigés avec du personnel professionnel des services éducatifs complémentaires (n = 3; une orthophoniste, une psychologue et une psychoéducatrice) et des élèves du secondaire ayant effectué un séjour en classe d'accueil (n = 7) dans la région métropolitaine de Montréal. Notre analyse thématique s'appuie sur les concepts d'altérisation, de pensée déficitaire et de techniques de contrôle. Selon nos données, les élèves ne reçoivent pas toujours les services dont ils auraient besoin, mais les services éducatifs complémentaires offerts auraient un effet positif sur leur expérience. Le personnel professionnel mentionne des enjeux documentés ailleurs pour tous les élèves, dont un manque de compréhension des différences entre les services et un manque d'acceptation de leurs recommandations découlant d'évaluations des élèves, ainsi qu'un accès limité à ces services pour les élèves en apprentissage du français. Selon notre analyse, les élèves sont tenus de s'adapter aux règles de l'école pour s'intégrer et réussir, et des services sont offerts pour les « soutenir » dans cette adaptation, notamment parce qu'ils font partie d'une « diversité à prendre en compte ».

Sorjonen, K., Melin, B., & Nilsonne, G. (2025). **Inconclusive Evidence for a Prospective Effect of Academic Self-Concept on Achievement: A Simulated Reanalysis and Comment on Marsh et al. (2024)**. *Educational Psychology Review*, *37*(2), 30. https://doi.org/10.1007/s10648-025-10008-4
Marsh et al. (Educational Psychology Review, 36(2), 53, 2024) recently reported associations between academic achievement and self-concept (i.e., self-perceived academic competence). Marsh et al. claimed that their analyses supported a reciprocal effects model, according to which academic achievement and self-concept reinforce one another. Marsh et al. (Educational Psychology Review, 36(2), 53, 2024) further recommended to test alternative models and juxtapose their results and interpretations. Here, we followed this recommendation and tested different models using data simulated to resemble the data they used. However, contrary to Marsh et al. (Educational

Psychology Review, 36(2), 53, 2024), in the present analyses we found contradictory positive, negative, and null effects between within-individual math self-concept and subsequent change in within-individual math achievement and vice versa. This suggests that the findings by Marsh et al. (Educational Psychology Review, 36(2), 53, 2024) may have been spurious and that the reciprocal effects model can be challenged.

Stipanicic, A., & Lussier, F. (Éd.). (2025). **La Santé mentale chez les jeunes - Perspectives neurodéveloppementales**. *ANAE - Approche Neuropsychologique des Apprentissages chez l'Enfant*, (196). Consulté à l'adresse http://www.anae-revue.com/tous-les-n-disponibles/
A.N.A.E. Approche Neuropsychologique des Apprentissages chez l'Enfant

Su Topbaş, Z., Coşkun Yüce, Z., Uzdil, N., & Şimşek, N. (2025). **The Relationship Between Vulnerable Narcissism and Cyberbullying in Adolescents: The Mediating Role of Need to Belong**. *Psychology in the Schools*, *62*(7), 2264-2272. https://doi.org/10.1002/pits.23465
Cyberbullying is an expected behavior among adolescents and threatens their psychosocial health. The current cross-sectional study aims to determine the mediating role of the need to belong in the relationship between vulnerable narcissism and cyberbullying in adolescents. Study data were collected from 501 adolescents. The data were evaluated using descriptive statistics, Pearson correlation coefficient, and mediation analysis using the PROCESS Macro Model 4. The study suggests that vulnerable narcissism in adolescents predicts cyberbullying directly and indirectly through the need to belong. Interventions are recommended to ensure that the belonging needs of adolescents at risk are met in appropriate ways.

Sullanmaa, J., Tikkanen, L., Ulmanen, S., & Pyhältö, K. (2025). **Life satisfaction, relatedness, and study engagement in the upper secondary school transition: the function of social support**. *Social Psychology of Education*, *28*(1), 128. https://doi.org/10.1007/s11218-025-10081-1
Transition to upper secondary education can represent a challenge for students' wellbeing. In this study, we examined how the social support from guardians, peers, and teachers experienced before transition predicts study engagement, sense of relatedness and overall life satisfaction after transition. Survey data (n = 280) were collected from Finnish students in the 9th grade of lower secondary school (T1), and during the first year of their upper secondary school (either in upper secondary or vocational track; T2). The analyses were conducted using structural equation modelling. The results showed that support from teachers in lower secondary school predicted the students' study engagement and overall satisfaction with life after the transition to secondary education. Moreover, peer support before transition was found to predict students' sense of relatedness after transition, while the support from guardians predicted higher life satisfaction. The findings provide new insights on supporting adolescents' well-being throughout school transitions by investing in supportive social resources early in school.

Szekeres, H., Bruneau, E., & Doosje, B. (2025). **Dual pathway of prejudice in education: teachers' paternalistic and hostile prejudice affecting minority girls**. *Social Psychology of Education*, *28*(1), 103. https://doi.org/10.1007/s11218-025-10061-5
The current research focused on paternalism towards ethnic minority girls in the context of education. We aimed to contrast teachers' paternalistic prejudice with hostile prejudice and identify their unique associations with educational outcomes. Focusing on

Roma girls in Hungary, we proposed a dual pathway of prejudice, comprising a 'cold path' and a 'warm path'. We surveyed Hungarian teachers (n = 142) and, using Structural Equation Modeling (SEM), we predicted and found that competence-related paternalism towards Roma girls (including competence perceptions and paternalistic educational attitudes, such as "they don't know what's good for them") was associated with unfavorable academic evaluations, such as track placement recommendation ('cold path'). Conversely, warmth-related hostility (including warm perceptions and hostile educational attitude, such as "they need firm discipline") was associated with reduced inclusiveness, reflected by a reluctance to welcome the student into the class ('warm path'). Our research advocates for educational integration efforts that acknowledge the complex nature of prejudice towards minority girls.

Tharumalingam, T., Roberts, B. R. T., Fawcett, J. M., & Risko, E. F. (2025). **Increasing Video Lecture Playback Speed Can Impair Test Performance – a Meta-Analysis**. *Educational Psychology Review*, *37*(2), 35. https://doi.org/10.1007/s10648-025-10003-9
Increasing the playback speed of video lectures is popular amongst students as a time saving strategy, but does this negatively impact test performance? Here, we conducted a meta-analysis to examine the effect of increasing video lecture playback speed on content test performance. A meta-regression with robust variance estimation was used to aggregate data from 110 effect sizes, stemming from 24 studies of learning from lecture videos. The results demonstrated that increasing the playback speed of lectures can negatively impact content test performance, but this cost is small (and often non-significant) for speeds 1.5 x and slower. In addition, we found no evidence of moderation of this cost by a number of theoretically important variables (e.g., test type, lecture duration). These results contribute important insights into a popular study strategy and one that is likely to be a mainstay in educational settings for years to come.

The Re•Storying Autism Writing Collective:, Shields, R., Easton, S., Gruson-Wood, J., Gibson, M. F., Douglas, P. N., & Rice, C. M. (2025). **Storytelling methods on the move**. *International Journal of Qualitative Studies in Education*, *38*(5), 691-710. https://doi.org/10.1080/09518398.2022.2061625
This article takes up multimedia storytelling and interference as methods on the move in and beyond critical Autism studies and considers their contributions to post and qualitative studies in education. We write as a collective of Autistic and non-Autistic researchers, kin, artists, and educators. We think generatively about the tensions of trying to do anti-normative research through a multimedia storytelling project about Autism justice in education within the confines of academic spaces across differing relationalities to Autism. We situate our method within new materialist ontology, homing in on the concept of "interference"—something we believe has not been done within critical Autism studies before—considering what interference as metaphor and method might offer our analytic approach that diffraction alone might miss. Through analyzing core tensions in the research process and in three films made by Autistic participant-storytellers, we show how Autism flows together and/or collides with storytelling and other post/qualitative methods to make new story forms and modes, and with these, new patterns for understanding Autism and justice in research and education. Our aim is transformative—to open space through post/qualitative research processes for Autistic perspectives and to release multiple stories of Autism into the world. In this we lean into interference and the tangle of research and relationality, power, and possibility for more innovative, just, and critically hopeful knowledge and practice.

Tıkız-Ertürk, G., Korkmaz, Ö., & Karatepe, Ç. (2025). **EFL Teachers' Attitudes Towards Instructional Pragmatics: Validity and Reliability of the Teaching Pragmatics Scale (TPS)**. *Psychology in the Schools*, *62*(7), 2221-2236. https://doi.org/10.1002/pits.23463
Teaching pragmatics is crucial in the teaching of English as a foreign language (EFL) since it is one of the primary indications of successfully and appropriately communicating in a target language. To our knowledge, there are not many studies on teaching pragmatics and no thoroughly designed measurement tools to investigate the perspectives of language teachers and/or instructors working in foreign language preparatory programs. To accomplish this, a new instrument, the Teaching Pragmatics Scale (TPS), was created and its reliability and validity were assessed. A survey of the relevant literature resulted in the development of 52 items considered fundamental for teaching pragmatics. An exploratory factor analysis was conducted to assess the construct validity of the instrument. A Kaiser-Meyer-Olkin (KMO) value of 0.791 and a significant Bartlett's test of sphericity (p 0.001) indicated that the data set was moderately suitable for factor analysis. The complete instrument in its final form, which consists of 25 items and five factors, was developed using the ratings of 204 English teachers and language instructors from across the nation. The Teaching Pragmatics Scale (TPS) is a reliable and valid measurement tool for predicting language teachers' and instructors' attitudes towards instructional pragmatics. Given the instructors' limited knowledge of teaching pragmatics, it is hoped that they will become aware of the requirement of highlighting the significance of pragmatics in language instruction and assist students in obtaining higher levels of pragmatic awareness and competency.

Törmänen, T., Ketonen, E., Lehtoaho, E., Turunen, M., Zabolotna, K., Shubina, T., & Järvenoja, H. (2025). **Situational Motivation in Academic Learning: A Systematic Review**. *Educational Psychology Review*, *37*(2), 56. https://doi.org/10.1007/s10648-025-10036-0
Recent academic motivation research has shifted towards understanding the situation-specific and process-sensitive nature of motivation. This shift has initiated discussions on methodological advancements to capture dynamic changes in motivation as they occur in authentic learning contexts. However, these studies have not been systematically documented. This systematic review aims to 1) describe how much and with which methods motivational constructs derived from the motivation theories (attributional theory, expectancy-value theory, social cognitive theory, achievement goal theory, and self-determination theory) have been measured situationally and 2) summarize the empirical results to get information on the situational variation of motivational constructs and the variables explaining this variation. Peer-reviewed articles were sourced from Scopus, ProQuest, and EBSCO databases, identifying 80 empirical studies from the last decade that measured situational motivation in academic contexts. As a result, two research waves were identified: 1) motivation measured as a situation-specific construct without focusing on dynamic changes (n = 62), and 2) motivation measured repeatedly during the learning process to capture momentary changes (n = 18). The findings show that situational motivation is influenced by the learning context, varies between and within individuals moment-to-moment, and that the interconnections between different motivational constructs and learning are complex and temporal. Future research should explore the potential of multimodal data and the more extensive use of time-sensitive analyses to capture the complexity and developmental aspects of motivational processes. This information is crucial for

theoretical and methodological development and for designing advanced learning technologies that support students' motivation as part of self-regulated learning.

Trautner, M., Grunschel, C., & Schwinger, M. (2025). **Motivating Motivation Regulation Research—An Evidence and Gap Map Approach**. *Educational Psychology Review*, *37*(2), 44. https://doi.org/10.1007/s10648-025-10019-1
Learners' attempts to regulate their own motivation for studying in the face of tedious or difficult tasks is an important aspect of self-regulated learning. Therefore, motivation regulation has received increasing attention over the past few years, resulting in numerous publications using different definitions of the construct, samples, operationalizations, and research designs. The aim of this systematic review is to present an interactive evidence and gap map synthesizing current research with respect to what we know about motivation regulation, what the sources (e.g., samples, research methods, operationalizations) of this knowledge are, and which aspects proposed by theoretical models of motivation regulation remain understudied. Based on a systematic literature search, N = 289 studies were included. Approximately three quarters of the studies examined motivation regulation of university students, used cross-sectional study designs, and self-report questionnaires. Achievement, effort-related variables, (meta-)cognitive learning strategies, and goal orientations were the most frequently reported correlates of motivation regulation. Motivation regulation was examined mainly for learning in general, but also in more specific contexts, such as digital or foreign language learning. The maps' gaps reveal that we still know little about motivation regulation in pre- and primary school children and its development across school years. Furthermore, despite the conceptualization of self-regulation as a context dependent construct, contextual characteristics have received little attention. These and other gaps are discussed, including suggestions for advancing theoretical models of motivation regulation. The structured maps enable quick overviews of evidence (gaps), aiding a rapid, strategic development of future research questions and potential meta-analyses.

Wahelo, T. T., Mengistu, D. A., & Merawi, T. M. (2025). **Geography teachers' implementation of problem-based learning for deforestation and climate change education in Metekel Zone Secondary Schools, Northwest, Ethiopia**. *International Journal of Educational Development*, *117*, 103314. https://doi.org/10.1016/j.ijedudev.2025.103314
Environmental problems related to deforestation and climate change pose serious socio-economic and ecological threats. In Ethiopia, rapid forest loss and climate impacts demand sustainable solutions through education. Problem-based learning (PBL), which fosters critical thinking, collaboration, and real-world problem-solving, is well-suited to address both environmental and pedagogical challenges. This study examines geography teachers' implementation of PBL for deforestation and climate change education in secondary schools in Metekel Zone, Northwest Ethiopia. A convergent mixed-methods design and multi-stage sampling were used to collect data from 134 geography teachers, 7 department heads, 7 principals, and 3 education experts through surveys, interviews, focus group discussions, and classroom observations. Quantitative data were analyzed using descriptive statistics, one-sample t-tests, Pearson correlation, and binary logistic regression; qualitative data were thematically analyzed. Policy-relevant findings reveal low teacher belief in PBL, limited heuristic strategies, and weak contextualization of environmental content. A strong correlation between belief and practice shows that stronger teacher beliefs foster greater PBL use. Regression analysis

identified structural and systemic factors shaping PBL adoption. Positive factors include teacher adaptation, emotional intelligence, student environmental identity, motivation, and content knowledge. Barriers include large class sizes, traditional methods, and the time-intensive nature of PBL. Thematic analysis also highlighted curriculum rigidity, student resistance, and limited resources. The study recommends policy actions including targeted teacher training, flexible curricula, and systemic support to promote PBL in environmental education. Addressing class size, infrastructure, and student engagement is essential for sustaining PBL practices. These findings offer actionable insights for policymakers and educational planners aiming to integrate PBL in response to environmental challenges.

Wang, S. (2025). **Hybrid models of piano instruction: How combining traditional teaching methods with personalized AI feedback affects learners' skill acquisition, self-efficacy, and academic locus of control**. *Education and Information Technologies*, *30*(9), 12967-12989. https://doi.org/10.1007/s10639-025-13359-1
Artificial intelligence (AI), due to its extensive capabilities for analyzing incoming information and providing personalized and detailed feedback, has significant potential for use in education. This study aims to investigate an application that analyzes the performance of musical exercises and provides instant AI-based feedback. The main task is to explore the impact of using this application on learning, as well as on the indicators of self-efficacy and academic locus of control. These indicators reflect an individual's beliefs about their ability to determine their own success in learning activities. According to the results, in the experimental group that studied using instant feedback provided by AI, the self-efficacy score on the Self-Efficacy for Musical Learning scale increased from 51.13 to 57.38. A dependent sample t-test confirmed the significance of differences at the level of $p = 0.012$. In turn, the control group studied according to the classical curriculum and showed no significant changes (53.46 in post-test vs. 52.78 in pre-pest, $p = 0.756$). Additionally, in the experimental group, the total score on the test of musical skills significantly increased from 19.89 to 34.08 out of 50, compared to an increase from 20.13 to 28.26 in the control group. A Student's t-test was used to compare the post-test results between the experimental and control groups. The comparison revealed significant differences in self-efficacy and musical skills in favor of the experimental group. At the same time, there was no significant effect of the studied educational intervention on academic locus of control measured using the Academic Locus of Control Scale. The results can be useful for curriculum developers and researchers studying the impact of AI technologies, particularly those that provide instant feedback for error correction. Further research may focus on exploring the longer-term effects of regular use of AI-based feedback in music training.

Wang, Y., Han, K., & Ginns, P. (2025). **Tracing and Pointing Support Multimedia Learning: A Cross-Cultural Replication**. *Educational Psychology Review*, *37*(2), 32. https://doi.org/10.1007/s10648-025-10005-7
Cognitive load theory's incorporation of evolutionary perspectives suggests biologically primary knowledge, acquired through evolutionary processes, can support students in learning biologically secondary knowledge, the focus of typical educational curricula. Touch-based interactions using the hands are likely to be biologically primary. The present study investigates the effects of tracing and pointing actions using the index finger on the surface of lesson materials when learning about the human circulatory system. Although there are a few studies which have assessed the effects of tracing and

pointing when learning from multimedia (text and diagrams), these studies have mostly used Western languages (English and German) as the medium of instruction. This project replicates and extends prior research by investigating whether tracing and pointing can enhance learning when the language of instruction is Chinese. A total of 84 native Chinese-speaking adult participants were randomly assigned to conditions in which they either traced and pointed or did not trace or point while learning about the structure and function of the human heart from paper-based materials. Replicating previous results with Western samples, participants who traced and pointed in the learning phase outperformed participants who did not trace and point on a knowledge test of comprehension, while also reporting lower extraneous load. Implications and recommendations for future research are discussed.

Weber, A. M., van Laar, E., Borgonovi, F., Ackerman, P. L., Nixon, N., Graesser, A. C., & Greiff, S. (2025). **Psychological Science and the Blind Spot in Education: Learning and Instruction of Transversal Skills in the Twenty-First Century**. *Educational Psychology Review*, *37*(2), 41. https://doi.org/10.1007/s10648-025-10014-6
Transversal skills describe a broad spectrum of skills that are considered to be essential for thriving in today's society and tackling the challenges of the twenty-first century. Therefore, a high demand is placed on educators to teach these skills to their students. Unfortunately, the conceptualization of transversal skills remains vague with different frameworks reporting on various transversal skills, which complicates a translation of these skills into educational practice and research, thereby making them a "blind spot" in psychological research and educational practice. This paper brings the blind spot on transversal skills to a direct focus. First, we propose a conceptualization of transversal skills through a review and integration of existing frameworks. We organize transversal skills into four core concepts: cognitive skills (e.g., creativity and problem-solving), citizenship (e.g., democratic participation and respect), well-being (e.g., mental and physical health), and social-emotional skills (e.g., collaboration and communication). Second, we highlight possible ways to implement these core concepts into educational practice by providing specific examples on how to integrate specific skills into five subjects: language, mathematics, science, social studies, and arts and music. Third, a research agenda is proposed that considers the structure and underlying processes of transversal skills, their development and interventions at different stages, their predictive validity for success, and cultural differences and diversity.

Wolters, C. A., Brady, A. C., & Lee, H. J. (2025). **Time Management and Achievement Motivation: A Review of What We Know and Directions for Where to Go**. *Educational Psychology Review*, *37*(2), 58. https://doi.org/10.1007/s10648-025-10032-4
Personal organization, productivity, and efficient use of one's time represents one of the most ubiquitous and popular subjects within the self-help media marketed to general audiences. Consistent with this view, researchers have established that increased or more effective time management is predictive of improved well-being and performance within student populations. Within the framework of self-regulated learning, students' achievement motivation stands out as a critical factor viewed as essential to understanding their time management. Nevertheless, a robust understanding of the theoretical relations that link motivation and time management thus far has escaped thorough scrutiny. Most notably, a dedicated consideration of the research linking motivation and time management has not yet been undertaken. Our overall purpose was to address this absence by synthesizing theoretical perspectives and evaluating

empirical evidence linking achievement motivation and time management and by providing a guide for future research. In line with this overarching goal, we first review the conceptual understanding of time management and how it fits with achievement motivation within the framework of self-regulated learning. Next, we conduct a critical evaluation of empirical evidence regarding the connection of time management and core constructs drawn from five prominent models of achievement motivation. Finally, we draw broader conclusions and map out key directions for researchers and practitioners interested in motivation, time management, and their relations within academic contexts.

Wu, T.-T., Sarwono, E., & Huang, Y.-M. (2025). **Pair learning in virtual laboratories: implications for engagement, self-efficacy, and anxiety**. *Social Psychology of Education*, *28*(1), 122. https://doi.org/10.1007/s11218-025-10086-w
Laboratories play a central role in engineering education. Current technology enables virtual experiences that challenge the traditional concept of teaching laboratories for undergraduate engineering students. Integrating technology, such as virtual laboratories, allows students to learn foundational experimental skills; however, it lacks interaction and collaboration among students, affecting student engagement, self-efficacy, and test anxiety. Pair learning is an approach that enhances interaction and collaboration among students, thereby improving student engagement and self-efficacy while reducing test anxiety. However, the integration of pair learning into virtual laboratories remains understudied. This study aimed to investigate the impacts of pair learning in virtual laboratories on students' levels of engagement, self-efficacy, and test anxiety. A quasi-experimental investigation was carried out to assess the impacts of the proposed methodology. This research involved forty-seven freshman electrical engineering undergraduates. Data on student engagement, self-efficacy, and test anxiety were gathered using questionnaires in pre-tests and post-tests from two groups: the experimental group, which utilized virtual laboratories with pair learning, and the control group, which utilized virtual laboratories with individual learning. Quantitative analysis findings indicate a significant dissimilarity in student engagement, self-efficacy, and test anxiety levels among the experimental and control groups when utilizing pair learning in virtual laboratories. The findings of this investigation indicate that the implementation of pair learning in virtual laboratories has a beneficial effect on the levels of test anxiety, self-efficacy, and engagement demonstrated by students in engineering education laboratory courses.

Xu, J. (2025). **Longitudinal relations among expectancy, mastery-approach, effort, and achievement**. *Social Psychology of Education*, *28*(1), 124. https://doi.org/10.1007/s11218-025-10073-1
This study aims to explore longitudinal associations among homework expectancy, mastery-approach, homework effort, and mathematics achievement involving middle school students over one school year. Results indicated that there was support for a positive reciprocal influence of mastery-approach and effort; greater initial mastery-approach resulted in greater later effort, and higher initial effort resulted in higher later mastery-approach. Results further indicated that higher initial mastery-approach led to higher later expectancy and achievement. Furthermore, the latent expectancy × mastery-approach interaction showed a significant effect on subsequent achievement; mastery-approach exerted a more positive effect on subsequent achievement when aligned with higher expectancy.

Yıldırım, A., Mumcuoğlu, A., Türkel, E. Y., Ünal, Z. D., Altaş, E. N., Topatan, E., & Kılıç, S. (2025). **Philanthropic Tendency Scale for Teachers**. *Psychology in the Schools*, *62*(7), 2208-2220. https://doi.org/10.1002/pits.23464
Philanthropy is love of humanity and a sincere action without anticipating anything in return for oneself and the community. In contrast, misanthropy is defined as not loving and hating people. The purpose of the current study is to develop a valid and reliable scale to measure in-service teachers' philanthropic tendencies. First of all, the developed scale was administered to 323 in-service teachers working in 48 different provinces in Türkiye to provide evidence for the validity and reliability. "Principal Component Analysis" was conducted for construct validity and the philanthropic tendency scale ended up with 19 items under three components. The items explained 70.11% of the total variance. For the reliability of the scale, internal consistency was checked by the Cronbach a value, which was 0.94 in the current study. Finally, "Confirmatory Factor Analysis" method was employed on the data collected from 348 in-service teachers to make sure the factor structure of the scale obtained via principal component analysis be confirmed. The factor structure of the scale was confirmed at the end of the analysis. According to all findings, "The Philanthropic Tendency Scale for Teachers (PTST)" is considered to be valid and reliable enough to be used in scientific research.

Yu, Y., Zhao, W., Li, A., Shanks, D. R., Hu, X., Luo, L., & Yang, C. (2025). **Is Covert Retrieval an Effective Learning Strategy? Is It as Effective as Overt Retrieval? Answers from a Meta-Analytic Review**. *Educational Psychology Review*, *37*(2), 52. https://doi.org/10.1007/s10648-025-10024-4
Retrieval practice is well-established as a powerful tool for reinforcing long-term learning. Most previous research has concentrated on the effectiveness of overt retrieval, involving recalling information from memory and generating overt responses by writing, typing, or speaking aloud the retrieved information. Here we ask whether covert retrieval, involving mentally retrieving information without producing overt responses, can enhance learning and consolidate long-term memory, and whether it does so as effectively as overt retrieval. The current meta-analysis integrated data from 2560 participants across 18 studies to investigate the magnitude, boundary conditions, and underlying mechanisms of the covert retrieval effect and the relative efficacy of overt and covert retrieval. The results showed that covert retrieval enhances learning to a small but significant extent ($g = 0.23$), and its effectiveness is moderated by several factors including provision of corrective feedback, control strategy, and retention interval. The results support the additional exposure and desirable difficulty theories to jointly account for the covert retrieval effect. The meta-analysis also found that overt retrieval is more effective than covert retrieval ($g = 0.17$), with the effect size of this additional benefit being moderated by the mode by which covert retrieval is performed. The results support the truncated search and desirable difficulty explanations of the relative benefit of overt compared to covert retrieval. Overall, the documented findings provide practical implications for optimizing learning and teaching practices and highlight several important directions for future research.

Yu, Z., Gross, D., Wyatt, K., Cunningham, E., Hoppe, E., Chen, W., … Bettencourt, A. F. (2025). **Implementing a Trauma-Informed Parenting Program in Urban Schools Serving High Poverty Communities**. *Psychology in the Schools*, *62*(7), 2273-2285. https://doi.org/10.1002/pits.23466

Parenting programs may mitigate adverse childhood experiences (ACEs) and promote positive childhood experiences (PCEs), yet they can be stigmatizing and difficult to access in under-resourced communities. We explored whether a trauma-informed, evidence-based parenting program (Chicago Parent Program; CPP) offered universally in public schools in high-poverty urban communities can engage and support parents who have experienced multiple ACEs. Parents participating in CPP in their child's school completed measures of their ACEs, PCEs, and perceptions of program satisfaction and impact. CPP uptake based on session attendance and group-leader ratings of parent engagement in CPP sessions were also obtained. Data were analyzed using descriptive and correlational statistics. Parents (N = 230 across 15 schools and 38 CPP groups; 82.6% mothers, 67.4% Black/African American, 52.8% with incomes < $20,000) reported improvements in parenting and child behavior. 53.5% reported four or more ACEs. On average, parents attended 75% of 12 group sessions and were highly engaged. ACEs and PCEs were negatively correlated ($r = -0.44$, $p < 0.001$) though neither was associated with program attendance, engagement, or satisfaction. A universal trauma-informed parenting program offered in public schools in high-poverty urban communities can engage parents exposed to high levels of ACEs. Trial Registration: ClinicalTrials.gov identifier: NCT04968314.

Zhao, Y., Liu, Y., Pásztor, A., & Molnár, G. (2025). **Relationships Among Components of Critical Thinking Disposition in Primary School Students: An Investigation Based on Hungarian Context**. *Psychology in the Schools*, *62*(7), 2029-2046. https://doi.org/10.1002/pits.23445
Critical thinking disposition (CTD) is regarded as a personal trait within critical thinking (CT), representing an individual's tendency and attitude toward actively employing CT skills (CTS). Previous research has predominantly focused on the external influencing factors of CTD, with limited exploration into CTD itself and the interactions among its internal components. Additionally, most studies have concentrated on higher education, while insufficient attention has been given to the CTD of students in basic education. This study surveyed 900 Hungarian primary school students (Mage = 13.82; SD = 1.04) using the Employer–Employee Supported CTD Inventory (2ES-CTDI) and employed Partial Least Squares Structural Equation Modeling (PLS-SEM) and Importance-Performance Map Analysis (IPMA) to examine the predictive relationships among the components of CTD, as well as the performance and priorities of different components. This study provides a novel perspective in the field of CTD, contributing to a deeper understanding of the CTD framework and the interactions among its components, and offering empirical support and priority areas for basic education practitioners to better foster students' CTD.

Zhou, J., & Fan, A. (2025). **The impact of China's "Double Reduction" policy on primary school students' subjective well-being and academic achievement**. *International Journal of Educational Development*, *117*, 103321. https://doi.org/10.1016/j.ijedudev.2025.103321
China's « Double Reduction » policy, launched in 2021, seeks to reduce academic pressure on students in compulsory schooling. Using a two-wave logitudinal survey data (Sep 2021 to Jun 2023) from 1402 fourth- to fifth-grade students in a Beijing district and applying a first-difference approach with Lasso control for causal estimation, this study examines how three key policy initiatives —reducing homework, regulating private training institutions, and requiring schools to provide after-school services—impact students' subjective well-being and academic achievement. Our estimations find that

reducing homework time and providing school-based after-school services improve students' subjective well-being without compromising their academic performance. In contrast, while regulating private tutoring institutions increases subjective well-being, it decreases academic achievement among low-SES students. This research highlights the complex, and potentially inequitable consequences arising from the « Double Reduction » policy, emphasizing the critical trade-off for future policy adjustments.

Aspects sociaux de l'éducation

Acevedo, S. M. (2025). **Lifelines: a neuroqueer politics of non-arrival in an undergraduate disability studies classroom**. *International Journal of Qualitative Studies in Education*, *38*(5), 658-672. https://doi.org/10.1080/09518398.2021.2017505
Fantasies of control, order, efficiency, and "a relatively unilinear notion of historical progress" are enmeshed in the collective imagination of industrialized societies in the Global North. These same ideals uphold settler white supremacy, cisheteropatriarchy, neo-colonialism, anti-Black racism, genocide, ecoism, land theft, and mass incarceration. The current global predicament shows that non-normative lives and alternative ways of living, especially those deemed unproductive to the free market economic system are either disposed of as excess or rebranded and repurposed through the tactical use of exceptionalism (and necropolitics). In this paper, I address and challenge epistemic, cognitive, and material injustice along with mindless consumerism, especially the mindless consumption of knowledge received and reproduced uncritically about bodymind « excess ». More specifically, I actively and deliberately complicate fixed and constant expectations and interventions targeting subjects and subjectivities formed around dominant discourses and images of Autism in the USA's popular imagination.

Acosta, M. M., & Nightingale-Lee, B. (2025). **"Doin' diversity" in teacher education: beginning Black teacher discourses on learning to teach for diversity**. *International Journal of Qualitative Studies in Education*, *38*(6), 878-899. https://doi.org/10.1080/09518398.2024.2416713
The voices of Black preservice teachers are largely missing from discussions about teacher diversity, and one place this is evident is in teacher education diversity coursework. This article shares findings from a qualitative study using critical race methodology with five novice Black teachers' experiences in teacher education courses focused on diversity in education. Three semi-structured life history interviews were conducted for each teacher and data were analyzed using zoom model analysis. Findings revealed that during their preservice experiences in teacher education diversity courses, Black teachers experience such learning spaces in alienating ways despite entering the program with strong commitments to improving education outcomes for Black children. Findings demonstrate that teacher educators and teacher education programs must raise the expectations for engaged learning in the diversity course in order to better support Black teachers and contribute to diversification of the teaching force in meaningful ways.

Ahtoy, P. (2025, juin 16). **Le physique de l'emploi n'est pas qu'une expression : avoir le « bon physique » peut être un atout**. Consulté 24 juin 2025, à l'adresse The Conversation

website: http://theconversation.com/le-physique-de-lemploi-nest-pas-quune-expression-avoir-le-bon-physique-peut-etre-un-atout-252309
La compétence n'est pas le seul critère d'appréciation d'un enseignant. Parfois, le physique compte aussi. Les préjugés coûtent cher.

Amilhat, C. (2024). **L'entrée des jeunes profanes dans l'institution publique. La visite scolaire comme expérience politique marquante**. *Revue française de pédagogie. Recherches en éducation*, (225), 9-23. https://doi.org/10.4000/14539
Ancré dans une sociologie politique de l'éducation, cet article interroge les effets de la visite scolaire d'institutions publiques sur la construction de la citoyenneté des jeunes. En prenant appui sur l'observation directe de telles visites ainsi que de cours d'enseignement moral et civique et sur la conduite d'entretiens avec des enfants et des adolescents des classes observées, il montre comment cette forme de socialisation politique scolaire constitue une expérience politique, vécue entre pairs et dans un cadre d'étude inhabituel. Quels que soient l'âge, la trajectoire sociale et l'environnement scolaire de ces jeunes profanes en politique, l'entrée dans l'institution par la visite participe en effet à augmenter durablement leur compétence politique, et construit chez eux des représentations marquées et différenciées d'une institution à l'autre.

Andrade. (2025). **Food, Academic Counseling, Faculty Support, Financial Aid, Technology, Therapy, and Legal Assistance: Immediate Validation for Community College Undocumented Students During the COVID-19 Pandemic**. *Community College Journal of Research and Practice*, *49*(6), 404-421. https://doi.org/10.1080/10668926.2023.2288204
The purposes of the present exploratory qualitative study were to investigate if a California community college provided localized assistance to undocumented students during the COVID-19 pandemic and if the students positively perceived such efforts. The researcher interviewed 20 undocumented students to gain insight into their perceptions of assistance during the COVID-19 pandemic provided by their institution. Grounded in Rendón's Validation Theory as a theoretical framework, which explains that academic and interpersonal validation are key to student success, the present study reveals that community colleges can positively validate undocumented students by providing immediate validation, what the researcher views as urgent and timely validation during a time of crisis, via different types of assistance, such as food, counseling, faculty support, financial aid, and other services, such as technology, mental health services, and legal assistance. The findings are urgent given the ongoing pandemic and its negative effects on undocumented students' well-being, financial security, and academics.

Ariyanto, R. D., Hidayah, N., Hambali, I. M., Indreswari, H., & Hoi-yung, L. (2025). **Exploring Gender-Based Differences in Creative Ideation Among Indonesian Students Through Rasch Model Analysis**. *Psychology in the Schools*, *62*(7), 2070-2082. https://doi.org/10.1002/pits.23454
Runco Ideational Behavior Scale (RIBS) is a key point in creativity research that focuses on assessing an individual's capacity for creative ideas. However, some literature shows that RIBS measurements in a gender context still do not show a clear picture. This research aims to understand how creativity based on students' gender influences counseling professionals in schools. The method utilizes the Rasch model across a sample of 627 students from various provinces in Indonesia, achieving a power measurement of 0.98. Data Collection used WhatsApp and Google Forms from May to June 2023. This study's

findings revealed that (1) the inventory of students' creative ideation aligned well with the theoretical framework, and (2) there was a notable higher propensity for students' creative ideation among male students compared to female students. These results highlight the critical need to cultivate creative thought and innovation among students. Moreover, this study provides foundational data for the development of targeted interventions, such as counseling programs tailored to student needs, aimed at enhancing the creative thinking capabilities of students and guiding them toward positive outcomes.

Arthemise, M. (2025). **De la règle à ses exceptions : conditions et limites de la (non)reproduction sociale dans un contexte de scolarisation totale**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 29-39). https://doi.org/10.4000/142h9

Azoulay, T. (2025). **Enseignants et position sociale des établissements : une approche par les trajectoires de mobilités**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 229-239). https://doi.org/10.4000/142ht

Berthet, T., Guichard, L., Harmand, M.-L., Simon, V., & Vollet, J. (2025). **Le travail rémunéré des lycéen·nes : des expériences laborieuses diversifiées susceptibles d'accroître les inégalités scolaires ?** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 121-129). https://doi.org/10.4000/142hq

Blache, G., Guirchoun, É., & Prokovas, N. (2025). **Trajectoires scolaires et professionnelles des jeunes résidant dans les QPV franciliens**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 171-181). https://doi.org/10.4000/142ga

Boland, W. C. (2025). **Accountability at the Expense of Equity? Investigating Intended and Unintended Consequences of Performance Based-Funding in Hispanic-Serving Institutions**. *Research in Higher Education*, *66*(4), 26. https://doi.org/10.1007/s11162-025-09842-w
Higher education accountability enjoys widespread support amongst state policymakers. This study explores the effect of one popular state-level public policy accountability measure- performance-based funding (PBF)- on Hispanic-serving institutions (HSI). Though extensive research exists on the role of PBF in U.S. postsecondary education, little of it focuses on HSIs. Using an institution-year panel dataset constructed from the Integrated Postsecondary Education Data System, the Office of Postsecondary Education, InformEd States, and other sources, I use recent advances in econometric analysis to draw credibly causal results for the impact of PBF on college-level outcome measures, enrollment composition, and selectivity in HSIs. The primary findings from this study include a negative effect on Hispanic bachelor's degree attainment in public four-year HSIs and Hispanic associate degree attainment in public two-year HSIs. Though this study focuses on HSIs, these findings are relevant for all U.S. higher education leaders, public policymakers, and researchers exploring public accountability efforts with equity implications.

Borri-Anadon, C., Hirsch, S., Paul, M., Bouabdillah, N., & Jimenez, E. (2025). **La formation des personnes professionnelles des services complémentaires à la prise en compte de la diversité : portrait des pratiques déclarées à l'Université du Québec à Trois-Rivières**. *Éducation et francophonie*, *53*(1). https://doi.org/10.7202/1118102ar
L'importance de la prise en compte de la diversité par les professionnelles et professionnels des services complémentaires devrait se refléter dans le contenu des formations qui leur sont offertes. Cette contribution vise à documenter les pratiques de formation à la prise en compte de la diversité ethnoculturelle, religieuse et linguistique des professionnelles et professionnels des services complémentaires mises en oeuvre à l'Université du Québec à Trois-Rivières (UQTR). Vingt-deux personnes formatrices, professeures ou professeurs et chargées ou chargés de cours provenant de quatre départements visant principalement la formation de ces professionnelles et professionnels, ont rempli un questionnaire en ligne. Cela a permis de collecter 38 fiches-réponse (une par cours auto-identifié comme pertinent) portant sur 31 cours différents. De l'analyse descriptive de ces données, quatre principaux constats se dégagent : 1) une prévalence du marqueur général « ethnoculturel » centré exclusivement sur l'Autre, en comparaison aux marqueurs plus spécifiques; 2) des pratiques prépondérantes de formation « sur » la diversité; 3) une pluralité de pratiques déclarées; 4) une centration sur la finalité d'équité et une place mitigée accordée à la finalité de transformation sociale. Cet état de la situation permet de contribuer à la compréhension des enjeux rencontrés par les personnes formatrices, ainsi que des défis liés à la documentation de ces enjeux.

Bowman, N. A., Irwin, L. N., Katsumoto, S., Tennessen, N. F., & Todorova, R. (2025). **Differences and Similarities in Time Use and Well-Being Among Female and Male Undergraduates**. *Innovative Higher Education*, *50*(3), 765-787. https://doi.org/10.1007/s10755-024-09760-2
College students' well-being and mental health have been substantial concerns since before the COVID-19 pandemic, and these issues have only become more pronounced in recent years. In the context of notable gender disparities in these outcomes, it is surprising that few studies to date have examined gendered patterns in how college students' experiences relate to their well-being. The present study explored potential differences between female and male students in their time use, well-being, and the associations between time use and well-being. Experience sampling methods were used to provide a more accurate, in-depth understanding of students' uses of time, which extend beyond the types of experiences that have often been considered in college student research. This dataset included 8,838 survey observations from 394 undergraduates at three universities. The results from multilevel analyses identified numerous differences in time use, with female students spending more time on obligations (doing errands/chores, working for pay) and interpersonal interactions (social media/text/video chat, socializing), and male students spending more time on activities (video games/gaming, extracurricular/co-curricular activities, exercising). The link between time use and well-being also frequently varied between female and male students, thereby illustrating the importance of considering dynamics across subgroups and examining gender-related issues to better understand students' experiences and corresponding outcomes.

Broderick, A. A., & Roscigno, R. (2025). **Critical autism studies: methodological incursions into qualitative inquiry in education**. *International Journal of Qualitative Studies in Education*, *38*(5), 627-639. https://doi.org/10.1080/09518398.2025.2470123

This article introduces a special issue curating a collection of Critical Autism Studies (CAS)-informed manuscripts, each of which explores the relationships among autism, CAS, education, and qualitative inquiry and methodology. This manuscript is situated within the affective turn, specifically, in relation to Massumi's concept of ontopower. We briefly sketch the emergence of CAS as a field, and the range of ongoing moves to define its contours. In addition to the extant consensus elements of CAS, we propose an additional foundational feature that contributing authors engage with in this collection: the ontopolitical exploration of qualitative methodologies, informed by uniquely autistic paradigmatic frameworks. We position these CAS-informed methodological moves as incursions, with significant affective power to move and be moved through research creation and encounter.

Buffet, C. (2025). **Au-delà des écarts bruts, analyser les écarts de réussite entre étudiants français·es et résident·es étranger·ères grâce à la décomposition d'Oaxaca-Blinder**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 421-432). https://doi.org/10.4000/142i3

Bugeja-Bloch, F., & Frouillou, L. (2025). **Analyse biographique des mécanismes d'entrée dans les situations de précarité étudiante : trois études de cas à partir de fiches AGEVEN**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 101-111). https://doi.org/10.4000/142fr

Buissonnet, A. (2025). **Diversités territoriales d'éducation : l'accompagnement pédagogique à l'orientation en fin de collège**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 211-218). https://doi.org/10.4000/142gv

Café pédagogique. (2025a, juin 18). **Les inégalités face aux écrans dès la maternelle ?** Consulté 18 juin 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/06/18/les-inegalites-face-aux-ecrans-des-la-maternelle/
« Les parents diplômés se distinguent par une stratégie éducative de maintien des écrans à distance », explique la Depp à propos de l'usage des écrans par les enfants de 3 à

Café pédagogique. (2025b, juin 19). **EVARS : Un tout petit guide mais une mine d'informations !** Consulté 25 juin 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/06/19/evars-un-tout-petit-guide-mais-une-mine-dinformations/
Il pèse moins de 80 grammes et se glisse dans une toute petite poche, mais en un format record Le Petit guide du genre tout récemment publié par les éditions

Caravaca, A., & Moschetti, M. C. (2025). **When gender meets quality assurance in higher education: policy innovation, conditions of possibility, and instrument co-optation**. *Journal of Education Policy*, *40*(4), 629-646. https://doi.org/10.1080/02680939.2025.2474934
For decades, several actors and institutions have highlighted gendered power dynamics in (higher) education and have promoted actions and policies to address them. In many

contexts, however, policies aimed at mainstreaming gender have often proved ineffective. This is the case in Catalonia's higher education system, where gender equality policy mandates have been systematically disregarded in the past. In an attempt to reverse this situation, policy entrepreneurs have strategically linked these mandates to quality assurance, aiming to have specific policy instruments for enforcing their implementation and preventing their evaporation. In this article, we critically revisit and examine how this policy came to be, by unpacking the discursive and material conditions of possibility that allowed it to occur at a specific moment and in a specific form. Using the Multiple Streams Framework as a heuristic tool and process-tracing methods, we draw on interviews with key actors involved in the policymaking process, a review of policy documents and other heterogeneous secondary sources to identify such conditions of possibility. The article ends by highlighting the main conclusions and further scrutinizing the tensions between the predominantly technocratic discourse and instruments that characterize quality assurance, and the potentially transformative nature of gender equality initiatives.

Carré, E. (2025, juin 24). **Parcoursup, ou les discrets rites de la méritocratie algorithmique**. Consulté 25 juin 2025, à l'adresse The Conversation website: http://theconversation.com/parcoursup-ou-les-discrets-rites-de-la-meritocratie-algorithmique-259219
Derrière son apparente rationalité, Parcoursup constitue un rituel d'entrée dans l'âge adulte. Décryptage à l'occasion de la phase complémentaire.

Chavarria, K. (2025). **Fractured paths: undocumented Latina/o students' college-going experiences amidst shifting policies**. *International Journal of Qualitative Studies in Education*, *38*(6), 919-937. https://doi.org/10.1080/09518398.2024.2416716
The necessity of a college degree is irrefutable. However, the path to college for undocumented students can be crowded with boulders, steep walls, or altogether non-existent. Drawing on interviews with 25 undocumented Latina/o students and 5 years (2012–2017) of school ethnography, I show that their college-going experiences are framed by the convergence of Hillcrest high school's college practices and a broader shifting policy context—CA Dream Act 2011, DACA 2012, and CA Dream Loan 2014. I find that a pervasive silence regarding undocumented students' distinct needs permeates Hillcrest's college-going practices. This silence mediates the intended benefits of shifting policies by discounting the influence of students' intersecting social locations (undocumented status, working-class position) as students strive to pursuit a post-secondary education. Undocumented Latina/o high school students' experiences urge for a reconceptualization of college-going frameworks that account for morphing inequities within educational institutions in the 21st century.

Chen, Y., Abbas, A., & Sandoval-Hernandez, A. (2025). **The need for social recognition: the impact of teachers' professional honor on their intention to move to urban schools in rural China**. *Social Psychology of Education*, *28*(1), 119. https://doi.org/10.1007/s11218-025-10076-y
The migration of teachers from rural to urban areas is a global challenge, with significant implications for educational equity and quality. In China, teacher migration has exacerbated educational disparities between rural and urban regions. Whilst previous research has examined a range of factors influencing teacher turnover, this study focuses on the concept of professional honor as a fundamental motivator for teacher migration

in China. We use Axel Honneth's perspective on social recognition to expand on the meaning, draw connections with research from other countries and to articulate the underpinning structural conditions of the Chinese way of thinking about and enacting professional honor. Employing a conditional process model, we analyse survey data from 1,320 rural teachers across seven provinces to examine the complex interrelations between the Need for Social Recognition, perceptions of public and personal professional honor, and intentions to migrate to urban schools. Our findings demonstrate that while public professional honor is negatively associated with migration intentions, personal professional honor moderates this relationship, amplifying the impact of perceived recognition needs. By positioning professional honor at the center of theoretical explanations for teacher migration, this study offers new insights into the mechanisms underpinning teacher retention and provides a foundation for more culturally responsive policy interventions in China and beyond.

Constans, A., Mizzi, R., & Barbier, M.-L. (2025). **Les effets des variables socio-démographiques et scolaires sur les parcours des étudiant·es en licence**. *L'orientation scolaire et professionnelle*, *54*(2), 559-587. https://doi.org/10.4000/1450j
Les nombreuses réformes éducatives et politiques de démocratisation visent à accueillir un public de plus en plus diversifié, promouvoir l'égalité et former une population plus qualifiée. Avec la hausse du nombre d'étudiant·es et des taux de réussite assez faibles, la réussite dans l'enseignement supérieur est un sujet au cœur des réflexions actuelles. Aujourd'hui, les définitions de la réussite sont repensées pour prendre en compte la diversité des parcours. L'objectif de ce travail est d'analyser les effets des variables socio-démographiques et de la scolarité antérieure des étudiant·es sur leurs parcours en licence, en réalisant un suivi de cohorte sur 4 305 étudiant·es inscrit·es à partir de 2016 en première année de licence à Aix-Marseille Université. Des régressions logistiques binomiales ont été menées pour étudier quatre types de parcours : le décrochage, la progression linéaire, le redoublement et la réorientation. Ces différents parcours ont été analysés en lien avec les profils socio-démographiques et scolaires des étudiant·es. Nos résultats montrent que les étudiant·es issu·es de milieux favorisés et ayant eu une scolarité antérieure réussie sont plus susceptibles de suivre des parcours traditionnels, linéaires et sans décrochage. Malgré la volonté de démocratisation, des inégalités demeurent présentes dans les parcours des étudiant·es.

Conway, P., Lindquist, C., Olimb, S., Parker, M., Saari, K., & Voels, B. (2025). **Enhanced Understanding of Elements Influencing Tribal College Math Students' Post-Secondary Persistence: Student Voices**. *Innovative Higher Education*, *50*(3), 815-842. https://doi.org/10.1007/s10755-024-09755-z
Individuals who are American Indian and Alaskan Native (AI/AN) are less likely to enroll in and complete post-high school educational programs and to enter STEM careers than White students. Completion of math courses is a common barrier to academic persistence for many students, including students who are AI/AN. This qualitative study interviewed 40 students from one rural, tribal college; the students articulated elements that supported them in math and led to academic persistence and those that were barriers to success in math and subsequent graduation. About one-third had attended college intermittently, some for more than 20 years. Most said that flexible class schedules, the ability to complete math coursework in settings other than the math classroom, and using technology allowed them to complete math courses successfully. Students more frequently commented on individual, family, and community elements

that influenced their academic progress, especially non-academic barriers such as health and work. The students' words informed development of a more robust description of elements influencing student academic persistence among tribal community college math students to guide future research and program development leading to higher rates of academic success.

Cyr, E. N., Spencer, S. J., Wright, S. C., Steele, J. R., Kroeper, K. M., Colaco, P., … Bergsieker, H. B. (2025). **Seeing women who fit: Girls' forecasted fit in STEM fosters career interest**. *Social Psychology of Education*, *28*(1), 112. https://doi.org/10.1007/s11218-025-10056-2
Girls often express less interest in STEM (science, technology, engineering, mathematics) education and careers than boys, despite having comparable aptitude. We randomly assigned 242 girls (Mdnage = 12 years; 38% East Asian; 37% White) at Canadian STEM camps to control conversations about generic camp experiences, or intervention conversations where STEM role models discussed how STEM education and careers align with each girl's most important value and emphasized the social community inside and outside of STEM. Key measures were collected at baseline, and several days after the intervention (or control). Girls' current STEM fit did not differ by condition, but as expected, the intervention (vs. control) significantly improved girls' forecasts regarding future STEM fit (ds = 0.27–0.35) and girls' interest in STEM careers (d = 0.42), with a marginally significant boost in girls' interest in STEM high school classes (d = 0.23). Pre-post increases in forecasted STEM fit mediated increases in STEM interest. Forecasted fit (beyond current fit) appears pivotal for promoting girls' sustained interest in STEM.

David, P., Fatet, J., Jacques, M.-H., & Lemoine, M. (2025). **Lycéens professionnels de la ruralité : pratiques spatiales et supports identificatoires, deux variables explicatives des assignations socio-scolaires ?** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 287-298). https://doi.org/10.4000/142hi

Debuine, L.-A. (2025). **Les dynamiques groupales au collège : témoin ou acteur des inégalités ?** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 241-251). https://doi.org/10.4000/142i7

Dembele, S. C., & Zidouemba, P. R. (2025). **Les inégalités de genre dans l'éducation alimentent-elles les disparités de genre sur le marché du travail ?** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 159-168). https://doi.org/10.4000/142i2

Diera, C. (2025). **Latina student leaders navigating and transgressing race, gender, and place in high school**. *International Journal of Qualitative Studies in Education*, *38*(5), 745-773. https://doi.org/10.1080/09518398.2024.2416706
Scholars discuss the ways Latinas participate in leadership, yet the experiences of Latina girls leading their schools is understudied. This article draws from a place-based framework to narrate the ruptures, uneasy space, surrendering, and transformation that four Latina student leaders ascribe to the leadership they enact within places of belonging in their high school. Through qualitative observations and interviews, their stories demonstrate that by taking up leadership positions at their school, Latina girls challenge raced and gendered societal normativities which sustain deficit-based

gendered stereotypes and impose upon Latinas oppressive expectations of compliance and subordination. They transgress such ideological constructs through resistance, often learned from their homes and communities, and by the collective they form with other Latina girls in spaces at school so to make new meanings, specifically their meanings about race, gender, and leadership. A place-based approach to examine Latina student school leadership is proposed to consider how educational settings can be more inclusive of Latina girls' intersecting identities.

Dieu Anh, L. N., Thi Thanh Dang, B., & Hoang, T. X. (2025). **The long-term impacts of Iran–Iraq war on education and employment outcomes**. *International Journal of Educational Development*, *117*, 103318. https://doi.org/10.1016/j.ijedudev.2025.103318
This study examines the long-term impacts of exposure to the Islamic Republic of Iran–Iraq War (1980–1988) during school years on educational attainment and labor market outcomes in Iraq. The analysis employs an event study approach and utilizes the Iraq Household Socio-Economic Surveys 2006–2007. The findings reveal that the conflict negatively affected the social welfare of men exposed to the war, including their access to social security, pension plans, healthcare, paid leave, and job permanence, while having little impact on women. Additionally, the conflict reduced wages for both men and women. Men exposed to the conflict were also more likely to work without air conditioning, whereas no such evidence was found for women. The limited participation of women in the labor market, driven by insufficient government support and restrictive social norms, may explain the minimal or nonexistent effects of the war on female labor market outcomes. This study highlights the education channel through which the war influenced labor market outcomes, demonstrating that the conflict significantly reduced the educational attainment of men and women born between 1971 and 1981. The findings are robust to various robustness checks and falsification tests.

Dotterer, A. M. (2025). **Parenting correlates of changes in school engagement among racial/ethnic minority students**. *Social Psychology of Education*, *28*(1), 125. https://doi.org/10.1007/s11218-025-10067-z
The present study examined the extent to which parent-adolescent relationship quality and parenting practices were associated with changes in school engagement among racial and ethnic minority adolescents. Participants (58% female) were 208 racial/ethnic minority students (63% African American, 19% Latinx, 18% Multiracial) in grades 6–8 from an urban middle school in the Midwestern United States. In the fall (Time 1) and subsequent spring (Time 2) of the school year, youth completed in-school surveys with items on parent-adolescent warmth, conflict, parental knowledge, academic socialization, and school engagement (commitment to learning, school trouble, school bonding, school self-esteem). Results from residualized change models revealed that parental knowledge was a salient and consistent predictor of changes in school engagement. These results suggest that parents' awareness or understanding of adolescents' daily lives and activities is key to supporting school engagement during early adolescence. Parental knowledge of adolescents' daily lives can foster a more collaborative relationship between home and school, which can boost adolescents' engagement in school.

Eastwood, S., Evans, B., Gaigg, S., Harbord, J., & Milton, D. (2025). **Autism through cinema: co-creation and the unmaking of knowledge**. *International Journal of Qualitative Studies in Education*, *38*(5), 673-690. https://doi.org/10.1080/09518398.2022.2025492

This article discusses the methodological approach of a collaborative research project situated at the intersection of autism and cinema. The Autism through Cinema project stages an encounter between the titular terms in order to challenge the neurotypical assumptions that underpin cinema as an apparatus, and to mobilise new cinematic potentialities. Structured over a period of four years, the project undertakes a series of collaborations between different disciplines (Film Archaeology, Film Practice, History, Psychology, and Sociology) and between autistic and non-autistic thinkers and makers, as well as in partnership with institutions external to academia. Methodologically the motivation for the project is to reverse engineer research methods used historically in film history, film making and psychiatry to produce inversions of perception, power and classification, and furthermore to explore what kind of cinema is possible if it is reconfigured through autistic experience.

Emeka, E. T., Asongu, S. A., & Bouanza, J. R. F. K. (2025). **Lifelong gender inclusive education, productive capacity, and governance quality in Africa**. *International Journal of Educational Development*, *117*, 103312. https://doi.org/10.1016/j.ijedudev.2025.103312
The importance of governance quality in driving economic progress is well-established in the existing literature, yet only limited strands of studies have explored the factors that enhance governance quality itself. Hence, this study investigates the effects of lifelong gender-inclusive education and productive capacity on governance quality while also examining the moderating influence of lifelong gender-inclusive education on the effect of productive capacity on governance quality. The analysis is based on a sample of 51 African countries for the period 2005–2022. The adopted empirical strategy includes the pooled OLS, the instrumental fixed effects (FE), and the dynamic system generalized method of moments (SGMM). The study incorporates four education variables, including primary, secondary, and tertiary school enrollments, along with a lifelong education index derived from principal component analysis (PCA) to capture lifelong gender-inclusive education in Africa. The following findings are established: First, productive capacity overwhelmingly has a positive effect on governance quality. Second, positive synergies become apparent when lifelong gender-inclusive education complements productive capacity to promote governance quality. The policy implications of the findings from this study are discussed in the context of the African Union's Agenda 2063 and the United Nations' Sustainable Development Goals (SDGs).

Épiphane, D., Personnaz, E., & Dabet, G. (2025). **Destinées professionnelles des jeunes d'origine sociale modeste. Qui devient transclasse ?** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 59-60). https://doi.org/10.4000/142ha

Epstein, M. (2025). **La chaire UNESCO HÉN devient " accessibilité universelle, éducation et numérique " : questions de recherche et objectifs stratégiques**. *EIAH 2025 - Atelier numérique et inégalité*. Présenté à Lille, France. Consulté à l'adresse https://hal.science/hal-05107839
La chaire UNESCO HÉN (Handicap, Éducation et Numérique) change de nom et vise à produire, développer et évaluer des ressources numériques innovantes favorisant l'objectif d'une éducation et d'une société plus inclusive en France et à l'international. À travers une présentation des objets de recherche de la chaire, la communication

permet de partager des objectifs stratégiques et enjeux de l'accessibilité universelle, éducation et numérique

Erol, A., Erol, M., & Canbeldek Erol, M. (2025). **Supporting Girls' Engineering Habits of Mind With STEM Education**. *Psychology in the Schools*, *62*(7), 2192-2207. https://doi.org/10.1002/pits.23461
STEM is a field where gender stereotypes regarding men persist. Women are underrepresented compared to men in STEM fields. The social belief that engineering is only for men discourages young girls from pursuing such endeavors. Encouraging young girls to enter STEM fields is crucial to dispel these stereotypes. Therefore, one of the essential aspects of beginning STEM education in early childhood is dismantling the gendered perception of professions. This study aimed to support girls' engineering habits of mind (EHoM) with STEM education. The participants in the study were eight 5-year-old children. Children participated in six STEM activities for 12 weeks. Two days per week and 120 min per day were devoted to practice. We collected the data using the observation protocol, interview protocol, and reflective diary and analyzed it using content analysis. We explained the results within the context of six fundamental EHoM mentioned previously in the literature: systems thinking, creativity, optimism, collaboration, communication, and attention to ethical considerations. While collaboration, communication, systems thinking, and creativity were the most utilized habits of mind in STEM education, attention to ethical considerations was the least used. The girls found numerous opportunities to support their EHoM in this process. Our findings indicate that STEM education can help girls' EHoM.

Farges, G. (2025). **Roughly in the middle. Variations in the subjective social status of teachers in France**. *British Journal of Sociology of Education*, *46*(4), 469-488. https://doi.org/10.1080/01425692.2025.2476697
Among the factors that encourage the quality of education internationally, the social status of teachers is attracting particular attention. To date, the scientific literature has insisted that teachers generally rank themselves in the middle of the social scale. There is not yet any empirical evidence that certain factors (for instance related to the teaching work) explain more than others why some teachers feel that they enjoy a high, or low, social status as a professional group. Based on a questionnaire survey completed by 1813 French primary school teachers, our analysis confirms that the way teachers rank their professional group in the social structure varies according to objective elements, among which are work-related factors. However, we also stress the concomitant effects of subjective factors that are grounded not only in work experience but also in social trajectories and relationships. We discuss levers for enhancing how teachers evaluate their social condition.

Farges, G., & Tenret, E. (2025). **Entrer dans l'enseignement supérieur privé. Trajectoires et socialisations des bacheliers « à l'heure »**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 435-436). https://doi.org/10.4000/142gi

Fong, Mahdavivand Fard, Dezhkameh, Littlefield, & Rozek. (2025). **Exploring Disparities and Antecedents to Students' Belonging at U.S. Community Colleges: An Analysis by Gender and Racial/Ethnic Groups**. *Community College Journal of Research and Practice*, *49*(6), 440-449. https://doi.org/10.1080/10668926.2025.2471276

Although a sense of belonging can be a critical lever for promoting college persistence, students, particularly those from historically marginalized backgrounds, may experience threats to their belonging on campus. Research has documented that belonging might be experienced differently depending on students' racial/ethnic and gender identities. We used the 2018 Community College Survey of Student Engagement (CCSSE) to explore how much community college students feel like they belong and how it may vary by gender and race/ethnicity, and their intersections. Based on an intercategorical approach to examine intersections of gender and race/ethnicity, we also test to what extent sociodemographic characteristics, institutional racial make-up, campus experiences, perceived campus support, and perceived support from external agents predict belonging. Our findings suggest that there are small to moderate disparities in the sense of belonging and demographic and institutional variables differentially predict belonging when disaggregating by gender-racial/ethnic groups.

Fourré, M. (2025). **Qui a bénéficié de la réforme des bourses sur critères sociaux de la rentrée 2023 ?** *Note d'Information du SIES*, (25.08), 1-7. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/qui-beneficie-de-la-reforme-des-bourses-sur-criteres-sociaux-de-la-rentree-2023-99253
Si la réforme des bourses sur critères sociaux de la rentrée 2023 a entraîné une hausse à la fois du nombre de boursiers et du montant de l'aide, les gains de bourses ont été très variables selon les étudiants.

Gabriel, U., Kim, J., & Taraldsen, J. (2025). **The role of self-efficacy and social belonging in Norwegian upper secondary students' interest in gendered occupations**. *Social Psychology of Education*, *28*(1), 109. https://doi.org/10.1007/s11218-025-10068-y
This study examined how self-efficacy and expected social belonging influence Norwegian upper secondary students' interest in gender-dominated and gender-balanced occupations. A survey of 205 students assessed their self-efficacy, expected social belonging, and vocational interest for 12 occupations presented with short descriptions. Results indicated a preference for gender-matching occupations: girls showed more interest in women-dominated occupations, while boys preferred men-dominated ones. In line with Social Cognitive Career Theory, both girls' and boys' self-efficacy and expected social belonging similarly predicted their vocational interests. This finding contrasts with other studies that may have conflated gender composition of occupations with their status. However, self-efficacy and expected social belonging do not fully account for the preference for gender-matching occupations. Notably, girls' expected social belonging was more strongly associated with interest in gender-balanced and women-dominated occupations than in men-dominated ones, whereas no such pattern was found for boys.

Gao, F. (2025). **Home away from home?: Campus-based social capital for Hong Kong students in a Mainland university**. *British Journal of Sociology of Education*, *46*(4), 508-525. https://doi.org/10.1080/01425692.2025.2482055
This research examined cross-border Hong Kong students' access to and accumulation of campus-based social capital (CBSC), and its influences upon their university navigation and persistence. The data of interviews and network maps, collected from ten Hong Kong students in a Mainland university located in the Guangdong-Hong Kong-Macao Greater Bay Area (GBA) suggested that their distinct peer networks were based on the complex mixture of Cantonese speaker identity and origin of place. Associated

with the friendship ties was the pastoral care received from university counsellors, who sometimes also assumed an intermediary role in steering the participants toward valued resources. These campus-based social networks complemented existing home-based relations and together created a home away from home. However, a lack of networking with wider university faculty and domestic students negatively impacted their border-crossing learning and socialising experiences, contrary to the Chinese government's policy and efforts to integrate Hong Kong youth into Mainland China.

Gao, H., & Yang-Heim, G. Y. A. (2025). **Digital stratification: Comparing digital literacy practices among aboriginal and mainstream children in australian homes**. *British Journal of Sociology of Education*, *46*(4), 489-507. https://doi.org/10.1080/01425692.2025.2478162
This qualitative study examines the home digital literacy practices of Aboriginal and Mainstream elementary-age children in Australia, highlighting how socio-economic and cultural factors influence these practices. This study integrates conceptural framework such as capital, digital capital, and social reproduction theory to analyze conversational interviews conducted with six children. Our findings reveal significant disparities in digital capital accumulation, primarily driven by socio-economic differences and varied access to digital resources. Mainstream students typically possess more digital capital, which allows them to navigate the digital landscape more effectively and perpetuate systemic inequalities. The enduring digital divide reinforces existing economic and social hierarchies, exacerbating social inequalities and further marginalizing disadvantaged groups. This research underscores the urgent need for educational curricula to integrate digital literacy and for pedagogical strategies that provide equitable digital learning opportunities, specifically tailored to the unique realities of both Aboriginal and Mainstream students.

Garcia, A. S., Jocson, R. M., de Guzman, M. R. T., Garcia, R., & Aquino, A. K. (2025). **Parental Educational Involvement Among Filipino Parents: Exploring Motivators, Facilitators, and Barriers Related to Socioeconomic Status**. *Psychology in the Schools*, *62*(7), 1973-1986. https://doi.org/10.1002/pits.23446
The benefits of parental educational involvement (PEI) are well documented in the literature, specifically on children's learning outcomes and social-emotional development. Thus, it is important to explore the factors that influence PEI. This paper is a qualitative study on the motivators, facilitators, and barriers to PEI among low-income parents in the Philippines. Through purposive sampling, 31 parents were engaged in semi-structured interviews or pakikipagkwentuhan, a data collection method informed by indigenous Filipino Psychology. Participant responses were coded and summarized using thematic analysis. Findings represent a broad range of factors that influence PEI that were categorized into three themes. Theme 1 encompasses parent-related factors, which includes parental aspirations, access to learning and financial resources, efficacy in helping the child, finding time to be involved, and perception of what other people would think. Theme 2 represents social support from spouse, other family members, and fellow parents and friends as facilitators of PEI. Theme 3 involves school-and teacher-related factors, specifically invitation to be involved from teachers and the school and unpleasant past school experiences as a barrier. Findings from this study contribute to our understanding of the factors driving PEI, particularly among vulnerable populations that remain underrepresented in the literature. Moreover, findings also have implications for acknowledging the challenges experienced by low-income parents in supporting their children's education, while also highlighting their resilience and resourcefulness in

employing PEI strategies. The crucial role of teachers and school in effectively promoting PEI and supporting educational equity is also discussed.

Genet, L. (2025). **Inégalités cumulées et utilisations différenciées des offres socio-éducatives par les jeunes**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 271-280). https://doi.org/10.4000/142hv

Geven, S., & Zwier, D. (2025). **Students' Interactional Cultural Capital and Academic Performance in Test- and Teacher-Based Assessments**. *The British Journal of Sociology*, *76*(3), 622-634. https://doi.org/10.1111/1468-4446.13199
Qualitative work highlights the significance of students' interactional cultural capital in educational settings—that is, cultural resources that help to navigate/interact with educational institutions and gatekeepers. We make a first attempt to measure expressions of students' interactional cultural capital quantitatively, and examine their relationship with academic performance. Using data on over 1200 Dutch students in their final year of primary school, we find positive associations between several expressions of students' interactional cultural capital (knowledge about the educational system; perceived cultural match between home and school) and academic performance. These positive relationships are equally strong for teacher- and test-based assessments of performance, suggesting that these forms of cultural capital help students in their learning rather than providing educational benefits via teacher biases. We find little support for positive relations between students' help-seeking strategies and academic performance. Different help-seeking behaviors do not form a unified cultural "strategy" and are not stratified by socio-economic status (SES) as anticipated. For educational knowledge, we find some support for the cultural mobility hypothesis: SES-based performance gaps, particularly in teacher assessments, are smaller among students with greater knowledge of the educational system.

Giret, J.-F. (2025). **Introduction**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 13-15). https://doi.org/10.4000/142i0

González-García, G., Millán La Rivera, C., Reyes Ochoa, L., López-Barraza, A., & Muñoz Masson, L. (2025). **Young Chileans entering university through inclusion quotas: Linking their funds of knowledge and identity to higher education**. *International Journal of Educational Development*, *117*, 103344. https://doi.org/10.1016/j.ijedudev.2025.103344
This paper reports a narrative investigation of ten students who entered education,health and social sciences careers in a Chilean university. The context of the study isrelated to the accelerated increase, in the last 30 years, of the enrollment of lowerclass.students in higher education in Chile and the challenges of equity. The background discusses the traditional training and academic support strategy with these students, before and throughout university, based on a deficit perspective. This study seeks to bond funds of knowledge and identity with narrative methods and the conceptualization of diverse capital forms, in order to propose a notion of recognition and social justice, considering the potentialities of these students at the university.Interactions between these young students adversities, support and achievements are analyzed to identify the learnings and skills acquired in their biographies, as capital forms that challenge changes and transformations at higher education in terms of Access and admission policies, curriculum

and study plan reforms, transformation of teaching and pedagogical challenges and institutional support and a culture of recognition.

Guichard, L. (2025). **Interférences entre sphères de vie et sphères relationnelles : étude des facteurs et des relations qui influencent l'entrée d'élèves dans des parcours prostitutionnels**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 131-141). https://doi.org/10.4000/142i1

Guida, T. F., & Ozias, M. L. (2025). **Picturing white women on campus: risks and possibilities of critical whiteness photo elicitation**. *International Journal of Qualitative Studies in Education*, *38*(6), 861-877. https://doi.org/10.1080/09518398.2024.2416712
In this methodological inquiry, we ask: What are the walls that block the examination of whiteness for white women when using photo-elicitation interviewing? What are the methodological possibilities and risks of photo elicitation with white women when critically studying whiteness? Framed by concepts of white complicity, white vulnerability and vigilance, and Critical whiteness Methodology, the inquiry reveals key risks and possibilities of photo elicitation in critical whiteness research: 1) white racial bonding, 2) (de)racialization of space and place, and 3) refusals and silences from white participants. We discuss practices of white vigilance within qualitative research that resist racist harm and further interrogate the visual modes by which whiteness moves on college campuses via the white cisheteropatriarchal gaze. We propose Critical whiteness Photo Elicitation (CwPE) methodology as one methodological strategy for cracking the walls of whiteness.

Hadj, L., & Lassez, M. (2025). **Inégalités et précarités des étudiant·es : réflexions autour d'un indicateur social à l'échelle de la ville d'Amiens**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 113-120). https://doi.org/10.4000/142h8

Hajar, A., & Karakus, M. (2025). **Navigating teachers' perceptions and experiences of shadow education expansion and regulation in Kazakhstan: a mixed-methods study**. *British Journal of Sociology of Education*, *46*(4), 413-433. https://doi.org/10.1080/01425692.2025.2474035
This mixed-methods study is the first to examine schoolteachers' perceptions and experiences of fee-based private tutoring in Kazakhstan. Data from 952 teachers using a close-ended questionnaire and 60 semi-structured interviews revealed that 39.6% of participants engaged in tutoring, primarily driven by financial necessity and professional growth. Teachers who refrained from tutoring cited heavy school workloads and personal obligations as deterrents. Qualitative findings highlighted ethical and professional conflicts arising from insufficient monitoring of the tutoring market. These included managing requests from parents of tutored students and conflicts of interest when promoting their tutoring services or those of affiliated centres. Teachers demonstrated limited awareness of existing regulatory frameworks, with most opposing strict prohibition but advocating for improved regulations. Recommendations include teacher licensing, clearer guidelines for tutorial centres, and systemic reforms to address financial pressures and workloads. This study enhances understanding of teachers' roles in shadow education and advocates balanced regulatory strategies.

Hernández-Soto, R., Gutiérrez-Ortega, M., Rubia-Avi, B., & Fàbregues, S. (2025). **Influence of Social Ties on Knowledge Sharing Among Academics: A Qualitative Case Study**. *Innovative Higher Education*, *50*(3), 997-1019. https://doi.org/10.1007/s10755-024-09764-y
This study aimed to investigate the relationship between social ties and knowledge sharing among academics in a research team. A qualitative case study approach was employed, using semi-structured interviews to uncover key factors that facilitate or hinder this relationship. The findings emphasize the crucial role of social ties in facilitating knowledge sharing among academics and highlight the central role of research team leaders in promoting and strengthening these ties. Informal contexts and routines as well as in-person attendance were identified as core elements in cultivating social ties. Conversely, limited face-to-face interactions, workplace location, barriers to participation in informal activities, and differences in worldviews were identified as potential deterrents to the formation of strong social ties. We conclude that institutional administrators and research team leaders should promote shared physical and digital spaces and informal social practices, which, in turn, facilitate personal relationships and stimulate collaboration and knowledge sharing.

Hong, L., Zhao, W., Wang, H., Wang, L., Li, Y., Liu, G., … Zhang, G. (2025). **Latent transition analysis of learning weariness in Chinese junior high school students: family functioning and classmate relationships as predictors**. *Social Psychology of Education*, *28*(1), 108. https://doi.org/10.1007/s11218-025-10069-x
Learning weariness is a common issue among adolescents in China. However, little is known about its developmental stability and changes over time. This study involved 1,857 participants (52.6% girls) who were assessed at two time points, approximately six months apart. Latent profile analysis was conducted to identify subgroups of learning weariness, and latent transition analysis was then used to examine the transition probabilities between these subgroups. Logistic regression analyses examined associations between the identified classes and related factors. Three distinct subgroups of learning weariness were identified: low learning weariness group, transition group, and high learning weariness group. The transition group showed the highest stability (53.9%). Both the low and high learning weariness groups tend to shift toward the transition group, with shift probabilities of 39.8% and 38.2%, respectively. Poorer family functioning increased the likelihood of shifting from low to transition group, while positive classmate relationships served as a protective factor against learning weariness.

Hopkins-Doyle, A., Cameron, L., Spinner, L., Dibb, B., Kočiš, A., Brett, R., & Tenenbaum, H. R. (2025). **Knowledge and comfort predict teaching about sexism in school teachers**. *Social Psychology of Education*, *28*(1), 102. https://doi.org/10.1007/s11218-025-10049-1
Although lessons about sexism can increase gender egalitarianism in children, teachers often shy away from discussing sensitive topics, such as sexism, in classrooms. We conducted two studies to examine why teachers may not discuss sexism. In a qualitative study with 20 primary school teachers, teachers reported not discussing sexism because of the belief that sexism was not an issue, low comfort, and low knowledge levels in teaching sexism, that sexism was less important than other topics, and not enough support from parents and schools. Teachers taught about sexism to balance out other perspectives, when they had support from authorities, and when sexism was related to a lesson. Using the themes found in Study 1, Study 2 developed quantitative measures to examine the predictors of intentions to teach about sexism among 233 primary and secondary school teachers. The full model found that teachers had higher intentions to

teach about sexism when they felt more comfortable and knowledgeable about teaching sexism and when teachers were younger. We discuss findings from both studies in terms of theoretical and practical implications.

Hucy, W., & Jennequin, H. (2025). **Dynamiques de construction et de structuration des parcours d'orientation postbac face aux inégalités d'origines socioterritoriales et de motilité des élèves de lycée général**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 407-417). https://doi.org/10.4000/142hk

Ilardi, V., & Lercari, L. (2025). **Quel parcours d'insertion pour les jeunes d'origine modeste ayant pu accéder à l'alternance mais n'ayant pu obtenir leur diplôme ?** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 257-270). https://doi.org/10.4000/142hb
Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon. (2025). In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon*. Consulté à l'adresse https://books.openedition.org/cereq/5736
Chaque année depuis 1994, les journées du longitudinal (JDL) constituent un temps fort de la vie scientifique du Céreq. Elles sont coorganisées par le Céreq et un des centres associés de son réseau implantés dans des laboratoires ou des unités de recherche.C'est le centre associé de Dijon, l'IREDU (Institut de recherche sur l'éducation, UR 7318), qui accueille les XXXes journées autour de la thématique « Inégalités scolaires et professionnelles. Nouveaux regards ». Comment se forment et s'agrègent les inégalités tout au long des parcours scolaires et professionnels ? Comment mesurer et analyser les effets croisés des différentes formes d'inégalités ? Quelles nouvelles formes d'inégalités émergent dans le contexte éducatif et professionnel actuel ? Les opportunités offertes par l'approche longitudinale invitent plus particulièrement à questionner et à décortiquer cette sédimentation des inégalités, à la fois causes et conséquences, au sein des trajectoires scolaires et professionnelles.Cette trentième édition des journées du longitudinal constitue une occasion privilégiée d'apporter de nouveaux regards sur ces phénomènes sociaux, en axant notamment la réflexion sur les sources et les effets de ces inégalités, sur les méthodologies employées pour les appréhender et sur les parcours et trajectoires qui les illustrent ou les confrontent.

Jaoul-Grammare, M. (2025). **Double peine : l'impact des inégalités de genre et sociales sur l'accès aux CPGE scientifiques (2010-2020)**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 65-76). https://doi.org/10.4000/142fm

Jimenez, E., Borri-Anadon, C., Paul, M., & Bouabdillah, N. (2025). **La prise en compte de la diversité ethnoculturelle, religieuse et linguistique par les services éducatifs complémentaires en contextes éducatifs francophones : entre inclusion et exclusion ?** *Éducation et francophonie*, *53*(1). https://doi.org/10.7202/1118098ar
Un article de la revue Éducation et francophonie, diffusée par la plateforme Érudit.

Jing, Z. (2025). **Does Man Has a Place in Kindergarten Leadership? A Literature Review in China's Early Child Education**. *Psychology in the Schools*, *62*(7), 2178-2191. https://doi.org/10.1002/pits.23458

This literature review explores the experiences of male kindergarten principals through the lens of social role theory, which posits that gender roles shape individuals' behaviors and societal expectations, influencing leadership perceptions and practices. Hence, the review aims to synthesize international research on male principals in early childhood education to examine how societal stereotypes and gender roles affect their professional experiences, leadership efficacy, and career trajectories. The systematic review of 11 studies was conducted between 2001 and 2024, using qualitative, mixed-methods, and case-study approaches. The findings reveal that despite these challenges, male principals employ coping strategies such as role adaptation, boundary negotiation, mentorship, and networking to navigate gendered expectations and assert leadership. The implications of this review underscore the need for systemic interventions to support male leaders in early childhood education, including mentorship programs, professional development opportunities, and policies that challenge traditional gender roles.

Kahomwe, L., & Muzingili, T. (2025). **Impact of climate change disasters on access to education and coping mechanisms for rural learners in Zimbabwe**. *Cogent Education*, *12*(1), 2517505. https://doi.org/10.1080/2331186X.2025.2517505
This study investigates the impact of climate change-induced disasters on access to education and the coping mechanisms employed by rural Zimbabwe. A qualitative approach was adopted, utilizing semi-structured and key informant interviews with 20 participants, including learners, teachers, and parents. Data were analyzed inductively to identify key themes related to the effects of climate change on education and the coping mechanisms employed. Findings revealed significant educational disruptions, including damaged infrastructure, increased school dropouts, and barriers to learning continuity. Coping mechanisms such as outdoor lessons, temporary learning shelters, migration, child labor, and limited use of technology reflected the resilience of affected communities but also exposed critical gaps in disaster preparedness and education policy. Girls were disproportionately affected, with many forced into child marriages or dropping out permanently. While community initiatives played an essential role in sustaining education, they were insufficient to address systemic challenges. The study concludes that building climate-resilient school infrastructure, providing gender-sensitive interventions, expanding digital access, and strengthening teacher support systems are essential to ensuring equitable education in disaster-prone rural areas. Key recommendations emphasize the need for targeted policies and investments to enhance education resilience amidst climate change. The incidence of climate change-induced disasters is increasing and has a serious impact on rural communities, including access to education. Climate change-induced disasters have resulted in rural communities resorting to various strategies to ensure that their children continue to attend school. Despite rural communities resorting to various coping mechanisms to ensure continued access to education for school-going children, the lack of education and child-centered disaster preparedness has worsened the situation of children in rural areas. Disasters brought on by climate change have disrupted education, increased the rate of child labor and child marriage, and perpetuated gender inequality in rural areas.

Kaşkaya, A., Ünlü, İ., & Kılıç, M. F. (2025). **Making meaning of rural teaching: A phenomenological study of teachers' daily life experiences**. *International Journal of Educational Development*, *117*, 103341. https://doi.org/10.1016/j.ijedudev.2025.103341
Rural teachers' experiences in village schools represent a critical dimension of educational development. This phenomenological study explored the meanings that

teachers attribute to being a teacher in village schools through their daily lived experiences. The study examined how classroom teachers working in village schools construct meaning from their experiences across four dimensions: managing basic needs and social integration, participating in daily village life, developing teacher-community relationships, and structuring time outside school hours. Data were collected through in-depth interviews with 11 classroom teachers (4 female, 7 male) working in multigrade village schools across seven provinces in Türkiye and analyzed using phenomenological methods. The findings reveal that teachers' meaning-making processes are deeply influenced by their cultural alignment with the community, gender dynamics, and physical infrastructure arrangements. While teachers have developed effective strategies for managing basic needs, their sense of professional identity and meaning is significantly shaped by the degree of their community integration. The physical separation of teacher housing from village centers emerged as a critical factor in how teachers interpret their role and position within the community. Teachers sharing cultural similarities with their assigned communities demonstrated more positive meaning-making patterns and deeper understanding of their professional role. Gender emerged as a crucial factor in how teachers construct meaning from their experiences, particularly in accessing and interpreting community spaces and relationships. The study provides significant insights into how rural teachers interpret and make meaning of their professional experiences, suggesting that successful rural teaching involves complex processes of professional identity construction and meaning-making beyond mere adaptation to physical conditions. These findings have important implications for understanding rural teacher identity development and designing support systems that address both practical and existential aspects of rural teaching.

Khelifa, S., Lanz, B., & Pecoraro, M. (2025). ***Educational Spillovers of Refugee Integration: Evidence from Language Support and Ability Sorting in Switzerland*** (Working paper N° 25-05). Consulté à l'adresse IRENE Institute of Economic Research website: https://EconPapers.repec.org/RePEc:irn:wpaper:25-05
We exploit the 1990-2000 inflow of Yugoslav refugees to Geneva to examine two understudied yet policy-relevant integration mechanisms for refugee pupils: language support classes, provided prior to integration into regular classes, and sorting based on academic ability within regular classes. We find that a higher share of refugees in language support classes is associated with a lower probability of grade repetition for lower-achieving immigrant pupils of the same grade and school, but a higher probability for native pupils. Additionally, we find that grouping refugees with incumbents of similar academic ability improves the educational performance of higher-achieving incumbents and lower-achieving immigrants, while negatively affecting lower-achieving natives. Our findings offer novel insights into the trade-offs of refugee integration policies, emphasizing the need to balance support for refugee pupils with minimizing potential adverse effects on incumbent pupils.

Kim, J., Detrick, R., Yu, S., Song, Y., Bol, L., & Li, N. (2025). **Socially shared regulation of learning and artificial intelligence: Opportunities to support socially shared regulation**. *Education and Information Technologies*, *30*(9), 11483-11521. https://doi.org/10.1007/s10639-024-13187-9
Supporting learners in achieving high-level socially shared regulation of learning (SSRL) in the online collaborative learning (OCL) context presents challenges that the utilization of artificial intelligence (AI) technologies may help solve. However, the effective uses of AI

to support multifaceted areas (cognition, metacognition, and motivation) and phases (forethought, performance, and reflection) of SSRL remain elusive. Furthermore, research on developing an educational AI and what pedagogical attributes and elements are required for AI to support students' SSRL effectively is limited. This study, therefore, aims to investigate students' perceptions of AI applications in enhancing SSRL and to explore the essential pedagogical elements necessary for AI to support SSRL during the OCL. To achieve these aims, the study conducted Focus Group Interviews facilitated by 9 scenarios of AI application storyboards and paper prototypes with 30 undergraduate and graduate students. The study findings show that students perceive various types of AI to support cognitive, metacognitive, and motivational areas across different SSRL phases. The study also found that students viewed AI as an active learning agent, serving in roles previously inhabited solely by human educators and students. Furthermore, the study reveals seven key pedagogical elements across TPACK components such as pedagogical, content, technological, pedagogical content, technological pedagogical, technological content, and technological pedagogical content knowledge deemed crucial by students for AI to support SSRL in OCL effectively. These findings offer implications for using and designing educationally relevant AI to support SSRL in OCL environments.

Kim, S. (2025). **Transnational resilience: exploring international students' agency in response to systemic racism in U.S. higher education**. *International Journal of Qualitative Studies in Education*, *38*(6), 810-825. https://doi.org/10.1080/09518398.2024.2416709
This phenomenological inquiry explored how 19 international students in U.S. higher education developed a sense of agency in response to systemic racism. The findings revealed three main factors associated with participants' sense of agency: (1) transnational role models, (2) the community and social network established in the United States and (3) personal beliefs, values, and morality. By focusing on how international students draw on their transnational experiences and knowledge to develop agency in response to systemic racism, this study contributes to scholarships on learning outcomes associated with international student mobility and their experiences with race and racism. It also adds to the increasing body of research that challenges deficit paradigms toward international students prevalent in scholarly discourse by highlighting their agency and assets. Implications for future research and practice are also discussed.

King, Y. A., Eason, S. H., Duncan, R. J., Borovsky, A., & Purpura, D. J. (2025). **The Factor Structure of Parents' Math-Related Talk and Its Relation to Children's Early Academic Skills**. *Child Development*, 96(4), 1409-1423. https://doi.org/10.1111/cdev.14244
This study, involving 120 children (Mage = 4.25; SD = 0.83; 53% Female, 49% White, 23% multiracial, 16% Black, 9% Asian American, and 3% Latine) and their parents, examined parent talk constructs and their relation to children's early academic skills in 2021. Parents' talk was best represented as a three-factor structure (general, number, and mathematical language), suggesting that mathematical language use is distinct from general and number talk. Parent talk factors were related to children's numeracy skills but not their vocabulary or mathematical language knowledge. Children with higher numeracy skills had parents who used more general talk, children with lower numeracy skills had parents who used more mathematical language, but parent number talk was not related to children's numeracy skills.

Kostov, J. (2025). **Analyse des risques de précarisation dans la mise en place d'un dispositif numérique d'enseignement-apprentissage du FLE**. In A.-C. Zeiter & B. Pivot, *Langues et précarités* (p. 173). https://doi.org/10.17184/eac.9030
L'analyse que nous proposons dans ce chapitre concerne les risques de précarisation des Alliances face à l'introduction des outils et des dispositifs numériques dans l'offre de formation en FLE au sein d'une Alliance française. Ce risque est illustré par l'exemple du dispositif Bolivia Habla Fr@ncés (désormais BHF) qui a été mis en place par le réseau des Alliances françaises de Bolivie dans le but de diversifier l'offre de formation du réseau et de relever le défi de numérisation de l'activité d'enseignement/apprentissage du FLE prévu par les grandes lignes politiques du réseau global des Alliances françaises.

Kroeper, K. M., Gopalan, M., Emerson, K. T. U., & Walton, G. M. (2025). **Who Gets to Belong in College? An Empirical Review of How Institutions Can Assess and Expand Opportunities for Belonging on Campus**. *Educational Psychology Review*, *37*(2), 36. https://doi.org/10.1007/s10648-025-10010-w
Over a dozen rigorous randomized-controlled trials show that recognizing worries about belonging in a new school as normal and as improving with time can help students stay engaged, build relationships, and succeed. Such "social-belonging" interventions can help students take advantage of opportunities available to them to develop their belonging in college—yet what is the institutional role? Drawing on past literature, and reporting novel data from the College Transition Collaborative's massive trial of the social-belonging intervention (N = 15,143 control-condition students in 374 "local-identity" groups across 22 representative colleges and universities; Walton et al., 2023), we explore who gets to belong in college and what institutional leaders can do to expand these opportunities. First, we find that opportunities for belonging (i.e., "belonging affordances") vary widely, both across institutions and systematically across groups. Notably, Black, Asian, and first-generation college student groups are each less likely than other groups to have minimally adequate opportunities for belonging. Second, all institutions are serving some student groups well, but all can improve: none provides adequate belonging affordances for all groups. Third, four classes of institutional factors predict belonging affordances at the identity-group level: (1) greater in-group representation, (2) more inclusive cultures, (3) greater opportunities for strong relationships, and (4) greater opportunities for productive learning. We conclude by discussing how institutions can learn for whom they are creating opportunities for belonging and for whom they are not, and how institutions can expand opportunities for belonging for groups that are not yet well served.

Kurokawa, C., & Kusakabe, T. (2025). **Reversing brain drain to brain gain: Examining the drive of educated Sudanese migrants to return and contribute to their home country**. *International Journal of Educational Development*, *117*, 103342. https://doi.org/10.1016/j.ijedudev.2025.103342
This study aims to provide a fresh perspective on educated migrants' drive to return and contribute to their home country, introducing a holistic approach that challenges the traditionally separated concepts of brain drain and brain gain. Our conceptual framework integrates return and contribution motivations, avoiding oversimplifications that arise from analyzing these motivational factors separately. Through a qualitative analysis of 36 migrants and refugees from Sudan, a low-income African country, we identified five motivations for educated migrants to return and contribute to their home country: a social framework of mutual help (takaful), role-driven contributions, a sense of

belonging, a drive for betterment, and being inspired by others. While previous studies have emphasized macro-level factors such as economic development and incentive programs to promote brain gain, the motives identified in this study are rooted in individual agency and experiential learning shaped by migrants' connections to their home country. Moving beyond the dependency-based framework of brain drain and brain gain, our findings highlight that community-driven empowerment and locally relevant learning serve as key motivators for fostering brain gain.

Kwachou, M., Russell, I., & Adom-Opare, F. (2025). **Where one ends, the other begins: An African-feminist interrogation of the discourses and realities of Social Change and Reproduction through education**. *International Journal of Educational Development*, *117*, 103337. https://doi.org/10.1016/j.ijedudev.2025.103337
Despite extensive scholarship demonstrating that education alone cannot achieve systemic change without broader social and economic reforms, international development agencies and policymakers continue to present it as a panacea for poverty reduction, gender equality, and economic mobility. This paper strengthens critiques of education's positioning as a primary driver of social transformation in development discourse by revealing how such framings neglect both the structural conditions that constrain education's impact and the complex relationships between education, power, and inequality. Through empirical research from Cameroon and Ghana, the authors demonstrate how education not only fails to fulfil its promised empowerment of women and people with disabilities but can actually reinforce their marginalisation. The paper distinguishes itself from conventional critiques that focus primarily on education quality issues by applying African-feminist perspectives to challenge the fundamental neoliberal assumptions that emphasise individual empowerment while ignoring systemic forces of social reproduction. By integrating insights from social reproduction theory and African-feminist thought, the authors establish that even high-quality education cannot guarantee social change given the deep-rooted influences of colonial histories and neocolonial presents. This work advances critical debates on education and development by advocating for decolonial frameworks that provide more nuanced, contextually grounded, and decolonial approaches to understanding education's role in social transformation.

Laplante, B., Doray, P., & Lapointe-Garant, M.-P. (2025). **La pandémie de la COVID-19 et l'interruption des études : un moment de recomposition des inégalités de parcours dans l'enseignement postsecondaire ?** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 453-463). https://doi.org/10.4000/142i5

Lechaume, A., Coulombe, S., Campuzano, J. C., Atkin, S., & Vokey, F. (2025). **Quand précarité de statut migratoire et d'emploi s'entrechoquent au fil du temps. Un dispositif méthodologique novateur pour comprendre les trajectoires de bien-être et santé psychologique des travailleur/euses immigrant·es temporaires au Québec**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 391-399). https://doi.org/10.4000/142i8

Lee, S., Kim, Y., & Shin, J. (2025). **Exploring the Interplay of Social Support, Grit, and Achievement in Korean Junior High School Students**. *Psychology in the Schools*, *62*(7), 2300-2310. https://doi.org/10.1002/pits.23467
This study examined the relationships between social support from parents, friends, and teachers, grit, and academic achievement among junior high school students in South Korea. Data were collected from 9502 students using third-grade junior high school students in the 2020 National Level Assessment of Academic Achievement. Descriptive statistics, regression, and mediator effect analysis were performed by using SPSS 21.0 and Hayes Process Macro 3.5. The results indicated that parental support had a greater impact on learners' academic achievement than support from teachers or peers. In addition, grit mediated the relationship between social support and learners' academic achievement, and teachers had a larger effect on learners' grit than support from parents or peers. These findings suggest that schools and educational institutions should consider incorporating parental involvement in programs to enhance academic achievement. In addition, the positive impact of social support from teachers, parents, and friends on grit highlights the benefits of implementing grit development programs within educational settings.

Lelièvre, É., & Remillon, D. (2025). **Les transmissions professionnelles dans les lignées : une analyse des adelphies**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 19-28). https://doi.org/10.4000/142ff

Lemistre, P. (2025). **Ségrégations sociales et de genre des étudiants de la dernière année de licence au master 2 : quel rôle des parcours antérieurs pour la réussite et la sélection à chacun des trois paliers bac+1, 2 et 3 à l'université ?** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 77-78). https://doi.org/10.4000/142hc

Lyu, M., & Lam, R. (2025). **Private English tutors' agency amid China's 'double reduction' policy: a Bourdieusian perspective**. *Journal of Education Policy*, *40*(4), 667-688. https://doi.org/10.1080/02680939.2025.2479151
Since the Chinese government introduced the 'Double Reduction' policy on private tutoring in July 2021, causing significant disruptions in the sector, research on its impact and societal repercussions, particularly for different stakeholder groups, has been limited. This study seeks to contribute to the academic discourse on the policy implications of shadow education by analyzing the agency of stakeholders in this context. Utilizing interview data with 20 private English tutors, collected as part of an ethnographic study, it offers an in-depth analysis of their agentic responses through a Bourdieusian perspective. The findings reveal three dominant forms of agency that private English tutors employ to navigate their professional courses: pragmatic, entrepreneurial, and developmental agency. These practices emerge from a sophisticated interplay between the field's doxa, the tutors' habitus, and their symbolic capital. The collective agency of private tutors also reveals an ongoing battle between China's equity-pursued socialism and profit-driven neoliberalism in the field of education. The study enriches scholarly discussion on shadow education policies, and by applying Bourdieu's theory to a new context with empirical data, it attests to the theory's robustness and broadens its scope of applicability. Implications and suggestions for policymakers and researchers are discussed.

Lyu (吕敏), M., & Lam (林志强), R. (2025). **Contextualizing Private Tutor Identities in Shadow Education: A Cross-Cultural Review**. *ECNU Review of Education*, 20965311251331639. https://doi.org/10.1177/20965311251331639
Purpose Shadow education, also known as private supplementary tutoring, has significant repercussions across the entire educational ecosystem due to its widespread global presence. Despite growing academic engagement in this area of study, research on private tutors, a main driver of the phenomenon, is insufficient and dispersed. This review aims to analyze and synthesize private tutor identities as represented across diverse contexts in current literature, offering a cross-cultural perspective on understanding private tutors. Design/Approach/Methods This article utilizes Gee's identity theory as an analytical framework to examine 18 systematically selected empirical qualitative studies on private tutors, spanning from 2000 to 2022, via thematic content analysis. Findings Claimed teacher identity as educators, imposed tutor identity as service providers, and achieved business identity as entrepreneurs emerged as prominent identities for private tutors. These are mainly shaped by the socioeconomic status of a country or region, its political ideologies and social values, religion and traditional cultures, and the institutional operations of the industry. Originality/Value The review enhances our comprehension of private tutor identities situated within various cultural contexts, offering informative insights and guiding future research in shadow education. It also raises issues for policymakers and stakeholders to contemplate when assessing the sector's broader implications.

Michaud, C., Kouassi, C., & Kerivel, A. (2025). **« Le stage de troisième » : une première expérience de découverte inégalitaire selon les territoires, l'origine et le genre des élèves**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 299-300). https://doi.org/10.4000/142hp

Moriyasu, C., Cassola, A., Sprague, A., Raub, A., & Heymann, J. (2025). **Realizing the right to education for all: Approaches to removing barriers based on gender, disability, and socioeconomic status in 193 countries**. *International Journal of Educational Development*, *117*, 103348. https://doi.org/10.1016/j.ijedudev.2025.103348
Major global gaps persist in educational access and attainment, and disparities across gender, disability, and socioeconomic status remain vast. All countries have committed to realize universal primary and secondary education through the Sustainable Development Goals (SDGs). Yet with just five years left to achieve the SDGs, hundreds of millions of children and youth remain out of school and little information exists on whether countries have adopted evidence-based policies to advance educational equity. This article draws on over 1200 legal and policy texts across 193 UN member states to systematically examine legal and policy approaches to removing barriers faced by low-income children, guaranteeing schools are inclusive of children with disabilities, and prohibiting discrimination based on gender and disability as well as sexual harassment. We find that nearly a third of countries globally still charge tuition before the completion of secondary school. Twenty-six percent of countries lack legal protections against sexual harassment in education, while 21 % fail to prohibit disability-based discrimination. Only a third of countries explicitly provide for inclusive education. Protections against multiple bases of educational exclusion were also scarce: only 11 % of countries had guarantees that enabled fundamental access to education across gender, disability, and

socioeconomic status. We found significant variation in protections by country income level and region. Fulfilling the right to education for all has long been recognized as one of the most effective development strategies; this article identifies how countries' legal and policy frameworks could be strengthened to achieve educational equity and reap its immense benefits.

Muñoz, E. (2025). ***Intergenerational Educational Mobility within Chile*** (Working paper N° 14086). https://doi.org/10.18235/0013513
I provide estimates of intergenerational mobility (IGM) in education at a disaggregated geographic level for Chile, a country with high school-level stratification by socioeconomic status and a decentralized administration of public schools. I document wide variation across communes. Relative mobility is correlated to the number of doctors, the number of students per teacher, and earnings inequality. Using a LASSO, I find that the share of students enrolled in public schools, the number of students per teacher, population density, and municipal budget are the strongest predictors of IGM. I also document within-country variability in how parental education is associated with other children's outcomes.

Musoba, G. D., & Lopez, J. (2025). **"Dream Big but Be Realistic": Rural School Counselors and Students' College Choice**. *Psychology in the Schools*, *62*(7), 2001-2011. https://doi.org/10.1002/pits.23448
We interviewed Texas rural school counselors in schools with students who are first generation and low-income. Two research questions were addressed: (a) How do rural high school counselors understand students' college and career choice process? (b) How do school counselors expand or limit the college choice of rural students? Key findings include that rural school counselors focus on open admissions rather than competitive admissions. School counselors in rural, low-income schools do not want to be directive yet give advice that prioritizes starting at local colleges. Counselors need to adapt their approach due to the rural culture of respect for hard work and the burden of trust placed on them by rural families. Finally, rural counselor services were variable and documenting all students progress in preparing for college improves college readiness in low-income, first-generation rural students.

Nanda, A.-R. (2025). **Parcours des jeunes en Normandie : dynamiques territoriales et inégalités d'accès à l'emploi**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 199-207). https://doi.org/10.4000/142hn

Nordanger, M., & Bugge, E. (2025). **Language learning in liminal spaces: low literate migrants' narratives of formal requirements for legal integration**. *British Journal of Sociology of Education*, *46*(4), 526-545. https://doi.org/10.1080/01425692.2025.2482061
In the last decades, the field of applied linguistics has called for an expanded knowledge on language learning in different learner groups and contexts, including forced migrants and low-literate learners. This article focuses on an under-studied learner group in an under-studied context: low literate adult refugees (LESLLA) subjected to language requirements to ensure their legal status in their host country. We combine the concepts of liminality and emotion to analyze the migrants' narrated experiences of second language learning and linguistic integration. The study draws on interviews with 14 low literate refugees in Norway. The analyses reveal how the learners position themselves

towards, and are being positioned by, language learning, education for integration, and formal migration requirements. We argue that within liminal spaces arising in the process towards legal integration, learners are placed in a prolonged state of unsafety and liminality that hamper the conditions and motivation for second language learning.

Ocean, Nyanungo, Coleman, Greenland, & Johnson. (2025). **Critiquing the Community College Stigma Through the Disability Justice Principles**. *Community College Journal of Research and Practice*, *49*(7), 497-504. https://doi.org/10.1080/10668926.2025.2450830
Educational hierarchies continue to proliferate in the U.S. reifying social inequities and benefitting a select few. Community colleges seek to disrupt this sorting mechanism with their non-elite admissions, varied educational offerings, and integrated student populations. As a consequence for challenging the status quo, community colleges are stigmatized as a haphazard, floundering mistake, but we contend the community college stigma is a tool for social stratification. The stigma, like all stigmas, reinforces and is reinforced by societal biases, and in this case, the value-laden narrative is linked with educational affiliation.By combatting the community college stigma, the many pervasive isms (i.e. racism, ableism, classism) are simultaneously destabilized. Therefore, as a collective of community college alumni and advocates, we critique the community college stigma via the disability justice framework in this article. We specifically engage the principles of intersectionality, collective access, interdependence, leadership of those most impacted, sustainability, and collective liberation to examine who the stigma harms and serves. We pose reflective questions to unsettle coded language and normalized practices that position community colleges and their students in need of external, education saviors. Further, we invite readers to acknowledge the importance of these locally situated, community-engaged institutions and to chart a transformative path forward by enacting community college values.

Olympio, N. (2025). **Les trajectoires d'accès aux différents baccalauréats tertiaires : vers une plus grande polarisation des inégalités scolaires et sociales ?** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 285-286). https://doi.org/10.4000/142gn

Peczalska, A. (2025). **Do Institutional Efforts Help?: The Impact of Diversity Factors on the Chinese International Student Experience**. *Innovative Higher Education*, *50*(3), 919-946. https://doi.org/10.1007/s10755-024-09762-0
International students benefit U.S. higher education institutions in multiple ways including intercultural exposure and additional revenue. However, discrimination, mental health conditions, and negative experiences can have a negative impact on the international student experience. This quantitative study used an asset-based approach, the Culturally Engaging Campus Environments (CECE) model, to explore how U.S. post-secondary institutions can create a positive experience and support diversity development for undergraduate Chinese international students (CIS) from the People's Republic of China. Structural Equation Modeling examined how students' reports of institutional support variables based on the CECE model were related to CIS U.S. diversity development and institutional satisfaction variables. Culturally Engaging Coursework, Cultural Validation, and Quality of Interactions variables positively directly or indirectly impacted CIS' Understanding U.S. Diversity and Institutional Satisfaction outcomes. A domestic student comparison group had similar results. Results demonstrate how institutional initiatives related to U.S. diversity can possibly aid in international and domestic student diversity

development as well as assist in improving students' reports of quality of interactions with others on campus and institutional satisfaction.

Personnaz, E., & Sawadogo, A. F. W. (2025). **Mobilités résidentielles après le bac : incidences sur les parcours scolaires et professionnels des jeunes des quartiers prioritaires (QPV)**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 183-197). https://doi.org/10.4000/142hf

Phan, H. P., Ngu, B. H., Zhong, H. F., Usop, H. H., & Anding, P. N. (2025). **The Importance of Social Support: Facilitating Positive Well-Being Experiences of Elementary School Students**. *Psychology in the Schools*, *62*(7), 2311-2338. https://doi.org/10.1002/pits.23469
The present nonexperimental study explores the role of the school social context in shaping students' schooling experiences and personal well-being. A dynamic school system provides a rich environment that encompasses various processes, factors, and outcomes, one of the most significant being the provision of quality social support. In particular, perceived social support is hypothesized to act as an antecedent of both learning and non-learning experiences, such as personal well-being. The focus of this study was to investigate the impact of different types of social support—specifically from parents, teachers, and peers—on the multifaceted nature of personal well-being. We hypothesized that social support from key figures, like parents, would positively influence a child's overall well-being. We employed a comparative methodological design, analyzing two distinct convenient cohorts of elementary school students from Australia (N = 198) and Malaysia (N = 162). Statistical analyses were conducted using confirmatory factor analysis (CFA) and structural equation modeling (SEM) to test our hypothesized relationships. The results supported our original proposition that different types of social support, including peer support, serve as positive antecedents for personal well-being. Notably, we found that peer support positively influenced proactive engagement among students. An innovative aspect of our findings was the identification of a "higher-order" latent factor of personal well-being, which was positively associated with a state of "flourishing." In conclusion, our study offers important insights into the practical implications of social support within the educational and social contexts. These findings are particularly valuable for the design of both educational and noneducational programs that capitalize on the social context to enhance personal well-being.

Ramamoorthy, S., & Mishra, S. (2025). **Attitudes of Dalit students and teachers towards English: a language of Dalit emancipation?** *Language Policy*, *24*(2), 245-270. https://doi.org/10.1007/s10993-024-09703-9
English is known as a language of domination and hegemony making. But in certain contexts, it can function as a liberatory tool that can be used to overcome hindrances for emancipation and progress. The objective of this paper is to exemplify how Dalits—marginalised and oppressed communities—in India view English as a means of resisting injustice and freeing themselves from oppressive conditions. This article reports findings of an attitude study: specifically, it looks at the English attitudes found among the Dalit community in Tamil Nadu. The findings are derived from the analysis of 57 questionnaires filled up by research students and 25 teacher interviews. Although English, in most circumstances, does have an upper caste monopoly, findings show that it is also seen as a language of democracy and an emancipatory tool, as it provides an opportunity for social mobility and escape from the caste identity encoded in their mother tongues. We

conclude that English is important for the Dalits in Tamil Nadu. They recognise and appreciate the instrumental and enriching role it plays in their lives. But mother tongue remains equally important for them.

Rémeau, M., & Borst, G. (2025). ***Comprendre et réduire les inégalités éducatives dès la petite section : le rôle clé des fonctions exécutives***. Consulté à l'adresse https://www.le21dulapsyde.com/post/comprendre-et-réduire-les-inégalités-éducatives-dès-la-petite-section-le-rôle-clé-des-fonctions-ex

Rocha, J., & Coronella, T. (2025). **Academic resilience of Mexican heritage women in college: transforming familial histories into asset-based resources**. *International Journal of Qualitative Studies in Education*, *38*(5), 774-795. https://doi.org/10.1080/09518398.2024.2416707
This study builds on asset-based research that acknowledges the continuity of cultural assets and resources utilized among Latinx students in their educational trajectories. It is important to consider the functionality of individuals' subjective sense- and meaning-making with explicit familial and cultural contexts as foundational to students' academic resilience. Drawing upon LatCrit and Community Cultural Wealth to theorize about how first-generation Latinx college women make sense/meaning of their heritage, and in connection with their college-going identities, which can help identify factors that contributed to their educational persistence, this multi-method qualitative study examined how seven women of Mexican heritage (self-identified) cultivated their academic resilience. Findings suggest that the participants made meaning of familial cuentos and consejos in their daily lives and conceptualized their own positive attitudes and behaviors towards education in the form of asset-based resources: motivation, aspirations, and familial, ethnic, and cultural pride, in addition to positivity and optimism, and a strong work ethic. More research is needed on how students transform their families' histories into resources that promote resilience.

Rose, S. M., Farhangi, S., Hospital, M., & Wood, K. (2025). **Effectiveness of a Bystander Intervention Training Program to Interrupt Gender and Race Bias Among U.S and Foreign Faculty**. *Innovative Higher Education*, *50*(3), 967-995. https://doi.org/10.1007/s10755-024-09765-x
This study evaluates the effectiveness of a Bystander Leadership™ Program (BLP) designed to mitigate gender and racial biases among faculty at a research university. The BLP workshop, grounded in comprehensive local research, provided faculty with practical intervention skills to address observed biases in academic settings. A quasi-experimental design was employed, involving tenured and tenure-track faculty (N = 253) from STEM and Social and Behavioral Science (SBS) departments. Participants were surveyed before and three months after the workshop (Intervention Group) or three months apart (Comparison Group), assessing five variables: notice bias, self-efficacy, perceived benefits of action, perceived risks of action, and actual intervention in bias incidents. The findings reveal that the Intervention Group exhibited significant increases in self-efficacy and actual interventions from pretest to posttest, unlike the Comparison Group, which showed no changes. Notably, foreign-born faculty initially had lower notice bias scores compared to U.S.-born faculty. Post-intervention, notice bias significantly increased among foreign-born faculty in the Intervention Group. Furthermore, a 60% faculty participation rate was identified as the threshold for perceiving departmental endorsement of inclusive practices. These results underscore the BLP's potential to

enhance faculty's confidence and proactive engagement in addressing bias, particularly among foreign-born faculty, and highlight the importance of broad participation for fostering inclusive academic environments.

Rossignol-Brunet, M., Pavie, A., Voldoire, T., & Oberti, M. (2025). **Le genre à l'épreuve de l'oral. Facteurs de discrimination directe et indirecte à travers l'exemple de Sciences Po Paris**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 419-420). https://doi.org/10.4000/142ho

Roy, P., Letouzey-Pasquier, J., & Gremaud, B. (Éd.). (s. d.). **Des recherches participatives en didactique disciplinaire et en sociologie de l'éducation : Quelles finalités ? Quels savoirs ? Quel partage des responsabilités ? Et, quelles stratégies pour acter la coopération entre les acteur·rices ?** *Formation et pratiques d'enseignement en questions*, (29), 7-302. Consulté à l'adresse https://revuedeshep.ch/wp-content/uploads/2025/05/29-Complet.pdf

Sahar, A. (2025). **Radicalisation through education in Afghanistan: A critical inquiry and implications**. *International Journal of Educational Development*, *117*, 103320. https://doi.org/10.1016/j.ijedudev.2025.103320
This article scrutinises radicalisation through education (i.e., the system of formal schooling of all children), emphasising how education is/was being utilised to radicalise young people in Afghanistan. It reports the views, perceptions, experiences, and insights on how violence has left education prone to interferences by a range of Islamist-extremist armed and socio-cultural groups in Afghanistan. These groups include the Taliban, Hizb-ul-Tahrir, Jamiat-e-Eslah, and Islamic State Khorasan Province (ISKP) militias. The article investigates how these groups influenced many aspects of community life, including education amid a state fragility in the 2001 – 2021 years. It analyses the tensions, negotiations, and compromises associated with how state, non-state, and anti-state actors competed for control over education, including both formal institutions, as well as social and cultural discourses about learning. The article argues that the infiltration of educational spaces by these groups was strategic and constituted a systematic indoctrination of education processes with their political and religious ideologies with a view to shaping new generations of the Afghanistan citizens.

Sakka-Amini, D. (2025). **Les caractéristiques compensatoires des « élus » de l'ouverture sociale au journalisme**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 79-88). https://doi.org/10.4000/142hr

Salam, P. L. (2024). **Construire un DU Passerelle dans un contexte universitaire : retour sur une décennie solidaire et créative**. *Journée d'étude : Etudiants en exil : Enjeux et Dynamiques Inclusives*. Présenté à Rennes, France. Consulté à l'adresse https://hal.science/hal-05124305
Depuis 2015 et la tristement célèbre « crise des réfugiés en Europe», une équipe de l'Université du Mans œuvre au quotidien pour faciliter l'intégration et l'inclusion des réfugiés. Cela nécessite de prendre en compte la complexité et la dynamique de l'écosystème (Bouchez, 2020) dans lequel nous évoluons. À travers cette communication, nous tenterons d'identifier les éléments constitutifs de l'écosystème et

leur impact potentiel sur les dispositifs mis en place. Nous clarifierons aussi les choix opérés et ferons une présentation du DU Passerelle à travers les retours de certains étudiants et acteurs pédagogiques. Pour conclure, nous présenterons des actions de collaboration créatives mises en place avec d'autres acteurs de l'écosystème.

Sankofa, N. (2025). **The White privilege of self-determination in entrepreneurship: how educational supports pipeline White students into business ownership**. *International Journal of Qualitative Studies in Education*, *38*(6), 796-809. https://doi.org/10.1080/09518398.2024.2416708
Worker cooperative entrepreneur spaces are predominantly White despite these companies building the foundation of their business model on equity and sustainability. While some studies have investigated racism in entrepreneurship development, no in-depth study has investigated White privilege in this space. Therefore, this study used a qualitative critical narrative analysis approach to explore White privilege in the entrepreneurship journeys of six White individuals who formed a worker cooperative business. Findings suggest that formal and informal educational experiences fostered four themes of White privilege in entrepreneurship: belongingness and competence in privileged entrepreneurship identity, resource-rich support systems, anti-meritocracy perceptions of competence, and privileged psychology of wealth. Findings suggest that educational spaces foster basic psychological needs of intrinsic motivation required for entrepreneurship, however, racialized gatekept access to these spaces perpetuates racial disproportionality in entrepreneurship. This article concludes with situating findings within self-determination theory and discussions of study limitations, implications, and future directions.

Santos, K. da S. (2024). ***L'institutionnalisation de la vaccination dans les contextes brésilien et français : questionnements croisés dans le domaine de la santé et de l'éducation*** (Phdthesis, Université de Limoges ; Universidade de São Paulo (Brésil)). Consulté à l'adresse https://theses.hal.science/tel-05002900
Avec la réémergence de maladies anciennes, des flambées épidémiques, telles que la fièvre jaune et la rougeole, et la pandémie de Covid-19, la vaccination prend de l'importance, notamment en ce qui concerne l'obligation ou non pour la population de se faire vacciner. Ce sujet a été mis en débat dans la société depuis la Révolte de la Vaccination, au Brésil, et la période Hygiéniste, en France. Dans des processus complexes et des mouvements de conservation et de changement, la vaccination en tant qu'institution s'exprime dans un contexte socio-historique, économique, culturel et politique. Ainsi, cette recherche vise à analyser le processus d'institutionnalisation de la vaccination au Brésil et en France, sous la perspective du cadre théorique de l'analyse institutionnelle. Il s'agit d'une recherche qualitative, dans le cadre de la socio-clinique institutionnelle. La recherche a été approuvée par le Comité d'Éthique de l'École d'Infirmière de Ribeirão Preto. Ce travail s'inscrit dans une proposition de cotutelle internationale entre le Brésil et la France, avec la production de données dans les deux pays. L'étude a porté sur une ville du sud-ouest de la France et deux municipalités de l'intérieur de São Paulo, au Brésil. Le premier groupe de participants à l'étude était composé de parents et/ou tuteurs d'origine brésilienne et française, intentionnellement de différents âges, pour un total de 19 tuteurs. Le second groupe sélectionné était composé de professionnels de la santé travaillant directement avec les vaccins dans les municipalités étudiées, pour un total de 31 personnes. Les dispositifs suivants ont été utilisés pour la production de données : analyse documentaire, journal de recherche,

entretien semi-structuré et observation participante. Pour l'organisation et la sélection les données, des codes ont été élaborés à l'aide du logiciel Nvivo12 qui, regroupés, ont donné naissance aux axes thématiques présentés dans les résultats de l'étude : Le travail lié à la vaccination : la formation et la production de pratiques vaccinales ; L'obligation et l'hésitation vaccinale : dynamiques institutionnelles ; Pratiques vaccinales et processus éducatifs : rencontres et malentendus. Il ne s'agissait pas de comparer des réalités, mais de produire des dispositifs permettant aux institutions impliquées, en particulier la vaccination, de « parler » de leurs implicites et de leurs pactes non-dits. Ainsi, les données empiriques de l'étude révèlent les principaux contrastes entre les vaccinateurs brésiliens et français, la place qu'ils occupent au sein des équipes et la manière dont se déroule la formation en santé ; les effets provoqués par l'analyseur historique de la pandémie de Covid-19 en tant que perturbateur des pratiques vaccinales et des perceptions autour des vaccins ; le processus institué-instituant autour de l'obligation et de l'hésitation vaccinale, impliquant des aspects historiques, culturels, sociaux et économiques ; les lieux de vaccination, le stockage et les formalités entourant l'acte vaccinal ; la puissance du soin en santé issue de la rencontre entre tuteurs et professionnels de santé lors de la vaccination ; et, enfin, comment le travail de santé peut être considéré comme éducatif dans une perspective d'éducation émancipatrice. De cette manière, l'étude montre la complexité du processus d'institutionnalisation et comment l'analyseur historique a permis d'approfondir les analyses et de formuler des questions sur l'institution de la vaccination en identifiant ses processus matériels et immatériels par le biais du questionnement croisé des contextes et des champs de connaissances.

Sedlacek, Q., Villa, A. M., Friend, M., Pérez, G., Dozier, S., Haeger, H., … Mejia, J. A. (2025). **How Representation Matters: Conceptualizing Systemic Racism to Develop Diversity Research Agendas for Undergraduate STEM Education**. *Educational Psychology Review*, *37*(2), 49. https://doi.org/10.1007/s10648-025-10021-7
A growing body of evidence shows that positive student outcomes are associated with racial/ethnic diversity among university STEM instructors. However, few studies to date have been able to provide direct causal evidence identifying the specific mechanism(s) hypothesized to drive the benefits of instructor racial/ethnic diversity. Leaving these mechanisms unexplained may lead both receptive and critical readers to infer that race or ethnicity are somehow "natural" categories that "cause" such outcomes. In this narrative review, we eschew such racial essentialism in favor of an understanding of race as socially constructed, and use an ecological systems perspective to examine how multiple mechanisms of systemic racism operate inside and outside classrooms across multiple levels of analysis. Understanding how these mechanisms relate to each other, and how multiple interconnected mechanisms may drive the benefits of instructor racial/ethnic diversity, could inform the design of policies and practices to disrupt racism and advance equity. By integrating several bodies of psychological and sociological research on systemic racism in STEM and in higher education more broadly, we outline a multi-path model to explain how and under what circumstances STEM instructor racial/ethnic diversity may have particular effects on student experiences or outcomes. We use this model to generate predictions and recommend how researchers could test these predictions in future studies.

Segura-Nebot, R., de Lemus, S., Baltar, A., & Muro, P. M. (2025). **Boys and girls can play: efficacy of a counter-stereotypical intervention based on narratives in young children**. *Social Psychology of Education*, *28*(1), 123. https://doi.org/10.1007/s11218-025-10077-x

From an early age, children internalize gender stereotypes and roles, which can influence their preferences, aspirations, and social interactions. This study aimed to test the effectiveness of an intervention using counter-stereotypical narratives to reduce gender stereotyping and its consequences at two developmental stages: before the period of gender stereotypical rigidity (before age 5–6) and after (ages 6 and older). Across four studies—three exploratory (N1 = 101, N2 = 126, N3 = 67) and one confirmatory (N4 = 232)—results showed that the intervention effectively reduced gender stereotyping, specifically in the attribution of toys and professional roles to both genders. These effects persisted over time, as evidenced by a two-week follow-up (Study 4). Additionally, the intervention significantly decreased gender-based exclusion in play among younger children (Study 1), highlighting its early developmental impact. The findings support the utility of integrating counter-stereotypical narratives and reflective discussions into educational settings, providing educators and families with an accessible tool to foster more flexible gender schemas and encourage inclusive attitudes and behaviors from early childhood.

Setren, E. (2025). ***The Impact of Increased Exposure of Diversity on Suburban Students' Outcomes: An Analysis of the METCO Voluntary Desegregation Program*** (Working paper N° 11893). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_11893
Over sixty years following Brown vs. Board of Education, racial and socioeconomic segregation and lack of equal access to educational opportunities persist. Across the country, voluntary desegregation busing programs aim to ameliorate these imbalances and disparities. A longstanding Massachusetts program, METCO, buses K-12 students of color from Boston and Springfield, Massachusetts to 37 suburban districts that voluntarily enroll urban students. Supporters of the program argue that it prepares students to be active citizens in our multicultural society. Opponents question the value of the program and worry it may have a negative impact on suburban student outcomes. I estimate the causal effect of exposure to diversity through the METCO program by using two types of variation: difference-in-difference analysis of schools stopping and starting their METCO enrollment and two-stage least squares analysis of space availability for METCO students. Both methods rule out substantial test score, attendance, or suspension effects of having METCO peers. Classroom ability distribution and classroom suspension rates remain similar when METCO programs start and stop. There is no negative impact on college preparation, competitiveness, persistence, or graduation.

Sharma, K., & Cheruvalath, R. (2025). **An inquiry into queer experiences of regimes of morality in Indian schools: a phenomenological institutional ethnography**. *International Journal of Qualitative Studies in Education*, *38*(6), 840-860. https://doi.org/10.1080/09518398.2024.2416711
Previous studies indicate various atrocities against queer individuals in schools globally. However, no in-depth inquiries have been conducted into the experiences of queer individuals in Indian schools. A novel form of ethnography – phenomenological institutional ethnography (PIE) based on Schutz's phenomenology of life-worlds and Smith's institutional ethnography was devised to conduct a qualitative inquiry into the experiences of queer individuals. Participants included 19 queer individuals from different regions of India. Findings revealed five forms of disciplinary mechanisms in schools: regimenting through silencing, moral dictation, name-calling, public shaming, and physical abuse, which deleteriously affect the development of self-concept among queer individuals, and leads to experiences of alienation and inauthentic self-expression,

guilty conscience and internalized homophobia, and compromised mental health and low self-esteem. Developing inclusive policies to provide a supportive school environment in India for the queer population is suggested.

Shin, J. E. L. (2025). **Impostorism: prevalence and its relationships with mental health, burnout, dropout consideration, and achievement among graduate women in STEM**. *Social Psychology of Education*, *28*(1), 129. https://doi.org/10.1007/s11218-025-10090-0
Impostorism is a psychological phenomenon characterized by persistent self-doubt and a fear of being exposed as an intellectual fraud, despite objective records of success. This phenomenon was first observed among high achieving women. The current study investigated impostorism among graduate women in science, technology, engineering, and mathematics (STEM) programs, a group that has historically been underrepresented and often subjected to negative stereotypes and discriminatory treatment, increasing their vulnerability to impostor experiences. A diverse group of 80 graduate women in STEM from various institutions in the U.S. participated in this study. Results demonstrated a high prevalence of impostorism with 97.5% reporting at least a moderate level of impostor experiences. Furthermore, a series of simple linear regression analyses revealed that impostorism predicted poorer mental health as well as greater burnout and dropout consideration, supporting the study hypotheses. Given that impostorism is experienced by high achieving individuals, impostorism was not expected to predict academic achievements. Supporting this hypothesis, impostorism did not predict academic achievements, as measured by the number of publications and graduate GPA. Implications and future directions are discussed.

Simmons, R. T., Bohecker, L., Marrah, A., Clemons, K., Edwards, N. N., & Ascencao, K. (2025). **One World, different lenses: White counselor educators understanding of the role of race and culture in counselor education**. *International Journal of Qualitative Studies in Education*, *38*(6), 826-839. https://doi.org/10.1080/09518398.2024.2416710
Our world is viewed through a variety of lenses depending on perspective, previous exposure, values, and personal philosophy. Counselor educators might be perceived as "worldview" experts given their educational training and required coursework in multicultural counseling. Through a pilot study, the researchers explored White counselor educators' understanding of how their own race, culture, and identity influences their work with students. Using qualitative survey data, the research team found four subthematic categories which emerged from the content analysis of the collected data, including Diffuse Cultural Identity, Deflection from White Identity, Discordant Response to Diversity, and Disguised Microaggressions. These subthemes were then analyzed with more scrutiny to create one overarching, universal dimension, One World, Different Lenses. White counselor educators have a responsibility to ensure their teaching and research comes from a place of equity, where they use their voice to advocate and support students and individuals from culturally or racially divergent backgrounds. Implications to counselor educators are discussed.

Sivilotti, L., Rollin, Z., & Dugas, É. (2024). **Étudiants atteints d'une maladie rare : des trajectoires universitaires entravées et des vécus discriminatoires**. *Revue française de pédagogie. Recherches en éducation*, (225), 97-112. https://doi.org/10.4000/1453e
Bien que les étudiants en situation de handicap s'accordent sur la légitimité et la nécessité d'aménager leur scolarité, de multiples difficultés entravent la fluidité de leur trajectoire, montrant les carences de l'accompagnement tel qu'il existe actuellement

dans l'enseignement supérieur, de manière diverse selon les types d'établissement. Qu'en est-il du parcours universitaire des jeunes adultes atteints d'une maladie rare ? Une enquête en méthodologie mixte a été menée auprès d'étudiants. La comparaison entre la population concernée par une maladie rare et les autres étudiants révèle une trajectoire davantage heurtée pour les premiers nommés. L'étude des conditions que les jeunes adultes interrogés ont pu rencontrer, conjuguées à leurs représentations, apporte des éléments de réponse pour mieux comprendre leurs trajectoires, en identifiant les obstacles à l'accueil et l'accompagnement des étudiants malades à l'université.

Song, Q., Liu, Y., & Tan, C. Y. (2025). **Effects of Family Socioeconomic Status on Educational Outcomes in Primary and Secondary Education: A Systematic Review of the Causal Evidence**. *Educational Psychology Review*, *37*(2), 29. https://doi.org/10.1007/s10648-025-10004-8
A growing body of research has examined the relationship between family socioeconomic status (SES) and educational outcomes. Meta-analyses of raw correlations generally indicate moderate associations, typically between 0.12 and 0.3 for academic achievement and around 0.18 to 0.4 for educational attainment. Causal inference studies, aimed at capturing the true effects of SES, report much weaker associations, usually around 0.1 or less. Despite the importance of these causal estimates, few studies have systematically reviewed evidence from causal research. To address this gap, we conducted a systematic review of studies on the causal effect of SES on educational achievement and attainment. A total of 24 causal inference studies published between 1990 and 2023 were reviewed. The findings contribute to the literature and theory in several ways. First, the meta-analysis revealed a small and non-significant effect of SES on academic achievement (Cohen's d = 0.03) and a small but statistically significant effect on educational attainment (d = 0.08). Second, moderator analyses indicated that parental education exerted a stronger influence on educational attainment than that of family income. Moreover, the absence of significant differences in SES effects between developed and developing countries, as well as across various causal inference research designs (i.e., sample size, model specification, and methodologies), calls into question the assumed context-dependent nature of SES influence. Overall, the findings challenge SES-centered theories, showing that the causal impact of family SES on educational outcomes is much smaller than generally believed, and suggest that universal mechanisms may underlie the SES-education relationship.

Stiassny, K. (2025). **Stratégies éducatives et trajectoires scolaires atypiques en milieu favorisé : entre reproduction et transformation des inégalités**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 41-42). https://doi.org/10.4000/142hm

Stopforth, S., & Gayle, V. (2025). **Parental social class and school examinations: a longitudinal investigation using linked administrative and survey data**. *British Journal of Sociology of Education*, *46*(4), 434-453. https://doi.org/10.1080/01425692.2025.2474040
This study investigates the relationship between parental social class and young people's school examinations in England. This study uses a specialist data resource from the UK Household Longitudinal Study (Understanding Society) and linked administrative data from the National Pupil Database. The main aims are to better understand the effects of parental social class on Key Stage 2 results in primary school (at age 11) and General

Certificate of Secondary Education (GCSE) results in secondary school (at age 16) (i.e. two critical stages in a pupil's educational life course). There is a strong positive association between pupils' Key Stage 2 scores and GCSE scores. There are significant parental social class inequalities in GCSE outcomes, and these divisions have clearly opened up by the end of primary school. This result is consequential for the development of policies that are designed to tackle social inequalities.

Sullanmaa, J., Tikkanen, L., Ulmanen, S., & Pyhältö, K. (2025). **Life satisfaction, relatedness, and study engagement in the upper secondary school transition: the function of social support**. *Social Psychology of Education*, *28*(1), 128. https://doi.org/10.1007/s11218-025-10081-1
Transition to upper secondary education can represent a challenge for students' wellbeing. In this study, we examined how the social support from guardians, peers, and teachers experienced before transition predicts study engagement, sense of relatedness and overall life satisfaction after transition. Survey data (n = 280) were collected from Finnish students in the 9th grade of lower secondary school (T1), and during the first year of their upper secondary school (either in upper secondary or vocational track; T2). The analyses were conducted using structural equation modelling. The results showed that support from teachers in lower secondary school predicted the students' study engagement and overall satisfaction with life after the transition to secondary education. Moreover, peer support before transition was found to predict students' sense of relatedness after transition, while the support from guardians predicted higher life satisfaction. The findings provide new insights on supporting adolescents' well-being throughout school transitions by investing in supportive social resources early in school.

Sun, J. C., Pifer, M. J., Turner, H. A., & Pratt, T. L. (2025). **The heightened contributory partnership phenomenon: Legitimacy-seeking goals and behaviors within ROTC**. *Innovative Higher Education*, *50*(3), 867-891. https://doi.org/10.1007/s10755-024-09766-w
Intra-organizational relationships have become common in higher education. Scholars have offered limited knowledge about the ways in which ancillary organizations pursue and maintain intra-organizational relationships in higher education. Notably, the literature provides no examination of their legitimacy-seeking efforts. Based on data collected from program visits of 151 Army ROTC programs on college campuses, we analyzed legitimizing behaviors through the neo-institutionalist perspective of professional legitimacy to identify the substantive nature of intra-organizational relationships. We drew on Husserl's constitutive phenomenology to uncover the process and manner in which legitimacy-seeking among ancillary organizations within postsecondary intra-organizational relationships took place. The findings demonstrate a heightened set of efforts expected for ROTC legitimation on college campuses, which we have called the Heightened Contributory Partnership phenomenon. This phenomenon represents an interconnected approach to legitimacy seeking which may be used to understand the legitimation of other ancillary organizations as well, and offers legitimacy seeking constructs, which are open for future testing and refinement through further research.

Susi-Dittmore, D. (2025). **Toward More Accurate and Inclusive Surveying: A Discourse Analysis of NCES Postsecondary Survey Instruments Using a Critical Disability Studies Framework**. *Research in Higher Education*, *66*(4), 27. https://doi.org/10.1007/s11162-025-09845-7

This study examines the limitations and ableist assumptions embedded in quantitative survey instruments used to gather data on postsecondary students with disabilities. Specifically, three National Center for Educational Statistics postsecondary surveys were examined as data sources. Employing a critical disability studies lens and discourse analysis, the paper identifies how these surveys perpetuate dominant ideologies through reliance on the medical model of disability, binary response options, and restrictive language that limits respondent self-representation. The findings highlight significant barriers in the framing of disability-related questions, which compromise the validity and inclusivity of data collection.

Szekeres, H., Bruneau, E., & Doosje, B. (2025). **Dual pathway of prejudice in education: teachers' paternalistic and hostile prejudice affecting minority girls**. *Social Psychology of Education*, *28*(1), 103. https://doi.org/10.1007/s11218-025-10061-5
The current research focused on paternalism towards ethnic minority girls in the context of education. We aimed to contrast teachers' paternalistic prejudice with hostile prejudice and identify their unique associations with educational outcomes. Focusing on Roma girls in Hungary, we proposed a dual pathway of prejudice, comprising a 'cold path' and a 'warm path'. We surveyed Hungarian teachers (n = 142) and, using Structural Equation Modeling (SEM), we predicted and found that competence-related paternalism towards Roma girls (including competence perceptions and paternalistic educational attitudes, such as "they don't know what's good for them") was associated with unfavorable academic evaluations, such as track placement recommendation ('cold path'). Conversely, warmth-related hostility (including warm perceptions and hostile educational attitude, such as "they need firm discipline") was associated with reduced inclusiveness, reflected by a reluctance to welcome the student into the class ('warm path'). Our research advocates for educational integration efforts that acknowledge the complex nature of prejudice towards minority girls.

Tang, Y., Hao, X., Guo, Y., & Liu, C. (2025). **Cognitive spillover benefits of early childhood education: Quasi-experimental evidence based on random class assignment from China**. *International Journal of Educational Development*, *117*, 103343. https://doi.org/10.1016/j.ijedudev.2025.103343
This paper investigates the cognitive spillover effects of classmates' early childhood education (ECE) experience on junior high school students, using data from the first two waves of the China Education Panel Survey (CEPS). To address potential endogeneity in classmates' composition, we leverage exogenous variation in students' ECE experience generated by random class assignment upon their entry into junior high school. Employing a value-added model, we find that classmates' ECE experience significantly enhances students' cognitive performance. Specifically, a 10-percentage-point (pp) increase in classmates' ECE enrollment raises students' cognitive scores by 0.08 standard deviations (SD), while an additional year of classmates' ECE experience shows insignificant effect. As to underlying mechanisms, the spillover effects are driven by an improved class environment, increased parental homework support, stronger learning efforts and enhanced non-cognitive skills of students, together with the peer interactions within social networks. Among them, students' behaviors exert the strongest explanatory power of 13%. Furthermore, the benefits are more pronounced among urban students with ECE experience, those from better-educated families and with moderately below-average baseline cognitive skills.

Tannock, S. (2025). **On education and degrowth**. *British Journal of Sociology of Education*, *46*(4), 454-468. https://doi.org/10.1080/01425692.2025.2475957
This article addresses the significance of degrowth for education as a social institution and field of practice in the context of the climate crisis and need to develop a powerful climate justice movement. Drawing on a close reading of the degrowth and education literature, the article argues against claims made by some degrowth advocates that degrowth should be adopted as an overarching frame for social and educational reform. Instead, it suggests that degrowth offers a set of powerful questions, critiques, perspectives and proposals that are vital to address in current projects to rethink and rework education in the context of the climate crisis. These include discussions of good and bad forms of growth and degrowth; links between economic growth discourses and ideologies of individual social mobility; and the importance of using education to foster collective, structural responses and not just individualized actions for tackling the global climate crisis.

Wagh. (2025). **Queer Students' of Color Sense of Inclusion Inside Community College Classrooms**. *Community College Journal of Research and Practice*, *49*(6), 385-403. https://doi.org/10.1080/10668926.2023.2287012
The purpose of this paper is to describe queer students' of color (QSOCs) sense of inclusion inside community college (CC) classrooms. This study was conducted using qualitative methods and utilized narrative inquiry as its research design. Data from 29 semi-structured individual interviews (17 initial interviews and 12 follow-up interviews) serve as the primary data source. After conducting thematic analysis, four themes emerged from the data: (1) Visibility, (2) Affirmation of Identity, (3) Importance of Curriculum, and (4) Isolation and Discrimination. The findings indicate that supportive structures and having relatable and inclusive curricular content are imperative to QSOCs' sense of inclusion and that there are many ways in which QSOCs feel alienated in their classrooms. These findings indicate that there are many experiences inside CC classrooms in which QSOCs feel a strong sense of inclusion, but there are also many experiences that reduce QSOCs' sense of inclusion. The primary implications of this study to higher education will help faculty, staff, and administrators in CCs create inclusive environments inside their classrooms so that their QSOCs feel visible, safe, and accepted for who they are and the multiple identities that they embody.

Wang, T. (s. d.). **Demystifying underrepresentation of women leaders in higher education: comparative perspectives on gender-based leadership barriers and gender equality**. *Compare: A Journal of Comparative and International Education*, *0*(0), 1-20. https://doi.org/10.1080/03057925.2025.2500300
Underrepresentation of women leaders in higher education is a global phenomenon. This qualitative study explores Chinese educational leaders' lived experiences and comparative perspectives on (under)representation of women leaders and gender equality in Chinese universities. Informed by Chinese feminisms and critical feminist perspectives, the study investigates gender-based leadership barriers at the macro (societal), meso (organisational), and micro (individual) levels. The findings elucidate diverse interpretations regarding leadership and gender equality. The comparative perspectives highlight context-specific complexity and challenge the simplistic male/female binaries often prevalent in leadership and gender research. The study offers nuanced insights into how gendered power relations and leadership are produced and maintained through social and organisational practices. The implications of advancing

gender equality in higher education leadership and transcending Western-centrism and nationalism are discussed.

World Bank. (2024). ***Count Me In! : Improving Education Outcomes for Girls and Young Women*** (p. 12) [Text/HTML]. Consulté à l'adresse World Bank website: https://documents1.worldbank.org/curated/en/099325104102423499/pdf/IDU-6b5243a9-5da2-4013-83cd-dc858379e2bc.pdf
Count Me In! : Improving Education Outcomes for Girls and Young Women (English)

Xu, W., & Spruyt, B. (2025). **'Taking it slower': how Chinese middle-class parents negotiate a new time perspective in alternative education**. *British Journal of Sociology of Education*, *46*(4), 546-561. https://doi.org/10.1080/01425692.2025.2482076
Over the past decade, dissatisfied with mainstream education, some Chinese middle-class parents have migrated to Dali in search of lifestyle changes and alternative education for their children. Building on this phenomenon, this study draws on interviews with 45 parents and on-site observations to explore the temporal dimension of their childrearing strategies, encapsulated in the notion of 'taking it slower'. This phrase captures parents' resistance to the temporal regime of mainstream education, which is marked by urgency, acceleration, and efficiency. It also reflects their willingness to reset priorities for their children's development at different stages. Meanwhile, this study reveals the co-existence of a long-term vision and a living-in-the-present mentality in middle-class parents' childrearing strategies. By doing so, it offers a nuanced understanding of middle-class privilege in the context of alternative education.

Yeboah, M., & Novotný, J. (2025). **Drivers behind (non-)return of Ghanaian international university graduates: Embracing the complexity over individual explanations**. *International Journal of Educational Development*, *117*, 103322. https://doi.org/10.1016/j.ijedudev.2025.103322
This article explores the complex factors and mechanisms influencing migration decisions of former Ghanaian international students after their graduation at European universities. Using a framework that integrates the Theory of Planned Behaviour (TPB) with key migration concepts, we draw on qualitative data from semi-structured interviews with 45 participants: 22 returnees interviewed in Ghana and 23 non-returnees interviewed abroad. The analysis unfolds in four steps: (1) examining the formation and evolution of return intentions and how they translate into actual decisions; (2) analysing the influence of attitudes, social norms, and perceived behavioural control on migration behaviours; (3) developing a typology of drivers that vary across subgroups with distinct intentions and outcomes; and (4) exploring how these drivers interact with TPB constructs to shape decision-making mechanisms. Our findings reveal that return intentions often shift over time and are shaped by a dynamic interplay of structural constraints, personal motivations, and normative pressures. Participants expressed both pro-return and pro-stay orientations, but perceived family expectations tended to favour staying abroad. The decision-making process was rarely shaped by a single factor; rather, intersecting influences created diverse migration trajectories. This study contributes to research on student mobility and return migration by unpacking how decisions are shaped by contextualised perceptions and competing pressures. The findings offer insights for policy discussions on brain circulation and diaspora engagement. Future research could explore similar mechanisms in other national or regional contexts and among graduates in different professional or educational fields.

Yu, Z., Gross, D., Wyatt, K., Cunningham, E., Hoppe, E., Chen, W., … Bettencourt, A. F. (2025). **Implementing a Trauma-Informed Parenting Program in Urban Schools Serving High Poverty Communities**. *Psychology in the Schools*, *62*(7), 2273-2285. https://doi.org/10.1002/pits.23466

Parenting programs may mitigate adverse childhood experiences (ACEs) and promote positive childhood experiences (PCEs), yet they can be stigmatizing and difficult to access in under-resourced communities. We explored whether a trauma-informed, evidence-based parenting program (Chicago Parent Program; CPP) offered universally in public schools in high-poverty urban communities can engage and support parents who have experienced multiple ACEs. Parents participating in CPP in their child's school completed measures of their ACEs, PCEs, and perceptions of program satisfaction and impact. CPP uptake based on session attendance and group-leader ratings of parent engagement in CPP sessions were also obtained. Data were analyzed using descriptive and correlational statistics. Parents (N = 230 across 15 schools and 38 CPP groups; 82.6% mothers, 67.4% Black/African American, 52.8% with incomes < $20,000) reported improvements in parenting and child behavior. 53.5% reported four or more ACEs. On average, parents attended 75% of 12 group sessions and were highly engaged. ACEs and PCEs were negatively correlated ($r = -0.44$, $p < 0.001$) though neither was associated with program attendance, engagement, or satisfaction. A universal trauma-informed parenting program offered in public schools in high-poverty urban communities can engage parents exposed to high levels of ACEs. Trial Registration: ClinicalTrials.gov identifier: NCT04968314.

Zamberlan, A., Galos, D. R., Strauß, S., & Hinz, T. (2025). **Fairness Evaluations of Higher Education Graduates' Earnings: The Role of Female Preference for Equality and Self-Interest**. *The British Journal of Sociology*, *76*(3), 541-552. https://doi.org/10.1111/1468-4446.13192

Educational and occupational horizontal segregation contribute significantly to economic inequalities, especially in contexts with a strong correspondence between fields of study and occupational outputs, such as in Germany. However, the extent to which individuals perceive disparities in economic returns across different fields of study as fair and the factors influencing these fairness evaluations remain largely unexplored. This study aims to understand fairness evaluations by assessing two theoretical explanations and their interrelation: (1) female preference for equality, where women generally favour smaller earnings disparities, and (2) biases leading to higher reward expectations for individuals in the same field of study as the evaluator. Our empirical research draws on a novel survey experiment from the German Student Survey (2021), in which higher education students evaluated the fairness of realistic earnings for graduates from various fields of study. These earnings relate to the entry phase of an individual's career, reflecting differences in economic returns exclusively tied to fields of study, independent of occupational or life trajectories. Our findings support the female preference for equality and self-interest theoretical perspectives, revealing that women and respondents in fields associated with lower-earning jobs tend to perceive greater unfairness. We further find evidence of an interaction between the two mechanisms, with women being particularly likely to perceive greater unfairness when it aligns with their self-interest.

Climat de l'école

Borch, A., Løvgren, M., & Hyggen, C. (2025). **Belonging matters: a scoping review of survey instruments—prevalent measures and omissions**. *Social Psychology of Education*, *28*(1), 115. https://doi.org/10.1007/s11218-025-10062-4
In recent decades, there has been an increasing focus on measuring and monitoring the subjective experiences of children and young people through surveys. Among the dimensions being measured is children and young people's "school belonging", referring to a feeling of being included, respected, valued, and accepted in school. This paper provides an overview of the multitude of survey instruments used to capture children and young people's (0–25 y.o.a.) belonging to school and other persons or objects to which they may feel they belong, such as family, peers, places, leisure activities, and things. The scoping review is of peer reviewed articles published in Web of Science, Scopus, SocIndex and Google Scholar. The review finds that current instruments surveying children and young people's belonging is based on Goodenow and Grady's (1993) concept of school belonging and fails to consider recent development of the school belonging concept emphasising its context-sensitive and dynamic aspects. Suggestions about how current instruments can be more aligned with the recent concept are given.

Cristofoli, S., Marmion, V., & Traore, B. (2025). **Journée nationale de lutte contre le harcèlement à l'école : résultats de la grille d'auto-évaluation des élèves**. *Note d'Information*, (25.43), 1-2. Consulté à l'adresse https://www.education.gouv.fr/journee-nationale-de-lutte-contre-le-harcelement-l-ecole-resultats-de-la-grille-d-auto-evaluation-450747
Au cours de la Journée nationale de lutte contre le harcèlement scolaire, qui s'est déroulée dans l'ensemble des écoles et des établissements scolaires en novembre 2024, les élèves ont été invités à remplir une grille d'auto évaluation du harcèlement scolaire.

Dallaire-Tellier, B., Jimenez, E., & Cousineau, M.-M. (2025). **Les violences basées sur l'honneur (VBH) au Québec : défis de dépistage et d'intervention pour les intervenantes et intervenants psychosociaux en milieu collégial**. *Éducation et francophonie*, *53*(1). https://doi.org/10.7202/1118107ar
Les violences basées sur l'honneur (VBH) ne sont pas suffisamment connues au Québec et au Canada. Par conséquent, elles sont certainement sous-représentées statistiquement, étant à la fois sous-signalées ou dépistées. Dans les pays occidentaux, y compris au Canada, il s'avère que les VBH répertoriées surviennent principalement dans les familles issues de l'immigration qui chercheraient à protéger ou à rétablir l'honneur de leur famille et de leur communauté. En ce sens, et du fait que les institutions d'enseignement accueillent un nombre grandissant d'étudiantes et d'étudiants issus de l'immigration, cet article, s'appuyant sur une approche d'intervention interculturelle, traite des expériences des intervenantes et intervenants psychosociaux susceptibles d'intervenir au regard des VBH en milieu collégial au Québec. Pour ce faire, des intervenantes et intervenants psychosociaux ont répondu à un questionnaire et participé, individuellement ou en groupe, à des entrevues semi-dirigées. Notre étude analyse, à partir de leur perception, leur niveau de connaissances de même que les défis de dépistage et d'intervention rencontrés en matière de VBH, dans le but de préciser les besoins de formation adaptée au milieu collégial.

Diera, C. (2025). **Latina student leaders navigating and transgressing race, gender, and place in high school**. *International Journal of Qualitative Studies in Education*, *38*(5), 745-773. https://doi.org/10.1080/09518398.2024.2416706
Scholars discuss the ways Latinas participate in leadership, yet the experiences of Latina girls leading their schools is understudied. This article draws from a place-based framework to narrate the ruptures, uneasy space, surrendering, and transformation that four Latina student leaders ascribe to the leadership they enact within places of belonging in their high school. Through qualitative observations and interviews, their stories demonstrate that by taking up leadership positions at their school, Latina girls challenge raced and gendered societal normativities which sustain deficit-based gendered stereotypes and impose upon Latinas oppressive expectations of compliance and subordination. They transgress such ideological constructs through resistance, often learned from their homes and communities, and by the collective they form with other Latina girls in spaces at school so to make new meanings, specifically their meanings about race, gender, and leadership. A place-based approach to examine Latina student school leadership is proposed to consider how educational settings can be more inclusive of Latina girls' intersecting identities.

Ghanem, R., Polumahanti, J., & Yin, C. (2025). **Reconceptualizing targeted violence: A thematic review and pathways toward a unified definition**. *International Journal of Educational Development*, *117*, 103319. https://doi.org/10.1016/j.ijedudev.2025.103319
Targeted violence has emerged as a pressing societal issue over the past decade, yet its definition remains fragmented and inconsistent across academic disciplines. This lack of clarity hinders efforts to understand, prevent, and intervene effectively. This study systematically reviewed 158 empirical and theoretical articles to examine how targeted violence is conceptualized in current literature. Key themes included the types of violence, intended targets, and the role of intentionality and planning. The findings highlight the predominance of belief-driven violence, frequently linked to ideological biases, hate, and distorted perceptions of specific groups or individuals. Additionally, the review underscores the increasing prevalence of identity-based and location-specific violence, alongside the underrepresentation of intent and planning in many existing definitions. Discrepancies between academic interpretations and definitions used by other agencies further complicate the development of cohesive prevention strategies. To address these challenges, this study proposes a comprehensive definition of targeted violence, emphasizing identity, intentionality, planning, and the clear specification of targeted groups. By advancing a more consistent framework, this research seeks to bridge the gaps between theory and practice, fostering a deeper understanding and more effective prevention of targeted violence.

Gianettoni, L., Blondé, J., Guilley, E., Foretay, T., & Gross, D. (2025). **Vécu de discriminations homophobes et intentions d'arrêt dans la formation professionnelle**. *L'orientation scolaire et professionnelle*, (54/2), 499. https://doi.org/10.4000/1450h
Le but de notre étude est d'analyser le rôle que peut jouer le vécu de discriminations homophobes par rapport aux intentions d'arrêt d'une formation professionnelle en cours. Cette étude a été menée par questionnaire standardisé auprès de 867 élèves en deuxième année d'apprentissage dans six centres de formation professionnelle du canton de Genève. Les apprenti·es ont été interrogé·es à propos des discriminations homophobes directes vécues, ainsi que des discriminations indirectes (dissimulation de l'orientation sexuelle et perception du climat homophobe). Les résultats d'analyses de

médiation montrent que les élèves non hétérosexuel·les ont plus l'intention d'arrêter leur formation en cours que les autres élèves, et que ce lien est expliqué par le fait qu'ils et elles rapportent plus de discriminations homophobes directes et indirectes. Ces résultats mettent en lumière l'importance de prendre en compte les discriminations homophobes dans les réflexions visant à diminuer les risques de décrochage. Ils suggèrent notamment que, pour prévenir ces risques, en parallèle à d'autres mesures déjà en place ou en discussion, il serait utile de renforcer les politiques œuvrant en faveur d'un climat scolaire inclusif et sécurisant.

Guichard, L. (2025). **Interférences entre sphères de vie et sphères relationnelles : étude des facteurs et des relations qui influencent l'entrée d'élèves dans des parcours prostitutionnels**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 131-141). https://doi.org/10.4000/142i1

Heinimäki, O.-P., Kajamies, A., Tiilikainen, M., & Vauras, M. (2025). **The role of teachers in guiding student peer interactions: conceptions of pre-service teachers**. *Social Psychology of Education*, *28*(1), 133. https://doi.org/10.1007/s11218-025-10088-8

Teachers play a pivotal role in guiding students' peer interactions, yet the nature of this role warrants further investigation. This study addresses this gap by investigating second-year pre-service classroom teachers' conceptions of this role, both before and after a course that integrated theory and practice in interaction and socioemotional skills. The analysis of pre-service teachers' written conceptions revealed a spectrum of roles, which were then clustered into broader role profiles. Overall, roles pertaining to organization and management, as well as instructional roles, were prioritized over those concerning socioemotional support. However, notable shifts in conceptions were observed over the course, indicating an evolving understanding. The findings suggest that teacher education programs should place greater emphasis on providing pre-service teachers with opportunities to reflect on, experiment with, and practice a variety of teacher roles—ultimately expanding their role repertoire and strengthening their ability to flexibly adapt their roles to the needs of interacting students.

Juutinen, J., Egilsson, B. R., Rosell, L. Y., Augustine, L., & Jensen, A. S. (2025). **Fostering resilience in post-pandemic ECEC practices: Lessons from the COVID-19 pandemic in the Nordic countries? A scoping review**. *International Journal of Educational Development*, *117*, 103317. https://doi.org/10.1016/j.ijedudev.2025.103317

COVID-19 presented serious challenges for early childhood education and care (ECEC) operations in the Nordic countries. While governmental responses varied, life in ECEC was characterized by full and partial closures, suspension of social activities, social distancing, compartmentalization, and stringent disease control and prevention procedures. This scoping review provides a comprehensive overview of empirical research on the impact of COVID-19 on Nordic ECEC, identifies gaps in the research literature, and examines indications for how to foster social sustainability and resilience in ECEC for future pandemics or crises. Six international databases were searched, followed by a national search in each Nordic country. In total, 46 articles were analyzed: relating to educators, administrators, children, and parents (P); data on preschool practices during COVID-19 (E); social and psychological practices, cooperation, interaction, and pedagogical and organizational practices (C); and wellbeing, health, participation, and inclusion (O). The results indicate critical aspects and success factors at the structural, relational, and pedagogical levels. Restrictions increased educator anxiety, and stress reduced the

relational quality among educators and parents. These changes led to a weakening of pedagogical practices, isolation, and children missing friends. However, the restrictive environments allowed for creative solutions, educators' agency, increased space for children's play, and small-group and outdoor pedagogy, and they highlighted the potential of digital communication and remote pedagogy. To promote resilience in ECEC relates to fostering organizational flexibility and competent leadership, managing rapidly evolving challenges, and maintaining supportive professional relationships during times of crisis. The priorities are identifying opportunities for pedagogical innovation and maintaining relational quality with children and families.

Kapa, H. M., Vega, L., Lombard, P. K., Jackson, M. L., Miles, S., Fein, J. A., & Myers, R. K. (2025). **"It Gave Us an Outlet": School Staff Perspectives on Implementing and Sustaining Culturally Relevant Well-Being Initiatives in Schools**. *Psychology in the Schools*, *62*(7), 2136-2146. https://doi.org/10.1002/pits.23459
School staff are exposed to high levels of occupational stressors and often work within significant resource constraints, putting them at risk for burnout and secondary traumatic stress (STS). Initially developed to support community-based social workers, the Stress-Less Initiative (SLI) is a 12-session, team-based, and internally facilitated intervention intended to build personal, team, and organizational resilience to mitigate STS and burnout. Our pilot of SLI among school staff providing after-school programming in two under-resourced K-8 public schools explored its feasibility and impact in the school setting. To evaluate this pilot, we interviewed five school staff with varying levels of participation in SLI to understand their experiences, perceived outcomes, and opportunities to optimize and sustain SLI and other supportive well-being initiatives for school staff. Interviewees described SLI as timely, relevant, and personally meaningful and pointed to several associated individual, team, and interpersonal outcomes. They also highlighted opportunities for optimizing school-based well-being initiatives to support their sustainability and impact and staff engagement as well as more general staff needs and preferences for professional development. These results further our understanding of how workplace-based strategies can be implemented in school settings to support staff facing myriad stressors that impact their health, well-being, and effectiveness.

Lelièvre, C. (2025, avril 30). **Violences scolaires et portiques de sécurité : une mise en perspective historique**. Consulté 18 juin 2025, à l'adresse The Conversation website: http://theconversation.com/violences-scolaires-et-portiques-de-securite-une-mise-en-perspective-historique-255532
Suite au meurtre au couteau d'une surveillante par un élève devant un collège le 10 juin, est revenue la question de l'installation de portiques de détection d'armes.

Osuna, A. I., Darcy, K., Prior, S., Olson, T., & Hamm, J. A. (2025). **Students' experienced harm at higher education institutions: A qualitative study**. *Innovative Higher Education*, *50*(3), 789-814. https://doi.org/10.1007/s10755-024-09756-y
Student wellbeing is a critical concern within higher education, as universities bear the responsibility of safeguarding students from potential harm arising from institutional decisions and the conduct of students and staff (Smith and Freyd, Journal of Traumatic Stress 26:119–124, 2013; Koskina (Studies in Higher Education, 38, 1020-1036, 2013)). This harm can manifest in different ways, from physical dangers to intangible harm that affect students' identities. The concept of trust plays a significant role in this context, where students must acknowledge that universities might cause harm through their choices.

Understanding the interplay between trust and harm is crucial: It is essential to recognize the types of harm universities can control and those that students perceive as relevant when conceptualizing trust in higher education. To address trust and harm, this study builds upon findings from climate surveys conducted at various institutions and investigates the specific harms students have experienced at their universities. The research question guiding this study is: What are the experienced harms of students at higher education institutions (HEIs)? By qualitatively analyzing the experiences of thirty-nine students from a large Midwestern university, this research provides valuable insight into the nature of harm that students encounter in academic environments.

Peczalska, A. (2025). **Do Institutional Efforts Help?: The Impact of Diversity Factors on the Chinese International Student Experience**. *Innovative Higher Education*, *50*(3), 919-946. https://doi.org/10.1007/s10755-024-09762-0
International students benefit U.S. higher education institutions in multiple ways including intercultural exposure and additional revenue. However, discrimination, mental health conditions, and negative experiences can have a negative impact on the international student experience. This quantitative study used an asset-based approach, the Culturally Engaging Campus Environments (CECE) model, to explore how U.S. post-secondary institutions can create a positive experience and support diversity development for undergraduate Chinese international students (CIS) from the People's Republic of China. Structural Equation Modeling examined how students' reports of institutional support variables based on the CECE model were related to CIS U.S. diversity development and institutional satisfaction variables. Culturally Engaging Coursework, Cultural Validation, and Quality of Interactions variables positively directly or indirectly impacted CIS' Understanding U.S. Diversity and Institutional Satisfaction outcomes. A domestic student comparison group had similar results. Results demonstrate how institutional initiatives related to U.S. diversity can possibly aid in international and domestic student diversity development as well as assist in improving students' reports of quality of interactions with others on campus and institutional satisfaction.

Sharma, K., & Cheruvalath, R. (2025). **An inquiry into queer experiences of regimes of morality in Indian schools: a phenomenological institutional ethnography**. *International Journal of Qualitative Studies in Education*, *38*(6), 840-860. https://doi.org/10.1080/09518398.2024.2416711
Previous studies indicate various atrocities against queer individuals in schools globally. However, no in-depth inquiries have been conducted into the experiences of queer individuals in Indian schools. A novel form of ethnography – phenomenological institutional ethnography (PIE) based on Schutz's phenomenology of life-worlds and Smith's institutional ethnography was devised to conduct a qualitative inquiry into the experiences of queer individuals. Participants included 19 queer individuals from different regions of India. Findings revealed five forms of disciplinary mechanisms in schools: regimenting through silencing, moral dictation, name-calling, public shaming, and physical abuse, which deleteriously affect the development of self-concept among queer individuals, and leads to experiences of alienation and inauthentic self-expression, guilty conscience and internalized homophobia, and compromised mental health and low self-esteem. Developing inclusive policies to provide a supportive school environment in India for the queer population is suggested.

Su Topbaş, Z., Coşkun Yüce, Z., Uzdil, N., & Şimşek, N. (2025). **The Relationship Between Vulnerable Narcissism and Cyberbullying in Adolescents: The Mediating Role of Need to Belong**. *Psychology in the Schools*, *62*(7), 2264-2272. https://doi.org/10.1002/pits.23465
Cyberbullying is an expected behavior among adolescents and threatens their psychosocial health. The current cross-sectional study aims to determine the mediating role of the need to belong in the relationship between vulnerable narcissism and cyberbullying in adolescents. Study data were collected from 501 adolescents. The data were evaluated using descriptive statistics, Pearson correlation coefficient, and mediation analysis using the PROCESS Macro Model 4. The study suggests that vulnerable narcissism in adolescents predicts cyberbullying directly and indirectly through the need to belong. Interventions are recommended to ensure that the belonging needs of adolescents at risk are met in appropriate ways.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture & ONU Bureau de la prévention du génocide et de la responsabilité de protéger. (2025). ***Lutter contre les discours de haine par l'éducation : guide à l'intention des décideurs politiques***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000393839?posInSet=1&queryId=N-EXPLORE-025650e9-2cc5-478b-a762-7a9573a57336
Ce guide à l'intention des décideurs propose des stratégies et des approches spécifiques visant à lutter contre les discours de haine dans et par l'éducation. Lutter contre les propos néfastes, discriminatoires et violents sous couvert de xénophobie, de racisme, d'antisémitisme, d'islamophobie et d'autres types d'intolérance, que ce soit en ligne ou hors ligne, nécessite d'intervenir à tous les niveaux de l'éducation, dans des contextes formels et non formels. Ce guide propose des recommandations concrètes, des bonnes pratiques et des enseignements tirés de l'expérience sur la lutte contre les discours de haine et l'instauration d'environnements d'apprentissage sûrs et respectueux, ainsi que sur l'objectif plus large de la promotion de sociétés inclusives.

Zhou, S., Weiss, H. A., McCuskey, B., & Tay, L. (2025). **College Student Well-Being: Explaining Academic and Behavioral Outcomes from a Representative College Student Sample**. *Journal of Happiness Studies*, *26*(5), 75. https://doi.org/10.1007/s10902-025-00906-3
Recently, positive psychology has focused on measuring and improving college student well-being as a means of combatting growing concerns over student well-being (e.g., rising mental health challenges). Moreover, student well-being should be considered holistically, incorporating a range of measures beyond subjective well-being (SWB) to include aspects of relationships, purpose, and grit. In the present study, we use a novel holistic measure of student well-being, applied to two large samples of students to test its psychometric properties and assess predictive validity of academic and behavioral outcomes (e.g., grades, attendance at courses, student organization involvement). Well-being modestly predicted grades, course attendance, time spent in academic buildings, and student organization involvement. Relative importance analysis found that the grit theme in the well-being measure was the most important, followed by positive and negative SWB.

Évaluation des dispositifs d'éducation-formation

Araya, M., Rolleston, C., Rose, P., Sabates, R., Tiruneh, D., & Woldehanna, T. (2025). **Tracking Learning Outcomes in Ethiopia: How Large-Scale Educational Reform Shaped Student Attainment from 2012/13 to 2018/19**. *Africa Education Review*, *0*(0), 1-20. https://doi.org/10.1080/18146627.2025.2504043
This study examines the impact of Ethiopia's General Education Quality Improvement Programme Phase II (GEQIP-II) by comparing the learning outcomes of two grade 4 cohorts, one before and one after its implementation. Using student learning data collected in 2012/13 (pre-reform cohort) and 2018/19 (post-reform cohort), we matched the data at the school level while controlling for baseline characteristics. The results indicate that the post-reform cohort began grade 4 with a lower average test score than the pre-reform cohort. However, over the academic year, the post-reform cohort showed a modestly higher learning gain, especially in rural schools. This suggests that the reform contributed to higher learning progress over the school year, albeit from a lower initial learning level that might be attributed to the unprecedented expansion of education and the influx of first-generation learners into the system driven by the reform itself. These findings highlight the need for policies that sustain learning progress while simultaneously improving access.

Berne, J. S., Jacob, B. A., Weiland, C., & Strunk, K. O. (2025). ***The Impacts of Grade Retention Policy With Minimal Retention*** (Working paper N° 33764). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:33764
State laws that mandate in-grade retention for struggling readers are widespread in the U.S., covering 34% of public-school third graders in 2023-24. This study investigates the impacts of Michigan's third-grade reading law on subsequent test scores and school progress outcomes for the 2020-21 and 2021-22 third-grade cohorts. Using a regression discontinuity (RD) design, we find that being flagged for retention raises students' reading scores in the next school year by 0.045 standard deviations (SD)—a modest but meaningful impact. Because being flagged increases the likelihood of actually being retained by only 3.4 percentage points, the implied effect of retention itself under standard "fuzzy" RD assumptions would be an implausibly large 1.3 SD. This result suggests flagging may affect outcomes via mechanisms other than just retention, a violation of the exclusion restriction. Indeed, we estimate similar effects even in districts that retain no students. Survey evidence suggests flagged students receive more intensive reading support even if they are not retained. Our findings suggest retention may be a much less important component of literacy reforms than previously understood. Finally, given the similarity between Michigan's reading law and those in other states, our findings raise concerns about potential bias in previously estimated retention effects.

Café pédagogique. (2025, juin 18). **Groupe de besoins : une réforme sans effets pour les élèves les plus fragiles (rapport IGESR)**. Consulté 18 juin 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/06/18/groupe-de-besoins-une-reforme-sans-effet-pour-les-eleves-les-plus-fragiles-rapport-igesr/
« La diminution des effectifs constitue cependant l'avancée majeure », peut-on lire dans ce rapport de l'Inspection générale. L'IGESR dresse un constat sévère sur les groupes de besoins qui ont été

Claval, B., & Darnault, C. (2025). ***Groupes de besoins en français et mathématiques au collège***. Consulté à l'adresse Inspection générale de l'éducation, du sport et de la recherche website: https://www.vie-publique.fr/rapport/299137-groupes-de-besoins-en-francais-et-mathematiques-au-college
Le 5 décembre 2023, Gabriel Attal, ministre de l'éducation nationale et de la jeunesse annonce sa volonté de mettre un œuvre un véritable « choc des savoirs », en réaction aux résultats des élèves français tels que révélés par les évaluations internationales et nationales.À la rentrée 2024 des groupes de besoins sont mis en place en français et mathématique pour les élèves de sixième et cinquième : les classes sont organisées en groupe selon les besoins des élèves. Ce rapport analyse la manière dont cette mesure a été mise en œuvre sur tout le territoire et identifie certaines difficultés rencontrées par les professeurs pour adapter leur manière d'enseigner en fonction des différents groupes ainsi que les difficultés organisationnelles (emplois du temps, représentation aux conseils de classe...). Il formule cinq recommandations visant notamment à redonner de l'autonomie aux chefs d'établissement dans les choix à opérer localement, et à développer la formation des professeurs du second degré à la gestion de l'hétérogénéité des élèves et au traitement de la grande difficulté scolaire.

Gong, W., Leng, T., Ding, Y., Wang, S., Qi, Z., & Wang, Y. (2025). **The Effects of Six-Week Mindfulness Training on Mindfulness, Inner Peace, Emotion Regulation, and Mind Wandering in Chinese Migrant Children: A Randomized Controlled Trial**. *Psychology in the Schools*, *62*(7), 2060-2069. https://doi.org/10.1002/pits.23451
Migrant children are more likely to experience challenging circumstances and exhibit greater emotional and behavioral difficulties than native children. Nowadays, mindfulness training (MT) has been employed as a means of enhancing health-related outcomes in children and adolescents, with promising results. The present study employed a randomized controlled trial to investigate the impact of 6 weeks of MT on mindfulness, inner peace, mind wandering, and emotion in migrant children. Ninety-two migrant children with a mean age of 9.74 ± 0.96 years, ranging from 8 to 11 years, participated in the study. Participants were randomly assigned to either the MT or control (CON) group, with their final exam scores being balanced. In the end, 46 children participated in the MT group, and 46 children participated in the CON group. Participants in the MT group received MT for 6 weeks with 2 sessions per week (20 min/session). Students in the CON group completed academic self-study during the same time period. Participants completed the Mindful Attention Awareness Scale—children, the Peace of Mind Scale, the Positive and Negative Affect Scale, and the Mind Wandering Questionnaire before and after the 6 weeks. MT significantly improved the migrant children's mindfulness and peace of mind and reduced negative affect and mind wandering. This study made a significant contribution to the feasibility and efficacy of MT in migrant children.

Kidman, R., Raub, A., Martin, A., Bhuwania, P., Bose, B., & Heymann, J. (2025). **The impact of introducing free & compulsory pre-primary education policy on mothers' labor outcomes**. *International Journal of Educational Development*, *117*, 103338. https://doi.org/10.1016/j.ijedudev.2025.103338
Pre-primary education improves child health and development. By reducing caregiving constraints, access to pre-primary school may also facilitate the ability of parents to work. This is particularly true for women who disproportionately carry the care workload globally. However, few studies have explicitly assessed the potential for a national, free

pre-primary policy to shift women's paid employment in low and lower-middle income countries, and none from Africa. This study employs a natural experiment to estimate the effect of introducing free and compulsory pre-primary school on paid maternal employment. We use nationally representative economic survey data from seven African countries, focusing on the 2008 introduction of tuition-free and compulsory pre-primary school in Ghana. Using two-way fixed effects modelling, we find that the introduction of tuition-free and compulsory pre-primary education significantly increased the likelihood of being in paid employment for mothers of young children (OR 1.53); this translates into a 4.0 percentage point increase in paid employment. Thus, our study found positive impacts of providing free and compulsory pre-primary school on paid employment in Ghana compared to six African countries with similar parental leave policies that did not introduce free pre-primary school. Together with prior evidence that pre-primary school benefits children's development, this makes a strong case for greater investment in national pre-primary school.

Liechti, L. (2025). **Expérience scolaire et formation des intentions d'orientation des jeunes dans un dispositif éducatif de soutien à l'entrée en formation**. *L'orientation scolaire et professionnelle*, (54/2), 629-654. https://doi.org/10.4000/1450l
Cette contribution cherche à saisir comment évoluent les intentions d'orientation de jeunes compte tenu de leur expérience scolaire dans une mesure éducative de soutien à l'entrée en formation. Axé sur le renforcement scolaire et le développement d'un projet d'orientation, ce dispositif suisse accueille durant une année des élèves d'environ 16 ans à l'issue de leur scolarité obligatoire. Les données mobilisées dans cette étude sont issues d'entretiens semi- directifs menés à trois reprises avec 15 élèves du dispositif. À l'issue de leur analyse qualitative, il apparaît que pour celles et ceux dont l'expérience dans le dispositif est la plus négative, prévalent un sentiment d'injustice à l'égard de l'école développé précocement et une orientation perçue comme subie. Pour d'autres élèves, le dispositif, par le biais du climat relationnel et de ses caractéristiques institutionnelles et organisationnelles, favorise un changement dans leur logique et leurs intentions d'orientation, aboutissant à l'inscription dans une formation choisie. Si les pédagogies orientées sur le développement de l'autonomie et la responsabilisation semblent susceptibles d'offrir un espace de moratoire pour que l'élève développe sa réflexion sur ses intentions, elles risquent d'être sujettes à des malentendus pour les élèves les plus critiques à l'égard du système éducatif.

Özek, U. (2025). ***The Effects of High School Remediation on Long-Run Educational Attainment*** (Working paper N° 11908). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_11908
This study examines the effects of remedial courses in high school on postsecondary outcomes using a regression discontinuity design and explores the mechanisms behind these effects. I find that being placed in the remedial schedule and taking an additional remedial course in high school reduces the likelihood of attaining a 2- or 4-year college degree by 20 percent. The findings also suggest that nearly half of this adverse effect is driven by the tracking effect of remediation, which significantly reduces students' access to advanced courses in high school not only in the remediation subject but also in other core subjects.

pédagogique, C. (2025a, juin 17). **Le rapport qui accable les groupes de niveaux de Gabriel Attal**. Consulté 18 juin 2025, à l'adresse Le Café pédagogique website:

https://www.cafepedagogique.net/2025/06/17/le-rapport-qui-accable-les-groupes-de-niveaux-de-gabriel-attal/
« La mesure a offert une réelle visibilité à la grande difficulté scolaire, sans parvenir à la résorber ». Ce rapport de l'Inspection générale dresse un constat sévère sur les

pédagogique, C. (2025b, juin 17). **Le rapport qui accable les groupes de niveaux de Gabriel Attal**. Consulté 18 juin 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/06/17/le-rapport-qui-accable-les-groupes-de-niveaux-de-gabriel-attal/
« La mesure a offert une réelle visibilité à la grande difficulté scolaire, sans parvenir à la résorber ». Ce rapport de l'Inspection générale dresse un constat sévère sur les

Rose, S. M., Farhangi, S., Hospital, M., & Wood, K. (2025). **Effectiveness of a Bystander Intervention Training Program to Interrupt Gender and Race Bias Among U.S and Foreign Faculty**. *Innovative Higher Education*, *50*(3), 967-995. https://doi.org/10.1007/s10755-024-09765-x
This study evaluates the effectiveness of a Bystander Leadership™ Program (BLP) designed to mitigate gender and racial biases among faculty at a research university. The BLP workshop, grounded in comprehensive local research, provided faculty with practical intervention skills to address observed biases in academic settings. A quasi-experimental design was employed, involving tenured and tenure-track faculty (N = 253) from STEM and Social and Behavioral Science (SBS) departments. Participants were surveyed before and three months after the workshop (Intervention Group) or three months apart (Comparison Group), assessing five variables: notice bias, self-efficacy, perceived benefits of action, perceived risks of action, and actual intervention in bias incidents. The findings reveal that the Intervention Group exhibited significant increases in self-efficacy and actual interventions from pretest to posttest, unlike the Comparison Group, which showed no changes. Notably, foreign-born faculty initially had lower notice bias scores compared to U.S.-born faculty. Post-intervention, notice bias significantly increased among foreign-born faculty in the Intervention Group. Furthermore, a 60% faculty participation rate was identified as the threshold for perceiving departmental endorsement of inclusive practices. These results underscore the BLP's potential to enhance faculty's confidence and proactive engagement in addressing bias, particularly among foreign-born faculty, and highlight the importance of broad participation for fostering inclusive academic environments.

Sawadogo-Zongo, S.-W. B. (2025). **Analyse comparée des taux de redoublement avant et pendant l'application du passage automatique (PA) et perception du niveau actuel des élèves au primaire**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05110999
Analyse comparée des taux de redoublement avant et pendant l'application du passage automatique (PA) et perception du niveau actuel des élèves au primaire

Setren, E. (2025). ***The Impact of Increased Exposure of Diversity on Suburban Students' Outcomes: An Analysis of the METCO Voluntary Desegregation Program*** (Working paper N° 11893). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_11893

Over sixty years following Brown vs. Board of Education, racial and socioeconomic segregation and lack of equal access to educational opportunities persist. Across the country, voluntary desegregation busing programs aim to ameliorate these imbalances and disparities. A longstanding Massachusetts program, METCO, buses K-12 students of color from Boston and Springfield, Massachusetts to 37 suburban districts that voluntarily enroll urban students. Supporters of the program argue that it prepares students to be active citizens in our multicultural society. Opponents question the value of the program and worry it may have a negative impact on suburban student outcomes. I estimate the causal effect of exposure to diversity through the METCO program by using two types of variation: difference-in-difference analysis of schools stopping and starting their METCO enrollment and two-stage least squares analysis of space availability for METCO students. Both methods rule out substantial test score, attendance, or suspension effects of having METCO peers. Classroom ability distribution and classroom suspension rates remain similar when METCO programs start and stop. There is no negative impact on college preparation, competitiveness, persistence, or graduation.

Formation continue

Barrioluengo, M. S., Biagi, F., Pietro, G. D., & Sanchez Barrioluengo, M. (2026). ***Micro-credentials in higher education: are they boosting digital and green skills for the twin transition?*** Consulté à l'adresse https://op.europa.eu/en/publication-detail/-/publication/43d21559-4b25-11f0-85ba-01aa75ed71a1/language-en
Depuis la Recommandation du Conseil de 2022, les micro-certifications connaissent un essor dans l'Espace européen de l'enseignement supérieur. Elles proposent des formations flexibles, ciblées et accessibles, répondant aux besoins des apprenants tout au long de la vie et du marché du travail. Les établissements d'enseignement supérieur (EES) les considèrent de plus en plus comme un levier stratégique pour diversifier leur public et renforcer leur impact sociétal. En collaboration avec les employeurs, ils adaptent leur offre aux exigences du marché, notamment en matière de transition numérique et écologique. Le rapport, basé sur des entretiens menés dans plusieurs États membres, examine si les micro-certifications répondent efficacement à ces enjeux. Il constate leur potentiel, mais identifie aussi des défis : consensus sur les besoins des apprenants, financement durable, assurance qualité, et intégration aux priorités nationales.

Beaudoin, C. (2025). **Services éducatifs complémentaires à la formation générale des adultes : considération de la diversité ethnoculturelle, religieuse et linguistique**. *Éducation et francophonie*, *53*(1). https://doi.org/10.7202/1118106ar
Cette étude qualitative descriptive brosse un portrait des pratiques déclarées du personnel professionnel des services éducatifs complémentaires oeuvrant à la formation générale des adultes au Québec par rapport à la diversité ethnoculturelle, religieuse et linguistique. Les données collectées auprès de 26 personnes participantes par le biais du groupe de discussion ont été examinées selon l'analyse thématique. Les principaux résultats mettent en évidence quatre types de pratiques mobilisées par le personnel professionnel des services éducatifs complémentaires auprès des élèves de la formation générale des adultes, soit les pratiques universelles, individuelles, de groupe et indirectes. Il en ressort que des pratiques universelles, telles que témoigner de l'empathie et être à l'écoute, sont mises en oeuvre par le personnel professionnel. De même, certaines

pratiques individuelles (p. ex. : soutien psychosocial, orientation scolaire) sont nommées en réponse aux besoins des élèves issus de l'immigration. Des pratiques de groupe (p. ex. : atelier en classe sur la diversité) et indirectes (p. ex. : comité de consultation sur le racisme) sont également exercées par le personnel professionnel. Ces constats nous incitent à discuter, entre autres, du risque d'invisibiliser ou d'essentialiser les élèves lorsque les pratiques professionnelles se fondent principalement sur une représentation individuelle de la diversité ethnoculturelle, religieuse et linguistique.

Bouabdillah, N. (2025). **Vers une formation interculturelle renforcée : stratégies innovantes pour les sciences infirmières basées sur une analyse secondaire des défis identifiés**. *Éducation et francophonie*, *53*(1). https://doi.org/10.7202/1118101ar
Le personnel infirmier scolaire joue un rôle clé dans la promotion de la santé et la prévention des maladies chez les jeunes, particulièrement dans un contexte marqué par la diversité culturelle et les enjeux d'équité, diversité et inclusion (EDI). Au Québec, ces infirmières, souvent basées dans les Centres locaux de services communautaires (CLSC), assument des responsabilités allant au-delà des soins cliniques, collaborant avec les élèves, leurs familles et les équipes éducatives pour soutenir le bien-être et la réussite scolaire. Cependant, la formation infirmière initiale présente des lacunes en matière d'EDI. Bien que des concepts liés à la diversité soient abordés dans certains cours optionnels, ils sont insuffisamment développés. De plus, les simulations cliniques, qui renforcent les compétences techniques, ne traitent pas adéquatement des enjeux interculturels et d'EDI. Une analyse secondaire de données issues d'une thèse doctorale sur l'avancement des infirmières de minorités visibles met en évidence des obstacles importants à l'inclusion et à la mobilité professionnelle. Les résultats soulignent la nécessité d'intégrer une formation interculturelle et des stratégies pédagogiques adaptées, comme l'enseignement par simulation, afin de mieux préparer les infirmières à collaborer efficacement avec divers acteurs du milieu scolaire et à offrir des soins adaptés aux besoins spécifiques de chaque élève.

Cisel, M., & Wujczak, N. (2025). **Compte Personnel de Formation, présentiel et distanciel : plaidoyer pour une plus grande ouverture des données, condition d'une recherche rigoureuse sur les choix des apprenants**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (50). https://doi.org/10.4000/145dn
En France, le Compte Personnel de Formation (CPF) permet à chaque individu, à condition de disposer des droits associés, de suivre des formations relevant des thématiques très diverses, pour éventuellement obtenir un titre à la clé. Au regard de l'importance des formations du catalogue du CPF dispensées en distanciel, et dans une moindre mesure de manière hybride, il est intéressant de se pencher sur les interrelations qui existent entre modalités d'enseignement, financements, et persistance des apprenants. La mise à disposition en open data de bases de données sur la complétion des formations offre un certain nombre d'opportunités pour mener des travaux sur la persistance en formation d'adultes. Sur la base de l'analyse de 533309 sessions de formation, nous voyons par exemple que lorsque les apprenants doivent investir davantage de leur poche, ils favorisent le présentiel. Nous soulignons le fait que les recherches de cette nature sont entravées par les choix de la Caisse des Dépôts et Consignations (CDC), opérateur du CPF, de limiter la granularité des données, et d'empêcher l'interopérabilité entre certaines bases. Dans la présente contribution, qui prend le format d'un retour d'expérience, nous analysons certaines des conséquences de ce choix pour la recherche. Nous montrons comment, sans faire courir de risques

importants en matière d'anonymat des données, un changement d'approche en matière de nature des bases partagées ouvrirait la voie à des recherches bien plus ambitieuses que celles qui sont permises à présent.

Delebassée, C. (2024). ***Analyse holistique de l'activité et affordances socioculturelles : raisons et conditions de transformation de l'activité dans le cas de la plateforme e-greta.*** (Phdthesis, Université Lumière - Lyon II). Consulté à l'adresse https://theses.hal.science/tel-05129880
Cette thèse vise à rendre compte de l'activité de formateurs de Greta, suite à la mise en place d'une plateforme d'apprentissage. Pour analyser cette activité instrumentée, le positionnement est écologique, considérant la subjectivité de l'acteur de manière située et contextualisée (articulation setting-arena). Le principal enjeu est de documenter tant le contexte (extérieur à l'acteur) que ce qui fait sens pour l'acteur (ou non), ce qu'il mobilise (ou non). Dans une visée axiologique et praxéologique, il s'agit de renseigner la manière dont une activité se réalise, ce qui fait obstacle et ce qui permet de surmonter ces obstacles. Ainsi, la question centrale posée est la suivante : pour quelles raisons et dans quelles conditions le couplage sujet-artefact-situation-environnement-contexte produit une transformation de l'activité de formation ? Le but est d'identifier les composants de l'activité des formateurs (cadre de théorie de l'activité, approche holistique du système d'activité), en termes de nature et de dynamique (cadre de l'affordance socioculturelle), afin de comprendre les relations et transformations possibles dans le couplage (approche écologique). L'hypothèse principale concerne les transformations qui seraient dépendantes des dépassements des contradictions rencontrées au sein de l'activité. Ces dépassements seraient eux-mêmes interdépendants de ce que les acteurs perçoivent des conditions socioculturelles de l'activité, ces perceptions favorisant ou non l'affordance des propriétés de la plateforme à partir d'invariants du contexte.

Emeka, E. T., Asongu, S. A., & Bouanza, J. R. F. K. (2025). **Lifelong gender inclusive education, productive capacity, and governance quality in Africa**. *International Journal of Educational Development*, *117*, 103312. https://doi.org/10.1016/j.ijedudev.2025.103312
The importance of governance quality in driving economic progress is well-established in the existing literature, yet only limited strands of studies have explored the factors that enhance governance quality itself. Hence, this study investigates the effects of lifelong gender-inclusive education and productive capacity on governance quality while also examining the moderating influence of lifelong gender-inclusive education on the effect of productive capacity on governance quality. The analysis is based on a sample of 51 African countries for the period 2005–2022. The adopted empirical strategy includes the pooled OLS, the instrumental fixed effects (FE), and the dynamic system generalized method of moments (SGMM). The study incorporates four education variables, including primary, secondary, and tertiary school enrollments, along with a lifelong education index derived from principal component analysis (PCA) to capture lifelong gender-inclusive education in Africa. The following findings are established: First, productive capacity overwhelmingly has a positive effect on governance quality. Second, positive synergies become apparent when lifelong gender-inclusive education complements productive capacity to promote governance quality. The policy implications of the findings from this study are discussed in the context of the African Union's Agenda 2063 and the United Nations' Sustainable Development Goals (SDGs).

Ettien, A., Johnson Touré, Y. E., & Tanoh-Kouamé, N. (2025). **Entre déterminisme et potentialité : L'innéisme et la tabula rasa comme cadres théoriques pour penser l'apprentissage chez l'adulte dans une perspective de durabilité éducative**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108749
Entre déterminisme et potentialité : L'innéisme et la tabula rasa comme cadres théoriques pour penser l'apprentissage chez l'adulte dans une perspective de durabilité éducative

Gaborieau, I. (2025). **Les transitions agroécologiques dans la formation professionnelle continue et par apprentissage de l'enseignement agricole**. In H. Buisson-Fenet & R. Guyon (Éd.), *L'école écologique : s'ajuster ou transformer ?* (p. 71-85). https://doi.org/10.4000/13yct

Merran, M. (2025). **L'effet entreprise. La fabrique des inégalités de formation en entreprise**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 329-337). https://doi.org/10.4000/142hj

OECD. (2025). ***The role of subnational governments in adult skills systems*** (p. 49). Consulté à l'adresse OCDE website: https://doi.org/10.1787/d452e8b7-en
This paper maps the governance models for adult skills systems across OECD countries, focusing on the role of subnational governments. It shows that adult skills systems in OECD countries are complex, with responsibilities distributed across different levels of government and public and non-public stakeholders. While no single model (centralised, combined and decentralised) dominates, some parts of the adult skills systems are more likely to be devolved to subnational governments than others. The paper also shows how some types of responsibilities (e.g. strategy-setting and intelligence gathering) are more likely to be kept at the national level, while other responsibilities (financing, implementation and delivery) are more often devolved to regional or local levels of government. Finally, the paper considers some benefits and drawbacks of more decentralised approaches to adult skills provision and identifies cross-cutting issues and learning points that can be observed across OECD countries.

Paek, L. (2025). **ESP in Professional Identity Development: Preliminary Insights from ENS Paris-Saclay**. *Transitions*. Présenté à Toulouse, France. https://doi.org/10.13140/RG.2.2.36744.74245
This paper presents a case study examining the professional journeys of three alumni from École Normale Supérieure Paris-Saclay and their engagement with English for Specific Purposes (ESP). More precisely, it explores how their evolving professional identity (PI) (Dubar 1991, Tomlinson & Jackson 2019, Trede 2011) is shaped by ESP as they transition between academic and professional life. While much of the existing literature on ESP focuses on linguistic and cultural proficiency, there is limited exploration of how ESP facilitates learners' development, particularly in relation to shaping their agency and PI (Weyreter & Viebrock 2014). In this research, PI development is conceptualized and contextualized as a gradual, evolving process shaped by transitional experiences during which individuals engage with ESP in both academic and professional settings. Through

a close examination of the participants' reflective and reflexive narratives, the study investigates how their engagement with ESP informs their PI and self-positioning within professional communities. The preliminary findings, based on individual semi-structured interviews, will be presented, exploring how the participants perceive ESP's role in their PI development. Interview findings will be analyzed both inter- and intra-case to identify common themes and individual variations and will be linked to earlier insights from a questionnaire survey that captured graduate students' reflections on ESP's impact on their PI. By framing ESP within the lenses of transition and PI development, this research emphasizes how ESP training can support students in navigating shifting identities and roles between academia and professional practice. The study aims to offer evidence-based recommendations for enhancing ESP programs in higher education, advocating for an integrated approach that connects linguistic proficiency with PI development and support.

Roessger, Parker, Hevel, Weese, & Hughart-Thomas. (2025). **A Longitudinal Ecological Study of How Unemployment and University Proximity Shaped Adult Community College Enrollment in Arkansas from 1999 Through 2018**. *Community College Journal of Research and Practice*, *49*(7), 485-496. https://doi.org/10.1080/10668926.2023.2292096
We examined how unemployment and proximity to public universities affected the rate of adult (25+) enrollment in public two-year community colleges in Arkansas between 1999 and 2008. To examine how the proliferation of online education may have introduced competition for place-bound adult students, we also examined how unemployment effects changed over time. Generalized estimating equations were used to create growth models from state and national data for all 75 Arkansas counties between 1999 and 2018. Results illustrated that unemployment was positively associated with the overall rate of adults attending community colleges, but its effect varied over time. From 1999 to 2008, higher unemployment amplified the rate of adult participation, whereas from 2009 to 2012 higher unemployment attenuated the rate. Between 2013 and 2018, unemployment was unrelated to the rate of adult community college enrollment. Relatedly, closer proximity to a university was associated with an overall lower rate of adult community college enrollment. Findings suggest that the traditional relationship between unemployment and adult community college enrollment may have changed due to increased access to degree options, specifically online programs offered by for-profit and public universities that target place-based adults. The unprecedented expansion of online education between 1999 and 2010 may have removed university proximity barriers and disrupted community colleges' longstanding enrollment-driven revenue models tied to economic cycles.

Tabka, M. (2025). ***Conception et mise en œuvre d'un modèle de formation continue basé sur l'analyse réflexive de récits d'expériences. Études des effets sur le développement professionnel selon les enseignants tunisiens*** (Phdthesis, Université Claude Bernard - Lyon I ; Université virtuelle de Tunis). Consulté à l'adresse https://theses.hal.science/tel-05135755
La formation continue (FC) et la collaboration sont essentielles pour le développement professionnel au niveau international. En Tunisie, les enseignants font face à des défis tels que l'aspect transmissif de la FC et son manque de centration sur leurs besoins qui causent leur démotivation à y participer, et le manque de professionnalisation. Nombreux sont ceux qui n'ont pas bénéficié de formation initiale à l'enseignement, et se retrouvent isolés pour faire face à la complexité du métier. D'autre part, la formation

initiale (FI) à travers la licence appliquée de l'enseignement et de l'éducation, débutée en 2016, demeure insuffisante pour préparer les futurs enseignants. Les approches internationales de la FC privilégient la collaboration et la réflexivité pour outiller les enseignants et favoriser leur développement professionnel. Pour cela, nous avons élaboré un modèle hybride de FC, inspiré du modèle ARPPEGE de Vacher (2022) et du modèle de Kolb (1984). Notre objectif de recherche était d'examiner les apports de ce modèle selon les enseignants et d'identifier les caractéristiques de l'approche réflexive les mieux adaptées au contexte tunisien. Nous avons adopté une méthodologie qualitative exploratoire. Le chercheur a joué le rôle de formateur dans un projet à double objectif, compréhensif et transformateur. A partir des consignes du chercheur, les enseignants ont reconstruit leur pratique vécue sous forme de récit d'expérience, partant d'une phase de réfléchissement autour d'un événement marquant. L'analyse individuelle puis collective des récits sont des moments forts de notre modèle. 28 enseignants et enseignantes hétérogènes en termes d'ancienneté ont expérimenté ce modèle le long de cinq rencontres de FC entre janvier et mars 2022. Au terme de l'expérimentation nous avons organisé une entrevue de groupe avec les enseignants à travers l'activité Remue-méninges et classification. De plus nous avons réalisé des entrevues individuelles avec les deux inspecteurs qui ont participé comme co-animateurs dans notre projet. Nos résultats indiquent que notre modèle a eu un impact positif, en particulier sur la motivation des enseignants et leur engagement dans les sessions de FC. Les enseignants chevronnés, qui pensaient initialement qu'ils allaient seulement aider les plus jeunes à apprendre, reconnaissent volontiers être passés d'une posture passive à une posture réflexive. Ils déclarent que le récit d'expérience leur a permis de se remémorer certaines pratiques oubliées et que l'analyse réflexive de leur pratique leur a permis d'en comprendre les tenants et les aboutissants, et de modifier en conséquence leurs comportements en classe. Quant aux enseignants novices, ce modèle leur a offert l'occasion de construire leur identité professionnelle en tirant profit des expériences des autres pour en déduire les meilleurs gestes professionnels face à des situations problématiques analysées collectivement. Ils estiment que cette approche leur permet de pallier leur manque d'expérience à travers l'analyse réflexive collective des expériences professionnelles, et d'adopter des comportements réfléchis et planifiés dans leur classe. Ces déclarations sont corroborées par le croisement des informations relevées en temps réel par le chercheur d'une part, et par les deux inspecteurs d'autre part. Toutefois, les bénéfices de ce modèle de formation méritent d'être davantage explorés par d'autres méthodes complémentaires, telles que des observations sur le terrain, des approches d'auto-confrontation, et des enquêtes auprès des élèves. En ce sens, après cette expérimentation, une FC basée sur une approche plus rigoureuse du modèle expérientiel de Kolb est nécessaire, avec un caractère itératif réel et l'instauration d'un contrat didactique dans les programmes de FC, organisant la relation entre les enseignants en formation, les inspecteurs et le contenu de la formation. Ce modèle peut aussi être transposée pour la FI.

Venegas-Muggli, J. I., Galán-Muros, V., & Ricaurte, K. (2025). ***Strengthening technical and vocational education and training in higher education: challenges in access, retention and learning processes***. Consulté à l'adresse UNESCO. IESALC : Instituto internacional para la educación superior en América Latina y el Caribe website: https://unesdoc.unesco.org/ark:/48223/pf0000393832

Wang, K.-H. (2025). **Mapping adult education institutions for development in Taiwan: The impact of course design, instructional approach, and faculty management on**

performance. *International Journal of Educational Development*, *117*, 103351. https://doi.org/10.1016/j.ijedudev.2025.103351
This study examines how adult education institutions in Taiwan contribute to broader development goals by integrating course design, instructional approaches, and faculty allocation. Drawing on nationally representative data covering 1526 adult education institutions from the Ministry of Education's 2024 Adult Education Survey, multiple regression and linear endogenous treatment effects models were employed to analyze the impact of different institutional strategies on performance. Results indicate that institutions affiliated with formal schools primarily offer diploma- or credit-based courses, whereas non-formal providers deliver more flexible, diverse programs—spanning interest-based learning, leisure activities, and career-focused skills—to meet the varied needs of adult learners. Although face-to-face instruction is prevalent in diploma and certification courses, the rising demand for workforce training and skill upgrading has driven the adoption of blended and online formats. Faculty allocation strongly influences teaching quality and enrollment, highlighting the importance of rigorous teacher qualification review, professional training, and ongoing faculty development. Moreover, marketing strategies and resource flexibility enable institutions to remain responsive in a dynamic environment and achieve sustainable goals. The study underscores how adult education can promote social inclusion, lifelong learning, and broader societal progress by mapping the interplay among curriculum design, pedagogical practice, faculty management, and institutional performance. These findings offer evidence-based insights for policymakers and institutional leaders seeking to enhance the developmental impact of adult education through strategic resource allocation and innovative practice.

Marché du travail

Albandea, I. (2025). **La méthode des vignettes pour révéler les inégalités à l'embauche**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 353-362). https://doi.org/10.4000/142gd

Anderson, O. (2025). **L'ombre longue du désavantage économique de l'enfance : trajectoires de l'éducation et du marché du travail**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 255). https://doi.org/10.4000/142fn

Baguelin, O., & Duclos, L. (2025). **L'évaluation des politiques de l'emploi au régime de l'expérimentation - La démonstration d'impact**. *Socio-économie du travail 2024 – 1, n° 15. L'évaluation des politiques de l'emploi au régime de l'expérimentation : la démonstration d'impact*, 19-63. https://doi.org/10.48611/isbn.978-2-406-18609-0.p.0019

Baïz, A. (2025). **Les méthodes mixtes pour l'évaluation d'impact - Entretien**. *Socio-économie du travail 2024 – 1, n° 15. L'évaluation des politiques de l'emploi au régime de l'expérimentation : la démonstration d'impact*, 67-79. https://doi.org/10.48611/isbn.978-2-406-18609-0.p.0067

Beaugendre, C., Crovella, É., Magnier, J., & Recotillet, I. (2025). **Un dispositif expérimental de pré-qualification, deux évaluations - Quanti et quali, côte-à-côte et face-à-face**. *Socio-économie du travail 2024 – 1, n° 15. L'évaluation des politiques de l'emploi au régime de l'expérimentation : la démonstration d'impact*, 197-224. https://doi.org/10.48611/isbn.978-2-406-18609-0.p.0197
Cet article examine les défis méthodologiques liés à l'articulation des approches qualitatives et quantitatives dans l'évaluation des politiques publiques. En s'appuyant sur l'évaluation d'une intervention régionale dans le domaine de la formation professionnelle et de l'emploi, l'étude analyse les sources de divergence entre les résultats obtenus par ces deux approches. L'évaluation quantitative contrefactuelle a révélé un impact négatif en matière d'accès à l'emploi et un impact positif sur la formation professionnelle, tandis que l'évaluation qualitative a présenté des effets globalement plus positifs dans les deux cas. Alors que les approches mixtes sont valorisées pour leur complémentarité, la littérature dans le champ de l'évaluation aborde peu les cas où l'approche mixte ne converge pas totalement. L'article identifie trois facteurs principaux expliquant ces divergences : les différences dans l'appréhension de l'objet évalué et leur théorisation, les méthodologies distinctes de collecte et de traitement de données, et une stratégie d'enrichissement des approches entravée par des contraintes de calendrier.

Born, P., & Gey, M. (2025). **Le cumul des inégalités chez les sapeurs-pompiers volontaires : effets du genre, du diplôme et de la situation familiale**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 157-158). https://doi.org/10.4000/142hs

Dain, A., Mazaud, C., Thareau, B., & Leroux, C. (2025). **(Ne pas) hériter du métier ? Des parcours d'entrée aux inégalités professionnelles entre agriculteur·ices**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 45-58). https://doi.org/10.4000/142fk

de Curraize, Y., & Sergi, F. (2025). **Articuler quantitatif et qualitatif - Méthodes et pratiques dans l'évaluation des politiques de l'emploi en France (2008-2023)**. *Socio-économie du travail 2024 – 1, n° 15. L'évaluation des politiques de l'emploi au régime de l'expérimentation : la démonstration d'impact*, 117-159. https://doi.org/10.48611/isbn.978-2-406-18609-0.p.0117
Qu'est-ce qu'une méthode « qualitative » ? Quelle place accorder aux méthodes qualitatives dans l'évaluation des politiques publiques ? Quelle articulation proposer entre méthodes qualitatives et quantitatives ? Cet article propose une socio-histoire des débats que ces trois questions ont suscitées, en France. En nous appuyant sur un corpus de « littérature grise » (guides méthodologiques, études et rapports d'évaluation), nous mettons en évidence les principes méthodologiques et les pratiques de l'évaluation, en particulier dans le cas des politiques de l'emploi.

Dembele, S. C., & Zidouemba, P. R. (2025). **Les inégalités de genre dans l'éducation alimentent-elles les disparités de genre sur le marché du travail ?** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 159-168). https://doi.org/10.4000/142i2
Devaux-Spatarakis, A., Joly, P., & Bouget, T. (2025). **L'essentiel est invisible pour l'estimation quantitative des impacts escomptés - Croiser approches d'évaluation**

« basées sur la théorie » et réflexivité des parties prenantes pour produire des connaissances utiles pour les expérimentations. *Socio-économie du travail 2024 – 1, n° 15. L'évaluation des politiques de l'emploi au régime de l'expérimentation : la démonstration d'impact*, 161-195. https://doi.org/10.48611/isbn.978-2-406-18609-0.p.0161
Bien que les expérimentations de politiques publiques aient vocation à être appréciées à l'aune de l'atteinte des résultats escomptés qu'elles génèrent sur les publics, leur contexte et la nature des actions qu'elles proposent ne permettent pas toujours de déployer des méthodes d'estimation quantitatives de leur impact. En mobilisant un exemple d'évaluation de deux appels à projets expérimentaux dans le champ de l'insertion professionnelle, cet article présente comment une approche évaluative « basée sur la théorie » et proposant une exploration des effets basée sur les dires d'acteurs, peut être conduite et générer des apprentissages utiles pour la décision et les pratiques des parties prenantes.

di Paola, V., Moullet, S., & Elass, K. (2025). **Quel prix de la maternité en début de vie active ?** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 145-146). https://doi.org/10.4000/142fv

Farvaque, N., Garrigues, R., Picon, É., & Beaugendre, C. (2025). **L'insertion par l'activité économique comme sas vers l'emploi durable ? - Une évaluation des effets du programme SEVE Emploi**. *Socio-économie du travail 2024 – 1, n° 15. L'évaluation des politiques de l'emploi au régime de l'expérimentation : la démonstration d'impact*, 225-262. https://doi.org/10.48611/isbn.978-2-406-18609-0.p.0225
Le programme SEVE Emploi, créé en 2016, est une expérimentation soutenue par l'État. Il s'agit d'une formation-action destinée aux structures de l'insertion par l'activité économique (SIAE). L'objectif est d'amener ces structures à modifier leurs pratiques d'accompagnement pour les salariés en insertion, en multipliant les mises en situations professionnelles avec d'autres entreprises, dans une visée d'accès à l'emploi durable. L'article se propose de mettre en perspective l'évaluation réalisée qui a combiné une approche réaliste et une méthode mixte, associant différents outils empiriques autour d'une théorie d'action du programme, pour étudier les effets intermédiaires et finaux du dispositif et les relations entre ces deux niveaux d'effets.

Flécher, M. (2025). **Quand l'excellence ne suffit pas : les parcours contrariés des femmes en informatique**. *Connaissance de l'emploi*. Consulté à l'adresse https://cnam.hal.science/hal-05098556
Alors que la plupart des formations et carrières scientifiques se sont progressivement ouvertes aux femmes, l'informatique demeure un bastion masculin qui peine à se féminiser. Au-delà des représentations sexuées qui continuent de peser sur les choix d'orientation scolaire, nombreuses sont les femmes à quitter le secteur en cours de carrière. À partir des données de l'enquête Génération du Céreq, ce numéro de Connaissance de l'emploi entend s'intéresser au devenir des « rares » femmes qui sortent du système scolaire avec une spécialisation en informatique. Si cette discipline constitue une voie d'accès à des emplois de cadres bien rémunérés, l'analyse fait état d'importants écarts qui se dessinent dès les premières années de leur entrée sur le marché du travail. En outre, alors que les jeunes filles sont plus nombreuses à s'éloigner des métiers cibles de leur formation, elles rencontrent davantage de difficultés à

rentabiliser leur investissement scolaire dans d'autres métiers, suggérant l'existence d'une pénalité à la réorientation plus forte pour les femmes.

Frecheville-Faucon, R., Jaoul-Grammare, M., & Perrin, F. (2025). **Division genrée du travail dans le secteur public : une analyse des carrières des femmes et des hommes dans les services publics en France**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 147-155). https://doi.org/10.4000/142hd

Giret, J.-F. (2025). **Introduction**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 13-15). https://doi.org/10.4000/142i0

Grimault, S. (2025). **Les doctrines institutionnelles en matière d'évaluation de l'impact des politiques publiques - Un commentaire**. *Socio-économie du travail 2024 – 1, n° 15. L'évaluation des politiques de l'emploi au régime de l'expérimentation : la démonstration d'impact*, 81-113. https://doi.org/10.48611/isbn.978-2-406-18609-0.p.0081

Jolivet, A. (2025). **Impulser des pratiques en faveur de l'emploi des « seniors » - L'incitation à négocier à l'épreuve d'évaluations de terrain**. *Socio-économie du travail 2024 – 1, n° 15. L'évaluation des politiques de l'emploi au régime de l'expérimentation : la démonstration d'impact*, 263-294. https://doi.org/10.48611/isbn.978-2-406-18609-0.p.0263
Créée pour impulser rapidement des pratiques plus favorables, l'incitation à négocier en faveur de l'emploi des salariés âgés a été un instrument d'action publique novateur. Quelles pratiques d'entreprise a-t-elle impulsées ? Les travaux d'évaluation et les travaux de terrain réalisés entre 2010 et 2018 aboutissent à trois constats : travailler différemment l'évaluation ; donner une plus grande place à une évaluation réaliste ; articuler davantage les champs disciplinaires dans la perspective d'une hybridation adaptée à la complexité de l'objet de l'évaluation.

Jounin, É., & Domps, A. (2025). **Rémunération des lycéens professionnels et étudiants de niveau CAP à BTS un an après leur sortie d'études en 2021**. *Note d'Information*, (25.40), 1-2. Consulté à l'adresse https://www.education.gouv.fr/remuneration-des-lyceens-professionnels-et-etudiants-de-niveau-cap-bts-un-apres-leur-sortie-d-etudes-450703
En 2022, la moitié des anciens lycéens professionnels et étudiants de niveau CAP à BTS sortis d'études en 2021 et en emploi salarié privé en juillet 2022 ont une rémunération nette mensuelle inférieure à 1 582 euros en équivalent temps plein (EQTP).

Jourdan, C. (2025, juin 20). **Cumuler plusieurs emplois, signe d'émancipation ou de précarisation ?** Consulté 24 juin 2025, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/cumuler-plusieurs-emplois-signe-demancipation-de-precarisation/00115297
Avoir deux ou trois boulots, développer sa propre entreprise en restant salarié d'une autre… La France compte 2,3 millions de pluriactifs : une situation tantôt subie, tantôt choisie, qui questionne le rapport au travail.

Lechaume, A., Coulombe, S., Campuzano, J. C., Atkin, S., & Vokey, F. (2025). **Quand précarité de statut migratoire et d'emploi s'entrechoquent au fil du temps. Un dispositif**

méthodologique novateur pour comprendre les trajectoires de bien-être et santé psychologique des travailleur/euses immigrant·es temporaires au Québec. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 391-399). https://doi.org/10.4000/142i8

Page Pereira, L. (2025). **« E pur si muove ! » Stabilité et changement de l'espace des conditions de vie et d'emploi au Brésil au cours des années 2000**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 375-389). https://doi.org/10.4000/142hx

Socio-économie du travail 2024 – 1, n° 15 L'évaluation des politiques de l'emploi au régime de l'expérimentation : la démonstration d'impact. (2025). *Socio-économie du travail 2024 – 1, n° 15 L'évaluation des politiques de l'emploi au régime de l'expérimentation : la démonstration d'impact*, 327. https://doi.org/10.48611/isbn.978-2-406-18609-0
La revue Socio-économie du travail accueille les débats théoriques et empiriques et fait dialoguer les disciplines du travail, de l'emploi et des relations professionnelles.

Métiers de l'éducation

Acosta, M. M., & Nightingale-Lee, B. (2025). **"Doin' diversity" in teacher education: beginning Black teacher discourses on learning to teach for diversity**. *International Journal of Qualitative Studies in Education*, *38*(6), 878-899. https://doi.org/10.1080/09518398.2024.2416713
The voices of Black preservice teachers are largely missing from discussions about teacher diversity, and one place this is evident is in teacher education diversity coursework. This article shares findings from a qualitative study using critical race methodology with five novice Black teachers' experiences in teacher education courses focused on diversity in education. Three semi-structured life history interviews were conducted for each teacher and data were analyzed using zoom model analysis. Findings revealed that during their preservice experiences in teacher education diversity courses, Black teachers experience such learning spaces in alienating ways despite entering the program with strong commitments to improving education outcomes for Black children. Findings demonstrate that teacher educators and teacher education programs must raise the expectations for engaged learning in the diversity course in order to better support Black teachers and contribute to diversification of the teaching force in meaningful ways.

Amandine, P., & Kennel, S. (2025). **Les compétences du chercheur : identification et développement**. *Séminaire de recherche du LISEC*. Présenté à Mulhouse, France. Consulté à l'adresse https://hal.science/hal-05071907
Notre communication s'intéresse à la compétence de recherche scientifique et à la manière dont les acteurs universitaires la développent dans leur processus de professionnalisation, qu'ils soient étudiants, doctorants ou chercheurs. Ce n'est qu'en 2019 que le doctorat a été inscrit au répertoire national de la certification professionnelle et qu'ont ainsi été définies au niveau national les compétences attendues du Docteur. Les différents arrêtés ministériels qui régissent les formations universitaires insistent de leur

côté sur l'importance du lien entre formation et recherche à tous les niveaux de diplômes universitaires. La notion de compétence de recherche scientifique est cependant peu abordée dans les recherches à notre disposition et la formation à et par la recherche reste encore souvent un implicite, voire un impensé de la formation universitaire, en particulier dans les filières générales. Ces constats théoriques et empiriques font de cette question de la compétence de recherche scientifique un objet de recherche qu'il nous a paru important d'explorer, et intéressant de discuter dans le cadre d'un séminaire du LISEC. Nous inscrirons dans un premier temps notre propos dans les travaux sur les questions de professionnalisation à l'université. Nous définirons ensuite ensemble la compétence de recherche scientifique et les éléments qui la constituent. Un troisième moment sera l'occasion de travailler collectivement sur les leviers de développement de cette compétence tels qu'ils ont été identifiés par les écrits scientifiques et vécus par les participants au séminaire dans leur parcours de formation.

Azoulay, T. (2025). **Enseignants et position sociale des établissements : une approche par les trajectoires de mobilités**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 229-239). https://doi.org/10.4000/142ht

Bachir, B. (2025). **Analyse des modalités de la professionnalisation des enseignants du supérieur : le cas de l'Université de Maroua (Cameroun)**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05124936
Analyse des modalités de la professionnalisation des enseignants du supérieur : le cas de l'Université de Maroua (Cameroun)

Café pédagogique. (2025, juillet 1). **Audit du Pacte enseignant : la Cour des comptes pointe le manque de lisibilité et de cohérence**. Consulté 1 juillet 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/07/01/audit-du-pacte-enseignant-la-cour-des-compte-pointe-le-manque-de-lisibilite-et-de-coherence/
Que va devenir le Pacte ? Perspectives budgétaires incertaines et manque de lisibilité : cet audit de la Cour des comptes ne va pas par quatre chemins. Avec un coût

Chen, Y., Abbas, A., & Sandoval-Hernandez, A. (2025). **The need for social recognition: the impact of teachers' professional honor on their intention to move to urban schools in rural China**. *Social Psychology of Education*, *28*(1), 119. https://doi.org/10.1007/s11218-025-10076-y
The migration of teachers from rural to urban areas is a global challenge, with significant implications for educational equity and quality. In China, teacher migration has exacerbated educational disparities between rural and urban regions. Whilst previous research has examined a range of factors influencing teacher turnover, this study focuses on the concept of professional honor as a fundamental motivator for teacher migration in China. We use Axel Honneth's perspective on social recognition to expand on the meaning, draw connections with research from other countries and to articulate the underpinning structural conditions of the Chinese way of thinking about and enacting professional honor. Employing a conditional process model, we analyse survey data from 1,320 rural teachers across seven provinces to examine the complex interrelations between the Need for Social Recognition, perceptions of public and personal professional honor, and intentions to migrate to urban schools. Our findings demonstrate

that while public professional honor is negatively associated with migration intentions, personal professional honor moderates this relationship, amplifying the impact of perceived recognition needs. By positioning professional honor at the center of theoretical explanations for teacher migration, this study offers new insights into the mechanisms underpinning teacher retention and provides a foundation for more culturally responsive policy interventions in China and beyond.

Farges, G. (2025). **Roughly in the middle. Variations in the subjective social status of teachers in France**. *British Journal of Sociology of Education*, *46*(4), 469-488. https://doi.org/10.1080/01425692.2025.2476697
Among the factors that encourage the quality of education internationally, the social status of teachers is attracting particular attention. To date, the scientific literature has insisted that teachers generally rank themselves in the middle of the social scale. There is not yet any empirical evidence that certain factors (for instance related to the teaching work) explain more than others why some teachers feel that they enjoy a high, or low, social status as a professional group. Based on a questionnaire survey completed by 1813 French primary school teachers, our analysis confirms that the way teachers rank their professional group in the social structure varies according to objective elements, among which are work-related factors. However, we also stress the concomitant effects of subjective factors that are grounded not only in work experience but also in social trajectories and relationships. We discuss levers for enhancing how teachers evaluate their social condition.

Felouzis, G., Fouquet-Chauprade, B., & Winz, K. (2024). **Les enseignants face aux réformes : dynamiques d'action et contextes de mise en œuvre**. *Revue française de pédagogie. Recherches en éducation*, (225), 25-39. https://doi.org/10.4000/1453a
Cet article propose d'analyser les modalités de mise en œuvre d'une réforme scolaire en Suisse à partir des catégories de la sociologie de l'action publique. Il s'agit de comprendre comment les acteurs de l'éducation, en l'occurrence les enseignants, agissent en contexte de changement. Comment et à quelles conditions une réforme scolaire est-elle mise en œuvre ? Comment les enseignants, en tant qu'acteurs de première ligne, articulent-ils logiques professionnelles et contexte de changement ? Dans quelles dynamiques d'action se situent-ils et dans quelle mesure le contexte organisationnel est-il agissant pour en rendre compte ? Nos analyses, basées sur 60 entretiens avec des enseignants du secondaire, montrent que les acteurs de la mise en œuvre gardent une importante marge de manœuvre pour transformer, voire subvertir, certains aspects d'une politique publique.

Hernández-Soto, R., Gutiérrez-Ortega, M., Rubia-Avi, B., & Fàbregues, S. (2025). **Influence of Social Ties on Knowledge Sharing Among Academics: A Qualitative Case Study**. *Innovative Higher Education*, *50*(3), 997-1019. https://doi.org/10.1007/s10755-024-09764-y
This study aimed to investigate the relationship between social ties and knowledge sharing among academics in a research team. A qualitative case study approach was employed, using semi-structured interviews to uncover key factors that facilitate or hinder this relationship. The findings emphasize the crucial role of social ties in facilitating knowledge sharing among academics and highlight the central role of research team leaders in promoting and strengthening these ties. Informal contexts and routines as well as in-person attendance were identified as core elements in cultivating social ties. Conversely, limited face-to-face interactions, workplace location, barriers to

participation in informal activities, and differences in worldviews were identified as potential deterrents to the formation of strong social ties. We conclude that institutional administrators and research team leaders should promote shared physical and digital spaces and informal social practices, which, in turn, facilitate personal relationships and stimulate collaboration and knowledge sharing.

Hopkins-Doyle, A., Cameron, L., Spinner, L., Dibb, B., Kočiš, A., Brett, R., & Tenenbaum, H. R. (2025). **Knowledge and comfort predict teaching about sexism in school teachers**. *Social Psychology of Education*, *28*(1), 102. https://doi.org/10.1007/s11218-025-10049-1
Although lessons about sexism can increase gender egalitarianism in children, teachers often shy away from discussing sensitive topics, such as sexism, in classrooms. We conducted two studies to examine why teachers may not discuss sexism. In a qualitative study with 20 primary school teachers, teachers reported not discussing sexism because of the belief that sexism was not an issue, low comfort, and low knowledge levels in teaching sexism, that sexism was less important than other topics, and not enough support from parents and schools. Teachers taught about sexism to balance out other perspectives, when they had support from authorities, and when sexism was related to a lesson. Using the themes found in Study 1, Study 2 developed quantitative measures to examine the predictors of intentions to teach about sexism among 233 primary and secondary school teachers. The full model found that teachers had higher intentions to teach about sexism when they felt more comfortable and knowledgeable about teaching sexism and when teachers were younger. We discuss findings from both studies in terms of theoretical and practical implications.

Jaber, M., Bourassa-Bédard, V., Girard, C., Lesage, J., Safi, D., Coulombe, É., & Caty, M.-È. (2025). **De la formation universitaire en orthophonie vers la pratique en milieu scolaire au Québec : processus et résultats sommaires d'une analyse situationnelle menée au sujet des pratiques en matière d'équité, de diversité et d'inclusion**. *Éducation et francophonie*, *53*(1). https://doi.org/10.7202/1118100ar
L'orthophoniste scolaire est membre de l'équipe-école et ses interventions visent à soutenir la réussite éducative de tous les élèves. Malgré leur appartenance fréquente aux groupes dominants, les orthophonistes scolaires interviennent auprès de populations diversifiées, souvent avec des ressources limitées. L'objectif du présent projet consiste à réfléchir à la formation des orthophonistes en devenir pour les préparer à offrir des services culturellement et socialement sensibles aux populations les plus vulnérables et sous-représentées. Pour ce faire, le département d'orthophonie de l'Université du Québec à Trois-Rivières (UQTR) a mené entre septembre 2023 et mai 2024 une analyse situationnelle afin d'évaluer le plus objectivement possible ses politiques, procédures et règlements. Cette démarche visait à promouvoir et à mettre en oeuvre les meilleures pratiques en matière d'équité, de diversité et d'inclusion (EDI) pour faire du département un milieu de formation plus inclusif pour toutes et tous. Dans l'optique de considérer l'intersectionnalité, plusieurs sources de discrimination ont été abordées lors de l'analyse situationnelle. Le processus et les résultats sommaires sont présentés et discutés dans le contexte de la diversité ethnoculturelle, religieuse et linguistique de la pratique orthophonique en milieu éducatif québécois.

Jacq, G. (2025). **La bivalence au lycée professionnel, le stigmate des professeurs de lettres-histoire ?** *Carrefours de l'éducation*, *59*(1), 177-193. https://doi.org/10.3917/cdle.059.0177

Jing, Z. (2025). **Does Man Has a Place in Kindergarten Leadership? A Literature Review in China's Early Child Education**. *Psychology in the Schools*, *62*(7), 2178-2191. https://doi.org/10.1002/pits.23458
This literature review explores the experiences of male kindergarten principals through the lens of social role theory, which posits that gender roles shape individuals' behaviors and societal expectations, influencing leadership perceptions and practices. Hence, the review aims to synthesize international research on male principals in early childhood education to examine how societal stereotypes and gender roles affect their professional experiences, leadership efficacy, and career trajectories. The systematic review of 11 studies was conducted between 2001 and 2024, using qualitative, mixed-methods, and case-study approaches. The findings reveal that despite these challenges, male principals employ coping strategies such as role adaptation, boundary negotiation, mentorship, and networking to navigate gendered expectations and assert leadership. The implications of this review underscore the need for systemic interventions to support male leaders in early childhood education, including mentorship programs, professional development opportunities, and policies that challenge traditional gender roles.

Kaşkaya, A., Ünlü, İ., & Kılıç, M. F. (2025). **Making meaning of rural teaching: A phenomenological study of teachers' daily life experiences**. *International Journal of Educational Development*, *117*, 103341. https://doi.org/10.1016/j.ijedudev.2025.103341
Rural teachers' experiences in village schools represent a critical dimension of educational development. This phenomenological study explored the meanings that teachers attribute to being a teacher in village schools through their daily lived experiences. The study examined how classroom teachers working in village schools construct meaning from their experiences across four dimensions: managing basic needs and social integration, participating in daily village life, developing teacher-community relationships, and structuring time outside school hours. Data were collected through in-depth interviews with 11 classroom teachers (4 female, 7 male) working in multigrade village schools across seven provinces in Türkiye and analyzed using phenomenological methods. The findings reveal that teachers' meaning-making processes are deeply influenced by their cultural alignment with the community, gender dynamics, and physical infrastructure arrangements. While teachers have developed effective strategies for managing basic needs, their sense of professional identity and meaning is significantly shaped by the degree of their community integration. The physical separation of teacher housing from village centers emerged as a critical factor in how teachers interpret their role and position within the community. Teachers sharing cultural similarities with their assigned communities demonstrated more positive meaning-making patterns and deeper understanding of their professional role. Gender emerged as a crucial factor in how teachers construct meaning from their experiences, particularly in accessing and interpreting community spaces and relationships. The study provides significant insights into how rural teachers interpret and make meaning of their professional experiences, suggesting that successful rural teaching involves complex processes of professional identity construction and meaning-making beyond mere adaptation to physical conditions. These findings have important implications for understanding rural teacher identity development and designing support systems that address both practical and existential aspects of rural teaching.

Kennel, S. (2024). **(Se) professionnaliser à l'université**. *Laboratoire ELLIADD*. Présenté à Besançon, France. Consulté à l'adresse https://hal.science/hal-04983894

Notre intervention portera sur la question de la professionnalisation à l'université, d'abord du côté des enseignants et enseignants-chercheur·e·s mais aussi du côté des apprenant·e·s. Comment nous développons-nous comme enseignant·e, souvent chercheur·e·, du supérieur ? Quel est rôle de l'université dans la professionnalisation des étudiant·e·s ? Nous tenterons de définir ensemble la notion de professionnalisation, et le métier d'enseignant·e et enseignant·e-chercheur·e universitaire, en particulier dans sa dimension pédagogique. Nous aborderons ensuite les enjeux et les formes possibles du développement professionnel. Nous réfléchirons enfin à la manière dont la professionnalité des enseignant·e·s du supérieur peut soutenir le développement des compétences pré-professionnelles de nos étudiant·e·s.

Lund, K. (2025). ***Concilier les épistémologies de la recherche sur le fait éducatif ?*** Consulté à l'adresse https://hal.science/hal-05109683
Mon intérêt pour la recherche interdisciplinaire est motivé par mes formations, les laboratoires de recherche où j'œuvre, les responsabilités que j'exerce, mes collègues et communautés de pratiques, où j'ai vu les problèmes que pose une épistémologie non-examinée. Dans mon exposé, j'explorerai la multi, inter, et transdisciplinarité par les procédés séquentiels, interactifs, et intégratifs, d'abord par des définitions, puis par des exemples concrets de mon expérience. J'aborderai de même, les aspects socio-interactionnels de la recherche en projet, cruciaux pour la conciliation des approches épistémologiques, par des définitions, puis par des exemples concrets. Les exemples montreront les réussites et les échecs de l'intégration à différents moments de la trajectoire d'un projet de recherche. Cependant, l'intégration ne doit pas être une idéologie : une intégration accomplie peut être dangereuse et un échec peut entraîner des conséquences positives. Pour terminer, je plaiderai pour une carrière académique renforçant les compétences facilitant l'intégration au sein des projets collaboratifs.

Ly, B., Ly, R., Doeur, B., Ma, S., & Son, N. (2025). **Unlocking the power of leadership and reputation in Cambodian higher education: A comparative of public and private organizations**. *International Journal of Educational Development*, *117*, 103345. https://doi.org/10.1016/j.ijedudev.2025.103345
This study critically examines the relationships among responsible leadership (RL), institutional reputation (IR), and faculty satisfaction (FS) in Cambodian public and private universities. Using a quantitative approach, data were collected from 379 faculty members across various universities in Cambodia, and Partial Least Squares Structural Equation Modeling (PLS-SEM) and Multi-Group Analysis (MGA) were employed to analyze the relationships. The results indicate that responsible leadership directly affects faculty satisfaction at public universities. Nonetheless, this effect is insignificant in private institutions, where institutional reputation plays a critical mediating role. However, institutional reputation significantly influences faculty satisfaction in public and private institutions, highlighting its importance across the higher education spectrum. This study adds critical value by providing context-specific insights into the Cambodian education sector, challenging the assumption that leadership universally influences satisfaction across institutional types. The findings emphasize the mediating role of reputation, particularly in private universities, where the impact of leadership is more indirect. These insights contribute to theory and practice by suggesting that leadership strategies should be tailored to different institutional contexts to enhance faculty satisfaction effectively.

Lyu (吕敏), M., & Lam (林志强), R. (2025). **Contextualizing Private Tutor Identities in Shadow Education: A Cross-Cultural Review**. *ECNU Review of Education*, 20965311251331639. https://doi.org/10.1177/20965311251331639
Purpose Shadow education, also known as private supplementary tutoring, has significant repercussions across the entire educational ecosystem due to its widespread global presence. Despite growing academic engagement in this area of study, research on private tutors, a main driver of the phenomenon, is insufficient and dispersed. This review aims to analyze and synthesize private tutor identities as represented across diverse contexts in current literature, offering a cross-cultural perspective on understanding private tutors. Design/Approach/Methods This article utilizes Gee's identity theory as an analytical framework to examine 18 systematically selected empirical qualitative studies on private tutors, spanning from 2000 to 2022, via thematic content analysis. Findings Claimed teacher identity as educators, imposed tutor identity as service providers, and achieved business identity as entrepreneurs emerged as prominent identities for private tutors. These are mainly shaped by the socioeconomic status of a country or region, its political ideologies and social values, religion and traditional cultures, and the institutional operations of the industry. Originality/Value The review enhances our comprehension of private tutor identities situated within various cultural contexts, offering informative insights and guiding future research in shadow education. It also raises issues for policymakers and stakeholders to contemplate when assessing the sector's broader implications.

Martel, M., Gosselin-Lavoie, C., Lemieux, A., Bastien, V., & Durnin, J.-F. (2025). **Conceptions professionnelles de l'équité-diversité-inclusion et mise à l'essai d'un prototype de démarche de formation pour aiguiller les personnes étudiantes en bibliothéconomie jeunesse dans la sélection et l'analyse d'oeuvres littéraires jeunesse**. *Éducation et francophonie*, *53*(1). https://doi.org/10.7202/1118099ar
Cet article propose d'examiner la fonction de la sélection des oeuvres littéraires représentatives de l'équité, de la diversité et de l'inclusion (EDI) par des personnes bibliothécaires en formation. Nous abordons les enjeux liés aux référentiels de compétences, à la formation, aux services et aux fonctions intégrant l'EDI en bibliothèque. À partir de données qualitatives recueillies à l'automne 2023, nous décrivons les conceptions des personnes étudiantes en bibliothéconomie vis-à-vis de l'EDI et les capacités de celles-ci à appliquer des critères EDI dans la sélection et l'analyse d'oeuvres littéraires jeunesse. Les résultats permettent de mieux comprendre les stratégies des bibliothécaires jeunesse dans le développement d'un environnement d'accès équitable, le tout à travers l'expérimentation d'un prototype de démarche de formation à la sélection littéraire critique basée sur l'EDI. Nous proposons enfin des recommandations adaptées dans l'optique de valoriser l'utilisation d'oeuvres littéraires jeunesse représentatives de l'EDI.

Nader, M., & Borri-Anadon, C. (2025). **Les rôles professionnels des orthophonistes scolaires en matière d'évaluation en contexte de diversité linguistique : constats à partir d'une enquête exploratoire**. *Éducation et francophonie*, *53*(1). https://doi.org/10.7202/1118104ar
La diversité linguistique croissante au sein de l'effectif scolaire québécois et l'importante augmentation de l'attribution du code de difficulté « déficience langagière » qui le caractérise soulèvent des questions quant à la disproportionnalité d'apprenantes et d'apprenants plurilingues considérés comme présentant une déficience langagière,

ainsi qu'aux enjeux de la pratique orthophonique documentés au Québec. La présente contribution, issue d'une enquête exploratoire effectuée auprès de 51 orthophonistes scolaires québécoises, vise à éclairer les rôles des orthophonistes scolaires oeuvrant en contexte de plurilinguisme au Québec. Les constats émanant de notre démarche confirment plusieurs enjeux documentés dans les travaux antérieurs et éclairent les rôles professionnels des orthophonistes scolaires en matière d'évaluation en contexte de diversité linguistique, notamment en mettant en lumière, d'une part, l'importance de l'identité linguistique et des croyances des orthophonistes à cet égard, et, d'autre part, les liens avec les rôles d'experte et de défenseuse. À cet égard, ils permettent de recommander que d'autres travaux se penchent sur le déploiement des rôles professionnels des orthophonistes scolaires afin de contribuer à l'opérationnalisation du rôle de défenseuse dans un contexte où la diversité linguistique gagne à être considérée comme la norme plutôt que l'exception.

Ouattara, M. O., & Sadia, M. A. (2025). **Enjeux éthiques de l'utilisation de l'IA dans la gestion des ressources humaines éducative en Côte d'Ivoire**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108747

Paccaud, O. (2025a). ***Des enseignants de plus en plus irremplaçables : une politique à revoir*** (p. 110). Consulté à l'adresse Sénat website: https://www.senat.fr/rap/r24-730/r24-730.html

Paccaud, O. (2025b). ***Rapport d'information (...) sur le remplacement des enseignants*** (p. 110). Consulté à l'adresse Sénat website: https://www.vie-publique.fr/rapport/299105-senat-rapport-sur-le-remplacement-des-enseignants
| Dans le premier degré, 7,5 millions de demi-journées d'absence ont été comptabilisées en 2023-2024, en augmentation de 17,4 % par rapport à 2018. Dans le second degré public, ce sont 17,4 millions de journées d'absence de longue durée (plus de 15 jours) qui sont comptabilisées, en augmentation de 15,6 % par rapport à 2018. Dans le premier degré, près de 41,5 % des demi-journées d'absence sont dus à des congés de maladie ordinaire et dans le second degré, 61,2 % des enseignants absents, en 2024.Le nombre d'absences non remplacées a augmenté de 49 % dans le premier degré et de 93,2 % dans le second degré entre 2018 et 2024. Pour les familles, le non remplacement des heures de cours s'apparente à un manquement à la continuité du service public.Une classe du premier degré perd en moyenne 2,2 % de temps scolaire, une classe du second degré, 7,4 %.Le coût global des absences des enseignants est estimé à 5,42 milliards d'euros en 2022, en hausse de 35 % en 5 ans.Dans le premier degré, quelle que soit la durée de l'absence, le remplacement est pris en charge par le département, qui dispose de brigades de remplacement, souvent décentralisées au niveau de la circonscription. Dans le second degré, le remplacement des absences de plus de 15 jours est pris en charge par le rectorat, tandis que celui des absences de moins de 15 jours est géré par le chef d'établissement. La satisfaction moyenne au travail des enseignants remplaçants est de 5,4 sur 10 dans le premier degré et de 5,3 dans le second degré, contre 6,1 pour l'ensemble des enseignants.Le rapporteur formule 9 recommandations regroupées sous trois axes principaux :optimiser l'organisation du remplacement ;limiter les absences des enseignants ;revaloriser la fonction d'enseignant remplaçant.

pédagogique, C. (2024, septembre 26). **Rapport de l'inspection générale : qui veut devenir chef d'établissement ?** Consulté 25 juin 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/09/26/qui-veut-devenir-chef-detablissement/
« Si à 50 ans tu n'es pas chef d'établissement, c'est que tu as raté ta vie », n'a pas dit Jacques Séguéla… Avec un concours de recrutement en berne

pédagogique, C. (2025, juin 23). **Toujours peu de profils scientifiques dans les INSPE**. Consulté 25 juin 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/06/23/toujours-peu-de-profils-scientifiques-dans-les-inspe/
Quels sont les profils des enseignant.es de demain ? Avec un métier très féminin dans le 1er degré, la grande majorité des étudiant.es en INSPE provient d'une licence de lettres,

Sam, L., Dorsah, E., Yaw Ampofo, S., & Asumadu, R. (2025). **Preservice teachers' personal values and their teaching effectiveness in Ghana**. *International Journal of Educational Development*, *117*, 103333. https://doi.org/10.1016/j.ijedudev.2025.103333
The study examines the relationship between preservice teachers' personal values and their teaching effectiveness in Ghanaian Universities. The study employed a correlational cross-sectional survey design with a quantitative approach, involving 387 final-year preservice teachers. The study used a questionnaire to collect data from respondents. Means, standard deviations and Pearson product-moment correlation were used to analyse the data. The results indicated that preservice teachers demonstrate a high level of teacher-related behaviour, relational expertise and subject matter expertise that make their teaching effective. Again, the results showed that preservice teachers possess universalism, security, stimulation, and confirmatory values, and these values help them achieve better results in the classroom. Finally, it was revealed that preservice teachers' personal values have a positive and significant relationship with their teaching effectiveness ($r = .62$, $p < .01$). It is recommended that educators should take-in steps to foster and cultivate all facets of positive values among preservice teachers during their preparatory programs to achieve effective teaching in the classroom.

Saunier, É., & Woollven, M. (2024). **Que faut-il savoir pour devenir conseiller principal d'éducation ? Éléments de définition d'un groupe professionnel au prisme de son concours de recrutement**. *Revue française de pédagogie. Recherches en éducation*, (225), 83-95. https://doi.org/10.4000/1453d
Le groupe professionnel des conseillers principaux d'éducation (CPE) est un acteur scolaire peu visible et encore assez peu étudié depuis sa création en 1970. Grâce à une étude sociologique du concours externe de recrutement, qui constitue un filtre à l'entrée, notre article en propose des éléments de définition. Nous nous intéressons plus spécifiquement aux savoirs qui en délimitent l'entrée et qui distinguent les CPE des autres groupes professionnels. Nous montrons que ceux-ci sont révélateurs d'ambiguïtés dans la définition institutionnelle de leur territoire professionnel. Après avoir montré la faible explicitation des critères de recrutement, nous mettons en évidence le savoir spécialisé tel qu'il est défini par le concours. Nos analyses permettent de souligner le caractère inachevé de ce savoir spécialisé, confirmant l'existence d'une autonomie relative du groupe professionnel.

Siaw-Marfo, D., & Lumadi, M. (s. d.). **Exploring the Influence of School Location on the Self-Efficacy Beliefs of Supervisors in Instructional Supervision in Public Basic Schools in the Greater Accra Region of Ghana**. *Africa Education Review*, *0*(0), 1-23. https://doi.org/10.1080/18146627.2025.2504042
The study delves into the nuanced influence of school location on the self-efficacy beliefs of school supervisors engaged in instructional supervision in public basic schools. As educational landscapes evolve, understanding how the geographical context influences the effectiveness of public basic school supervisors is crucial for enhancing overall instructional quality. A mixed-methods approach was used to investigate the experiences and perceptions of public basic school supervisors in diverse school settings. Multistage sampling methods were employed to select 100 school supervisors. Quantitative data were gathered from 86 supervisors through surveys, while qualitative insights were obtained from 15 teachers through semi-structured interviews. The quantitative data were analysed and presented through frequencies and percentages. The difference in the supervisors' characteristics was established using the independent samples t-test. The qualitative data were thematically analysed and used to triangulate the main data to establish the validity of the results. The study revealed a mean score of 4.16 which indicates high efficacy levels among the school supervisors. It also revealed no significant difference in the competencies of school supervisors based on their geographical location. The study recommends the introduction of a self-efficacy instrument at the point of recruitment of the school supervisors, standardising the hiring criteria. Also, school supervisors should pursue educational leadership programmes to equip them with skills and strategies to support instructional development and minimise disparities in educational quality.

Sigl, L., & Fochler, M. (2025). **Towards a "Hinterland" for Doing Relevance. A Typology of Practices and Competencies to Guide the Development of more Relevant Research and Career Paths**. *Minerva*, *63*(2), 351-380. https://doi.org/10.1007/s11024-024-09569-5
Troubling diagnoses have been made about academic research cultures regarding their capacity to address social and environmental problems, challenging scholars in science and technology studies (STS) and related fields to consider the meanings of relevance, respective practices, and enabling conditions. This paper asks about practices by which research is aligned with reflections on the relevance of knowledge production, resulting in re-orientations in research (such as new questions or adjustments in methods and approaches) This paper pays particular attention to how researchers re-orient their research towards doing relevance in longer-term biographical processes and to how they contribute to creating respective hinterlands, i.e., conditions that bolster up these very practices as a more routinized, self-evident part of research. Through an iterative process of analyzing empirical material and an interdisciplinary literature review, we develop a typology of four practice areas (relating, re-valuing, situating, and synthesizing) that is actionable for researchers who wish to strengthen relevance in their work, both individually and in their wider fields and communities. We contribute to "transformation knowledge," focusing on facilitating change towards doing relevance in academia and providing a vantage point to see opportunities for such change by combining a biographical perspective with the hinterlands metaphor. We conclude that academic institutions and research fields could build capacity for doing relevance more systematically by strategically growing a hinterland, for example, by building related competencies and infrastructures.

Tabka, M. (2025). ***Conception et mise en œuvre d'un modèle de formation continue basé sur l'analyse réflexive de récits d'expériences. Études des effets sur le développement professionnel selon les enseignants tunisiens*** (Phdthesis, Université Claude Bernard - Lyon I ; Université virtuelle de Tunis). Consulté à l'adresse https://theses.hal.science/tel-05135755

La formation continue (FC) et la collaboration sont essentielles pour le développement professionnel au niveau international. En Tunisie, les enseignants font face à des défis tels que l'aspect transmissif de la FC et son manque de centration sur leurs besoins qui causent leur démotivation à y participer, et le manque de professionnalisation. Nombreux sont ceux qui n'ont pas bénéficié de formation initiale à l'enseignement, et se retrouvent isolés pour faire face à la complexité du métier. D'autre part, la formation initiale (FI) à travers la licence appliquée de l'enseignement et de l'éducation, débutée en 2016, demeure insuffisante pour préparer les futurs enseignants. Les approches internationales de la FC privilégient la collaboration et la réflexivité pour outiller les enseignants et favoriser leur développement professionnel. Pour cela, nous avons élaboré un modèle hybride de FC, inspiré du modèle ARPPEGE de Vacher (2022) et du modèle de Kolb (1984). Notre objectif de recherche était d'examiner les apports de ce modèle selon les enseignants et d'identifier les caractéristiques de l'approche réflexive les mieux adaptées au contexte tunisien. Nous avons adopté une méthodologie qualitative exploratoire. Le chercheur a joué le rôle de formateur dans un projet à double objectif, compréhensif et transformateur. A partir des consignes du chercheur, les enseignants ont reconstruit leur pratique vécue sous forme de récit d'expérience, partant d'une phase de réfléchissement autour d'un événement marquant. L'analyse individuelle puis collective des récits sont des moments forts de notre modèle. 28 enseignants et enseignantes hétérogènes en termes d'ancienneté ont expérimenté ce modèle le long de cinq rencontres de FC entre janvier et mars 2022. Au terme de l'expérimentation nous avons organisé une entrevue de groupe avec les enseignants à travers l'activité Remue-méninges et classification. De plus nous avons réalisé des entrevues individuelles avec les deux inspecteurs qui ont participé comme co-animateurs dans notre projet. Nos résultats indiquent que notre modèle a eu un impact positif, en particulier sur la motivation des enseignants et leur engagement dans les sessions de FC. Les enseignants chevronnés, qui pensaient initialement qu'ils allaient seulement aider les plus jeunes à apprendre, reconnaissent volontiers être passés d'une posture passive à une posture réflexive. Ils déclarent que le récit d'expérience leur a permis de se remémorer certaines pratiques oubliées et que l'analyse réflexive de leur pratique leur a permis d'en comprendre les tenants et les aboutissants, et de modifier en conséquence leurs comportements en classe. Quant aux enseignants novices, ce modèle leur a offert l'occasion de construire leur identité professionnelle en tirant profit des expériences des autres pour en déduire les meilleurs gestes professionnels face à des situations problématiques analysées collectivement. Ils estiment que cette approche leur permet de pallier leur manque d'expérience à travers l'analyse réflexive collective des expériences professionnelles, et d'adopter des comportements réfléchis et planifiés dans leur classe. Ces déclarations sont corroborées par le croisement des informations relevées en temps réel par le chercheur d'une part, et par les deux inspecteurs d'autre part. Toutefois, les bénéfices de ce modèle de formation méritent d'être davantage explorés par d'autres méthodes complémentaires, telles que des observations sur le terrain, des approches d'auto-confrontation, et des enquêtes auprès des élèves. En ce sens, après cette expérimentation, une FC basée sur une approche plus rigoureuse du modèle expérientiel de Kolb est nécessaire, avec un caractère itératif réel et

l'instauration d'un contrat didactique dans les programmes de FC, organisant la relation entre les enseignants en formation, les inspecteurs et le contenu de la formation. Ce modèle peut aussi être transposée pour la FI.

Uslukaya, A., & Zincirli, M. (2025). **Reciprocal relationships between job resources and work engagement in teachers: a longitudinal examination of cross-lagged and simultaneous effects**. *Social Psychology of Education*, *28*(1), 127. https://doi.org/10.1007/s11218-025-10085-x
Although there is substantial evidence in the literature regarding the relationship between job resources and work engagement, the direction and timing of these relationships remain unclear. In this regard, the present study aimed to examine the time-lagged and concurrent reciprocal relationships between job resources and work engagement. To achieve this, a cross-lagged panel analysis with latent variables was conducted using data collected from 747 teachers over three waves. Findings revealed that previous job resources positively influenced subsequent work engagement, while prior work engagement also positively predicted later job resources. Additionally, when autoregressive and cross-lagged effects were controlled, job resources were found to have a concurrent positive impact on work engagement, whereas work engagement did not simultaneously affect job resources. Among the multiple models tested, the model demonstrating both time-lagged and concurrent reciprocal relationships between job resources and work engagement received the strongest empirical support. This result showed that the relationships between job resources and work engagement are best explained when all potential relationships are considered. Based on these results, the study offers several recommendations for policymakers, practitioners, and researchers.

Yan, E., Palmer, R. T., He, J., Ni, C., & Kelly, M. (2025). **Diversity of HBCUs' Institutional Human Capital: A Cross-Discipline, Longitudinal Analysis of Faculty Hiring and Placement at HBCUs**. *Innovative Higher Education*, *50*(3), 1021-1039. https://doi.org/10.1007/s10755-024-09772-y
This study examines the diversity of institutional human capital at Historically Black Colleges and Universities (HBCUs) by analyzing faculty educational backgrounds using a large data set on faculty hiring and placement. The analysis includes approximately four thousand faculty members employed at 10 research-intensive R2 HBCUs between 2011 and 2020. The results reveal that the 10 R2 HBCUs primarily hired tenure-track faculty from predominantly White R1 institutions. In contrast, HBCUs hired approximately 20% of their own graduates, while less than 10% of hires came from other HBCUs. Regarding placement, about 60% of HBCU graduates sought employment at HBCUs, while only a small number found employment at R1 institutions. Notably, Howard University placed 30 graduates at R1 institutions. This downward placement pattern underscores a significant trend: most HBCU hires are from R1 institutions, while HBCU graduates primarily find employment at institutions with lower research intensity. Understanding these patterns is crucial for addressing disparities in faculty representation and supporting the growth of Black professionals in academia.

Numérique et éducation

Adler, M. V., Madsen, J., Hedberg, J., Steinberg, R., & Parra, L. C. (2025). **Effect of explanation videos on learning: The role of attention and academic performance**. *Education and Information Technologies*, *30*(9), 11797-11825. https://doi.org/10.1007/s10639-024-13292-9
Students often search for answers online, and gravitate to short explanation videos, which are abundant online. While they seem useful and can be quite engaging, it is unclear if these videos benefit classroom learning. We hypothesized that when carefully matched to the class instruction, video can be helpful, but that benefits will depend on the ability of students to pay attention. To test this we recruited students from The City College of New York from first- and second-year college physics classes (n = 139) and showed them videos matching their course material. Quizzes before or after the videos measured the benefit of the video. We also measured eye movement to gauge attention and analyzed results as a function of grade point average (GPA). We saw a benefit of video on quiz performance for the average student, and larger effects for students with higher GPA. GPA was not correlated with attention, nor did attention consistently affect performance. In an online replication with participants of a broader STEM background (n = 215) the benefit was apparent for only one of the four videos tested. We conclude that some short explanation videos available online can be an effective support to classroom instruction. However, they benefit mostly students that are strong academically, despite similar levels of overt attention across all students.

Adler, R. F., & Kletenik, D. (2025). **Empowering access: Integrating multiple means of engagement when teaching accessible design principles**. *Education and Information Technologies*, *30*(9), 12661-12680. https://doi.org/10.1007/s10639-025-13324-y
Although digital accessibility topics are increasingly gaining inclusion in university computing classrooms, many instructors still encounter difficulties in engaging students with this subject. The Universal Design for Learning (UDL) framework, a pedagogical approach that emphasizes multiple means of engagement, offers a promising strategy to appeal to diverse learning preferences of students. In our study, we applied the UDL framework to design a set of five interactive accessibility games. These games were intended to supplement traditional classroom approaches to teach accessible design. We implemented these games in courses at two public universities, testing them on 236 students. The students not only found the games both educational and engaging, but they also demonstrated a heightened understanding of the software challenges faced by people with disabilities and a greater inclination to include users with disabilities as potential software users. Our findings strongly suggest that the integration of accessibility-focused games into the classroom setting can significantly enhance student learning outcomes.

Ahiaku, P. K. A., Uleanya, C., & Muyambi, G. C. (2025). **Rural schools and tech use for sustainability: the challenge of disconnection**. *Education and Information Technologies*, *30*(9), 12557-12571. https://doi.org/10.1007/s10639-024-13311-9
Tech use in teaching and learning has been considered as a contributory factor aiding academic success. Its lack in rural schools has also been considered as a hindrance to quality education. This study through a qualitative method explored the intersection of innovation and technology use as well as the challenges of disconnection. This was done using a selected rural school in KwaZulu-Natal province of South Africa. Data were

collected from a case of a secondary school using observations, field notes and semi-structured interviews from a purposively selected sample of a principal, a head of department, six teachers and an administrative clerk. The collected data were coded, categorised and analysed thematically. The findings show among others that inequalities are due to infrastructure, socioeconomic status and location. The disparities influence how digital inequality is experienced, exposing barriers, and frustrations, through digital disconnection. The experience causes the teachers to utilise less of technology and make use of what they have. This study has shaped our discourse in digital technology theory and humanities about what technology is, what it is for, and what kind of justice we ought to seek from it.

Ates, H., & Polat, M. (2025). **Exploring adoption of humanoid robots in education: UTAUT-2 and TOE models for science teachers**. *Education and Information Technologies*, *30*(9), 12765-12806. https://doi.org/10.1007/s10639-025-13344-8
This study examines the factors influencing science teachers' intentions to adopt humanoid robots in educational settings. It employs the Unified Theory of Acceptance and Use of Technology 2 (UTAUT-2) and the Technology-Organization-Environment (TOE) framework as guiding theoretical models. By integrating UTAUT-2, which emphasizes individual factors, and TOE, which addresses organizational and environmental influences, the study constructs a comprehensive model that explores both personal and contextual drivers of adoption. Utilizing structural equation modeling on a sample of 1,150 pre-service and in-service science teachers, the study reveals that the integrated model demonstrates superior predictive power compared to each framework individually. Results highlight the moderating role of professional experience in the adoption process, with significant differences identified between pre-service and in-service teachers. The findings reveal significant differences between pre-service and in-service teachers, illustrating the moderating role of professional experience in the adoption process. This study provides a deeper understanding of how motivational, organizational, and environmental factors interact to influence adoption intentions. These insights provide practical guidance for developing targeted training programs, promoting institutional readiness through well-crafted policy initiatives, and implementing pilot projects to support schools in the effective integration of humanoid robots into educational curricula. These findings provide actionable insights for educational policymakers and practitioners aiming to enhance teaching quality and student engagement through innovative technologies.

Bai, J., Cheng, X., Zhang, H., Qin, Y., Xu, T., & Zhou, Y. (2025). **Can AI-generated pedagogical agents (AIPA) replace human teacher in picture book videos? The effects of appearance and voice of AIPA on children's learning**. *Education and Information Technologies*, *30*(9), 12267-12287. https://doi.org/10.1007/s10639-025-13328-8
The advancement of AI-generated content (AIGC) has made creating pedagogical agents (PAs) for multimedia learning increasingly realistic, simpler, and more efficient. However, little is known about the acceptance of AI-generated pedagogical agents (AIPAs) in picture book videos among young children aged 3–6. To address this, the present study examines the effects of AIPA appearance and voice on children's reading performance, using a 2 × 2 between-subjects design with varied combinations of real and AI-generated voices and appearances. Children learned from one of the following picture book videos: (1) a real teacher's voice and appearance, (2) a real teacher's voice and AI-generated appearance, (3) an AI-synthesized voice with a real

appearance, or (4) both AI-synthesized voice and appearance. The results revealed no significant difference in reading performance between the AI teacher and the real teacher. Eye-tracking data indicated that AIPA appearance and voice did not increase cognitive load, and children expressed a comparable preference for AIPAs and human teachers. These findings support the equivalence principle in children's multimedia learning. While AIPAs may lack human micro-expressions and intonation nuances, they hold promise as complementary tools in early education.

Barhoumi, M. (2025). **Usage des écrans par les enfants de 3 à 4 ans : pratiques et liens avec les apprentissages**. *Note d'Information*, (25.37), 1-4. Consulté à l'adresse https://www.education.gouv.fr/usage-des-ecrans-par-les-enfants-de-3-4-ans-pratiques-et-liens-avec-les-apprentissages-450638
En 2022, 75 % des élèves scolarisés en petite section de maternelle regardent les écrans ou jouent sur les écrans. Ils sont 45 % à avoir au moins un accès numérique qui leur est dédié et 15 % possèdent leur propre tablette.

Bauer, E., Greiff, S., Graesser, A. C., Scheiter, K., & Sailer, M. (2025). **Looking Beyond the Hype: Understanding the Effects of AI on Learning**. *Educational Psychology Review*, *37*(2), 45. https://doi.org/10.1007/s10648-025-10020-8
Artificial intelligence (AI) holds significant potential for enhancing student learning. This reflection critically examines the promises and limitations of AI for cognitive learning processes and outcomes, drawing on empirical evidence and theoretical insights from research on AI-enhanced education and digital learning technologies. We critically discuss current publication trends in research on AI-enhanced learning and rather than assuming inherent benefits, we emphasize the role of instructional implementation and the need for systematic investigations that build on insights from existing research on the role of technology in instructional effectiveness. Building on this foundation, we introduce the ISAR model, which differentiates four types of AI effects on learning compared to learning conditions without AI, namely inversion, substitution, augmentation, and redefinition. Specifically, AI can substitute existing instructional approaches while maintaining equivalent instructional functionality, augment instruction by providing additional cognitive learning support, or redefine tasks to foster deep learning processes. However, the implementation of AI must avoid potential inversion effects, such as over-reliance leading to reduced cognitive engagement. Additionally, successful AI integration depends on moderating factors, including students' AI literacy and educators' technological and pedagogical skills. Our discussion underscores the need for a systematic and evidence-based approach to AI in education, advocating for rigorous research and informed adoption to maximize its potential while mitigating possible risks.

Bekturova, M., Tulepova, S., & Zhaitapova, A. (2025). **Predicting Kazakhstani TEFL students' continuance intention towards using ChatGPT in academic writing**. *Education and Information Technologies*, *30*(9), 11889-11909. https://doi.org/10.1007/s10639-024-13306-6
The advancement of technologies has resulted in the boost of a popular chatbot software – ChatGPT. It is ripe with potential, yet has introduced various challenges, especially in the world of education. This paper aims to explore how TEFL (Teaching English as a foreign language) students perceive the usefulness and ease of using ChatGPT in regard to academic writing and how their perceptions affect continuance intention towards its usage. The researchers present a modified model of ChatGPT usage,

validating it with a sample of 334 TEFL students of two Kazakhstani universities. The constructs of the model included perceived ease of use, perceived usefulness, perceived satisfaction and continuance intention. The exploratory factor analysis revealed a strong direct relationship between the constructs. Specifically, the results suggest that students who perceive ChatGPT as more useful, easier to use, and are more satisfied with its assistance in academic writing, are likely to exhibit a greater intention to continue using it in future writing tasks. However, the descriptive analysis indicated discrepancies in the data, which were elaborated in the qualitative analysis of the answers to the survey's open-ended questions, where respondents expressed doubts about ChatGPT's reliability, concerns about plagiarism and loss of writing ability, alongside with a desire for enhanced accuracy in providing reliable information. This study can serve as an initial step toward the research of the factors influencing university students' continuance intention of using ChatGPT, particularly in the context of academic writing.

Benmachiche, A., Sahia, A., Boufaida, S. O., Rais, K., Derdour, M., & Maazouzi, F. (2025). **Enhancing learning recommendations in mooc search engines through named entity recognition**. *Education and Information Technologies*, *30*(9), 13041-13071. https://doi.org/10.1007/s10639-024-13308-4
In the context of massive open online courses (MOOCs), searching and retrieving information can be challenging because there is a huge amount of unstructured content, which creates a problem and makes it difficult for users to quickly find relevant lessons or resources. As a result, learners and teachers face significant barriers to accessing the most useful and up-to-date information. This study focuses on the use of representation learning to improve named entity recognition (NER) by creating an innovative search engine for MOOCs, leveraging recent breakthroughs in natural language processing (NLP) and deep learning. We provide an automated NER dataset generation process that minimizes the need for extensive manual annotation and makes building scaled NER systems easier. The primary aim is to develop a cohesive and modular search platform specifically designed for MOOC environments. We intend to improve the precision and effectiveness of entity recognition in various settings by employing advanced machine-learning algorithms. Key components of this advanced search engine include Siamese networks emphasizing contrastive learning and Long Short-Term Memory (LSTM) networks for contextual language representation, Graph Neural Networks (GNN), and Convolutional Neural Networks (CNNs) to enhance the platform's capacity, analysis, and interpretation of complex data. The findings indicate that integrating representation learning with traditional supervised classification methods can significantly improve the performance of NER systems, ultimately contributing to more personalized and context-aware educational experiences. Experimental findings showcase the enhanced accuracy of the modular search engine, laying a robust groundwork for future advancements in MOOC search technologies.

Bergamaschi, A., Giambruno, C., Morales, P., Forkosh-Baruch, A., Hanuka, S., & Hershkovitz, A. (2025). **Empowering Schools with Data: How Can We Achieve Effective Use of Educational Dashboards for Teachers and Principals?** *IDB Publications*. https://doi.org/10.18235/0013561
Educational dashboards are key tools for enhancing data-driven decision-making in schools, providing teachers and principals with actionable insights. However, their adoption in Latin America and the Caribbean is hindered by challenges such as data

quality issues, lack of interoperability in Education Information Management Systems (EMIS), and limited alignment with user needs. This document presents an analytical framework to address these barriers, combining a bottom-up approach that improves dashboards based on educators needs with a top-down strategy to strengthen their effective use. By outlining key challenges and practical recommendations, the study offers a roadmap for optimizing dashboard implementation and fostering a data-driven culture in education.

BI, X., HU, Y., LI, L., ZHANG, J., & YANG, X. (2025). **Immersive virtual reality for classroom management training: Enhancing pre-service teachers' skills, emotions, and learning satisfaction**. *Education and Information Technologies*, *30*(9), 12387-12411. https://doi.org/10.1007/s10639-024-13248-z
The effectiveness of classroom management has the effect of improving the sense of accomplishment and happiness of teachers. However, many pre-service teachers have often failed to be fully prepared in terms of training, making them have a significant gap with senior educators in terms of classroom management skills. This gap raises a critical question: can innovative training methods, such as immersive virtual reality (IVR), bridge this gap by enhancing classroom management skills and affective outcomes? In response to this issue, through comparative analysis of classroom management training based on IVR and videos, it has different effects on 58 pre-service teachers in terms of skills improvement, emotional response, and learning satisfaction. The results show that both IVR and video training methods influence improving classroom management capabilities. However, in the comparison of effects, IVR has shown more significant progress, and the skill improvement it brings has more lasting power. Further observation found that compared with video training, IVR has a higher level of positive emotion and lower negative emotions. In addition, the teachers before the group also showed obvious advantages in the evaluation of learning satisfaction. It is worth noting that there is a positive correlation between learning satisfaction, positive emotions, and improvement of classroom management skills, which suggests that these factors may play an important role in optimizing the learning effectiveness of the IVR environment.

Bonhomme, A. (2024). ***L'intelligence artificielle dans le processus de prise de décision : le cas de l'usage de l'IA et de la donnée massive dans la création d'un plan urbain*** (Phdthesis, Université Michel de Montaigne - Bordeaux III). Consulté à l'adresse https://theses.hal.science/tel-05118148
Les développements continus et rapides de l'IA au cours des dernières décennies sont en train de pousser l'humanité à se confronter à de nouveaux enjeux jamais encore rencontrés lors de l'introduction dans l'histoire d'une nouvelle technologie. Les décideurs politiques et les acteurs économiques sont d'ores et déjà confrontés à ces enjeux au quotidien et leur capacité à prendre des décisions et des orientations éclairées et réalistes est déterminante pour nos sociétés. En effet, nous observons l'impact grandissant de ces technologies sur nos vies quotidiennes sans pour autant que nous y ayons été préparés en amont. Au regard du caractère CIFRE de cette thèse, nous avons choisi le cas d'étude de l'IA et de la donnée massive dans la fabrique et le développement continu de la Ville. Nous utiliserons ce cas précis pour proposer de déterminer les processus d'encadrement et de réflexion, notamment éthique, que nous pourrions alors généraliser à d'autres thématique. Une bonne compréhension des enjeux de l'IA ne conditionne-t-elle pas en effet les orientations pragmatiques qui accompagnent la prise de décisions ?

Bruillard, E. (2025). **Quelle IA générative dans l'enseignement supérieur ?** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (50). https://doi.org/10.4000/145dm
Ce texte rend compte d'une sélection et d'une analyse d'ateliers et de présentations liés à l'IA générative en formation lors du colloque SITE (Society for Information Technology and Teacher Education), qui s'est tenu en Floride en mars 2025. Apprendre à dialoguer avec les IA permet de mieux comprendre leur fonctionnement, leurs possibilités et leurs limites en formation. Trouver de bonnes métaphores permet de mieux situer ces programmes informatiques complexes et d'éviter le risque d'anthropomorphisation, notamment de comprendre leur rôle dans des processus créatifs.

Café pédagogique. (2025, juin 16). **Des cadres d'usage de l'Intelligence artificielle en éducation enfin disponibles !** Consulté 18 juin 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/06/16/des-cadres-dusage-de-lintelligence-artificielle-en-education-enfin-disponibles/
« Ce qui ressort de ce texte c'est avant tout la volonté de "limiter" les actions de terrain et de "protéger" l'institution » écrit Bruno Devauchelle au sujet du cadre d'usage de

Cao, X., Lin, Y.-J., Zhang, J.-H., Tang, Y.-P., Zhang, M.-P., & Gao, H.-Y. (2025). **Students' perceptions about the opportunities and challenges of ChatGPT in higher education: a cross-sectional survey based in China**. *Education and Information Technologies*, *30*(9), 12345-12364. https://doi.org/10.1007/s10639-025-13339-5
This cross-sectional study explores Chinese college students' perceptions of ChatGPT in higher education, focusing on their attention, interest, and attitude. Students (N = 476) were surveyed from 67 universities and colleges in 17 provinces and municipalities in China. Students were generally positive about the use of ChatGPT. They recognized ChatGPT's potential for innovative thinking, personalized learning, and writing analysis. However, concerns were expressed about the accuracy of the content provided by ChatGPT, ethical risks associated with using ChatGPT, and its potential effects on career development. The insights from this study can inform educators and policymakers as ensuring the appropriate application of AI in higher education.

Cassagne, D. (2025). **Démarches institutionnelles et hybridation des formations à l'Université de Montpellier**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (50). https://doi.org/10.4000/145dt
Dans cette contribution à la rubrique débat-discussion, l'objectif est de témoigner sur la mise en œuvre concrète de l'hybridation au sein d'un établissement d'enseignement supérieur dans un monde postpandémique, telle qu'elle peut être abordée avec mon regard « terrain » de vice-président délégué au numérique pour la formation à l'Université de Montpellier. Cette contribution s'inscrit dans le prolongement direct des réflexions initiées par Luc Massou (2025) dans cette même rubrique, en cher...

Chang, C.-Y., & Kuo, H.-C. (2025). **The development and validation of the digital literacy questionnaire and the evaluation of students' digital literacy**. *Education and Information Technologies*, *30*(9), 11549-11581. https://doi.org/10.1007/s10639-024-13216-7
The rapid advancement of educational technologies in recent decades has underscored the increasing importance of digital literacy (DL) as a core competency for

all students, as recognised in various educational policies and programs. Evaluating students' DL is crucial for providing valuable insights to guide future educational initiatives. This study aims to develop a set of indicators and a validated questionnaire to assess students' DL effectively. Based on the DL framework developed by the research team, which delineates eight key dimensions of DL ("access and understanding," "evaluation," "ethics and well-being," "interaction," "collaboration," "creating," "problem-solving," and "civic engagement and responsibility"), the study distributed the questionnaire to 1,585 primary and secondary school students in Taiwan. This sample included 748 participants in the pre-test phase and 837 in the post-test phase. Through a rigorous process of exploratory factor analysis (EFA) and confirmatory factor analysis (CFA), the questionnaire demonstrated robust measurement properties and validated the underlying theoretical framework. The Cronbach's alpha scores ranged from 0.747 to 0.877, indicating high reliability. Analysis of student responses revealed a generally favourable level of DL proficiency, with the "ethics and well-being" dimension receiving the highest scores, followed by "access and understanding." In contrast, "creating" and "civic engagement and responsibility" received the lowest ratings among the eight dimensions. These findings suggest that students primarily assume passive roles as digital "consumers," with less emphasis on active engagement as "creators" or "innovators." The developed questionnaire serves as a valuable instrument for evaluating students' DL competencies, providing insights into their digital engagement tendencies.

Chemin, M., & Schneider, J. (2025). **Online tutoring reduces by half the learning loss due to school closures: Evidence from a randomized experiment in Kenya**. *International Journal of Educational Development*, *117*, 103332. https://doi.org/10.1016/j.ijedudev.2025.103332
We evaluate the effects of an online tutoring program that started in 2016 and continued during the pandemic despite the schools being closed for 9 months in Kenya. Using videoconferences, volunteer students from a Canadian university tutored grade 6 students (12 years old) in a rural school in Kenya, on the topics of Maths and English. We implement a randomized experiment to test the effects. We find no effect when the schools are open, but a large effect when the schools are closed (0.4 SD increase in exam scores in the treatment group versus control group). Since we have data from before the pandemic, we are able to quantify the learning loss due to COVID-19: 0.8 SD. We conclude that online tutoring compensates half of the learning loss.

Chen, H., & Anyanwu, C. C. (2025). **AI in education: Evaluating the impact of moodle AI-powered chatbots and metacognitive teaching approaches on academic performance of higher Institution Business Education students**. *Education and Information Technologies*, *30*(9), 12197-12212. https://doi.org/10.1007/s10639-024-13235-4
This study assesses the impact of Moodle AI-powered chatbots and metacognitive teaching approaches on the academic performance of tertiary Business education students. Using a quasi-experimental pre-test/post-test control design and Activity theory, 83 final-year Business education students were sampled from a total of 324. Data were collected using a Performance Ability Test (PAT) and analyzed with means and standard deviations. Results indicate that students taught with AI-powered chatbots showed significantly higher performance compared to those taught with metacognitive approaches. The study suggests integrating Moodle-powered AI chatbots into Business education to enhance teaching and learning effectiveness in Nigerian tertiary institutions.

Chung, J., & Kwon, H. (2025). **Privacy fatigue and its effects on ChatGPT acceptance among undergraduate students: is privacy dead?** *Education and Information Technologies*, *30*(9), 12321-12343. https://doi.org/10.1007/s10639-024-13198-6
OpenAI's generative pre-trained transformer (ChatGPT) is rapidly transforming fields such as education and becoming an integral part of our daily lives. However, its rise has sparked intense privacy debates, raising concerns about the storage of personal information and attracting global regulatory scrutiny. ChatGPT is gaining popularity among undergraduate students owing to its personalized learning capabilities, leading many universities to provide guidelines and seminars on its use. Curiosity about the reasons for ChatGPT's popularity inspired our research. Through a survey of 695 undergraduate students in South Korea, we found that "privacy fatigue"—a feeling of hopelessness and weariness regarding privacy—was associated with these students' adoption of ChatGPT. The findings revealed that this fatigue reduces perceived privacy risks, enhances their expectations of the platform, and boosts their intention to use ChatGPT. By incorporating the concepts of privacy fatigue, perceived risk, and elements from the unified theory of acceptance and use of technology, we developed a novel model to understand this phenomenon. Interestingly, despite the potential risks, the intention to use ChatGPT was not significantly influenced by perceived risk. This study contributes to a better understanding of undergraduate students' privacy perceptions when leveraging ChatGPT in education.

Cisel, M. (2025a). ***Nature des ressources éducatives collectées, modalités de diffusion des ressources partagées : des contrastes entre disciplines académiques***. Consulté à l'adresse https://hal.science/hal-05109914
Les sites proposant aux apprenants et enseignants des ressources pédagogiques se sont multipliés. Des travaux ont montré qu'il existait des différences notables entre disciplines académiques quant à la manière d'approcher le partage et la réutilisation ces ressources. Dans cet article basé sur une enquête menée à l'échelon national et ayant permis la collecte de 947 réponses complètes, nous nous proposons d'approfondir l'étude de ces contrastes. Nous nous focalisons en premier lieu sur la question des supports privilégiés de partage des ressources, en distinguant sites relevant du service public, de services privés, et sites personnels d'enseignants. Nous constatons qu'il est plus fréquent pour les enseignants d'informatique ou de mathématiques de disposer de leur site personnel. S'agissant de la réutilisation, entre autres différences, nous constatons un usage privilégié de ressources dites « authentiques » au sein des SHS, là où les informaticiens sont plus nombreux à faire appel à des modules de cours complet diffusé sur Internet.

Cisel, M. (2025b). **Nature des ressources éducatives collectées, modalités de diffusion des ressources partagées : des contrastes entre disciplines académiques**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4096* [Report]. Consulté à l'adresse Laboratoire AGORA website: https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4096
Les sites proposant aux apprenants et enseignants des ressources pédagogiques se sont multipliés. Des travaux ont montré qu'il existait des différences notables entre disciplines académiques quant à la manière d'approcher le partage et la réutilisation ces ressources. Dans cet article basé sur une enquête menée à l'échelon national et ayant permis la collecte de 947 réponses complètes, nous nous proposons d'approfondir

l'étude de ces contrastes. Nous nous focalisons en premier lieu sur la question des supports privilégiés de partage des ressources, en distinguant sites relevant du service public, de services privés, et sites personnels d'enseignants. Nous constatons qu'il est plus fréquent pour les enseignants d'informatique ou de mathématiques de disposer de leur site personnel. S'agissant de la réutilisation, entre autres différences, nous constatons un usage privilégié de ressources dites « authentiques » au sein des SHS, là où les informaticiens sont plus nombreux à faire appel à des modules de cours complet diffusé sur Internet.

Cisel, M., & Wujczak, N. (2025). **Compte Personnel de Formation, présentiel et distanciel : plaidoyer pour une plus grande ouverture des données, condition d'une recherche rigoureuse sur les choix des apprenants**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (50). https://doi.org/10.4000/145dn
En France, le Compte Personnel de Formation (CPF) permet à chaque individu, à condition de disposer des droits associés, de suivre des formations relevant des thématiques très diverses, pour éventuellement obtenir un titre à la clé. Au regard de l'importance des formations du catalogue du CPF dispensées en distanciel, et dans une moindre mesure de manière hybride, il est intéressant de se pencher sur les interrelations qui existent entre modalités d'enseignement, financements, et persistance des apprenants. La mise à disposition en open data de bases de données sur la complétion des formations offre un certain nombre d'opportunités pour mener des travaux sur la persistance en formation d'adultes. Sur la base de l'analyse de 533309 sessions de formation, nous voyons par exemple que lorsque les apprenants doivent investir davantage de leur poche, ils favorisent le présentiel. Nous soulignons le fait que les recherches de cette nature sont entravées par les choix de la Caisse des Dépôts et Consignations (CDC), opérateur du CPF, de limiter la granularité des données, et d'empêcher l'interopérabilité entre certaines bases. Dans la présente contribution, qui prend le format d'un retour d'expérience, nous analysons certaines des conséquences de ce choix pour la recherche. Nous montrons comment, sans faire courir de risques importants en matière d'anonymat des données, un changement d'approche en matière de nature des bases partagées ouvrirait la voie à des recherches bien plus ambitieuses que celles qui sont permises à présent.

Çınar, M., Doğan, D., & Demir, Ö. (2025). **Predicting academic procrastination in online courses: The role of external locus of control and other mediator variables**. *Education and Information Technologies*, *30*(9), 11751-11774. https://doi.org/10.1007/s10639-024-13251-4
This study aims to examine how external locus of control (eLoC) impacts students' academic procrastination behaviors in asynchronous distance education with regard to compulsive internet habits, cyberloafing, disrespect for copyright, learning goal orientation, and self-efficacy. The sample comprised a total of 916 undergraduate students. Mediation analyzes were conducted to elicit the relationships among the variables. Data were collected through an online inventory, which included a personal information form and various scales.The results indicated that eLOC positively predicted academic procrastination. This association is mediated by compulsive internet use, learning goals, self-efficacy, and disrespect for copyright. Moreover, this study also revealed mediator relationships between cyberloafing, compulsive internet use, self-efficacy, learning goal orientation, and disrespect for copyright. In conclusion, procrastination in distance education settings has a complex and multifaceted nature in

terms of the interrelationships between self-perception, motivational beliefs, and distracting online behaviors.

Çobanoğullari, F., & Özbek, Ö. (2025). **AI-powered language learning: Developing the chatGPT usage scale for foreign language learners**. *Education and Information Technologies*, *30*(9), 12517-12534. https://doi.org/10.1007/s10639-025-13342-w
This study introduces the « ChatGPT Usage Scale for Foreign Language Learners, » designed to evaluate the usage of AI chatbots in language learning. The scale was developed based on a comprehensive literature review and expert evaluations, ensuring a strong theoretical foundation and content validity. It comprises three sub-dimensions Usability, Learning, and Development that collectively explain 62.896% of the total variance, exceeding standard expectations. Data were collected from 1006 university students (657 female, 349 male) from foreign language departments at three Turkish state universities during the 2023–2024 fall semester. The scale demonstrated excellent internal consistency (Cronbach's Alpha = 0.93) and validity, supported by robust Confirmatory Factor Analysis results. A test–retest analysis with a subset of participants confirmed the scale's reliability over time. Future research should apply this measurement tool in diverse educational contexts to enhance its generalizability and further refine its psychometric properties, providing deeper insights into the role of AI tools in language education.

Çolpan Güngördü, D., & Yıldırım, Z. (2025). **An online community of practice for teacher professional development on technology integration as cognitive tools in mathematics teaching**. *Education and Information Technologies*, *30*(9), 12213-12247. https://doi.org/10.1007/s10639-024-13262-1
Online communities of practice (online CoP) have emerged as a viable method for teacher professional development regarding the emphasis on teacher networks for effective professional development and the elimination of some restrictions with online learning. Moreover, most technology integration studies examine teacher-centered technology integration which is the practice of learning-from-medium. On the other hand, there are limited research studies that investigate teachers' professional development process on student-centered technology integration through CoP, and the role of student-centered technology integration in the classroom from the perspectives of teachers. Therefore, this exploratory single case study aimed to investigate the effects of online CoP for teacher professional development program about integrating technology as cognitive tools on elementary mathematics teachers' student-centered technology integration mathematics teaching, and opinions of the teachers' about CoP program. In this study, 24 math teachers took part. The qualitative data sources of the study, online discussion logs, lesson plans, and interviews, were analyzed through the Interaction Analysis Model, a Constructivist Learning Environments Checklist developed by authors, and thematic analysis, respectively. The results showed the indicators of the constructivist learning environments in the lesson plans the teachers prepared and knowledge construction throughout the online interactions. The findings also highlighted the teachers' experiences in an online CoP as they learned how to implement cognitive tools in their practices. Based on the findings several recommendations were provided for designing teacher professional development programs and creating and implementing lesson plans that incorporate cognitive tools.

Dai, Y., & Hu, X. (2025). **Exploring the impact of cognition, motivation and environment on the concentration of online learning among college Students in Western China**.

Education and Information Technologies, *30*(9), 12535-12555. https://doi.org/10.1007/s10639-025-13330-0
Online learning as an emerging learning method has a significant impact on education, which cannot be ignored. This article explores the relationship between engagement (including cognition, behavior and emotion), motivation, environment, and college students' concentration in online learning during the COVID-19 pandemic. A total of 889 college students from 6 universities in Western China were sampled using cluster sampling. By constructing a hierarchical linear regression analysis, the study investigated the impact and pathways of cognition, behavior, emotion, motivation and environment on concentration. The results showed that there is a significant positive correlation and impact between engagement, motivation, environment, and concentration. Among the factors of engagement, cognition has the greatest impact on concentration, followed by motivation, emotion, behavior, and finally environment. Among these influencing factors, internal factors including cognition, motivation, emotion, and behavior play a primary role, while external factors such as environment play a secondary role. There are certain differences in concentration among students from different genders, grades, majors and school levels. This study further clarifies the factors affecting the concentration of Chinese college students in online learning, which is of great significance to the improvement of online learning theories and the exploration of practical reforms. Students of different genders, grades, majors, and school levels exhibit certain differences in their levels of concentration.

De Simone, M., Tiberti, F., Barron Rodriguez, M., Manolio, F., Mosuro, W., & Dikoru, E. J. (2025). ***From Chalkboards to Chatbots: Evaluating the Impact of Generative AI on Learning Outcomes in Nigeria*** (p. 1-51) [11125]. Consulté à l'adresse World Bank website: https://openknowledge.worldbank.org/entities/publication/15e1ff08-15ae-4f7a-b2a8-d146e6c113ee
This study evaluates the impact of a program leveraging large language models for virtual tutoring in secondary education in Nigeria. Using a randomized controlled trial, the program deployed Microsoft Copilot (powered by GPT-4) to support first-year senior secondary students in English language learning over six weeks. The intervention demonstrated a significant improvement of 0.31 standard deviation on an assessment that included English topics aligned with the Nigerian curriculum, knowledge of artificial intelligence and digital skills. The effect on English, the main outcome of interest, was of 0.23 standard deviations. Cost-effectiveness analysis revealed substantial learning gains, equating to 1.5 to 2 years of 'business-as-usual' schooling, situating the intervention among some of the most cost-effective programs to improve learning outcomes. An analysis of heterogeneous effects shows that while the program benefits students across the baseline ability distribution, the largest effects are for female students, and those with higher initial academic performance. The findings highlight that artificial intelligence-powered tutoring, when designed and used properly, can have transformative impacts in the education sector in low-resource settings.

de Mooij, S., Lämsä, J., Lim, L., Aksela, O., Athavale, S., Bistolfi, I., … Molenaar, I. (2025). **A Systematic Review of Self-Regulated Learning through Integration of Multimodal Data and Artificial Intelligence**. *Educational Psychology Review*, *37*(2), 54. https://doi.org/10.1007/s10648-025-10028-0
While behavioral, contextual, and physiological data streams have long been used to investigate self-regulated learning (SRL), a systematic understanding of the current state

how different data streams and modalities contribute to measuring regulation processes across diverse learning contexts remains limited. This systematic literature review provides a foundational step toward this understanding by addressing two objectives: (1) identifying which data streams and modalities researchers have used to capture cognitive, affective, metacognitive, and motivational (CAMM) processes underlying SRL, and (2) examining how multimodal data analytics have been applied to capture the temporal and sequential characteristics of these processes across study contexts. The studies were mapped onto the Self-Regulated Learning Processes, Multimodal Data, and Analysis grid, a two-dimensional framework with CAMM processes on one axis and multimodal data streams on the other. By evaluating four analytic approaches—unimodal, horizontal, vertical, and integrated—we identify how different combinations of data streams and processes have been employed. Our findings reveal a shift from unimodal approaches (one data stream, one process), to more integrated approaches (combining multiple data streams and processes). Although multimodal data collection is increasingly common, gaps remain, especially in measuring motivation and affective states. Futhermore, analytic methods often do not reflect alignment between data streams, with standard statistics predominating even in integrated approaches, whereas AI-based analytics may be more suited. This review positions itself as a foundational step in advancing SRL measurement, offering insights into current practices and highlighting the need for more sophisticated methods to capture SRL across diverse learning contexts.

Dias, K. A., Cabarcos, P. A., Bacco F., M., Bassani, E., BERTOLETTI, A., Bertolini, L., … Abendroth Dias, K. (2025). ***Generative AI outlook report: exploring the Intersection of technology, society and policy***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=16449
Ce rapport étudie le rôle transformateur de l'intelligence artificielle générative (GenAI) dans l'Union européenne (UE). Il souligne son potentiel pour l'innovation, la productivité et le changement sociétal, tout en mettant en lumière les risques associés (désinformation, biais, perturbation du travail, atteintes à la vie privée). Le rapport commence par une présentation technologique de la GenAI, puis aborde ses implications économiques et sociétales. Il examine également le cadre réglementaire de l'UE (comme l'AI Act) et propose des analyses sectorielles détaillées. En conclusion, il appelle à une approche politique globale et nuancée pour tirer parti des avantages tout en limitant les risques, dans le respect des valeurs démocratiques et du droit européen.

Dökme, İ., & Hancıoğlu, Z. Ş. (2025). **Three-stage robotic STEM program ignites secondary school students' interest in STEM career and attitudes toward science**. *Education and Information Technologies*, *30*(9), 12079-12100. https://doi.org/10.1007/s10639-025-13318-w
The electricity-related topics in the secondary school science curriculum are near-universal standards across countries. We prepared a three-stage robotic STEM program incorporating coding, robotic integrated science (in the topic of electricity), STEM engineering processes, and their educational structures. We investigated the impact of the three-stage robotic STEM program on attitudes toward science and STEM career interests, which are the most important psychological triggers of learning. We conducted our research using a comparative quasi-experimental design with pretest-posttest experimental and control groups with 73 students in 7th grade in a public secondary school. While the experimental group students completed their performances by building

and running the circuits in the activities of the three-stage robotics-STEM program, the control group students completed their performances by building and running the without-coding version of the circuits in these activities. Our research findings unveil an exciting prospect: by integrating block-based coding, robotics, and STEM engineering processes into electricity topics, we can significantly enhance and diversify student activities on electricity. Moreover, our finding reveals that the robotics-STEM program applied in the experimental group positively affects students' STEM career interests and attitudes toward science compared to the control group. By showcasing the benefits of a thorough three-stage robotic STEM program with about fifty activities, this study has the potential to advance science education by skillfully integrating several disciplines, including science (such as understanding sensors and electrical circuits), technology, and engineering (such as creating robotic designs and assembling hardware components), and mathematics (using algorithms and data analysis).

Drakos, A. (2025). **Entre récit et navigation : mise en intrigue dynamique de l'expérience à l'aide d'un environnement virtuel à des fins de formation**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (50). https://doi.org/10.4000/145dk
Cet article analyse le cours d'expérience de professionnels récemment habilités dans le cadre du dispositif « Navigation-Récit », conçu pour accompagner leurs premières interventions dans un bâtiment industriel à risques. Les participants y racontent un épisode marquant de leurs premières interventions, en navigant dans un environnement virtuel construit à partir de photos 360°. Cette phase de narration est suivie d'une phase de réflexivité, durant laquelle les participants analysent l'intervention passée et se projettent dans des situations de travail futures. Les résultats révèlent une articulation étroite entre la navigation dans l'environnement virtuel et le récit et mettent en lumière une expérience originale, qualifiée de « mise en intrigue dynamique ». La discussion met en perspective cette expérience avec la triple temporalité de Ricoeur et examine son rôle dans la construction de connaissances. Un paradoxe central émerge : la visualisation réaliste des lieux favorise non seulement une immersion immédiate, mais permet également une mise à distance réflexive du vécu, ouvrant la voie à une reconfiguration temporelle de l'expérience. Cette « distance productive », émerge comme un levier pour le développement professionnel. Enfin, des perspectives d'adaptation du dispositif à des formations à distance sont proposées en conclusion.

Ekin, C. C., Cantekin, Ö. F., Polat, E., & Hopcan, S. (2025). **Artificial intelligence in education: A text mining-based review of the past 56 years**. *Education and Information Technologies*, *30*(9), 11971-12013. https://doi.org/10.1007/s10639-024-13225-6
Artificial Intelligence in Education (AIED) is a broad and multifarious area of study that spans across various academic fields. Due to the high numbers of studies in this field, it seems too challenging to analyze all of them in depth in a single study. Additionally, there is a lack of research that provides a comprehensive overview of the main trends and topics in AIED. This study, hence, aims to fill this gap by using text mining techniques to examine how artificial intelligence (AI)-related research in education has evolved over time. To this end, a total of 11,027 articles indexed by the Scopus database in the field of education between 1967 and 2023 were examined. Based on the findings, there has been a significant increase in AIED since 2014, covering 73% of the publications. Over the past three decades, AIED research has increasingly concentrated on engineering student populations and conference proceedings. Notably, AI solutions are extensively employed in education, with a strong focus on personalization, assessment, and

evaluation. They also play a prominent role in research review processes, such as text mining and topic modeling for summarizing research findings. The findings contribute to the field, enhancing our understanding of the patterns of AI's integration into education and offering guidance for prospective research endeavors.

Enakrire, R. T., Fombad, M. C., & Morodi, L. (2025). **Skills Required of Academics to Use Digital Technologies in Open Distance Learning Institutions**. *Innovative Higher Education*, *50*(3), 843-866. https://doi.org/10.1007/s10755-024-09758-w
In this paper, we discuss the skills required for academics to effectively utilize digital technologies within open distance learning institutions in South Africa. The growing prevalence of activities within these institutions has led to shifts in academic skill requirements, particularly as academics increasingly work remotely from home or in distant areas. Core academic responsibilities such as teaching and learning, research, academic citizenship, and community engagement have undergone various transformations. Drawing from the practical experiences and insights of the authors, who have extensive backgrounds in open distance learning, it becomes evident that many academics encounter challenges in adapting to and adopting digital technologies for their work. We utilized both quantitative and qualitative research methods in this study. We found out that key skills of adaptability in workplace learning, proficiency in innovative technologies, development of new module strategies, and effective time management are fundamental for academics working in open distance learning institutions. Various digital tools such as learning management systems, iPads, computers, audio/video conferencing, multimedia, online learning platforms, web-based management systems, webinars, and applications like Microsoft Teams, Zoom, and WhatsApp are prevalently used, with emerging technologies like Augmented Reality, Artificial Intelligence, and machine learning gaining influence. These technologies have significantly enhanced teaching, research, and social networking within academic contexts. The study recommends the importance of reskilling among academics to ensure proficiency in utilizing contemporary digital tools for improved service delivery.

Epstein, M. (2025). **La chaire UNESCO HÉN devient " accessibilité universelle, éducation et numérique " : questions de recherche et objectifs stratégiques**. *EIAH 2025 - Atelier numérique et inégalité*. Présenté à Lille, France. Consulté à l'adresse https://hal.science/hal-05107839
La chaire UNESCO HÉN (Handicap, Éducation et Numérique) change de nom et vise à produire, développer et évaluer des ressources numériques innovantes favorisant l'objectif d'une éducation et d'une société plus inclusive en France et à l'international. À travers une présentation des objets de recherche de la chaire, la communication permet de partager des objectifs stratégiques et enjeux de l'accessibilité universelle, éducation et numérique

Falebita, O. S., Kok, P. J., Ayanwoye, O. K., & Ogunjobi, A. O. (2025). **Virtual Reality in Education 4.0: Pre-Service Teachers' Technology Readiness and Behavioral Intention**. *International Journal of Technology, Knowledge and Society*, *21*(2), 151-177. https://doi.org/10.18848/1832-3669/CGP/v21i02/151-177
Education 4.0 is majorly characterized by emerging technologies like artificial intelligence (AI), virtual reality (VR), augmented reality (AR), the Internet of Things (IoT), and gamification, among others, to create personalized and interactive learning experiences. These emerging technologies place pre-service teachers who belong to

the generation of digital natives at the forefront of implementing this transformative instructional process. VR, as an emerging technology, enables users to interact with and explore three-dimensional space, providing an immersive experience. The effectiveness of integrating emerging technologies into instructional activities relies heavily on the readiness of pre-service teachers to adapt and implement these tools seamlessly. This study, therefore, investigates the influence of pre-service teachers' technology readiness on their intention to utilize VR through the lens of planned behavior theory. The study sampled 139 pre-service teachers from southwestern Nigeria specializing in mathematics, sciences, and technology. Partial least square structural equation modeling was used to analyze data collected through an online survey. The results showed that pre-service teachers' attitudes toward VR significantly influence their intention to use it. Additionally, technology readiness influences their perceived behavioral control (PBC), subjective norms, and intention to use VR but does not influence their attitude toward VR. Furthermore, PBC influences their attitudes toward VR but not their intention to use it. Subjective norms also influence their PBC and attitudes toward VR yet do not influence the intention to use VR. Overall, the model explains 68.5% of the variance in the intention to use VR, establishing a positive association between the constructs. Therefore, teacher education programs should adopt innovative initiatives to enhance pre-service teachers' technological readiness and foster a collaborative environment, ensuring their relevance and effectiveness in Education 4.0.

Fassé Mbouya, I. F. (2025). **Intelligence artificielle générative et sentiment d'auto-efficacité des enseignants du supérieur : cas des enseignants de l'ENSET de Douala**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108943
Intelligence artificielle générative et sentiment d'auto-efficacité des enseignants du supérieur : cas des enseignants de l'ENSET de Douala

Gallot, M., & El Hoyek, N. (2025). **Une hybridation des enseignements au service de la réussite étudiante : quels sont les facteurs déterminants au sein d'une filière universitaire ?** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (50). https://doi.org/10.4000/145dr
L'approche pédagogique que nous mettons en place pour nos enseignements d'anatomie à l'unité de formation et de recherche (UFR) en sciences et techniques des activités physiques et sportives (STAPS, Université Claude Bernard Lyon 1) est étroitement adossée à nos travaux de recherche. En effet, la compréhension des processus cognitifs impliqués dans l'apprentissage de l'anatomie ainsi que la prise en compte des besoins et caractéristiques des apprenants nous permet de proposer des approches pé...

Gao, H., & Yang-Heim, G. Y. A. (2025). **Digital stratification: Comparing digital literacy practices among aboriginal and mainstream children in australian homes**. *British Journal of Sociology of Education*, *46*(4), 489-507. https://doi.org/10.1080/01425692.2025.2478162
This qualitative study examines the home digital literacy practices of Aboriginal and Mainstream elementary-age children in Australia, highlighting how socio-economic and cultural factors influence these practices. This study integrates conceptural framework such as capital, digital capital, and social reproduction theory to analyze conversational interviews conducted with six children. Our findings reveal significant disparities in digital capital accumulation, primarily driven by socio-economic differences and varied access

to digital resources. Mainstream students typically possess more digital capital, which allows them to navigate the digital landscape more effectively and perpetuate systemic inequalities. The enduring digital divide reinforces existing economic and social hierarchies, exacerbating social inequalities and further marginalizing disadvantaged groups. This research underscores the urgent need for educational curricula to integrate digital literacy and for pedagogical strategies that provide equitable digital learning opportunities, specifically tailored to the unique realities of both Aboriginal and Mainstream students.

Görgülü, D., Coşkun, F., Demir, M., & Sipahioğlu, M. (2025). **A psychometric analysis of the artificial intelligence skills scale developed through chat gpt**. *Education and Information Technologies*, *30*(9), 12489-12516. https://doi.org/10.1007/s10639-024-13294-7
This study aims to examine the psychometric properties of a scale developed to measure teachers' ability to use artificial intelligence tools in education. The scale was originally proposed as having 33 items across 5 sub-dimensions by Chat GPT-4, an AI system. To establish content validity, the scale form was submitted to expert review. An exploratory factor analysis (EFA) was then conducted on a sample of 347 teachers to determine if the 33-item, 5-subdimensional structure proposed by Chat GPT was confirmed by empirical data. The EFA results supported Chat GPT-4's proposed structure. A confirmatory factor analysis (CFA) was applied to a new sample of 603 teachers to assess the scale's validity in an independent sample. The CFA results did not fully support the structure consisting of 33 items and 5 subdimensions proposed by Chat GPT. Reliability was analyzed using Cronbach's Alpha and test-retest methods.

Gueye, I., Dia, O., & Kébé, A. (2025). **Des Contenus Fiables pour un Apprentissage Actif : L'Impact des Vidéos Personnalisées dans l'Enseignement**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108811
Des Contenus Fiables pour un Apprentissage Actif : L'Impact des Vidéos Personnalisées dans l'Enseignement

Guibangguibang, A. M. (2025). **Stressors during pandemic: Impact and coping strategies in distance learning in the case of learners in rural area**. *Education and Information Technologies*, *30*(9), 11911-11933. https://doi.org/10.1007/s10639-024-13226-5
In an educational setting in the Philippines, stress has been a rising issue in distance learning during the pandemic. Hence, this qualitative study explored the type of stressors, impacts, and coping strategies in the case of learners in rural areas during distance education. Multiple data sources were collected through Interview Guide Questions answered by college students, parents, and instructors. The participants were 50 students who were identified as academically stress based on the pre-interview, 50 corresponding parents and 10 corresponding instructors. The research design used was Merriam's case study and content analysis for the treatment of data. The findings of the study revealed that during the pandemic the students in rural areas experienced various stressors such as digital infrastructure/digital poverty, academic workloads and difficulties in understanding the module's content and these stressors have affected the student's academic engagements, personality development, physiological health, and mental health. Learners have chosen to combat these stressors using coping strategies: problem-focused, emotion-focused, and avoidance-focused. It revealed that this study can be a

basis for intervention programs to strengthen ways to assess and combat stressors through stress management programs and the like.

Güner, H., & Er, E. (2025). **AI in the classroom: Exploring students' interaction with ChatGPT in programming learning**. *Education and Information Technologies*, *30*(9), 12681-12707. https://doi.org/10.1007/s10639-025-13337-7
As being more prevalent in educational settings, understanding the impact of artificial intelligence tools on student behaviors and interactions has become crucial. In this regard, this study investigates the dynamic interactions between students and ChatGPT in programming learning, focusing on how different instructional interventions influence their learning and AI-interaction. Conducted over three sessions, students were allowed to use ChatGPT to complete programming tasks. The first session had no guidance, the second included hands-on training in prompt writing and effective ChatGPT use, and the third provided a lab guide with sample prompts. After each session, students took a post-test on the activity's subject. Analyzing students' prompting behaviors, five AI interaction profiles were identified: AI-Reliant Code Generators, AI-Reliant Code Generator & Refiners, AI-Collaborative Coders, AI-Assisted Code Refiners, and AI-Independent Coders. These profiles were examined to understand their evolution across interventions and their relationship with students' learning performance. Findings revealed significant changes in profile distribution across interventions, and a notable difference between students' post-test scores and their AI interaction profiles. Besides, training in prompting skills and effective use of AI significantly impacted students' interactions with AI. These insights can contribute to the knowledge of integrating generative AI tools in education, highlighting how AI can enhance teaching practices. Understanding student-AI interaction dynamics can allow educators to tailor instructional strategies for optimal learning. This study also underscores the importance of guidance on effective AI use and prompting skills, which can lead students to use AI more meaningfully for their learning.

Habib, F. A. B. (2025). **Unveiling the role of educators attitudes & intention toward artificial intelligence in teaching: A multi-dimensional analysis**. *Education and Information Technologies*, *30*(9), 12463-12487. https://doi.org/10.1007/s10639-024-13271-0
The incorporation of artificial intelligence (AI) into education is becoming more important over time, although faculty viewpoints on this integration are not well recognized. To analyze educators' attitudes towards AI tools in Bangladesh, this research built a modified model that included components from the technology acceptance model (TAM), unified theory of acceptance and use of technology (UTAUT), and DeLone models. The study's purpose was to assess faculty attitudes towards AI adoption by analysing system quality information quality, facilitating condition, performance expectancy, effort expectancy, and behavioural intention. An online survey was administered to 543 faculty members from private universities in Bangladesh using a cluster and multi-stage sampling technique. The results were analysed using structural equation modelling and complemented by in-depth interviews with 20 educators. The statistically significant model ($p < 0.05$) explained 37.4% of the variation in educator's attitudes towards AI. The findings indicated that performance expectancy, effort expectancy, and information quality all had a favourable influence on attitudes, whereas behavioural intention had a negligible negative effect. The research, which uses the DeLone model in a novel way, concludes that information quality had a negligible positive influence on the attitude of educators. In contrast, system quality was not a significant determinant. This study highlights the relevance of knowing faculty attitudes

towards AI and the necessity to concentrate on performance and effort expectations to drive successful AI integration methods in education.

Haji, S. A., & Djeumeni, M. T. (2025). **Ethical and Pedagogical Challenges in the Use of AI in Science Education: Perspectives from Teachers in Secondary Schools in Cameroon**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108813
Ethical and Pedagogical Challenges in the Use of AI in Science Education: Perspectives from Teachers in Secondary Schools in Cameroon

Hu, L., Wang, H., & Xin, Y. (2025). **Factors influencing Chinese pre-service teachers' adoption of generative AI in teaching: an empirical study based on UTAUT2 and PLS-SEM**. *Education and Information Technologies*, *30*(9), 12609-12631. https://doi.org/10.1007/s10639-025-13353-7
Although Generative Artificial Intelligence (GAI) has demonstrated significant potential in education, there is a lack of research on pre-service teachers' behavioral intentions toward GAI. This study is based on the UTAUT2 model and, for the first time, introduces perceived risk as a key variable to systematically investigate the factors influencing Chinese pre-service teachers' behavioral intentions and future usage of GAI in teaching. The innovation of this study lies in its analysis of the unique needs of pre-service teachers across disciplines, which reveals critical factors in technology acceptance. These findings offer new theoretical insights and practical guidance for the effective application of GAI in K-12 education. The study involved 563 pre-service teachers from three renowned teacher training universities in China. Data were collected using an online questionnaire platform and analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM). The results indicated that effort expectancy, social influence, hedonic motivation, and habit significantly enhanced pre-service teachers' behavioural intention to use GAI in future teaching. At the same time, perceived risk had a negative effect. In addition, performance expectaancy, facilitating conditions, and price value did not significantly influence behavioural intentions, but behavioural intentions and facilitating conditions had significant predictive effects on future use. Based on the findings, this study provides practical recommendations for optimising the user experience of GAI tools, enhancing technical support, and reducing perceived risk.

Huet, C. (2025). **De nos usages numériques pédagogiques pour une accessibilité universitaire**. *La Nouvelle revue – Éducation et société inclusives*, *102*(1), 77-92. https://doi.org/10.3917/nresi.102.0077
Un travail de fond est mené au sein des universités pour co-construire des outils et dispositifs numériques plus accessibles et favoriser des usages plus inclusifs. De quelles manières les enseignants et les étudiants se saisissent-ils des outils et des dispositifs numériques qui leur sont proposés et en quelles mesures participent-ils d'un accès à des environnements d'apprentissage inclusifs et capacitants ? Dans le cadre des nouveaux cursus universitaires, et plus précisément le projet Nexus dont l'objectif est de favoriser la réussite étudiante par les dispositifs numériques, cette étude interroge le potentiel inclusif des usages numériques à visée pédagogique et didactique en cursus de licence. L'approche de cette recherche est qualitative à visée compréhensive et se concentre spécifiquement sur les perceptions d'étudiants accompagnés par le service Handi-Études de l'université de Montpellier Paul-Valéry.

Jiang, H., Zhu, D., Chugh, R., Turnbull, D., & Jin, W. (2025). **Virtual reality and augmented reality-supported K-12 STEM learning: trends, advantages and challenges**. *Education and Information Technologies*, *30*(9), 12827-12863. https://doi.org/10.1007/s10639-024-13210-z
As virtual reality (VR) and augmented reality (AR) continue to become popular, there remains a noticeable gap in understanding their potential for enriching science, technology, engineering, and mathematics (STEM) learning among K-12 students. To address this knowledge gap, this study systematically reviewed 117 articles published from 2010 to 2022 on the basis of the technology-based learning model. Following the PRISMA systematic review method, research methods, research participants, learning devices, learning strategies, advantages and challenges of each article were coded and analyzed. In the last six years (i.e., 2017–2022), the overall number of studies experienced rapid growth. The largest number of articles focused on VR/AR-supported K-12 science learning, followed by mathematics and integrated STEM learning. Smartphone/tablet-based AR was the most widely used technology, while very few studies used dedicated immersive AR devices. Most studies focused on the elementary school stage, while VR/AR-supported STEM learning at senior high schools was underexplored. Studies tended to measure the effectiveness of VR/AR by quantitative methods. Situated learning, task-based learning, and game-based learning were the most widely used learning strategies in VR/AR-supported K-12 STEM learning. The advantages of VR/AR in K-12 STEM learning include a positive impact on individual learners and on learning and teaching processes. In contrast, VR/AR also poses a series of challenges to learners, teachers, and schools. The challenges learners face include distractions, decreased efficiency and effectiveness, diminished inquiry and imagination, operational issues, and discomfort. Teachers encounter difficulties maintaining classroom control, designing activities, acquiring technical competence, and adapting to the new role of facilitating student-centered learning. Schools grapple with high costs, inadequate infrastructure, a lack of private virtual spaces, and privacy concerns. Based on our findings, we propose six research agendas to enrich studies on VR/AR-supported K-12 STEM learning, along with a series of significant implications for practitioners to effectively address the intricate challenges of VR/AR implementation and fully harness its potential.

Josian Edson, M. Y., Djeumeni Tchamabe, M., Nopoudem, A., & Diffo Lambo, L. (2025). **Professionnalisation de la formation des élèves professeurs de l'Ecole normale supérieure de Yaoundé à travers l'APC en situation de stage dans la perspective d'une éducation de qualité et du développement durable au Cameroun : Impulser l'innovation pédagogique et la transition numérique en situation de stage**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108907
Professionnalisation de la formation des élèves professeurs de l'Ecole normale supérieure de Yaoundé à travers l'APC en situation de stage dans la perspective d'une éducation de qualité et du développement durable au Cameroun : Impulser l'innovation pédagogique et la transition numérique en situation de stage

Karafil, B., & Uyar, A. (2025). **Exploring knowledge, attitudes, and practices of academics in the field of educational sciences towards using ChatGPT**. *Education and Information Technologies*, *30*(9), 11649-11692. https://doi.org/10.1007/s10639-024-13291-w

This study investigates the knowledge, attitudes, and practices (KAP) of Chat Generative Pre-Trained Transformer (ChatGPT) among academics working in the field of educational science in Türkiye. Employing a mixed-methods research design, the study aimed to explore both quantitative and qualitative aspects of academics' interactions with ChatGPT. In the quantitative phase, 396 academics completed the "KAP-C Questionnaire" (Knowledge, Attitude, and Practice Regarding the Educational Use of ChatGPT) to determine their perceptions and behaviors concerning ChatGPT. The findings revealed diverse perceptions among academics regarding ChatGPT's capabilities in educational settings, alongside ethical concerns. Statistical analysis indicated that gender and prior technology training did not significantly influence their attitudes ($p > .05$). However, significant differences were found based on years of work experience, favoring those with 21 or more years of experience ($p < .05$). The qualitative phase involved semi-structured interviews with two groups: 23 academics demonstrating high ChatGPT usage and 16 with low usage. Qualitative data highlighted perceived benefits such as efficiency, creativity enhancement, and improved information access facilitated by ChatGPT. Despite these advantages, concerns about reliability, accuracy, and ethical implications were prominent among academics. The study identified multiple uses of ChatGPT including education, information retrieval, idea generation, and productivity enhancement. Challenges such as usability issues and concerns about language and information quality underscored the need for improving ChatGPT's reliability and usability in academic settings. This research contributes to understanding the complex attitudes towards and usage patterns of ChatGPT among academics in Türkiye, shedding light on both its potentials and challenges in educational contexts.

Keller, C., Walker, G., Amenduni, F., Tela, A., & Cattaneo, A. (2025). **Find the apartment's flaws! the impact of virtual reality on vocational students' performance in general education classes and the roles of flow experience, motivation, and sense of presence**. *Education and Information Technologies*, *30*(9), 12709-12734. https://doi.org/10.1007/s10639-025-13320-2

Technological advancements are rapidly transforming education, particularly immersive technologies, such as virtual reality (VR). Despite extensive research on VR's potential to enhance learning, its effectiveness in vocational education and training (VET) remains underexplored. This study evaluates the performance of VET students using a VR environment compared with a desktop computer-based approach. In 2023, a quasi-experimental study with a randomized controlled trial design was conducted with 81 participants from a Swiss vocational school. Following an instruction of how to identify housing defects, the participants were required to identify the defects in a virtual apartment and communicate them verbally by thinking aloud. Various statistical tests were employed to specifically analyze the collected data and evaluate the effects of VR on the students' performance in addition to the roles of sense of presence, motivation, and flow experience. The findings indicated that using VR with head-mounted displays led to a notable enhancement in performance when compared with the desktop approach. Motivation and sense of presence were identified as critical factors for improving outcomes. The study also revealed a complex relationship between sense of presence and performance, with neither motivation nor flow experience acting as direct mediators. These findings contribute to our understanding of the impact of VR on VET learning outcomes and provide insights for future research and practice. However, further investigation is needed to elucidate the advantages and intricacies of incorporating immersive technologies into educational settings.

Kim, J., Detrick, R., Yu, S., Song, Y., Bol, L., & Li, N. (2025). **Socially shared regulation of learning and artificial intelligence: Opportunities to support socially shared regulation**. *Education and Information Technologies*, *30*(9), 11483-11521. https://doi.org/10.1007/s10639-024-13187-9
Supporting learners in achieving high-level socially shared regulation of learning (SSRL) in the online collaborative learning (OCL) context presents challenges that the utilization of artificial intelligence (AI) technologies may help solve. However, the effective uses of AI to support multifaceted areas (cognition, metacognition, and motivation) and phases (forethought, performance, and reflection) of SSRL remain elusive. Furthermore, research on developing an educational AI and what pedagogical attributes and elements are required for AI to support students' SSRL effectively is limited. This study, therefore, aims to investigate students' perceptions of AI applications in enhancing SSRL and to explore the essential pedagogical elements necessary for AI to support SSRL during the OCL. To achieve these aims, the study conducted Focus Group Interviews facilitated by 9 scenarios of AI application storyboards and paper prototypes with 30 undergraduate and graduate students. The study findings show that students perceive various types of AI to support cognitive, metacognitive, and motivational areas across different SSRL phases. The study also found that students viewed AI as an active learning agent, serving in roles previously inhabited solely by human educators and students. Furthermore, the study reveals seven key pedagogical elements across TPACK components such as pedagogical, content, technological, pedagogical content, technological pedagogical, technological content, and technological pedagogical content knowledge deemed crucial by students for AI to support SSRL in OCL effectively. These findings offer implications for using and designing educationally relevant AI to support SSRL in OCL environments.

Kim, M., Kim, J., & Lee, W. (2025). **Intellectual disabilities and programming: Improving computational thinking-based problem solving**. *Education and Information Technologies*, *30*(9), 12101-12141. https://doi.org/10.1007/s10639-024-13253-2
In the digital age, computational thinking (CT)-based problem-solving skills have emerged as essential competencies. Particularly, students with intellectual disabilities need equal educational opportunities and high-quality informatics education to cultivate CT-based problem-solving skills. However, research on the enhancement of CT-based problem-solving skills, specifically among students with intellectual disabilities, is scant. Therefore, this study analyzed the improvement of CT-based problem-solving skills through programming education tailored to students with mild intellectual disabilities in an inclusive educational environment, using evaluation tools that reflect the multidimensional aspects of CT. The study involved 4 students with intellectual disabilities and 9 students without intellectual disabilities.. A customized programming education course, comprising 6 sessions, was designed based on a Universal Design for Learning. Additionally, a pre-posttest consisting of 14 items was developed to evaluate multidimensional CT-based problem-solving skills. The results of the study indicated that the improvement in CT-based problem-solving skills during the stages of problem understanding and algorithm representation was limited. However, significant improvements were observed during the programming and debugging stages among most participants. The findings underscore the necessity of customized programming education for students with intellectual disabilities, and highlight the need for individualized education to address specific challenges faced in programming

education. This study is significant in providing foundational data to understand the educational needs and characteristics of these students, aiming to enhance practical applicability in educational settings.

Koçoğlu, A., & Haidari, S. M. (2025). **A three-level meta-analytic review of research on virtual field trips and their contribution to students' academic achievement**. *Education and Information Technologies*, *30*(9), 12735-12763. https://doi.org/10.1007/s10639-025-13334-w
Several primary studies have documented the positive effect of virtual field trips on students' academic achievement, while others have reported inconsistent results. Therefore, this three-level meta-analysis examined the effect of virtual field trips on the academic achievement of students from primary to tertiary education levels, addressing the inconsistencies in primary research findings. Of 382 records identified through an extensive literature search, 33 studies with 47 dependent effect sizes based on data from 4296 students were deemed eligible for inclusion in the analysis. The analysis yielded a large and positive effect size on average (g = 1.36, 95% CI [0.99, 1.73]), with significant within and between-study variance. Among the several categorical moderators examined, none of them significantly accounted for this effect size variability. Overall, the study concluded that virtual field trips may positively contribute to students' academic achievement despite having varying effects yielded by primary studies.

Kostov, J. (2025). **Analyse des risques de précarisation dans la mise en place d'un dispositif numérique d'enseignement-apprentissage du FLE**. In A.-C. Zeiter & B. Pivot, *Langues et précarités* (p. 173). https://doi.org/10.17184/eac.9030
L'analyse que nous proposons dans ce chapitre concerne les risques de précarisation des Alliances face à l'introduction des outils et des dispositifs numériques dans l'offre de formation en FLE au sein d'une Alliance française. Ce risque est illustré par l'exemple du dispositif Bolivia Habla Fr@ncés (désormais BHF) qui a été mis en place par le réseau des Alliances françaises de Bolivie dans le but de diversifier l'offre de formation du réseau et de relever le défi de numérisation de l'activité d'enseignement/apprentissage du FLE prévu par les grandes lignes politiques du réseau global des Alliances françaises.

Kubsch, M., Strauß, S., Grimm, A., Gombert, S., Drachsler, H., Neumann, K., & Rummel, N. (2025). **Self-regulated Learning in the Digitally Enhanced Science Classroom: Toward an Early Warning System**. *Educational Psychology Review*, *37*(2), 34. https://doi.org/10.1007/s10648-025-10011-9
Recent research underscores the importance of inquiry learning for effective science education. Inquiry learning involves self-regulated learning (SRL), for example when students conduct investigations. Teachers face challenges in orchestrating and tracking student learning in such instruction; making it hard to adequately support students. Using AI methods such as machine learning (ML), the data that is generated when students interact in technology-enhanced classrooms can be used to track their learning and subsequently to inform teachers so that they can better support student learning. This study implemented digital workbooks in an inquiry-based physics unit, collecting cognitive, metacognitive, and affective data from 214 students. Using ML methods, an early warning system was developed to predict students' learning outcomes. Explainable ML methods were used to unpack these predictions and analyses were conducted for potential biases. Results indicate that an integration of cognitive, metacognitive, and affective data can predict students' productivity with an accuracy ranging from 60 to

100% as the unit progresses. Initially, affective and metacognitive variables dominate predictions, with cognitive variables becoming more significant later. Using only affective and metacognitive data, predictive accuracies ranged from 60 to 80% throughout. Bias was found to be highly dependent on the ML methods being used. The study highlights the potential of digital student workbooks to support SRL in inquiry-based science education, guiding future research and development to enhance instructional feedback and teacher insights into student engagement. Further, the study sheds new light on the data needed and the methodological challenges when using ML methods to investigate SRL processes in classrooms.

Li, H., & Pan, Y. (2025). **Exploring the impact of hedonic and utilitarian drivers of gamified learning in metaversity: A multi-group analysis**. *Education and Information Technologies*, *30*(9), 11935-11970. https://doi.org/10.1007/s10639-024-13285-8
This study based on the Hedonic Motivation System Adoption Model (HMSAM), the Expectation Confirmation Model (ECM), and Task Technology Fit (TTF), explores the factors influencing users' continuance intention in gamified learning within metaversity. A total of 286 valid questionnaires were collected using random sampling. The data were analyzed through Partial Least Squares Structural Equation Modeling (PLS-SEM), this research analyzes the key factors affecting users' continuance intention from both hedonic and utilitarian perspectives. The results indicate that hedonic motivations (control, curiosity, and joy) positively influence users' sense of immersion and continuance intention, while utilitarian motivations (task-technology fit and expectation confirmation) also have a positive impact on continuance intention. Additionally, TTF serves as a positive moderator between joy and behavioral intention to use. Furthermore, a multi-group analysis reveals that hedonic motivations have a stronger impact on novice users, whereas utilitarian motivations exert a greater influence on expert users. This study provides theoretical support and practical recommendations for the design of metaversity platforms and the development of educational content. It also offers empirical evidence for policymakers aiming to advance metaversity education and technological innovation.

Li, M., & Manzari, E. (2025). **AI utilization in primary mathematics education: a case study from a southwestern Chinese city**. *Education and Information Technologies*, *30*(9), 11717-11750. https://doi.org/10.1007/s10639-025-13315-z
This study investigates the integration of artificial intelligence (AI) in primary mathematics education, focusing on the influence of internal and external factors on AI utilization. Employing second-order Structural Equation Modeling (SEM) with data collected from 516 primary mathematics teachers in a southwest city in China, the research explores the dynamics between teachers' Technological Pedagogical Content Knowledge (TPACK), attitudes towards technology, and the role of external environmental factors such as educational policies, technological infrastructure, and parental and community engagement. The findings reveal that internal factors, including teachers' attitudes and TPACK, and external factors, notably institutional support and societal attitudes towards technology, significantly influence AI adoption and effective use in teaching and learning processes. The study confirms the necessity of a dual-faceted approach to AI integration, emphasizing the enhancement of educators' internal capacities through professional development and the cultivation of a supportive external ecosystem. The research contributes to the knowledge of technology integration in education by providing empirical evidence of the critical interplay between internal capabilities and

external supports in facilitating effective AI utilization in primary mathematics education. This study offers a pragmatic blueprint for educational stakeholders to navigate the complexities of educational innovation in the digital era, advocating for systemic approaches to foster both technological competencies and supportive infrastructures.

Li, M., Vale, C., Tan, H., & Blannin, J. (2025). **Factors influencing the use of digital technologies in primary mathematics teaching: Voices from Chinese educators**. *Education and Information Technologies*, *30*(9), 12573-12608. https://doi.org/10.1007/s10639-024-13309-3
This study examines the multifaceted aspects of using digital technology in Chinese primary mathematics education through qualitative analysis. Participants included eight primary mathematics teachers and five vice-principals from four primary schools in Chongqing. Through in-depth interviews with these teachers and leaders, the research uncovers a complex interplay of internal and external influences on technology use. These influences range from individual attitudes and teachers' pedagogical beliefs to systemic factors like infrastructure and resource access. Based on these findings, the study proposes the Technological Pedagogical Readiness framework (TPR), which encapsulates the intricate interplay of these factors. The framework advocates for a balanced consideration of internal influences, such as Technological Pedagogical Content Knowledge (TPACK) and attitudes towards technology integration, and external influences, including educational environment, teacher professional development, educational challenges, students' technology literacy and parental and community involvement. This framework, developed from the analysis, represents an initial step towards a more comprehensive model for using digital technology in education. It informs theoretical discussions and practical applications, providing a foundation for future curriculum development, teacher training initiatives, and policy considerations. The study's approach to proposing this framework reflects its developmental nature and underscores the need for further empirical validation. This research aims to inspire continued exploration into practical strategies for enhancing mathematics teaching and learning in the digital era by contributing a novel perspective to the ongoing dialogue on digital technology in education.

Lin, X., Peng, P., Song, X., & Liu, Q. (2025). **Examine the Longitudinal Association Between Prior and Subsequent Mathematics Using Meta-Analytic Structural Equation Modeling Approach**. *Educational Psychology Review*, *37*(2), 55. https://doi.org/10.1007/s10648-025-10030-6
The current meta-analysis investigates the longitudinal association between prior and subsequent mathematics performance, involving mathematics measured at three time points, and to identify potential factors that could moderate this association, including age, time lag, and types of mathematics. Our analysis included 105 studies, comprising 111 independent samples and involving 413,541 individual students. Our findings revealed that early mathematics knowledge at Time 1 was associated with later performance at Time 3, both directly and indirectly through intermediate performance at Time 2, after controlling for working memory and language comprehension. Notably, the stability of the association between Time 1 and Time 3 mathematics remained robust across increasing age and time lag, while the association between Time 1 and Time 2 weakened as the time lag grew. Additionally, stronger associations were observed when mathematics at Time 1 and Time 3 involved similar or more comprehensive tasks. These findings suggest snowballing effect is more likely to occur within similar types of

mathematics tasks, whereas a steppingstone effect is more likely between prior foundational mathematics and later higher level mathematical concepts.

Liu, J. (2025). **AI-driven knowledge discovery: Developing a human–machine collaborative framework for learning Japanese sentence patterns**. *Education and Information Technologies*, *30*(9), 12413-12446. https://doi.org/10.1007/s10639-024-13267-w
Learners of Japanese as a second language (JSL) find it difficult to learn various sentence patterns. To assist JSL learners with their study of Japanese sentence patterns (JSPs), this paper constructs a human–machine collaborative framework that combines artificial intelligence (AI) techniques with the users' active participation for Japanese grammar knowledge discovery (JGKD). Large amounts of human-annotated samples play a crucial role in training JGKD models. However, collecting numerous human-annotated samples is challenging, time-consuming and expensive. To solve this problem, this framework obtained a satisfactory performance in three steps. First, an unsupervised machine learning algorithm based on K-means clustering with adjusted weights of linguistic features for readability control was utilized to select representative samples. Second, an interactive human-in-the-loop system that assists users in annotating samples by incorporating morphological analysis techniques was constructed. Finally, data augmentation techniques were applied to generate more samples to enhance the diversity of the training samples. Extensive experiments were conducted, and the experimental results demonstrated that the proposed methods can be very helpful in selecting representative samples, generating augmented samples, and achieving satisfactory performance of JGKD. Moreover, questionnaire investigations reported that the proposed framework can reduce the annotation workload and facilitate learning JSPs for the JSL learners.

Macann, V., & Yadav, A. (2025). **Factors influencing elementary teacher's CT learning and CT integration**. *Education and Information Technologies*, *30*(9), 12289-12320. https://doi.org/10.1007/s10639-024-13259-w
Computational Thinking (CT) is viewed as a set of foundation skills required to solve problems efficiently and effectively, with or without the use of technology. It has also been argued that CT can provide connections between computing and other core curriculum areas which can be beneficial for student learning outcomes. However, there are still gaps in elementary teachers' understanding of CT, and how to integrate CT within the core curriculum. This qualitative study used a case study approach and examined how elementary teachers from a school district in the Midwest of the United States learned CT and designed CT-integrated lessons. We used the Interconnected Model of Professional Growth (IMPG) as a framework to structure our understanding of what factors within each domain supported or undermined the teachers when learning and integrating CT across core curriculum areas. Our study provides insight on what factors can support or impede elementary teachers' understanding of CT and CT integration.

Macedo-Rouet, M. (2025, juin 25). **IA et étudiants : Savoir citer ses sources est indispensable à la formation intellectuelle – et ne pas le faire est passible de sanctions**. Consulté 30 juin 2025, à l'adresse The Conversation website: http://theconversation.com/ia-et-etudiants-savoir-citer-ses-sources-est-indispensable-a-la-formation-intellectuelle-et-ne-pas-le-faire-est-passible-de-sanctions-259397

Lorsque l'on demande conseil à ChatGPT, il est nécessaire de vérifier que les informations correspondent à celles de l'article original.

Makransky, G., Shiwalia, B. M., Herlau, T., & Blurton, S. (2025). **Beyond the "Wow" Factor: Using Generative AI for Increasing Generative Sense-Making**. *Educational Psychology Review*, *37*(3), 60. https://doi.org/10.1007/s10648-025-10039-x
Generative artificial intelligence (GenAI) has emerged as a transformative tool in education, offering scalable individualized learning. However, there is a lack of theoretically informed and methodologically rigorous research on how GenAI can effectively augment learning. This manuscript addresses this gap by investigating the potential of a theory-informed GenAI chatbot, ChatTutor—designed for students—to facilitate generative sense-making by leveraging principles from generative learning theory. The study aimed to (1) extend theory by proposing how GenAI can support generative sense-making and (2) test its effects on conceptual knowledge, self-efficacy, and trust post-use and on conceptual knowledge, enjoyment, and behavioral intentions in a delayed follow-up. We conducted two between-subjects design experiments. Study 1 was a pre-registered experiment with 175 university students in an authentic cognitive psychology course, comparing ChatTutor with a generic GenAI system (ChatGPT) and a teaching-as-usual control. Study 2 replicated the design with 234 high school students, comparing ChatTutor to ChatGPT, and a re-study control. Results showed that ChatTutor significantly enhanced trust and enjoyment in both studies, and behavioral intentions in Study 1, compared to ChatGPT. It also improved conceptual knowledge over ChatGPT immediately in both studies and at follow-up in Study 2. ChatTutor outperformed the control condition in conceptual knowledge, although this difference was only significant in the follow-up of Study 1 and the immediate test of Study 2. Differences in self-efficacy were not significant. The research underscores the importance of integrating human-centered design and educational psychology theories into GenAI applications and offers directions for future research and practice.

Manoharan, A., Sriskantharajah, A., Herath, H. M. K. K. M. B., Guruge, L. G. P. K., & Yasakethu, S. L. P. (2025). **MetaHuman based phishing attacks in the metaverse realm: Awareness for cyber security education**. *Education and Information Technologies*, *30*(9), 12939-12965. https://doi.org/10.1007/s10639-025-13326-w
MetaHuman technology's development and the Metaverse's growth have transformed virtual interactions and brought up new cybersecurity risks. This research provides cybersecurity awareness education tools for phishing attacks in the metaverse realm that use MetaHuman avatars, which turned out to be more dishonest than conventional phishing techniques. The proposed system was developed using Virtual Reality (VR), MetaHuman technology, and Unreal Engine (UE) to provide a more realistic phishing attack experience in the virtual domain. Seventy individuals tested the proposed system, and their pre- and post-experiment knowledge was evaluated. Since development needs are essential for creating a more realistic environment, the CPU and GPU performance was also assessed while the Metaverse system was operating. After the awareness session, participants' knowledge improved, indicating a significant ($p = 0.0013$) improvement in the phishing attack knowledge in the Metaverse realm. Before the awareness training, the gender ($p = 0.043$) and age ($p = 0.047$) groups significantly influenced the understanding of phishing attacks. The awareness program increased knowledge equally for male and female participants, regardless of age group, as evidenced by the lack of a significant gender effect on phishing attack knowledge

following the session. Even though these results demonstrate the need for contemporary educational frameworks to combat emerging cyber threats in the Metaverse, limitations such as the geographical sample size and reliance on a controlled VR environment may need to be revised in their generalisability. This study provides valuable results for cybersecurity professionals, educators, and policymakers to strengthen cybersecurity in the Metaverse domain.

Martinet, B. (2025). **De nouvelles variables pour enrichir le cadre d'analyse des dispositifs hybrides de formation ?** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (50). https://doi.org/10.4000/145dq
L'article sur lequel nous sommes invités à porter notre attention traite du caractère co-construit des environnements d'enseignements et d'apprentissages hybrides. Le préfixe « co » mettant l'accent sur la nécessité de prendre en compte, en plus des concepteurs, les utilisateurs à travers « un entre-deux dynamique qu'est l'activité d'apprentissage » (Charlier et Peltier, 2024,
2) portée par le dispositif. Dans ce contexte, l'objectif de la proposition des auteurs est non seulement de détermi...

Memarian, B., & Doleck, T. (2025). **Education with a systems theory and control perspective**. *Education and Information Technologies*, *30*(9), 12249-12266. https://doi.org/10.1007/s10639-024-13223-8
Research has paid less attention to the formalization of education from a systems theory and control perspective, rather than a mere algorithmic one. In this work, the underpinnings of system theory and control are provided, along with a review of their application in education. The review of studies in databases found only seven articles that pertained to the systems' conceptions of education. The review of these seven studies showed that ideas for adopting a systems theory and control theory view of literature have been provided since the 1940s; yet little attention has been paid to it as a research field in education. Consequently, one set view may give an incomplete picture, and the perspectives taken by the seven studies could be utilized in future research. Notably, the conversation about systems theory and control in the presence of artificial intelligence (AI) is missing. A summary of challenges and future considerations for a systems theory and control perspective of education in light of AI is also presented. The contribution of this work lies in opening discussions on an area that has been less explored, that is, pedagogy through a systems control perspective.

Mohammed, I. A., Bello, A., & Ayuba, B. (2025). **Effect of large language models artificial intelligence chatgpt chatbot on achievement of computer education students**. *Education and Information Technologies*, *30*(9), 11863-11888. https://doi.org/10.1007/s10639-024-13293-8
In spite of the emergence of studies seeking to integrate chatbot into education, there is a wide literature gap in the Nigerian contexts. While most studies focus on the design and development of chatbots, there exists a very scarce literature on the effect of ChatGPT chatbot on students' achievement. To address this gap, this study checked the effect of ChatGPT chatbot on computer education students. Using a repeated measures approach, 68 year one undergraduates participated in the study. A 50-item Computer Education Achievement Test (CEAT), which was subjected to expert validation and pilot study, was used to obtain data. The students were given two pre-test and posttest measures before and after the treatment. Data were computed using mixed design

repeated measures analysis of variance and the findings revealed that the use of ChatGPT chatbot improved students' performance (F (3,201) = 408.793, P = 0.000) with an effect size (ηp2) of 0.859. The finding also revealed no significant moderating influence of gender, age and experience on the effect of ChatGPT chatbot on students' performance. The study has some implication for lecturers, researchers and policy experts on the need to incorporate ChatGPT chatbot in education given that it has the potential to improve students' performance and equally promote self-paced individualized learning.

Montreuil, V., Volkwein, A., Erin, J., Falco, M. D., Fardet, E., Louka, A., … Prolongeau, A. (2025). ***L'intelligence artificielle dans les établissements scolaires, sur le plan administratif et pédagogique : rapport à madame la ministre d'État, ministre de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche***. Consulté à l'adresse IGÉSR website: https://www.education.gouv.fr/recherche/type/rapportpublication/report_and_publication_type/rapport-igesr
Deux ans après l'émergence d'outils grand public d'intelligence artificielle (IA) générative et dans un contexte d'initiatives particulièrement foisonnant, cet état des lieux évalue les opportunités propres à l'IA en éducation et documente ses usages réels dans les établissements scolaires du premier et du second degré. Bien que de multiples actions (formations, déploiement d'outils numériques, éducatifs, etc.) aient été mises en place pour favoriser le déploiement de l'IA dans l'éducation, ses utilisations par les adultes des établissements scolaires restent fortement liées à une appétence individuelle. Dix recommandations sont formulées pour contribuer à créer une dynamique globale d'appropriation de l'IA en éducation afin d'y former tous les élèves, filles comme garçons, et d'en faire un atout pour améliorer l'efficience du système éducatif.

Moore, R. L., Wang, C., Liu, L., & Lee, S. S. (2025). **The knowledge quest: navigating the Learner-Intention Continuum from curiosity to achievement**. *Education and Information Technologies*, *30*(9), 12991-13009. https://doi.org/10.1007/s10639-025-13327-9
This study introduces a novel Learner-Intention Continuum, spanning from curiosity and exploration to purposeful, goal-directed learning. This continuum fills a critical gap in understanding the diverse motivations of informal and semi-formal learners, specifically those who enroll in massive open online courses (MOOCs). Through latent class analysis (LCA) on 2,757 student responses in an introductory statistics MOOC, we linked learner intentions to course performance, integrating demographic data and final grades. We identified three distinct MOOC learner personas along this continuum—Knowledge Seeker, Undecided Explorer, and Goal-Oriented Learner—each representing different motivations for participating in a MOOC. The Knowledge Seeker typically engages out of curiosity, seeking new knowledge without a specific goal. The Undecided Explorer is uncertain about their intentions, participating for various reasons without clear focus. The Goal-Oriented Learner enrolls with specific objectives, such as career advancement or academic achievement. Mapping these personas along the continuum provides critical insights into how learner intentions influence engagement and outcomes. This continuum is particularly valuable for educators and researchers, highlighting how learners interact with MOOCs. Educators can create personalized strategies that enhance learner success by understanding these personas. The Learner-Intention Continuum will inform MOOC learner research and establishes a foundation for future research on learner intentions in MOOCs.

Ndiaye, Y. (2025). **Exploring AI personas and empathy strategies to foster design outcomes**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108751
Exploring AI personas and empathy strategies to foster design outcomes

Ngnoulaye, J. J., & Tsafack, F. C. F. (2025). **La technologie de la chaîne de blocs au service de l'éducation : une expérience de sécurisation des relevés de notes scolaires**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108879
La technologie de la chaîne de blocs au service de l'éducation : une expérience de sécurisation des relevés de notes scolaires

Nguyen-Tran, L. A., & Corbett-Etchevers, I. (2025). **AI and Power in Educational Organizations: A Review and Critical Research Agenda**. *30e Conférence de l'Association Information et Management*. Présenté à Lyon, France. Consulté à l'adresse https://hal.science/hal-05092706
This paper reviews the transformative role of Artificial Intelligence (AI) in reshaping power dynamics within educational organizations. Through the lens of Critical Theory, this study reviews the impact of AI on decision-making and power distribution within educational institutions, drawing on organizational theories, including Max Weber's bureaucratic model as well as on the philosophical discourse surrounding AI Ideology. Drawing on a pluralist approach to power, we adopt four dimensions—dispositional, episodic, systemic, and constitutive- to elucidate the manner in which AI modifies the distribution of power within the context of educational organizations. We conclude by proposing avenues for further research, underscoring the necessity for a more comprehensive investigation into the role of AI in either facilitating or impeding emancipation within the domain of education. Our findings contribute to the ongoing discourse on AI ethics and offer valuable insights into future organizational research.

Nyebe Atangana, S. (2025). **Digitalisation des enseignements au MINESEC : analyse des déterminants des apprentissages**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108812
Digitalisation des enseignements au MINESEC : analyse des déterminants des apprentissages

OECD : Organisation for Economic Co-operation and Development. (2025). ***How's life for children in the digital age?*** Consulté à l'adresse https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/05/how-s-life-for-children-in-the-digital-age_c4a22655/0854b900-en.pdf
Le rapport brosse, à la lumière des données internationales les plus récentes, un tableau général de la vie des enfants dans l'environnement numérique des 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 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. Une version abrégée en français est disponible.

Onker, V., Singh, K. K., Lamkuche, H. S., Kumar, S., Sharma, V. S., Chowdhary, C. L., & Kumar, V. (2025). **Harnessing machine learning for academic insight: A study of educational performance in Bhopal, India**. *Education and Information Technologies*, *30*(9), 12865-12904. https://doi.org/10.1007/s10639-025-13357-3
Predicting academic performance in Educational Data Mining has been a significant research area. This involves utilizing machine learning techniques to analyze data from educational settings. Predicting student academic performance is a complex task due to the influence of multiple factors. This research uses supervised machine-learning approaches to predict students' grades and marks. The dataset used in this study is obtained from Rajya Shiksha Kendra (RSK) in Bhopal, Madhya Pradesh, India. RSK consists of four blocks: Phanda-Rural, Phanda-Urban, Phanda-Old City, and Berasia. The total number of schools in all four blocks of the Bhopal district is 3,201. The system's abundant data requires proper analysis to extract the most valuable information for planning and future development. Predicting grades and marks based on students' historical educational records is practical in assessing schools' academic performance in the Bhopal district. It serves as a valuable source of information that can be utilized in various ways to enhance the quality of education nationwide. This paper aims to assess the quality of teaching and academic performance of different schools in the Bhopal district of Madhya Pradesh, India. The acquired UDISE dataset is pre-processed in the proposed approach to ensure data quality. Genetic algorithms, decision tree classifiers, and various machine learning models were used on the dataset using student's and schools labeled academic historical data. The proposed model predicts academic performance, while the classification system predicts assessment grades. The obtained results are then analyzed. The findings demonstrate the efficiency and relevance of machine learning technology in predicting academic performance. The study also suggests the critical inclusion of various indicators/variables which help predict schools' academic performance.

Ortiz-Bonnin, S., & Blahopoulou, J. (2025). **Chat or cheat? Academic dishonesty, risk perceptions, and ChatGPT usage in higher education students**. *Social Psychology of Education*, *28*(1), 113. https://doi.org/10.1007/s11218-025-10080-2
Academic dishonesty remains a persistent concern for educational institutions, threatening the reputation of universities. The emergence of Artificial Intelligence (AI) tools exacerbates this challenge as they can be used for chatting but also for cheating. Several scientific papers have analyzed the advantages and risks of using AI tools like ChatGPT in academia. On the one side it offers increased accessibility of information and facilitates personalized learning. On the other side several risks are associated with the usage of ChatGPT, including the generation of inaccurate information, and the facilitation of academic dishonesty like cheating and plagiarism. This study examines how students' Perception of Academic Dishonesty (PAD) and their perception of the risks associated with using ChatGPT, are linked to a reduced use frequency and intention to use this AI tool. A sample of 468 undergraduate students answered an online survey. Our

findings indicate a negative and significant relationship between perceived risk, and both use frequency and intention to use ChatGPT in the future. Additionally, perceived risk mediates the relationship between PAD and ChatGPT usage patterns. This is the first study to demonstrate that students with high PAD present higher levels of awareness of the risks associated with using ChatGPT, which is associated with lower frequency of use and intention to use this AI tool in higher education. These results highlight the importance of integrating such technologies into the university, while carefully considering ethical issues and students' perceptions of risk.

Ouattara, M. O., & Sadia, M. A. (2025). **Enjeux éthiques de l'utilisation de l'IA dans la gestion des ressources humaines éducative en Côte d'Ivoire**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108747
ENJEUX ÉTHIQUES DE L'UTILISATION DE L'IA DANS LA GESTION DES RESSOURCES HUMAINES EDUCATIVE EN CÔTE D'IVOIRE

pédagogique, C. (2025, juin 23). **L'IA au rapport ou comment l'inspection générale voit la place de l'IA en éducation**. Consulté 25 juin 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/06/23/lia-au-rapport-ou-comment-linspection-generale-voit-la-place-de-lia-en-education/
« Un rapport riche en informations, pauvre en recommandations » résume Bruno Devauchelle à propos du rapport de l'Inspection générale qui vient d'être publiée sur l'IA dans les établissements scolaires. « Les enseignants

Pedo, F., & Mendigutxia, A. (2025). ***The role of higher education in national artificial intelligence strategies: a comparative policy review*** (p. 43). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000392047_eng

Revet, K., Halabi, M. E., Shaikh, S., & Yang, X. (2025, juin 23). **ChatGPT à l'université : pourquoi encadrer vaut mieux qu'interdire ou laisser-faire**. Consulté 24 juin 2025, à l'adresse The Conversation website: http://theconversation.com/chatgpt-a-luniversite-pourquoi-encadrer-vaut-mieux-quinterdire-ou-laisser-faire-257364
Comment les politiques d'utilisation de l'IA générative mises en place au sein d'un établissement influencent-elles l'image de ce dernier ?

Ribeiro, M., & Prettner, K. (2025). ***The Skill Premium Across Countries in the Era of Industrial Robots and Generative AI*** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: https://EconPapers.repec.org/RePEc:pra:mprapa:124633
How do new technologies affect economic growth and the skill premium? To answer this question, we analyze the impact of industrial robots and artificial intelligence (AI) on the wage differential between low-skill and high-skill workers across 52 countries using counterfactual simulations. In so doing, we extend the nested CES production function framework of Bloom et al. (2025) to account for cross-country income heterogeneity. Confirming prior findings, we show that the use of industrial robots tends to increase wage inequality, while the use of AI tends to reduce it. Our contribution lies in documenting substantial heterogeneity across income groups: the inequality-increasing effect of robots and the inequality-reducing effects of AI are particularly strong in high-income countries, while they are less pronounced among middle- and lower-middle income countries. In addition, we show that both technologies boost economic growth. In terms

of policy recommendations, our findings suggest that investments in education and skill-upgrading can simultaneously raise average incomes and mitigate the negative effects of automation on wage inequality.

Saifi, S., Tanveer, S., Arwab, M., Lal, D., & Mirza, N. (2025). **Exploring the persistence of Open AI Adoption among users in Indian higher education: A fusion of TCT and TTF model**. *Education and Information Technologies*, *30*(9), 12055-12078. https://doi.org/10.1007/s10639-024-13282-x
The current study is an attempt to bring to light the influence of Open AI adoption among users regarding the Indian Higher Education system by incorporating the TCT and TTF models. A questionnaire was designed to collect the data from 571 participants associated with higher education in India. The developed model with Perceived usefulness, confirmation, perceived ease of use, task characteristics and technology characteristics were taken as external constructs. And satisfaction, attitude towards technology and TTF were taken as internal constructs and were tested by Structural Equation Modelling (SEM) using SMART PLS-SEM 4.0. The finding reveals that the theoretical model effectively elaborates continuous intention (R2 = 0.585). Observing the inner model, it is found ATT and TTF are strong predictors of CI with values followed by SAT. Moreover, the findings indicate that the research model has substantial predictive relevance Q2 (33.1%) to predict Chat-GPT users' intention to continue using this. The CON, PU and PEOU strongly affect the satisfaction of the students, on the other hand PU, PEOU, SAT and TTF had significant impact on attitude of the students in higher education, furthermore TTF is strongly affected by task characteristics (TAC) and technology characteristics (TEC). This Study suggests that the students who are using Chat-GPT are willing to continue to use this for their academic works in future.

Sarnou, H., & Schug, D. (2025). **Exploring the Challenges & Benefits of MOOCs as an Innovative Pedagogical Model in Higher Education**. *SAR Journal*, *8*(2), 115. https://doi.org/10.18421/SAR82-01
Massive Open Online Courses (MOOCs) have been adopted to meet learners' needs in higher education, serving as an innovative pedagogical model with three main dimensions: the provider (what is offered), the learners (who), and the process (how). Ideally, they take students through the developmental stage of problem-solving and help them implement new methods or skills to continue learning. This paper seeks to understand the extent to which MOOCs have transformed learning with a focus on university-level education. It provides a thorough review of recent research in MOOC implementation, including articles from 2013 to 2023, and analyzes them from a pedagogical perspective. Through a thematic literature review, the researchers explored the challenges and benefits of MOOCs for teachers and learners. The analysis shows that while MOOCs provide numerous benefits, such as self-paced learning and innovative ways for grappling with new materials, several considerations are necessary to maximize their potential.

Sawadogo, W. E. (2025). **Formation en Technopédagogie sous forme de projets de microenseignements pour futurs enseignants de l'enseignement et de la formation techniques et professionnels (EFTP): analyses, exigences et exemple**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108814

Formation en Technopédagogie sous forme de projets de microenseignements pour futurs enseignants de l'enseignement et de la formation techniques et professionnels (EFTP): analyses, exigences et exemple

Sel, B., & Demîrcî, N. (2025). **The global trends in digital citizenship research: A bibliometric analysis with R program and VosviewerA**. *Education and Information Technologies*, *30*(9), 13011-13039. https://doi.org/10.1007/s10639-025-13332-y
In this study, in order to reveal current research trends and suggestions for possible future research trends in digital citizenship (DC) in the field of education, a bibliometric analysis of 387 publications obtained from the WOS collection between 2003 and 2024 (June) was conducted using the VOSviewer and Biblioshiny programs. The research results reveal that digital citizenship research initially progressed with low production, but increased from 2012 onwards and gained momentum after 2019. In general, it is seen that the concept of DC is a young research area in terms of research processes and continues to grow, but the interest in this area is still insufficient in terms of citations. The most influential journals include Comunicar, Learning Media and Technology, and Educational Technology & Society, while Education and Information Technologies is noted for having the highest growth and rising trend. In addition, USA plays a central role in DC studies when the number of connections between countries, publications and citations is taken into account. The most repeated and strongest keywords were digital literacy, media literacy, citizenship, and digital competence. While more space was given to the theoretical foundations of DC in 2019, it has been observed that the scope has expanded a little more in terms of education due to current issues such as Covid 19 or cyberbullying. It is also seen that DC is considered a more "adult" focused concept on the basis of teachers, adolescents, youth, and higher education, and that the younger age group is not given much importance.

Sherma, A. B. (2024). **ChatGPT's Impact on Students' Writing: Lessons Learned from Nepali Undergraduate Students**. *Journal of NELTA*, *29*, 83-96. https://doi.org/10.3126/nelta.v29i1.72636
Artifi cial Intelligence (AI) has signifi cantly evolved and is widely applied across various sectors, including education. The advent of ChatGPT has generated interest among users and researchers. Some express concerns about student dependency, while others advocate its incorporation into education due to its growing indispensability. ChatGPT off ers a platform for students to address diffi cult theoretical questions and generate ideas for application-based questions. A study was conducted to understand undergraduate students' perceptions of ChatGPT's usefulness in academic writing and explore its potential in Nepali education. Using a mixed-method approach, data was gathered through a structured questionnaire distributed online via Messenger and email. The respondents, 64 Nepali students pursuing undergraduate degrees in Nepal and abroad, answered six questions: 5 questions were structured, and 1question was unstructured. The study revealed that most students found ChatGPT easy to use and benefi cial for idea generation, rephrasing, and correcting grammatical errors. However, concerns about dependency and its impact on creativity were noted. While ChatGPT is a valuable tool for enhancing writing skills, a balanced approach is necessary to leverage AI's capabilities while fostering independent thinking. Further research is recommended to explore long-term impacts and eff ective integration strategies in education.

Sun, L. (2025). **Transforming business interpretation education with AI: Perspectives from instructors and learners**. *Education and Information Technologies*, *30*(9), 11827-11861. https://doi.org/10.1007/s10639-024-13270-1
This study explores the impact of AI tools on learning Business Interpretation by examining the perceptions of master's students majoring in English-Chinese interpretation and their teachers. Through qualitative interviews with 8 students and 2 teachers, the research investigates how AI tools influence educational outcomes, including their benefits and challenges. The findings reveal that students and teachers generally view AI tools favorably, citing advantages such as immediate feedback, interactive practice scenarios, and enhanced flexibility in learning. These tools are seen as valuable for supplementing traditional instructional methods and providing personalized learning experiences. However, challenges such as AI's limitations in grasping context-specific nuances, difficulties in integrating AI with established teaching methods, and technical issues were also identified. The study highlights the need for a balanced integration of AI tools with conventional pedagogical approaches to maximize their effectiveness. It also emphasizes the importance of addressing the technical and contextual limitations of AI tools to better support Business Interpretation education. Future research should focus on refining AI tool designs, exploring effective integration strategies, and addressing broader issues related to equity and user experience in educational technology.

Theodosi, S., & Nicolaidou, I. (2025). **How can we help children adopt healthy sun protection habits? A quasi-experiment using Internet of Things (IoT), gamification, and a social mission**. *Education and Information Technologies*, *30*(9), 11583-11604. https://doi.org/10.1007/s10639-024-13240-7
The preventability of skin cancer stresses the need for primary prevention interventions early in life to help children realize how dangerous ultraviolet radiation (UVR) exposure can be. Internet of Things (IoT) devices can be used to measure UVR intensity in real-time to help children visualize it and understand the need for sun protection from an early age when behaviors are receptive to change. The present study implements a data-driven approach using IoT, gamification, and a social mission to affect elementary school children's sun-related knowledge, habits, and behavioral change, respectively. The research questions examine the IoT's effect on 10–11 year-old students' knowledge of UVR, the gamification's effect on habits and behaviors, and the social mission's effect on behavioral change regarding sun protection measures. A quasi-experimental design was used with 53 students (33 in the experimental group and 20 in the control group). Data sources included a content knowledge test on UVR and the validated questionnaire "Sun Exposure and Protection Index" (SEPI) administered pre and post. Findings demonstrated significant learning gains for experimental group participants that were preserved five weeks post-intervention, indicating the effectiveness of IoT as a learning technology. Moreover, the experimental group students' sun exposure habits and behaviors post-intervention were slightly but significantly improved, indicating that gamification as a pedagogical strategy was effective. Lastly, a positive but not significant propensity to change sun protective behaviors was observed in the experimental group, indicating that the social mission was not as effective as other components of the intervention. A challenge that remains unsolved is, therefore, how to positively affect children's behavioral change regarding sun-protection measures.

UNESCO Office in Beijing. (2025). ***Digital leap in East Asia: a regional synthesis on higher education transformation*** (p. 114). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000393828

Vergara, D., Antón-Sancho, Á., Lampropoulos, G., & Fernández-Arias, P. (2025). **Educational use of virtual reality technologies in engineering education: The impact of the digital generation of faculty**. *Education and Information Technologies*, *30*(9), 12807-12825. https://doi.org/10.1007/s10639-025-13325-x
Virtual reality (VR) is an effective technology when applied to higher education. A fruitful line of research is the study of the reception of VR by the agents involved, especially professors. This provides keys to help universities and countries, especially developing ones, in the process of digital integration. In this work, a quantitative analysis of the influence of the digital generation of engineering professors on their assessments of the didactic use of VR is carried out. For this, a validated questionnaire has been passed to a sample of 312 engineering professors from the Latin American region, whose responses have been statistically analyzed. It is found that digital native professors report better skills than digital immigrants but give lower ratings to the didactic aspects of VR than digital immigrants. It has been also shown that the influence of the digital generation on the ratings is strongly dependent on the gender of the participants. As a conclusion, it is necessary to increase the digital training of professors in the region and strengthen female access to technologies. It is suggested that protocols be designed to promote the use of VR in an egalitarian way, especially among digital immigrants.

Wang, P., Yin, K., Zhang, M., Zheng, Y., Zhang, T., Kang, Y., & Feng, X. (2025). **The effect of incorporating large language models into the teaching on critical thinking disposition: An "AI + Constructivism Learning Theory" attempt**. *Education and Information Technologies*, *30*(9), 11625-11647. https://doi.org/10.1007/s10639-024-13244-3
In the era of educational informatization, nurturing critical thinking skills has become a central focus. However, the current state of Chinese students' critical thinking development is concerning, prompting researchers to explore effective enhancement strategies. Based on constructivist learning theory, this study leveraged the advancements in large language models to propose a teaching approach integrating them into the teaching to foster critical thinking. Divided into two studies, Study 1 assessed the usability of responses from large language models (e.g., ChatGPT, Ernie Bot) versus those from a graduate student group. Findings indicated that responses from ChatGPT and Ernie Bot are viable, with Ernie Bot receiving the highest favorability ratings. Building upon this, Study 2 employed a pretest–posttest experimental design, incorporating Ernie Bot into authentic teaching. Results demonstrated a positive impact on students' critical thinking disposition, evidenced by significantly higher posttest scores in the experimental group compared to the control group, particularly in truth-seeking and open-mindedness dimensions. This study advances the practical exploration of teaching models within the Artificial Intelligence era, offering insights into fostering critical thinking disposition using large language models like Ernie Bot. Furthermore, it breathes new life into the evolution of constructivist learning theories within the framework of the AI era.

Wang, Z. (2025). **Integrating mobile apps into vocal education: A study on accessibility and efficiency in learning**. *Education and Information Technologies*, *30*(9), 12179-12196. https://doi.org/10.1007/s10639-024-13301-x

The integration of classical and modern teaching strategies enables the creation of an effective educational environment that meets the needs of various types of learners. The aim of this study is to explore the potential for integrating mobile applications into vocal education by analyzing their accessibility and effectiveness as learning tools, as well as identifying their advantages and limitations. Using five popular educational apps—Singscope, PitchPerfect, Vocaberry, Yousician, and Smule—as case studies, the research examined which interface features and organizational aspects of these apps most significantly determine their accessibility and effectiveness. The findings indicated that Vocaberry and Yousician exhibited the highest effectiveness, receiving the highest overall ratings (8.57 and 8.29, respectively) and demonstrating the greatest improvement in users' vocal skills (+ 2.2 and + 1.8 points, respectively). A strong correlation was found between perceived ease of use, the utility of the apps, and the degree of skill improvement. Key success factors identified include interface convenience, the presence of gamification elements, and the diversity of musical content. Factors negatively impacting the educational effectiveness of the apps were insufficient interactivity (26% of users) and high assessment complexity (21%). The results underscore the importance of balancing functionality with ease of use in creating effective vocal training tools and outline directions for further enhancement of mobile apps in this domain. The study's outcomes will be valuable for the development and implementation of mobile applications in the educational process, highlighting key areas for improvement.

Wiafe, I., Ekpezu, A. O., Gyamera, G. O., Winful, F. B. P., Atsakpo, E. D., Nutropkor, C., & Gulliver, S. (2025). **Comparative evaluation of learning technologies using a randomized controlled trial: Virtual reality, augmented reality, online video platforms, and traditional classroom learning**. *Education and Information Technologies*, *30*(9), 11775-11795. https://doi.org/10.1007/s10639-024-13221-w
The COVID-19 pandemic has propelled the use of technology in education through platforms such as YouTube and immersive technologies (e.g., virtual reality (VR) and augmented reality (AR)). Despite their potential to improve equity, access, engagement, and cognitive achievement, studies comparing their impacts on learning outcomes are scarce. This study investigated the effects of educational technologies such as YouTube, AR, and VR on student learning outcomes compared to conventional classroom learning. It specifically focused on the lower cognitive levels in Bloom's taxonomy, namely knowledge, understanding, and application. A sample of 139 higher education institution students was randomly assigned to one of four groups: classroom (control), YouTube, AR, and VR. Results from a two-way ANOVA and post-hoc pairwise comparison revealed that contrary to the existing literature, VR did not significantly outperform other learning environments. In addition, no significant differences were observed between YouTube and VR. Among the three cognitive levels of learning, learning in AR had the highest impact on the cognitive level of understanding compared to other learning environments. These findings imply that AR can serve as a mobile-friendly supplement to traditional methods, whereas VR might require further pedagogical enhancement to realize its full potential in learning. Future research should examine how familiarity with these technologies' influences both immediate and long-term learning outcomes.

Wu, T.-T., Sarwono, E., & Huang, Y.-M. (2025). **Pair learning in virtual laboratories: implications for engagement, self-efficacy, and anxiety**. *Social Psychology of Education*, *28*(1), 122. https://doi.org/10.1007/s11218-025-10086-w

Laboratories play a central role in engineering education. Current technology enables virtual experiences that challenge the traditional concept of teaching laboratories for undergraduate engineering students. Integrating technology, such as virtual laboratories, allows students to learn foundational experimental skills; however, it lacks interaction and collaboration among students, affecting student engagement, self-efficacy, and test anxiety. Pair learning is an approach that enhances interaction and collaboration among students, thereby improving student engagement and self-efficacy while reducing test anxiety. However, the integration of pair learning into virtual laboratories remains understudied. This study aimed to investigate the impacts of pair learning in virtual laboratories on students' levels of engagement, self-efficacy, and test anxiety. A quasi-experimental investigation was carried out to assess the impacts of the proposed methodology. This research involved forty-seven freshman electrical engineering undergraduates. Data on student engagement, self-efficacy, and test anxiety were gathered using questionnaires in pre-tests and post-tests from two groups: the experimental group, which utilized virtual laboratories with pair learning, and the control group, which utilized virtual laboratories with individual learning. Quantitative analysis findings indicate a significant dissimilarity in student engagement, self-efficacy, and test anxiety levels among the experimental and control groups when utilizing pair learning in virtual laboratories. The findings of this investigation indicate that the implementation of pair learning in virtual laboratories has a beneficial effect on the levels of test anxiety, self-efficacy, and engagement demonstrated by students in engineering education laboratory courses.

Xiao, M., Rong, W., Amzah, F., & Khalid, N. A. M. (2025). **Utilising digital art for childhood education: a systematic review of evidence, challenges and prospects**. *Education and Information Technologies*, *30*(9), 12143-12178. https://doi.org/10.1007/s10639-024-13274-x
Digital art (DA) is emerging as a modern educational tool with unique value in the field of childhood education (CE). It not only enriches teaching and learning methods but also has the potential to promote young children's cognitive, affective, and creative development. The aim of this systematic review is to explore the status, challenges, and prospects of DA in CE between 2000 and 2024. By systematically screening and analysing relevant peer-reviewed articles, examples of DA in formal and non-formal educational settings were sorted out, providing evidence on educational effectiveness, and identifying major challenges in the field, such as technological implementation difficulties, insufficient teacher training, and resource disparities. Based on these results, this study proposes a conceptual framework that integrates the educational applications of DA, technological barriers and potential for future development. In addition, important directions for future research are explored, including sustainability of the technology, enhancement of the quality of teaching and learning, and evaluation of long-term impact. The framework provides reference and guidance for children's education practitioners and policymakers and aims to promote the effective application and further development of DA in CE.

Xie, T., Zhang, H., & Yang, Y. (2025). **Effect of immersive virtual reality based upon input processing model for second language vocabulary retention**. *Education and Information Technologies*, *30*(9), 12365-12385. https://doi.org/10.1007/s10639-025-13333-x
A significant body of research has focused on the impact of immersive virtual reality (IVR) on vocabulary retention, but little is known about how to integrate language learning theories in IVR-mediated vocabulary learning. This study aims to examine the effect of

IVR that integrate input processing model on vocabulary retention for elementary school students. A total of 77 fifth-grade students from elementary schools were recruited. They were randomly assigned to either an experimental group or a control group. The experimental group engaged with a vocabulary learning module delivered through IVR, while the control group received an equivalent module via PowerPoint (PPT). Vocabulary retention was assessed immediately after the intervention and at a delayed interval to gauge both short-term and long-term retention. The findings indicate that both IVR and PPT facilitate vocabulary retention; PPT appears to be more efficacious for immediate retention when compared to IVR; Conversely, IVR demonstrates a superior ability to enhance long-term vocabulary retention. These results suggest that the integration of language learning theory within IVR environments offer a significant advantage in vocabulary acquisition.

Zhang, L., Li, C., Li, T., & Lu, Z. (2025). **Forming a robust team in educational scenarios using genetic algorithm with partial repair operators**. *Education and Information Technologies*, *30*(9), 11523-11548. https://doi.org/10.1007/s10639-024-13302-w
Team has been widely applied in various fields, in which the collaboration efficiency of a team is the main consideration under the constraints of skill requirements. In educational scenarios, an educational institution usually builds a team of students with different skills to attend a competition, in which team communication cost and team benefit are two main concerns. Nevertheless, both educational fairness and student conflicts should be taken into account when forming a team for a competition. Furthermore, in forming a team for a competition, a successful team should be robust to avoid the risk of team members' departure. This paper aims to form a robust team for a competition taking into account educational fairness and student conflicts. Firstly, the authors establish a team formation model for a competition in which robustness, educational fairness, and student conflicts are simultaneously considered. In the model, we formalize a robust team formation problem, in which team robustness and student conflicts are described as constraints, and team communication cost, team skill-benefit and the team fairness are handled as the objective function. The higher the objective function value, the better the team formed. Secondly, we design a genetic algorithm with partial repair operators (PR-GA for short) to form a robust team, in which the parameter repair probability determines the probability of changing an infeasible solution to a feasible one. Finally, we conduct extensive experiments to evaluate the performance of our algorithm. We investigate the impact of repair probability on the formed team. The results show that with an increase in the repair probability, the objective function value of the formed team arises with the cost of increasing the running time of the algorithm. In addition, for a given set of students, the objective function value and the size of the team formed by all algorithms increase with increasing robustness parameter. In addition, for a given set of students, the running time of all algorithms increases with the increase of the robustness parameter. Although slightly worse than AR-GA (a genetic algorithm that repairs all infeasible solutions) in terms of objective function value, our proposed PR-GA consumes less running time for all instances. In general, our PR-GA has a shorter running time with a 22.3% decrease compared to AR-GA. Moreover, our PR-GA holds the second best in terms of team size and convergence speed.

Zheng, H., Han, F., Huang, Y., Wu, Y., & Wu, X. (2025). **Factors influencing behavioral intention to use e-learning in higher education during the COVID-19 pandemic: A meta-**

analytic review based on the UTAUT2 model. *Education and Information Technologies*, *30*(9), 12015-12053. https://doi.org/10.1007/s10639-024-13299-2
Amidst the COVID-19 pandemic, the e-learning demand among in tertiary education sector has surged, which has produced prolific research on factors influencing students' and faculties e-learning adoption. Anchored in the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) framework, this study employed a meta-analytic approach to investigate the effects of seven key antecedents (i.e., Performance Expectation, Effort Expectation, Social Influence, Facilitating Conditions, Hedonic Motivation, Price Value, and Habit) and possible moderators on Behavioral Intention (BI) towards using e-learning. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses guidelines, the study identified 91 empirical studies involving 37,910 participants including both university faculties and students. The results show that Habit was the most influential antecedent on BI. Apart from Habit, Hedonic Motivation, Price Value, Performance Expectation, and Facilitating Conditions were strongly correlated with BI towards using e-learning, whereas Effort Expectation, Social Influence, and BI had moderate relations with BI. The moderation analyses demonstrate that the variables of gender, user type, region, cultural orientation, and income level all significantly moderated the relations between various antecedents and BI. The study results provide some practical implications on how e-learning providers or institutions may more effectively improve e-learning adoption among faculties and students. Possible strategies may include designing strategies to enhance habit formation of users, leveraging hedonic motivation by incorporating interactive and engaging contents, and offering technical support and cost-effective e-learning platforms. Furthermore, strategies which are designed to foster positive e-learning adoption should also be tailored to accommodate diverse learner profiles by taking the moderating factors of gender, cultural backgrounds, and economic disparities, ultimately leading to more equitable and inclusive e-learning in higher education.

Zine, M., Harrou, F., Terbeche, M., & Sun, Y. (2025). **Evaluating e-learning readiness using explainable machine learning and key organizational change factors in higher education**. *Education and Information Technologies*, *30*(9), 12905-12937. https://doi.org/10.1007/s10639-025-13335-9
E-learning readiness (ELR) is critical for implementing digital education strategies, particularly in developing countries where online learning faces unique challenges. This study aims to provide a concise and actionable framework for assessing and predicting ELR in Algerian universities by combining the ADKAR model with advanced machine learning algorithms and Shapley Additive Explanations (SHAP). Data were collected through semi-structured interviews and questionnaires from 530 students and professors across Algerian universities, focusing on the five ADKAR factors: Awareness, Desire, Knowledge, Ability, and Reinforcement. Eight machine learning models were employed to analyze the data, selected for their ability to manage complex, high-dimensional datasets and capture non-linear relationships: k-nearest neighbors, support vector machines, partial least squares, random forests, gradient boosting, decision trees, CatBoost, and XGBoost. Results show that ensemble methods CatBoost and XGBoost achieving the best predictive performance ($$R^{2}$$= 0.811), reflecting their ability to explain the variance in ELR. SHAP analysis identified "Ability" as the most influential factor, followed by "Desire" and "Reinforcement." This combination of SHAP and ADKAR provides novel insights by highlighting critical areas for intervention, such as enhancing digital skills and promoting knowledge acquisition. The use of SHAP in this study enhances

model interpretability, enabling stakeholders to identify the most impactful factors and implement targeted, effective interventions to address key barriers to e-learning readiness.

Orientation scolaire et professionnelle

Anderson, O. (2025). **L'ombre longue du désavantage économique de l'enfance : trajectoires de l'éducation et du marché du travail**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 255). https://doi.org/10.4000/142fn

Bertolini, S., Vercelli, M., & Cheller, L. (2025). **L'orientation aux choix comme levier de changement pour l'avenir : la proposition du projet PNRR OrientaUnito dans la région italienne du Piémont**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 301-311). https://doi.org/10.4000/142i6

Blache, G., Guirchoun, É., & Prokovas, N. (2025). **Trajectoires scolaires et professionnelles des jeunes résidant dans les QPV franciliens**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 171-181). https://doi.org/10.4000/142ga

Blaney, J. M., Feldon, D. F., Wofford, A. M., & Litson, K. (2025). **Building Transfer Student Interest in Computer Science PhDs: Examining an Advising Intervention Using a Staged Innovation Design**. *Research in Higher Education*, *66*(4), 25. https://doi.org/10.1007/s11162-025-09843-9
Community college transfer students represent a diverse and talented group to recruit to PhD and other graduate programs. Yet, little is known about practical strategies to support community college transfer students' access to graduate training. Focusing specifically on transfer students in computer science and guided by social cognitive career theory, this manuscript draws on survey data from over 200 community college transfer students and utilizes a staged innovation design to examine a new intervention designed to pique transfer students' interests in PhD study. Findings suggest that brief targeted interventions can significantly predict transfer students' perceptions about PhD study, but that more sustained efforts will likely be necessary to influence transfer students' more tangible degree plans. In addition to highlighting implications for future research, we identify strategies for faculty and staff seeking to support community college transfer students and build access to graduate training.

Blaney & Wofford. (2025). **Upward Transfer Student Pathways in Computing: Examining Degree and Career Outcomes Through Structural Equation Modeling**. *Community College Journal of Research and Practice*, *49*(6), 363-384. https://doi.org/10.1080/10668926.2023.2284218
Community college transfer represents an important mechanism for advancing access to STEM degrees and careers. Yet, little is known about community college transfer pathways in computing. Utilizing longitudinal survey data, we rely on descriptive statistics and structural equation modeling to examine community college transfer pathways in computing over the course of the four years after students arrive at their receiving

university. Findings document wide variation in community college transfer students' pathways and highlight the importance of computing self-efficacy in predicting degree attainment, computing career pursuits, and graduate school aspirations in computing.

Buissonnet, A. (2025). **Diversités territoriales d'éducation : l'accompagnement pédagogique à l'orientation en fin de collège**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 211-218). https://doi.org/10.4000/142gv

Carré, E. (2025, juin 24). **Parcoursup, ou les discrets rites de la méritocratie algorithmique**. Consulté 25 juin 2025, à l'adresse The Conversation website: http://theconversation.com/parcoursup-ou-les-discrets-rites-de-la-meritocratie-algorithmique-259219
Derrière son apparente rationalité, Parcoursup constitue un rituel d'entrée dans l'âge adulte. Décryptage à l'occasion de la phase complémentaire.

Constans, A., Mizzi, R., & Barbier, M.-L. (2025). **Les effets des variables socio-démographiques et scolaires sur les parcours des étudiant·es en licence**. *L'orientation scolaire et professionnelle*, *54*(2), 559-587. https://doi.org/10.4000/1450j
Les nombreuses réformes éducatives et politiques de démocratisation visent à accueillir un public de plus en plus diversifié, promouvoir l'égalité et former une population plus qualifiée. Avec la hausse du nombre d'étudiant·es et des taux de réussite assez faibles, la réussite dans l'enseignement supérieur est un sujet au cœur des réflexions actuelles. Aujourd'hui, les définitions de la réussite sont repensées pour prendre en compte la diversité des parcours. L'objectif de ce travail est d'analyser les effets des variables socio-démographiques et de la scolarité antérieure des étudiant·es sur leurs parcours en licence, en réalisant un suivi de cohorte sur 4 305 étudiant·es inscrit·es à partir de 2016 en première année de licence à Aix-Marseille Université. Des régressions logistiques binomiales ont été menées pour étudier quatre types de parcours : le décrochage, la progression linéaire, le redoublement et la réorientation. Ces différents parcours ont été analysés en lien avec les profils socio-démographiques et scolaires des étudiant·es. Nos résultats montrent que les étudiant·es issu·es de milieux favorisés et ayant eu une scolarité antérieure réussie sont plus susceptibles de suivre des parcours traditionnels, linéaires et sans décrochage. Malgré la volonté de démocratisation, des inégalités demeurent présentes dans les parcours des étudiant·es.

Cyr, E. N., Spencer, S. J., Wright, S. C., Steele, J. R., Kroeper, K. M., Colaco, P., … Bergsieker, H. B. (2025). **Seeing women who fit: Girls' forecasted fit in STEM fosters career interest**. *Social Psychology of Education*, *28*(1), 112. https://doi.org/10.1007/s11218-025-10056-2
Girls often express less interest in STEM (science, technology, engineering, mathematics) education and careers than boys, despite having comparable aptitude. We randomly assigned 242 girls (Mdnage = 12 years; 38% East Asian; 37% White) at Canadian STEM camps to control conversations about generic camp experiences, or intervention conversations where STEM role models discussed how STEM education and careers align with each girl's most important value and emphasized the social community inside and outside of STEM. Key measures were collected at baseline, and several days after the intervention (or control). Girls' current STEM fit did not differ by condition, but as expected, the intervention (vs. control) significantly improved girls' forecasts regarding future STEM fit (ds = 0.27–0.35) and girls' interest in STEM careers (d = 0.42), with a marginally significant

boost in girls' interest in STEM high school classes (d = 0.23). Pre-post increases in forecasted STEM fit mediated increases in STEM interest. Forecasted fit (beyond current fit) appears pivotal for promoting girls' sustained interest in STEM.

Dain, A., Mazaud, C., Thareau, B., & Leroux, C. (2025). **(Ne pas) hériter du métier ? Des parcours d'entrée aux inégalités professionnelles entre agriculteur·ices**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 45-58). https://doi.org/10.4000/142fk

Épiphane, D., Personnaz, E., & Dabet, G. (2025). **Destinées professionnelles des jeunes d'origine sociale modeste. Qui devient transclasse ?** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 59-60). https://doi.org/10.4000/142ha

Farges, G., & Tenret, E. (2025). **Entrer dans l'enseignement supérieur privé. Trajectoires et socialisations des bacheliers « à l'heure »**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 435-436). https://doi.org/10.4000/142gi

Fridlin, M. (2025). **Mon Master 2025 : Les candidatures à l'entrée en master**. *Note Flash du SIES*, (2025-13). Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/mon-master-2025-les-candidatures-l-entree-en-master-99353
En 2025, 250 400 candidats ont confirmé au moins une candidature sur la plateforme Mon Master, soit 10 % de plus que l'an passé.

Hucy, W., & Jennequin, H. (2025). **Dynamiques de construction et de structuration des parcours d'orientation postbac face aux inégalités d'origines socioterritoriales et de motilité des élèves de lycée général**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 407-417). https://doi.org/10.4000/142hk

Jacob, C., Albandea, I., & Michaut, C. (2025). **Se réorienter à l'université : quand l'intention ne suffit pas !** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 437-438). https://doi.org/10.4000/142hh

Jacquot, A. (2025). **« Quand l'impossible se produit ». Parcours de jeunes de classes supérieures en raccrochage scolaire dans le privé catholique**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 61-62). https://doi.org/10.4000/142hl

Jaoul-Grammare, M. (2025). **Double peine : l'impact des inégalités de genre et sociales sur l'accès aux CPGE scientifiques (2010-2020)**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 65-76). https://doi.org/10.4000/142fm

Lelièvre, É., & Remillon, D. (2025). **Les transmissions professionnelles dans les lignées : une analyse des adelphies**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et*

professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon (p. 19-28). https://doi.org/10.4000/142ff

Liechti, L. (2025). **Expérience scolaire et formation des intentions d'orientation des jeunes dans un dispositif éducatif de soutien à l'entrée en formation**. *L'orientation scolaire et professionnelle*, (54/2), 629-654. https://doi.org/10.4000/1450l
Cette contribution cherche à saisir comment évoluent les intentions d'orientation de jeunes compte tenu de leur expérience scolaire dans une mesure éducative de soutien à l'entrée en formation. Axé sur le renforcement scolaire et le développement d'un projet d'orientation, ce dispositif suisse accueille durant une année des élèves d'environ 16 ans à l'issue de leur scolarité obligatoire. Les données mobilisées dans cette étude sont issues d'entretiens semi- directifs menés à trois reprises avec 15 élèves du dispositif. À l'issue de leur analyse qualitative, il apparaît que pour celles et ceux dont l'expérience dans le dispositif est la plus négative, prévalent un sentiment d'injustice à l'égard de l'école développé précocement et une orientation perçue comme subie. Pour d'autres élèves, le dispositif, par le biais du climat relationnel et de ses caractéristiques institutionnelles et organisationnelles, favorise un changement dans leur logique et leurs intentions d'orientation, aboutissant à l'inscription dans une formation choisie. Si les pédagogies orientées sur le développement de l'autonomie et la responsabilisation semblent susceptibles d'offrir un espace de moratoire pour que l'élève développe sa réflexion sur ses intentions, elles risquent d'être sujettes à des malentendus pour les élèves les plus critiques à l'égard du système éducatif.

McCann, Nakae, Baber, & Signorelli. (2025). **Shaping Pathways from Community College to Medical School: Examining the Validating Perspectives of Academic Advisors and Counselors**. *Community College Journal of Research and Practice*, *49*(7), 451-464. https://doi.org/10.1080/10668926.2023.2288214
The negative correlation of community college enrollment and medical school admission (U.S.) is well documented in the literature. U.S. medical schools face challenges in recruiting diverse applicants, and community college students are often overlooked. This oversight is perplexing, as community colleges generally support a higher percentage of racially and socioeconomically diverse students compared to four-year institutions. This exploratory, qualitative research study addresses systemic barriers for pathways to U.S. allopathic medical school admission through the voices and experiences of community college advisors and counselors (n = 14) who work with pre-health student populations. Using validation theory to uncover the experiences of pre-health advisors and counselors, these primary themes emerged: (a) participants' high capacity for and interest in serving as "validating agents" for medical school pathways; (b) common structural challenges to enact roles as validating agents for medical school pathways; and (c) key "supportive opportunities" for validating medical school pathways. Validation theory posits benefits from "validating agents" who enact supportive actions that foster academic and interpersonal support for others such as students. We argue that advisors and counselors in this study had the capacity to serve as validating agents for their students' careers. Implications from this study include the importance of mentorship from four-year institutions, the potential for impactful partnerships between medical schools and community colleges, and the call to action among medical school admissions officers and leaders to view community college students from an asset- versus deficit-based lens.

Mizzi, A. (2025). **Les acteurs de la sélection post-bac. Sélectionneurs et sélectionnés face au « moment » Parcoursup**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 89-98). https://doi.org/10.4000/142hz

Mounayad, A. (2025). **Analyser les bouquets éducatifs au collège : régulations et orientations des élèves**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 219-227). https://doi.org/10.4000/142he

Musoba, G. D., & Lopez, J. (2025). **"Dream Big but Be Realistic": Rural School Counselors and Students' College Choice**. *Psychology in the Schools*, *62*(7), 2001-2011. https://doi.org/10.1002/pits.23448
We interviewed Texas rural school counselors in schools with students who are first generation and low-income. Two research questions were addressed: (a) How do rural high school counselors understand students' college and career choice process? (b) How do school counselors expand or limit the college choice of rural students? Key findings include that rural school counselors focus on open admissions rather than competitive admissions. School counselors in rural, low-income schools do not want to be directive yet give advice that prioritizes starting at local colleges. Counselors need to adapt their approach due to the rural culture of respect for hard work and the burden of trust placed on them by rural families. Finally, rural counselor services were variable and documenting all students progress in preparing for college improves college readiness in low-income, first-generation rural students.

Nanda, A.-R. (2025). **Parcours des jeunes en Normandie : dynamiques territoriales et inégalités d'accès à l'emploi**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 199-207). https://doi.org/10.4000/142hn

Olympio, N. (2025). **Les trajectoires d'accès aux différents baccalauréats tertiaires : vers une plus grande polarisation des inégalités scolaires et sociales ?** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 285-286). https://doi.org/10.4000/142gn

Personnaz, E., & Sawadogo, A. F. W. (2025). **Mobilités résidentielles après le bac : incidences sur les parcours scolaires et professionnels des jeunes des quartiers prioritaires (QPV)**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 183-197). https://doi.org/10.4000/142hf

Sakka-Amini, D. (2025). **Les caractéristiques compensatoires des « élus » de l'ouverture sociale au journalisme**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 79-88). https://doi.org/10.4000/142hr

Vallet-Giannini, F. (2025). **Les enseignements de spécialité du nouveau baccalauréat : profils, déterminants et effets sur le parcours des lycéens**. In J. Berthaud & C. Bonnard

(Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 403-405). https://doi.org/10.4000/142gg

Yeboah, M., & Novotný, J. (2025). **Drivers behind (non-)return of Ghanaian international university graduates: Embracing the complexity over individual explanations**. *International Journal of Educational Development*, *117*, 103322. https://doi.org/10.1016/j.ijedudev.2025.103322
This article explores the complex factors and mechanisms influencing migration decisions of former Ghanaian international students after their graduation at European universities. Using a framework that integrates the Theory of Planned Behaviour (TPB) with key migration concepts, we draw on qualitative data from semi-structured interviews with 45 participants: 22 returnees interviewed in Ghana and 23 non-returnees interviewed abroad. The analysis unfolds in four steps: (1) examining the formation and evolution of return intentions and how they translate into actual decisions; (2) analysing the influence of attitudes, social norms, and perceived behavioural control on migration behaviours; (3) developing a typology of drivers that vary across subgroups with distinct intentions and outcomes; and (4) exploring how these drivers interact with TPB constructs to shape decision-making mechanisms. Our findings reveal that return intentions often shift over time and are shaped by a dynamic interplay of structural constraints, personal motivations, and normative pressures. Participants expressed both pro-return and pro-stay orientations, but perceived family expectations tended to favour staying abroad. The decision-making process was rarely shaped by a single factor; rather, intersecting influences created diverse migration trajectories. This study contributes to research on student mobility and return migration by unpacking how decisions are shaped by contextualised perceptions and competing pressures. The findings offer insights for policy discussions on brain circulation and diaspora engagement. Future research could explore similar mechanisms in other national or regional contexts and among graduates in different professional or educational fields.

Zhai, H., Huang, Q., & Chen, P. (2025). **College experiences and outcomes of undergraduate major switchers in China**. *International Journal of Educational Development*, *117*, 103340. https://doi.org/10.1016/j.ijedudev.2025.103340
In China, most universities restrict students from freely switching majors, implementing a selective major-switching policy that permits only high-achieving students to switch their majors. This policy provides a unique opportunity to examine the potential impact of switching majors on high-achieving undergraduate students. Utilizing data from the China College Student Survey of University A, the study compared the differences in college experiences and outcomes between major switchers and general students to assess the impact of switching majors on high-achieving students' learning. The results indicate that major switchers exhibited enhanced academic emotions and engagement both inside and outside the classroom, and did not face significant challenges regarding interaction with students and teachers. Although some students experienced a decline in grades after switching majors, their overall academic performance remained at the forefront. In conclusion, the impact of switching majors on high-achieving students is more beneficial than detrimental, as it enhances students' learning emotions and engagement without bringing other negative consequences. Therefore, it is recommended that universities further increase the proportion and opportunities for major switching, allowing more students to switch to their preferred

majors, while providing comprehensive and effective support for the academic and social adjustment of students who switch majors.

Politique de l'éducation et système éducatif

ADEA : Association pour le développement de l'éducation en Afrique. (2024). ***The Status of STEM Education in Secondary School Level in Africa***. Consulté à l'adresse https://knowledgehub.adeanet.org/files/documents/ADEA2024D010E.pdf
Analysant l'enseignement des STIM (science, technologie, ingénierie et mathématiques) dans neuf pays africains (Angola, Botswana, Ghana, Kenya, Maroc, Namibie, Rwanda, Afrique du Sud, Ouganda), le rapport note une hausse des effectifs liée à la croissance démographique et aux politiques de soutien, un accès limité au secondaire, notamment pour les filles, et de faibles résultats dus au manque de ressources, à la formation insuffisante des enseignants et à des programmes obsolètes. Peu de pays ont des politiques STIM complètes. Le rapport recommande de développer des politiques nationales, de moderniser les programmes, d'investir dans les infrastructures et la formation, et de mettre en place des dispositifs de suivi. Il insiste sur la collaboration, les pédagogies innovantes et l'investissement pour former une main-d'œuvre qualifiée et soutenir le développement socio-économique.

ADEA : Association pour le développement de l'éducation en Afrique. (2025a). ***ADEA Strategic Plan 2024-2028***. Consulté à l'adresse https://knowledgehub.adeanet.org/files/documents/ADEA2025D003E.pdf
Ce plan vise à accompagner les pays africains dans la construction de systèmes éducatifs résilients, inclusifs et de haute qualité et à transformer l'éducation en un apprentissage significatif préparant les jeunes à la poursuite d'études, à l'emploi et à une vie citoyenne responsable. Il repose sur quatre Initiatives Stratégiques : améliorer les apprentissages fondamentaux ; remodeler le développement des compétences techniques et professionnelles avec l'enseignement secondaire ; renforcer la recherche scientifique et l'assurance qualité dans le supérieur ; renforcer la résilience des systèmes éducatifs par une meilleure utilisation des données, des technologies éducatives, et la promotion de l'accès, de l'équité et de l'inclusion. À travers des partenariats collaboratifs, l'ADEA vise à générer et partager les connaissances, influencer les politiques et mobiliser les ressources.

ADEA : Association pour le développement de l'éducation en Afrique. (2025b). ***FLEX 2024 report: Africa foundational learning exchange in the year of education 2024***. Consulté à l'adresse https://knowledgehub.adeanet.org/files/documents/ADEA2025D002E.pdf
Ce rapport présente les principales conclusions de la conférence sur l'apprentissage fondamental - FLEX 2024 (Rwanda, 2024) « Passer ensemble des engagements à un impact à grande échelle » qui visait à accélérer les efforts en vue de la réalisation de la Stratégie continentale pour l'éducation en Afrique. Il présente les discussions sur l'éradication de la pauvreté éducative d'ici 2035, l'intensification des interventions fondées sur des données probantes, l'amélioration de la formation des enseignants, la prise de décision fondée sur des données et l'exploitation technologique éducative pour un apprentissage inclusif. Il souligne l'effort de l'Afrique pour renforcer l'alphabétisation et la numératie dès le plus jeune âge. La déclaration ministérielle en découlant met

l'accent sur la collaboration entre pays et les investissements durables dans l'apprentissage fondamental.

Adesina, A., Akogun, O., Watts, M., Njobdi, S., Diazgranados Ferrans, S., & Abdul-Ismail, A. (2025). ***Mapping education data systems in Adamawa State, northeastern Nigeria***. https://doi.org/10.6084/m9.figshare.28625159.v2
Reliable and robust systems for collecting, analysing and using education data are essential for evidence-based policy decisions. They are especially important in areas affected by conflict and protracted crises where education systems are severely disrupted and potentially vulnerable groups of children are at increased risk of being further excluded. In Nigeria, the ERICC consortium focuses on basic education in Northern Nigeria including Adamawa State, one of the northeastern states ravaged by the Boko Haram insurgency. A data systems review was carried out at the federal and state levels for the purpose of mapping and evaluating existing data systems operations, identifying the type of data available and how they are being used to inform education policy and practice.The review found that current systems used by governments collect significant volumes of data. However, they are duplicated across key surveys and they omit important issues relevant to Nigeria's education system in general (e.g. data on out-of-school children (OOSC)) and those relevant to areas affected by conflict and protracted crisis (e.g. data on children's displacement status). In addition, poor communication limits the use of the data. There is no clear mechanism for integrating these government-generated surveys or for using data collected and analysed by non-governmental bodies, including non-governmental organisations (NGOs) and universities. In the wider context of limited funding to support the education system, financial resources are being wasted.

Africa Union. (2025). ***Continental Education Strategy for Africa 2026-2035: A Framework for Action*** (p. 68). Consulté à l'adresse Africa Union website: https://au.int/sites/default/files/documents/44940-doc-AU_CESA-2026-2035_Strategy_ENGLISH.pdf

African Union. (2025). ***African Continental TVET Strategy 2025-34: Sustainable Development, Social Justice and Employability for All*** (p. 36). Consulté à l'adresse African Union website: https://au.int/sites/default/files/documents/44941-doc-AU_TVET_2025-2034_Strategy_ENGLISH.pdf

ahmed Shafi, A., & Middleton, T. (2025). **Educational development in secure juvenile justice settings: The benefits, the challenges and power dynamics in international research collaborations**. *International Journal of Educational Development*, *117*, 103346. https://doi.org/10.1016/j.ijedudev.2025.103346
International research collaborations (IRCs) can play a significant role in shaping educational development, particularly in youth justice settings. This study explores the benefits, challenges, and structural inequalities within IRCs focused on education for justice-involved children and young people. Drawing on qualitative data from participants from three Erasmus+ -funded projects across multiple European countries, the findings highlight how IRCs enable the exchange of knowledge, the adaptation of educational practices, and the development of more inclusive policies. However, persistent structural inequalities shape the dynamics of these collaborations. Participants from lower-income countries were more aware of hierarchical power relations,

reinforcing existing critiques of global North-South imbalances where similar patterns were observed within European partnerships. Leadership roles, funding, and research methodologies were influenced by perceived credibility of established institutions and economic disparities, impacting on equitable participation. Methodological challenges, including language barriers, ethical considerations, and variations in data collection processes, also shaped the consistency and effectiveness of these collaborations. Despite these challenges, the study demonstrates that IRCs have the potential to foster meaningful learning and innovation when equity is embedded in collaborative frameworks. The research highlights the need for more equitable funding mechanisms, leadership development initiatives, and methodological strategies that prioritise inclusion. By critically examining the complexities of international research in youth justice education, this paper contributes to broader discussions on how IRCs can be more effective, even in the most constrained of research contexts. The findings have direct implications for policymakers, funding bodies, and practitioners seeking to strengthen the role of international collaboration in educational research.

Amilhat, C. (2024). **L'entrée des jeunes profanes dans l'institution publique. La visite scolaire comme expérience politique marquante**. *Revue française de pédagogie. Recherches en éducation*, (225), 9-23. https://doi.org/10.4000/14539
Ancré dans une sociologie politique de l'éducation, cet article interroge les effets de la visite scolaire d'institutions publiques sur la construction de la citoyenneté des jeunes. En prenant appui sur l'observation directe de telles visites ainsi que de cours d'enseignement moral et civique et sur la conduite d'entretiens avec des enfants et des adolescents des classes observées, il montre comment cette forme de socialisation politique scolaire constitue une expérience politique, vécue entre pairs et dans un cadre d'étude inhabituel. Quels que soient l'âge, la trajectoire sociale et l'environnement scolaire de ces jeunes profanes en politique, l'entrée dans l'institution par la visite participe en effet à augmenter durablement leur compétence politique, et construit chez eux des représentations marquées et différenciées d'une institution à l'autre.

André, G., & Westerveen, L. (2025). **Contrasting approaches to educational equality: An intersectional perspective on educational policies in Belgium**. *Journal of Education Policy*, *40*(4), 587-605. https://doi.org/10.1080/02680939.2024.2435354
Since the beginning of the 20th century, fostering equal educational opportunities has been one of the driving forces of the development of education policies in many European countries. While at first this mainly comprised the fight against socio-economic inequality, over time other types of inequality in education have been challenged. This paper uses an intersectional lens to cast light on the representations of complex inequalities in educational policies in the two main educational systems in Belgium. Our analysis demonstrates that both the Flemish and Francophone education policies in Belgium have adopted a fragmented and deficit-based approach to inequalities and pay limited attention to complex and intersectional inequalities. Yet, we also observe a trend towards diverging approaches to equality in the two main Belgian education systems. While in Francophone policy we find an evolution towards the recognition of the role of the school system in creating structural and accumulative inequalities, in Flemish policy we detect an opposite trend towards a reinforcement of the deficit-centered approach. By connecting these policy trends to the political context, we show how the case of Belgium can provide a new perspective on policy discourses around educational (in)equality in the European context.

Araya, M., Rolleston, C., Rose, P., Sabates, R., Tiruneh, D., & Woldehanna, T. (2025). **Tracking Learning Outcomes in Ethiopia: How Large-Scale Educational Reform Shaped Student Attainment from 2012/13 to 2018/19**. *Africa Education Review*, *0*(0), 1-20. https://doi.org/10.1080/18146627.2025.2504043
This study examines the impact of Ethiopia's General Education Quality Improvement Programme Phase II (GEQIP-II) by comparing the learning outcomes of two grade 4 cohorts, one before and one after its implementation. Using student learning data collected in 2012/13 (pre-reform cohort) and 2018/19 (post-reform cohort), we matched the data at the school level while controlling for baseline characteristics. The results indicate that the post-reform cohort began grade 4 with a lower average test score than the pre-reform cohort. However, over the academic year, the post-reform cohort showed a modestly higher learning gain, especially in rural schools. This suggests that the reform contributed to higher learning progress over the school year, albeit from a lower initial learning level that might be attributed to the unprecedented expansion of education and the influx of first-generation learners into the system driven by the reform itself. These findings highlight the need for policies that sustain learning progress while simultaneously improving access.

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

Austin, A. E., Singer, S. R., Grimm, A., Baker, V. L., & Shanks, L. B. (2025). **Organization Change Networks (OCNs): An Emerging Framework for Understanding Their Development and Functioning**. *Innovative Higher Education*, *50*(3), 715-741. https://doi.org/10.1007/s10755-024-09750-4

Organization Change Networks (OCNs) are increasing in use as a lever for fostering systemic change in higher education. OCNs are inter-organizational networks composed of institutional members that seek to advance targeted goals such as improving STEM education. This study presents findings from a six-year study of six STEM education-focused networks. Using extensive qualitative date, the results suggest that OCNs experience a four-stage life cycle (including Formation, Development and Growth, Maturity, and Transformation or Sunsetting), as well as manage a set of critical considerations (i.e., purpose; leadership; membership; and funding) that weave throughout the life cycles but manifest differently across stages. Offering a framework that situates OCNS in relationship to other kinds of networks in higher education, the article contributes to emerging conceptual understanding of OCNs as unique collaborative forms designed to advance significant change goals. Additionally, the findings provide ideas for higher education leaders considering institutional membership in OCNs, policy makers considering supporting them, and current and potential leaders of OCNs pertaining to navigating network developmental stages and addressing such considerations as leadership pipelines, scaling network size, and institutionalizing network processes. Finally, the article highlights further questions that should be examined about OCNS, such as how they impact their member institutions and interact with other organizations in the broader context in which universities and colleges are situated.

Bani Ata, M. F., Wilson, N., Wagner Tsoni, I., & Dut, K. K. (2025). ***From Cattle Camps to Classrooms - Strengthening Mobile Education for South Sudans Pastoralist Communities*** (p. 12) [ERICC Policy Brief]. Consulté à l'adresse ERICC website: https://doi.org/10.6084/m9.figshare.28846994

South Sudan's education sector has recently seen noteworthy strides in increasing primary and secondary enrolment and educational access. This improvement is attributed partly to government policy advancement under the General Education Sector Plan and the donor-supported interventions such as the Girls' Education South Sudan (GESS) programme. Yet, around 2.8 million children aged 6-17 remain out of school, up from 2.2 million in 2018, amid ongoing conflict, climate shocks, and poverty, undermining efforts to achieve equitable access to education. Among the most marginalised are pastoralist communities, which grapple with frequent migration, remoteness, limited infrastructure, and poverty that challenge schooling- 56% of pastoralist children are out of school. Walking long distances through insecure or flood-prone areas, along with disruptions like cattle raiding, further hinder learning access, quality, and continuity.The Pastoralist Education Programme (PEP) emerged within the Ministry of General Education and Instruction (MoGEI) Alternative Education System (AES) to address these gaps by delivering mobile schooling adapted to pastoralist lifestyles. Conceived originally in 2005 as Pastoralist Mobile Schools, PEP underwent relaunches and pilot phases in states like Jonglei, Unity, Lakes, and Warrap. Yet, actual implementation has often been sporadic—hampered by short-term funding and intermittent security. Total AES enrollment figures are 40% lower in 2021 compared to 2015, and today, PEP operates in just 2% of AES centres, with total enrollment figures in the double digits (69), far lower than a decade ago.This research was guided by the Education Research in Conflict and Protracted Crisis (ERICC) conceptual framework, which examines education through the lenses of access, quality, continuity, and coherence. Building on a review of secondary data and initial stakeholder engagement, the research uses formative and implementation approaches to assess how the PEP aligns with pastoralist realities. Based on findings from this research, this policy brief presents six

recommendations:1. Reposition PEP through a sustainable development lens and intersectoral approach2. Improve policy-level management, coordination, and monitoring systems3. Secure multi-year funding and tackle budget constraints4. Strengthen teacher motivation and retention5. Advance local contextualization and ownership6. Mainstream peacebuilding initiatives in programme design

Bassono, B. (2025). **Analyse des mesures de qualité de la formation professionnelle au Burkina Faso**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108761
« Analyse des mesures de qualité de la formation professionnelle au Burkina Faso »

Bergamaschi, A., Giambruno, C., Morales, P., Forkosh-Baruch, A., Hanuka, S., & Hershkovitz, A. (2025). **Empowering Schools with Data: How Can We Achieve Effective Use of Educational Dashboards for Teachers and Principals?** *IDB Publications*. https://doi.org/10.18235/0013561
Educational dashboards are key tools for enhancing data-driven decision-making in schools, providing teachers and principals with actionable insights. However, their adoption in Latin America and the Caribbean is hindered by challenges such as data quality issues, lack of interoperability in Education Information Management Systems (EMIS), and limited alignment with user needs. This document presents an analytical framework to address these barriers, combining a bottom-up approach that improves dashboards based on educators needs with a top-down strategy to strengthen their effective use. By outlining key challenges and practical recommendations, the study offers a roadmap for optimizing dashboard implementation and fostering a data-driven culture in education.

Berne, J. S., Jacob, B. A., Weiland, C., & Strunk, K. O. (2025). ***The Impacts of Grade Retention Policy With Minimal Retention*** (Working paper N° 33764). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:33764
State laws that mandate in-grade retention for struggling readers are widespread in the U.S., covering 34% of public-school third graders in 2023-24. This study investigates the impacts of Michigan's third-grade reading law on subsequent test scores and school progress outcomes for the 2020-21 and 2021-22 third-grade cohorts. Using a regression discontinuity (RD) design, we find that being flagged for retention raises students' reading scores in the next school year by 0.045 standard deviations (SD)—a modest but meaningful impact. Because being flagged increases the likelihood of actually being retained by only 3.4 percentage points, the implied effect of retention itself under standard "fuzzy" RD assumptions would be an implausibly large 1.3 SD. This result suggests flagging may affect outcomes via mechanisms other than just retention, a violation of the exclusion restriction. Indeed, we estimate similar effects even in districts that retain no students. Survey evidence suggests flagged students receive more intensive reading support even if they are not retained. Our findings suggest retention may be a much less important component of literacy reforms than previously understood. Finally, given the similarity between Michigan's reading law and those in other states, our findings raise concerns about potential bias in previously estimated retention effects.

Boland, W. C. (2025). **Accountability at the Expense of Equity? Investigating Intended and Unintended Consequences of Performance Based-Funding in Hispanic-Serving Institutions**. *Research in Higher Education*, *66*(4), 26. https://doi.org/10.1007/s11162-025-09842-w
Higher education accountability enjoys widespread support amongst state policymakers. This study explores the effect of one popular state-level public policy accountability measure- performance-based funding (PBF)- on Hispanic-serving institutions (HSI). Though extensive research exists on the role of PBF in U.S. postsecondary education, little of it focuses on HSIs. Using an institution-year panel dataset constructed from the Integrated Postsecondary Education Data System, the Office of Postsecondary Education, InformEd States, and other sources, I use recent advances in econometric analysis to draw credibly causal results for the impact of PBF on college-level outcome measures, enrollment composition, and selectivity in HSIs. The primary findings from this study include a negative effect on Hispanic bachelor's degree attainment in public four-year HSIs and Hispanic associate degree attainment in public two-year HSIs. Though this study focuses on HSIs, these findings are relevant for all U.S. higher education leaders, public policymakers, and researchers exploring public accountability efforts with equity implications.

Brun, L. (2025). **88 500 élèves allophones nouvellement arrivés scolarisés en 2023-2024 : neuf sur dix bénéficient d'un enseignement en français langue seconde**. *Note d'Information*, (25.42), 1-4. Consulté à l'adresse https://www.education.gouv.fr/88-500-eleves-allophones-nouvellement-arrives-scolarises-en-2023-2024-neuf-sur-dix-beneficient-d-un-450718
Au cours de l'année scolaire 2023-2024, 88 500 jeunes ayant des besoins éducatifs particuliers dans le domaine de l'apprentissage du français langue seconde (FLS) sont scolarisés à l'école élémentaire, au collège ou au lycée.

Buisson-Fenet, H., & Guyon, R. (2025). ***L'école écologique : s'ajuster ou transformer ?*** Consulté à l'adresse https://books-openedition-org.proxy-bu2.ube.fr/enseditions/63096#anchor-resume
Éducation au développement durable, transition écologique, urgence climatique, préservation de la biodiversité, anthropocène, soutenabilité, durabilité… Autant de notions et d'approches qui relèvent de contextes et de sphères de production de savoirs différents – et que nous avons tendance à confondre. Cet ouvrage propose six contributions qui cherchent à poser les termes du débat et du positionnement d'une éducation à la transition écologique au sein du système scolaire. Les auteurs explorent en particulier la tension entre un simple ajustement technique des programmes et une transformation profonde de l'éducation pour répondre aux enjeux environnementaux. Ils analysent les défis pédagogiques, épistémologiques et politiques liés à cette intégration, ainsi que les postures professionnelles des enseignants. Finalement, on lira un plaidoyer pour un curriculum plus politique, émancipateur et critique.

Burnett, N., & Jenkins, R. (2025). **Invited essay: An urgent lesson plan to fix international education aid**. *International Journal of Educational Development*, *117*, 103331. https://doi.org/10.1016/j.ijedudev.2025.103331
International aid for education needed reform prior to the recent donor cuts. Reform is even more urgent now, as progress in education continues to be off track and the level of resources remains severely constrained. This essay proposes a different approach to

systems change by recommending that support to countries' educational development be channeled through regional and/or peer pooled funds.

Café pédagogique. (2025a, juin 20). **Rythme de l'enfant et calendrier scolaire : regard dans le rétroviseur**. Consulté 30 juin 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/06/20/rythme-de-lenfant-et-calendrier-scolaire-regard-dans-le-retroviseur/
A l'occasion de la Convention citoyenne, Georges Fotinos revient sur la question du calendrier scolaire et son histoire. Impliqué à l'Observatoire de Rythmes de Vie des Enfants et des Jeunes

Café pédagogique. (2025b, juin 30). **Instruction dans la famille : un premier bilan contrasté, quatre ans après la réforme de 2021**. Consulté 30 juin 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/06/30/instruction-dans-la-famille-un-premier-bilan-contraste-quatre-ans-apres-la-reforme-de-2021/
« Absence de données fiables, manque d'harmonisation entre rectorats, réussite des élèves difficile à apprécier et dispositifs de contrôle de l'obligation scolaire faibles »… Depuis la réforme de l'instruction en famille (IEF)

Café pédagogique. (2025c, juillet 1). **Budget : « L'académie serait un échelon beaucoup plus pertinent pour apprécier le bon emploi des moyens »**. Consulté 1 juillet 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/07/01/budget-lacademie-serait-un-echelon-beaucoup-plus-pertinent-pour-apprecier-le-bon-emploi-des-moyens/
« Aujourd'hui, l'état des finances publiques, le coût de la transition écologique, la remontée des dépenses militaires et la baisse démographique jouent en défaveur d'une augmentation significative, à court terme, des

Cahon, J., & Poucet, B. (2025). **L'université se meurt…**. *Carrefours de l'éducation*, *59*(1), 7-10. https://doi.org/10.3917/cdle.059.0007

Cao (曹妍), Y., Yao (姚歆玥), X., & Zhang (张国洋), G. (2025). **How to Assess Global Education Quality: The Global Education Quality Index and Its Cross-National Comparisons**. *ECNU Review of Education*, 20965311251331107. https://doi.org/10.1177/20965311251331107
Purpose This study introduces the Global Education Quality Index (GEQI) to evaluate education quality and development worldwide. We compare strengths and weaknesses across representative countries/regions. Our analysis offers a global snapshot of education quality and provides insights for educational improvement. Design/Approach/Methods This study pools data from 62 countries/regions from 2009 and 2018, utilizing an "Educational Input-Process-Outcome" framework to construct the GEQI. Comparison of regional education quality is conducted based on GEQI scores. Findings Overall, the GEQI encompasses three components. First, Quality of Basic Education Assurance assesses basic education accessibility and government investment in educational infrastructure. Second, Quality of School Education Operation evaluates resource allocation and students' academic performance. Third, Quality of Postsecondary Education Development measures educational attainment and development at an advanced and professional level. Furthermore, descriptive analysis indicates that European Union countries consistently dominate the top positions across multiple GEQI sub-indices, while other countries or regions exhibit distinct patterns in

specific quality dimensions. These variations may be attributed to differences in cultural contexts, social policy practices, and regional educational reforms. Originality/Value This study introduces a robust quantitative tool for global education quality assessment. The GEQI maps the global education landscape and offers actionable insights into systemic educational improvements.

Caravaca, A., & Moschetti, M. C. (2025). **When gender meets quality assurance in higher education: policy innovation, conditions of possibility, and instrument co-optation**. *Journal of Education Policy*, *40*(4), 629-646. https://doi.org/10.1080/02680939.2025.2474934
For decades, several actors and institutions have highlighted gendered power dynamics in (higher) education and have promoted actions and policies to address them. In many contexts, however, policies aimed at mainstreaming gender have often proved ineffective. This is the case in Catalonia's higher education system, where gender equality policy mandates have been systematically disregarded in the past. In an attempt to reverse this situation, policy entrepreneurs have strategically linked these mandates to quality assurance, aiming to have specific policy instruments for enforcing their implementation and preventing their evaporation. In this article, we critically revisit and examine how this policy came to be, by unpacking the discursive and material conditions of possibility that allowed it to occur at a specific moment and in a specific form. Using the Multiple Streams Framework as a heuristic tool and process-tracing methods, we draw on interviews with key actors involved in the policymaking process, a review of policy documents and other heterogeneous secondary sources to identify such conditions of possibility. The article ends by highlighting the main conclusions and further scrutinizing the tensions between the predominantly technocratic discourse and instruments that characterize quality assurance, and the potentially transformative nature of gender equality initiatives.

CEDEFOP : European centre for the development of vocational training. (2025). ***Shaping learning and skills for Europe: a time for commitment***. Consulté à l'adresse https://www.cedefop.europa.eu/files/4223_en.pdf
Cinquante ans après sa création, le Cedefop revient sur l'évolution de l'enseignement et de la formation professionnels (EFP) en Europe et présente une vision renouvelée de l'avenir. Si l'Union européenne a posé des bases solides en matière d'EFP initial, des défis majeurs persistent en matière d'apprentissage des adultes, d'inadéquation des compétences et de nécessité d'intégrer plus étroitement l'EFP à des objectifs politiques stratégiques plus larges. Ce document préconise une transition d'une politique d'EFP traditionnelle vers une approche plus large et intégrée de l'EFP et du développement des compétences. Dans un contexte de double transition, d'évolution démographique et d'incertitude géopolitique, l'Union européenne doit investir dans des systèmes d'apprentissage inclusifs et tournés vers l'avenir, qui renforcent la productivité, l'égalité et l'autonomie stratégique.

CEDEFOP : European centre for the development of vocational training & ETF : European training foundation. (2025). ***Towards EU priorities in VET: 2021-25 progress: insights from monitoring and analysis***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000393832?posInSet=5&queryId=N-d8076eea-c81d-469b-a0f2-db0d4ef11400

Cette note d'orientation offre un aperçu de l'évolution des politiques d'enseignement et de formation professionnels (EFP) de 2021 à 2025 au sein de l'Union européenne (UE), en Norvège, en Islande et dans cinq pays candidats. Elle met en lumière les activités menées par les pays pour faire progresser les priorités de l'UE visant à rendre les systèmes nationaux d'EFP agiles, flexibles, excellents, attractifs, inclusifs et de qualité garantie. Les conclusions mettent en évidence les domaines clés nécessitant des efforts continus dans les années à venir, en phase avec les nouvelles priorités européennes : coordonner et soutenir les efforts politiques et l'allocation des ressources dans un contexte de changement politique ; renforcer la participation du marché du travail aux politiques d'EFP et d'apprentissage tout au long de la vie ; faire progresser les transitions numérique et écologique dans l'EFP ; renforcer l'attractivité et la participation à l'EFP ; améliorer les compétences des enseignants et formateurs , élargir les possibilités d'apprentissage tout au long de la vie pour tous.

Chanda, C. (2025). ***Leadership scolaire en Afrique : politique et pratique*** (p. 93). Consulté à l'adresse Education International Africa website: https://www.ei-ie.org/fr/item/30009:school-leadership-in-africa-policy-and-practice
Cette étude, commandée par l'Internationale de l'Education Afrique et menée par le Dr Casmir Chanda, s'inscrit dans une démarche analytique rigoureuse, procédant à une évaluation exhaustive des politiques éducatives en vigueur et des expériences vécues par les dirigeant·e·s des syndicats de directeur·trice·s d'école à l'échelle continentale.

Chavarria, K. (2025). **Fractured paths: undocumented Latina/o students' college-going experiences amidst shifting policies**. *International Journal of Qualitative Studies in Education*, *38*(6), 919-937. https://doi.org/10.1080/09518398.2024.2416716
The necessity of a college degree is irrefutable. However, the path to college for undocumented students can be crowded with boulders, steep walls, or altogether non-existent. Drawing on interviews with 25 undocumented Latina/o students and 5 years (2012–2017) of school ethnography, I show that their college-going experiences are framed by the convergence of Hillcrest high school's college practices and a broader shifting policy context—CA Dream Act 2011, DACA 2012, and CA Dream Loan 2014. I find that a pervasive silence regarding undocumented students' distinct needs permeates Hillcrest's college-going practices. This silence mediates the intended benefits of shifting policies by discounting the influence of students' intersecting social locations (undocumented status, working-class position) as students strive to pursuit a post-secondary education. Undocumented Latina/o high school students' experiences urge for a reconceptualization of college-going frameworks that account for morphing inequities within educational institutions in the 21st century.

Chen, Y. (2025). **Buyer Beware: Understanding and Validating Distributional Assumptions of K-Means in College Student Typology Research**. *Research in Higher Education*, *66*(4), 24. https://doi.org/10.1007/s11162-025-09844-8
The k-means clustering method, while widely embraced in college student typology research, is often misunderstood and misapplied. Many researchers regard k-means as a near-universal solution for uncovering homogeneous student groups, believing its success hinges primarily on the selection of an appropriate k. This idealized view, however, starkly contrasts with reality. The effectiveness of k-means is fundamentally dependent on specific distributional assumptions: Data points must form compact, well-separated, hyperspherical clusters of approximately equal size. Violations of these assumptions may

result in distorted representations of student characteristics, potentially impacting the interpretation of student needs and the design of educational interventions. Through case studies and simulations, this literature review explores the potential manifestation of these distortions in empirical research, revealing how inattention to distributional assumptions can lead to artificial groupings that masquerade as genuine student types. To safeguard against erroneous student classifications, silhouette analysis is recommended as a powerful validation tool capable of dissecting k-means outputs across multiple levels of granularity, allowing researchers to assess the methodological soundness of their clustering solution before drawing substantive conclusions. By shedding light on these frequently overlooked assumptions and offering more rigorous validation techniques, this paper cautions "buyers" of k-means to "beware" of its caveats, calling for a better-informed approach to its application.

Claval, B., & Darnault, C. (2025). ***Groupes de besoins en français et mathématiques au collège***. Consulté à l'adresse Inspection générale de l'éducation, du sport et de la recherche website: https://www.vie-publique.fr/rapport/299137-groupes-de-besoins-en-francais-et-mathematiques-au-college
Le 5 décembre 2023, Gabriel Attal, ministre de l'éducation nationale et de la jeunesse annonce sa volonté de mettre un œuvre un véritable « choc des savoirs », en réaction aux résultats des élèves français tels que révélés par les évaluations internationales et nationales.À la rentrée 2024 des groupes de besoins sont mis en place en français et mathématique pour les élèves de sixième et cinquième : les classes sont organisées en groupe selon les besoins des élèves. Ce rapport analyse la manière dont cette mesure a été mise en œuvre sur tout le territoire et identifie certaines difficultés rencontrées par les professeurs pour adapter leur manière d'enseigner en fonction des différents groupes ainsi que les difficultés organisationnelles (emplois du temps, représentation aux conseils de classe...). Il formule cinq recommandations visant notamment à redonner de l'autonomie aux chefs d'établissement dans les choix à opérer localement, et à développer la formation des professeurs du second degré à la gestion de l'hétérogénéité des élèves et au traitement de la grande difficulté scolaire.

Colla, P. S. (2025). **La réforme éducative suédoise à l'écran en France (1960-2020) : un exemple réussi de diplomatie culturelle**. *Nordiques*, *47*. https://doi.org/10.4000/1432k
In the French public debate, Swedish educational reforms have been the target of persistent fascination, ranging from idealisation to rejection of the effects of decentralisation and privatisation. This article focuses on the evolution of the TV portrayal of "Nordic" education, identifying the interplay of influences that have led to the crystallisation of an ethical and civic icon, and its eventual demystification. Two peaks of media exposure are identified: in the 1960s, media interest was part of the public celebration of a "Swedish model" heralding the pacification of social and intergenerational conflict. After 2010, in the context of a plural media market, TV reports reflect the resilience of patterns of understanding established half a century earlier, the contradictory uses they can serve, and the multiplication of sources of influence. In the end, nostalgia for a betrayed educational utopia seems to take the place of enchanted praise.

Conama, J. B. (2025). **The impact of language education policies on Irish sign language in Irish deaf education**. *Language Policy*, *24*(2), 187-208. https://doi.org/10.1007/s10993-024-09701-x

This article will explore the impact of various language education policies and their measures on Irish Sign Language (ISL) in Irish deaf education. The focus will be on how previous and current policy decisions regarding language education have affected the use and recognition of ISL as a legitimate language in the education system. The article will discuss both deaf schools and mainstream schools. The article will briefly provide an overview of ISL's history in Ireland, including its recognition as a language in 2017 by legislation (ISL Act 2017) and the current policies regarding its use in education. The impact of these policies on the development and use of ISL in deaf education will be concisely examined, including issues of access to education, teacher training, and curriculum development. Additionally, attitudes towards ISL will be briefly examined. The article will conclude with the ongoing challenges and opportunities for improving the status of ISL in Irish deaf education through policy reform and community advocacy.

Das, R., & Das, R. (2025). ***Towards quality climate change education for all: A critical assessment of climate education policies in India and the Philippines*** (p. 72). Consulté à l'adresse Education International website: https://www.ei-ie.org/en/item/29952:towards-quality-climate-change-education-for-all-a-critical-assessment-of-climate-education-policies-in-india-and-the-philippines
This research project explores and critically analyses climate change education policies and their execution in two South Asian nations that are pronouncedly susceptible to the impacts of climate change, the Philippines and India.

Delpech, J. ***Renforcer le parcours inclusif des enfants à besoins éducatifs particuliers***. , Pub. L. No. 439 (2024). https://www.senat.fr/dossier-legislatif/ppl24-571.html
proposition de loi visant à renforcer le parcours inclusif des enfants à besoins éducatifs particuliers

Dias, K. A., Cabarcos, P. A., Bacco F., M., Bassani, E., BERTOLETTI, A., Bertolini, L., … Abendroth Dias, K. (2025). ***Generative AI outlook report: exploring the Intersection of technology, society and policy***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=16449
Ce rapport étudie le rôle transformateur de l'intelligence artificielle générative (GenAI) dans l'Union européenne (UE). Il souligne son potentiel pour l'innovation, la productivité et le changement sociétal, tout en mettant en lumière les risques associés (désinformation, biais, perturbation du travail, atteintes à la vie privée). Le rapport commence par une présentation technologique de la GenAI, puis aborde ses implications économiques et sociétales. Il examine également le cadre réglementaire de l'UE (comme l'AI Act) et propose des analyses sectorielles détaillées. En conclusion, il appelle à une approche politique globale et nuancée pour tirer parti des avantages tout en limitant les risques, dans le respect des valeurs démocratiques et du droit européen.

Diescieu, A., & Kazon, D. (2025). **Syndicalisme et construction d'une société durable en Afrique : Quel impact du syndicalisme sur la qualité de l'Enseignement supérieur en Côte d'Ivoire ?** *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108760
Syndicalisme et construction d'une société durable en Afrique : Quel impact du syndicalisme sur la qualité de l'Enseignement supérieur en Côte d'Ivoire ?

Dingwall, K., & Hall, D. (2025). **'Layers of recontextualisation': exploring the forces shaping global inclusive education policy in Pakistan**. *Journal of Education Policy*, *40*(4), 689-715. https://doi.org/10.1080/02680939.2025.2474929
This paper introduces 'layers of recontextualisation' as a concept to elucidate how Global Inclusive Education Policy (GIEP), promulgated by UNESCO, is shaped through a tension between the image and practices of the state. This tension is demonstrated through the analysis of in-depth interviews with elite policy actors concerning the Punjab Education Roadmap (PER), a 'collaborative' education reform effort between the Government of Punjab and the United Kingdom's Department for International Development (DfID). While the PER aimed to address aspects of Pakistan's 'education crisis', our analysis emphasises its interweaving with bilateral security agendas and local political dynamics, diluting any improvements it might have made. We conclude that GIEP is entangled in three critical yet frequently overlooked layers: ethno-federalism; patronage-based kinship; and geopolitics. Layers of recontextualisation counterbalances discourses of educational exclusion as a 'policy-implementation gap', instead highlighting wider socio- and geopolitical dynamics driving state practices in educational inclusion.

Dou, J., Gihleb, R., Giuntella, O., & Lonsky, J. (2025). ***Breaking the Early Bell: Lessons from the First Statewide Mandate on School Start Times*** (Working paper N° 17930). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17930
This study evaluates the impact of California's SB 328, the first statewide mandate delaying school start times for middle and high schools, on adolescent sleep, mental health, and academic outcomes. Using YRBS, ATUS, SEDA, and SAT data, we apply difference-in-differences and matched DID methods. SB 328 led to significant improvements in sleep duration and academic performance. We find suggestive mental health benefits, though estimates are imprecise, and substantial heterogeneity in effects, with stronger gains among boys and Hispanic students across both sleep and academic outcomes.

Doyle Fosco, S. L., Schussler, D. L., Brown, M. A., Mahfouz, J., Levit-Binnun, N., Cantrell, T., … Krisch, K. (2025). **A Conceptual Framework for Whole-School Implementation of Mindfulness Programs and Practices: Wisdom From the Field**. *Psychology in the Schools*, *62*(7), 2096-2110. https://doi.org/10.1002/pits.23453
Despite the growing prevalence of mindfulness in schools, the empirical landscape describing best practices for implementation is incomplete. The purpose of this project was to develop a framework that explicated the steps and considerations for implementing mindfulness at the whole-school level, rather than just considering individual classroom programs or practices. The Whole School Mindfulness (WSM) conceptual framework was developed using a consensus-building approach with 39 expert educators, researchers, program developers, and practitioners with unique perspectives on what is needed to implement and sustain mindfulness successfully in schools. Information was gathered across three initial meetings and a 2.5-day conference using a process inspired by Appreciative Inquiry; notes were used to create a consensus document that was reviewed and augmented by attendees. Expert contributions were aligned and expanded upon using existing organizational change and implementation science frameworks across various disciplines. The WSM framework,

with four phases of development, is structurally similar to other frameworks, but accounts for unique needs related to mindfulness including professional development of personal mindfulness for leaders and school staff, the importance of voluntary engagement in practices, and consideration of contextual and cultural issues.

Emeka, E. T., Asongu, S. A., & Bouanza, J. R. F. K. (2025). **Lifelong gender inclusive education, productive capacity, and governance quality in Africa**. *International Journal of Educational Development*, *117*, 103312. https://doi.org/10.1016/j.ijedudev.2025.103312
The importance of governance quality in driving economic progress is well-established in the existing literature, yet only limited strands of studies have explored the factors that enhance governance quality itself. Hence, this study investigates the effects of lifelong gender-inclusive education and productive capacity on governance quality while also examining the moderating influence of lifelong gender-inclusive education on the effect of productive capacity on governance quality. The analysis is based on a sample of 51 African countries for the period 2005–2022. The adopted empirical strategy includes the pooled OLS, the instrumental fixed effects (FE), and the dynamic system generalized method of moments (SGMM). The study incorporates four education variables, including primary, secondary, and tertiary school enrollments, along with a lifelong education index derived from principal component analysis (PCA) to capture lifelong gender-inclusive education in Africa. The following findings are established: First, productive capacity overwhelmingly has a positive effect on governance quality. Second, positive synergies become apparent when lifelong gender-inclusive education complements productive capacity to promote governance quality. The policy implications of the findings from this study are discussed in the context of the African Union's Agenda 2063 and the United Nations' Sustainable Development Goals (SDGs).

ERICC. (2025). ***ERICC Helpdesk Report _ Reflective Review of Sudans Secondary School Examinations*** (p. 27). https://doi.org/10.6084/m9.figshare.28796435.v1
War erupted between the Sudanese Armed Forces (SAF) and the Rapid Support Forces (RSF) on 15 April 2023, and the education landscape in Sudan has changed substantially since the outbreak of the war. Current figures estimate a total of 17 million out of 19 million school aged children remain out of school as of December 2024, with over 3.8 million children displaced internally or cross-border, and 18% of schools reportedly used as shelters for the displaced population (Education Cluster, 2024).On 27 October 2024 the Sudanese Federal Ministry of Education (FMoE) formally announced the decision to administer secondary school examinations for the 2022/23 cohort, with intent to hold examinations announced as early as July 2024. Members of the Local Education Group and Education Cluster encouraged the Federal Ministry of Education to pursue alternative options; however, the FMoE ultimately chose to proceed with examinations in December 2024, offering optional deferral to later cycles for those students unable to take the examinations in December. As a result, members of the international and Sudanese community coordinated a response to address the educational and protection needs of students sitting for the December 2024 examination cycle. ERICC Helpdesk has been requested to conduct a rapid review of events leading up to and during the administration of examinations, an analysis of the coordinated response during the examinations themselves, and the identification of lessons learnt to inform the approach of the education community to future examination cycles.

ERICC consortium. (2025). ***ERICC Helpdesk Report _ Understanding the current state and sustainability of the Data Hubs in North East Nigeria***. https://doi.org/10.6084/m9.figshare.28684085.v1
In Nigeria, many initiatives have attempted to improve data on learners, educators, school infrastructure and facilities. Data Hubs were established across different states to ensure a systematic, reliable and regular collection of quality data that can be accessed and used for education planning and response to crisis. These hubs are office spaces equipped with the appropriate technology, competent staff, and clear guidelines concerning data collection from learning centres and the provision of accessible data and feedback on data to users and providers respectively.This request seeks to inform decision-making within the Education Can't Wait (ECW) operations in Nigeria, and broader government/development partner engagement on education data management systems, by understanding whether and how the Data Hubs increase coherence of and access to data, at what cost, and with what impact.The request encompasses the following research questions:1. Since the closure of the Addressing Education in North East Nigeria (AENN) programme in 2021, to what extent did the Data Hubs established in Local Government Education Authorities (LGEAs) in Borno and Yobe State remain functional and staffed, fulfilling their role to greatly enhance data flows and use for education decision making? How sustainable in practice were they and how did they evolve and adapt to shifts in context, demand and additional support provision?2. To what extent did education Data Hubs integrate and support broader humanitarian data tracking and support systems with government and EiEWG/development partners in North East Nigeria?3. What conclusions can be drawn on the utility and potential for LGEA-focused Data Hubs to enhance education data systems and humanitarian data flows in Northern Nigeria, that have varying insecurity and education management capacity gaps? What are the trade-offs in focusing education data management capacity and resources at individual, school, LGEA, and state levels - how could Data Hubs be adapted to fulfil a major role in future education data systems, and is LGEA the optimal location to house them?

Exley, S. (2025). **'Levelling up' access to private tutoring in England: problem representation in government policy**. *Journal of Education Policy*, *40*(4), 567-586. https://doi.org/10.1080/02680939.2025.2474935
Governments across the world have responded in different ways, and with different types of policy reforms, to the phenomenon of rising private spending on supplementary tutoring. Underlying such differences are diverse discourses surrounding the tutoring industry, giving rise to differing constructions of problems that expanding tutoring may create. In this paper, I draw on Bacchi's 'What's the Problem Represented to be' framework to scrutinise how private tutoring has been problematised in government policy in England – most recently in the country's National Tutoring Programme. Analysing policy documents and parliamentary discussions, I show that policy in England has since 2020 presented mass private tutoring as being a positive and desirable phenomenon – the only salient 'problem' being that some require greater access to this tutoring. I locate such a position in historical and comparative context, tracing its roots while also arguing that it normalises further and legitimises the practice of mass privately paid-for tutoring, with likely significant implications for children, families and schools. The paper contributes to an emerging body of literature on the way that governments worldwide are reacting to and engaging with the growth of 'shadow education'.

Felouzis, G., Fouquet-Chauprade, B., & Winz, K. (2024). **Les enseignants face aux réformes : dynamiques d'action et contextes de mise en œuvre**. *Revue française de pédagogie. Recherches en éducation*, (225), 25-39. https://doi.org/10.4000/1453a
Cet article propose d'analyser les modalités de mise en œuvre d'une réforme scolaire en Suisse à partir des catégories de la sociologie de l'action publique. Il s'agit de comprendre comment les acteurs de l'éducation, en l'occurrence les enseignants, agissent en contexte de changement. Comment et à quelles conditions une réforme scolaire est-elle mise en œuvre ? Comment les enseignants, en tant qu'acteurs de première ligne, articulent-ils logiques professionnelles et contexte de changement ? Dans quelles dynamiques d'action se situent-ils et dans quelle mesure le contexte organisationnel est-il agissant pour en rendre compte ? Nos analyses, basées sur 60 entretiens avec des enseignants du secondaire, montrent que les acteurs de la mise en œuvre gardent une importante marge de manœuvre pour transformer, voire subvertir, certains aspects d'une politique publique.

Gohoua, D. E. (2025). **Développement durable et éducation technologique, enjeux et innovations pour l'Afrique**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108927
Développement durable et éducation technologique, enjeux et innovations pour l'Afrique

González-García, G., Millán La Rivera, C., Reyes Ochoa, L., López-Barraza, A., & Muñoz Masson, L. (2025). **Young Chileans entering university through inclusion quotas: Linking their funds of knowledge and identity to higher education**. *International Journal of Educational Development*, *117*, 103344. https://doi.org/10.1016/j.ijedudev.2025.103344
This paper reports a narrative investigation of ten students who entered education,health and social sciences careers in a Chilean university. The context of the study isrelated to the accelerated increase, in the last 30 years, of the enrollment of lowerclass.students in higher education in Chile and the challenges of equity. The background discusses the traditional training and academic support strategy with these students, before and throughout university, based on a deficit perspective. This study seeks to bond funds of knowledge and identity with narrative methods and the conceptualization of diverse capital forms, in order to propose a notion of recognition and social justice, considering the potentialities of these students at the university.Interactions between these young students adversities, support and achievements are analyzed to identify the learnings and skills acquired in their biographies, as capital forms that challenge changes and transformations at higher education in terms of Access and admission policies, curriculum and study plan reforms, transformation of teaching and pedagogical challenges and institutional support and a culture of recognition.

Grosperrin, J., Billon, A., & Brossel, C. (2025). ***Baisse démographique, réussite des élèves : quel maillage scolaire pour la France de demain ?*** (p. 56). Consulté à l'adresse Sénat website: https://www.senat.fr/rap/r24-749/r24-7491.pdf

Gutovic, V. (2025). ***Mapping micro-credentials in Latin America and the Caribbean: towards a common framework*** (p. 37). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000393794

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

Heurdier, L. (2025). **Des classements discrets et éphémères en éducation prioritaire : le cas des établissements privés sous contrat**. *Carrefours de l'éducation*, *59*(1), 157-176. https://doi.org/10.3917/cdle.059.0157

IDRC - CRDI : Centre de recherches pour le développement international. (2025). ***Le Partage de connaissances et d'innovations du Partenariat mondial pour l'éducation. Options éducatives pour les enfants non scolarisés ou à risque d'abandon scolaire : une synthèse de la recherche***. Consulté à l'adresse https://www.gpekix.org/sites/default/files/2025-03/KIX%20EJNS%20Rapport%20de%20Synth%C3%A8se.pdf
Ce rapport de synthèse est l'un des cinq commandés par le GPE KIX pour consolider les données probantes et les enseignements tirés des projets de recherche appliquée financés lors de la première phase du programme (2019-2024). Ces projets multipartites se sont concentrés sur les principaux défis auxquels sont confrontés les systèmes éducatifs dans l'ensemble des pays du Sud et ont permis de recueillir des données probantes, de renforcer les capacités et de transformer les connaissances en politiques ainsi qu'en pratiques. Les rapports de cette série traitent de cinq thèmes prioritaires déterminés par les parties prenantes de l'éducation nationale : les systèmes de données et leur utilisation ; l'éducation de la petite enfance ; l'égalité des genres, l'équité et l'inclusion ; les enfants et les jeunes non scolarisés et le perfectionnement professionnel du personnel enseignant.

IDRC-CRDI : Centre de recherches pour le développement international. (2024). ***Le Partage de connaissances et d'innovations du Partenariat mondial pour l'éducation. L'éducation de la petite enfance une synthèse de la recherche : rapport de synthèse du GPE KIX***. Consulté à l'adresse https://www.gpekix.org/sites/default/files/2025-03/KIX%20Rapport%20de%20synth%C3%A8se%20EPE.pdf
L'éducation de la petite enfance est essentielle au développement cognitif, socio-émotionnel et physique des enfants, améliorer l'égalité des genres et soutenir les résultats scolaires à long terme. Ce rapport de synthèse, l'un des cinq commandés par le GPE KIX pour consolider les données probantes et les enseignements tirés des projets de recherche appliquée financés lors de la première phase (2019-2024), comprend des rapports sur cinq thèmes prioritaires pour les parties prenantes de l'éducation nationale : les systèmes de données et l'utilisation des données ; l'EPE ; l'égalité des genres, l'équité et l'inclusion ; les enfants et les jeunes non scolarisés et le perfectionnement professionnel du personnel enseignant.

Irwin, A., & Horst, M. (2025). **Always Relevant? Finding a Place for the Social Sciences in the Technical University and the Business School**. *Minerva*, *63*(2), 281-300. https://doi.org/10.1007/s11024-024-09553-z
Relevance with regard to the social sciences can be presented as a new imposition from external stakeholders and an obligation imposed upon the individual researcher. As an alternative approach, we place relevance in a larger institutional but also historical perspective. Taking the case of two non-traditional locations for the social sciences, we suggest that 'relevance' has been actively constitutive of both institutions from the

beginning—even if the definition and practice of relevance have been matters of discussion, change and contestation. In what we describe as a process of multi-layering, relevance has over time accumulated new meanings which can co-exist with older concerns. It follows that, even when universities express a commitment to relevance, the enactment of that commitment will be open to competing interpretations. Our account identifies an element of circularity as old issues return in new form. We also note that both the institutional past and organizational complexity can be overlooked within contemporary discussions. Relevance is not a static concept around which critical debate then circulates. Its contextuality, case-specificity and multi-dimensionality make it difficult to impose from above. Nevertheless, the shifting construction of its meaning and enactment provokes questions about the identity and purpose of both the social sciences and the universities.

J. Ngo, F., Espinoza, K. J. C., E. Lee, D., & Teranishi, R. T. (2025). **"We Will Come to You": Serving Newcomer Immigrants and English Learners at an AANAPISI Community College**. *Innovative Higher Education*, *50*(3), 893-918. https://doi.org/10.1007/s10755-024-09763-z
Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs) serve the breadth and diversity of Asian American, Native Hawaiian, and Pacific Islander (AANHPI) students by developing culturally engaging programs, services, and interventions. This case study focuses on how one public 2-year AANAPISI enacted programs to serve recent immigrants in an English for Speakers of Other Languages (ESOL) program, including a novel embedded counseling intervention where counselors visited the same ESOL classrooms several times throughout the semester. We draw upon classroom documentation, student survey data, and interviews with students, faculty, and counselors to understand the challenges reported by students in ESOL programs and to explore how the institution marshaled resources and targeted supports to specifically serve newcomer immigrants and English learner students. ESOL students faced academic and linguistic insecurities, had gaps in college knowledge, and expressed a lack of connectedness to campus. Embedded counseling was a structure that served these students by directly responding to student needs and cultivating relationships between students and key campus staff, thereby fulfilling both the AANAPISI and community college missions of the institution.

Jimoh, D. O., Majebi, O. I., & Sabia, A. M. (2025). **Enhancing early childhood education for sustainable learning: addressing curriculum gaps in Nigeria**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108905
ENHANCING EARLY CHILDHOOD EDUCATION FOR SUSTAINABLE LEARNING: ADDRESSING CURRICULUM GAPS IN NIGERIA

Kahomwe, L., & Muzingili, T. (2025). **Impact of climate change disasters on access to education and coping mechanisms for rural learners in Zimbabwe**. *Cogent Education*, *12*(1), 2517505. https://doi.org/10.1080/2331186X.2025.2517505
This study investigates the impact of climate change-induced disasters on access to education and the coping mechanisms employed by rural Zimbabwe. A qualitative approach was adopted, utilizing semi-structured and key informant interviews with 20 participants, including learners, teachers, and parents. Data were analyzed inductively to identify key themes related to the effects of climate change on education and the coping mechanisms employed. Findings revealed significant educational disruptions,

including damaged infrastructure, increased school dropouts, and barriers to learning continuity. Coping mechanisms such as outdoor lessons, temporary learning shelters, migration, child labor, and limited use of technology reflected the resilience of affected communities but also exposed critical gaps in disaster preparedness and education policy. Girls were disproportionately affected, with many forced into child marriages or dropping out permanently. While community initiatives played an essential role in sustaining education, they were insufficient to address systemic challenges. The study concludes that building climate-resilient school infrastructure, providing gender-sensitive interventions, expanding digital access, and strengthening teacher support systems are essential to ensuring equitable education in disaster-prone rural areas. Key recommendations emphasize the need for targeted policies and investments to enhance education resilience amidst climate change. The incidence of climate change-induced disasters is increasing and has a serious impact on rural communities, including access to education. Climate change-induced disasters have resulted in rural communities resorting to various strategies to ensure that their children continue to attend school. Despite rural communities resorting to various coping mechanisms to ensure continued access to education for school-going children, the lack of education and child-centered disaster preparedness has worsened the situation of children in rural areas. Disasters brought on by climate change have disrupted education, increased the rate of child labor and child marriage, and perpetuated gender inequality in rural areas.

Kennel, S., Bajas, C., & Oberlé, L. (2024). **La gouvernance et l'innovation au service des communautés d'action pour les réussites étudiantes**. *Congrès de l'AIPU 2024*. Présenté à Sherbrooke (Québec), France. Consulté à l'adresse https://hal.science/hal-04709877
Le paysage des universités, en particulier françaises, est marqué ces dernières décades par de nouveaux modèles de fonctionnement et de financement. A la faveur de politiques nationales plus appuyées associées à des leviers financiers conséquents, les établissements ont dû, ont pu pour certains, s'emparer à bras le corps des enjeux de la réussite étudiante, académique mais aussi éducative. Dans cet objectif, nous sommes aussi passés du défi de l'innovation en pédagogie à celui, plus engageant sur la durée, de la transformation pédagogique impliquant tous les acteurs, individuellement et collectivement. Notre étude porte sur la manière dont la gouvernance universitaire institutionnalise le soutien aux réussites étudiantes, avec quelle politique et en s'appuyant sur quels leviers. Nous nous interrogeons également sur comment la politique d'établissement dans ce domaine peut transformer l'écosystème universitaire. Notre hypothèse est que la stratégie et la politique d'action des communautés constituantes des établissements relèvent encore plus de l'opportunisme et du bricolage que d'une réelle politique instituée et formalisée. Nous proposons de présenter pour cette communication le travail d'analyse que nous avons mené et qui constitue le préalable à un projet de recherche sur la place dans l'accompagnement à la réussite de la gouvernance, des communautés, structurées ou non, ainsi que des différentes typologies d'acteurs. A partir du cas d'une université du grand est de la France, la nôtre, nous observons les différents types de communautés, leurs identités et leurs interactions. Nous avons utilisé pour cela les modèles existants de description des écosystèmes, comme ceux de Bessire et Mesure (2009), ainsi que ceux s'intéressant aux facteurs de la réussite universitaire (Dupont, De Clercq, & Galand, 2015; Michaut & Romainville, 2012). L'analyse que nous avons conduite nous mène à plusieurs constats. De nouvelles missions et services ont complété l'écosystème existant mais celui-ci n'a pas été modifié structurellement ou fonctionnellement dans les dernières années. Les transformations

majeures opérées s'observent au niveau de l'activité et du rôle des acteurs et de l'action transversale des communautés. De nouveaux ou néo-métiers émergent, comme celui de conseiller à la réussite ou l'évolution des missions de scolarité qui peuvent interroger sur la convergence, ou parfois la concurrence, des rôles. Dans une université comme celle que nous étudions, qui bénéficie de financements sur projets majeurs et pour certains pérennes (comme l'IdEx), ce sont somme toute ces leviers financiers et les politiques qui initient un réel changement de paradigme dans le modèle d'action universitaire pour la réussite. Ils constituent un enjeu majeur pour l'écosystème, à la fois en tant qu'opportunité que de risque. Ils sont source d'innovation et d'expérimentation mais demandent à être inscrits dans une vision à long terme. Pour la suite de notre travail, que nous espérons présenter lors du colloque de l'AIPU, nous allons comparer les écosystèmes d'autres établissements d'enseignement supérieur français et étrangers. Nous allons également interroger les communautés au travers d'une enquête en ligne et d'entretiens semi-directifs. L'objet de cette enquête sera d'identifier les représentations des personnels sur leur rôle, individuellement et collectivement, dans le soutien à la réussite étudiante.

Khan, S., & Seltzer, A. J. (2023). ***The impact of fundamentalist terrorism on school enrolment: evidence from north-western Pakistan, 2004-2016*** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: https://EconPapers.repec.org/RePEc:ehl:lserod:120987
This paper investigates the Pakistani Taliban's terror campaign against girls' education in the Khyber Pakhtunkhwa province. We measure individual exposure to terror using the time and location of attacks against schools. The evidence suggests that the impact of the campaign was limited. We find limited evidence of reduced enrolment in response to terror, except during a 21-month period when the Taliban controlled the district of Swat. Where we do find evidence of reduced enrolment, it's generally small and diminishes over time. We also find no evidence of increased enrolment in religious schools, which were not targeted by the Taliban.

Kidman, R., Raub, A., Martin, A., Bhuwania, P., Bose, B., & Heymann, J. (2025). **The impact of introducing free & compulsory pre-primary education policy on mothers' labor outcomes**. *International Journal of Educational Development*, *117*, 103338. https://doi.org/10.1016/j.ijedudev.2025.103338
Pre-primary education improves child health and development. By reducing caregiving constraints, access to pre-primary school may also facilitate the ability of parents to work. This is particularly true for women who disproportionately carry the care workload globally. However, few studies have explicitly assessed the potential for a national, free pre-primary policy to shift women's paid employment in low and lower-middle income countries, and none from Africa. This study employs a natural experiment to estimate the effect of introducing free and compulsory pre-primary school on paid maternal employment. We use nationally representative economic survey data from seven African countries, focusing on the 2008 introduction of tuition-free and compulsory pre-primary school in Ghana. Using two-way fixed effects modelling, we find that the introduction of tuition-free and compulsory pre-primary education significantly increased the likelihood of being in paid employment for mothers of young children (OR 1.53); this translates into a 4.0 percentage point increase in paid employment. Thus, our study found positive impacts of providing free and compulsory pre-primary school on paid employment in Ghana compared to six African countries with similar parental leave policies that did not

introduce free pre-primary school. Together with prior evidence that pre-primary school benefits children's development, this makes a strong case for greater investment in national pre-primary school.

Kone, M. (2025). **Évaluer la politique d'éducation durable de la Côte d'Ivoire**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108750
Evaluer la politique d'éducation durable de la Côte d'Ivoire.

Kovač, V. B. (2025). **"Us" vs. "Them": a systematic analysis of history textbooks in post-war Bosnia and Herzegovina across three ethnic educational programmes**. *Journal of Curriculum Studies*, *57*(3), 271-286. https://doi.org/10.1080/00220272.2024.2436353
Background: Post-war education in Bosnia and Herzegovina (BiH) has been labelled in contemporary literature as segregated, where children are divided into three ethnic groups (Bosnian Croats, Bosnian Serbs, and Bosnjaks) and taught an ethnicity-based curriculum that reinforces negative stereotypes of '.others'. Aims: The present study examines the content of a large number of textbooks covering all three educational programmes (for 8th and 9th grades, and up to the 4th grade of high school), with the aim of deconstructing the discursive strategies that three ethnic groups use to promote their nationalistic agendas. Methods: The study is based on exploratory content analysis and the identification of dominant codes that characterize the data material. Results: As expected, the results show that selected books powerfully project a strong message of 'us' in contrast to 'them'. However, the narration differs, with Croatian textbooks using distancing, Serbian domination, and Bosnjak denying and possessive strategies. All three build a narrative of (1) celebrating 'us', (2) devaluing 'them', and (3) being victimized by the two other groups. Conclusions: Recommendations for history textbooks that would be suitable for all children in BiH are made. The present paper clearly concludes that comprehensive educational reform is a necessary element to initiate changes in the country.

Le marché des écoles privées de droit prospère, malgré la confusion des diplômes délivrés. (2025, juin 24). Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/06/24/le-marche-florissant-des-ecoles-privees-de-droit-prospere-sur-la-confusion-des-diplomes-delivres_6615548_4401467.html
Face aux places limitées et à la forte concurrence dans les universités publiques, de nouveaux établissements privés attirent chaque année davantage d'étudiants déçus de Parcoursup et Mon master.

Létroublon, C. (2025). **Les effectifs inscrits en cycle ingénieur en 2024-2025**. *Note Flash du SIES*, (2025-11), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-effectifs-inscrits-en-cycle-ingenieur-en-2024-2025-99321
À la rentrée 2024, 158 600 étudiants sont inscrits en cycle ingénieur, effectif stable par rapport à la rentrée précédente, mais en progression de 5,3 % en cinq ans.

Ly, B., Ly, R., Doeur, B., Ma, S., & Son, N. (2025). **Unlocking the power of leadership and reputation in Cambodian higher education: A comparative of public and private organizations**. *International Journal of Educational Development*, *117*, 103345. https://doi.org/10.1016/j.ijedudev.2025.103345

This study critically examines the relationships among responsible leadership (RL), institutional reputation (IR), and faculty satisfaction (FS) in Cambodian public and private universities. Using a quantitative approach, data were collected from 379 faculty members across various universities in Cambodia, and Partial Least Squares Structural Equation Modeling (PLS-SEM) and Multi-Group Analysis (MGA) were employed to analyze the relationships. The results indicate that responsible leadership directly affects faculty satisfaction at public universities. Nonetheless, this effect is insignificant in private institutions, where institutional reputation plays a critical mediating role. However, institutional reputation significantly influences faculty satisfaction in public and private institutions, highlighting its importance across the higher education spectrum. This study adds critical value by providing context-specific insights into the Cambodian education sector, challenging the assumption that leadership universally influences satisfaction across institutional types. The findings emphasize the mediating role of reputation, particularly in private universities, where the impact of leadership is more indirect. These insights contribute to theory and practice by suggesting that leadership strategies should be tailored to different institutional contexts to enhance faculty satisfaction effectively.

Lyu, M., & Lam, R. (2025). **Private English tutors' agency amid China's 'double reduction' policy: a Bourdieusian perspective**. *Journal of Education Policy*, *40*(4), 667-688. https://doi.org/10.1080/02680939.2025.2479151
Since the Chinese government introduced the 'Double Reduction' policy on private tutoring in July 2021, causing significant disruptions in the sector, research on its impact and societal repercussions, particularly for different stakeholder groups, has been limited. This study seeks to contribute to the academic discourse on the policy implications of shadow education by analyzing the agency of stakeholders in this context. Utilizing interview data with 20 private English tutors, collected as part of an ethnographic study, it offers an in-depth analysis of their agentic responses through a Bourdieusian perspective. The findings reveal three dominant forms of agency that private English tutors employ to navigate their professional courses: pragmatic, entrepreneurial, and developmental agency. These practices emerge from a sophisticated interplay between the field's doxa, the tutors' habitus, and their symbolic capital. The collective agency of private tutors also reveals an ongoing battle between China's equity-pursued socialism and profit-driven neoliberalism in the field of education. The study enriches scholarly discussion on shadow education policies, and by applying Bourdieu's theory to a new context with empirical data, it attests to the theory's robustness and broadens its scope of applicability. Implications and suggestions for policymakers and researchers are discussed.

Malik, N. (2025). **Guns better than education: political economy of defence, radical education policies, textbooks, and teachers' outlook in Pakistan**. *Journal of Education Policy*, *40*(4), 716-738. https://doi.org/10.1080/02680939.2024.2419665
The proliferation of religious radicalism within Pakistani education has sparked increasing concern, with significant implications both locally and globally. Current scholarship has primarily focused on education policies and textbooks, often overlooking the complex entanglement between the political economy of defence, the influence of military and economic elites, and the particularisation of radical national and religious narratives. This article uses qualitative methods and purposive sampling to explore how these intertwined forces have radicalised education policies and school textbooks. The research reveals a deep historical nexus between the military apparatus, religious groups,

and the state's educational agenda, fuelling radical ideologies among public schools and madrassah (religious school) teachers. The article elucidates how these power structures have shaped educational discourse in Pakistan by examining this entanglement through the lens of Foucauldian governmentality. The findings underscore the critical societal implications of understanding these dynamics, particularly given teachers' significant role in shaping students' worldviews. This study offers valuable insights for international policy analysts, educators, and scholars concerned with the intersection of defence, politics, and education.

Marlat, D., & Nait-Ighil, L. (2025a). **Effectifs universitaires en 2024-2025**. *Note Flash du SIES*, (09), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/effectifs-universitaires-en-2024-2025-99301
En 2024-2025, 1 631 500 étudiants sont inscrits à l'université, effectif en hausse de 1,6 % par rapport à l'année précédente.

Marlat, D., & Nait-Ighil, L. (2025b). **Étudiants inscrits en BUT en 2024-2025**. *Note Flash du SIES*, (10), 1-2. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Sommaires-revues/DetailSommaire.php?parent=actu&id=8646
En 2024-2025, 1 631 500 étudiants sont inscrits à l'université, effectif en hausse de 1,6 % par rapport à l'année précédente. En 2024-2025, 1 631 500 étudiants sont inscrits à l'université (hors autres établissements membres ou composantes des établissements expérimentaux). Cet effectif est en hausse par rapport à 2023-2024 (+1,6 %), porté par une progression dans les cursus master (+2,5 %) et licence (+1,2 %) ; les effectifs en doctorat restant stables (-0,3 %). La hausse des inscrits néo bacheliers (+1,8 %) est proportionnelle à celle du nombre de lauréats au baccalauréat à la session 2024. Les inscriptions augmentent en Santé et en IUT, ainsi qu'en Droit et en Economie-gestion et restent stables dans les autres disciplines. Le nombre d'étudiants en mobilité internationale augmente de 2,1 % dans l'ensemble, mais diminue en cursus doctorat (-2,3 %).

Marlat, D., & Nait-Ighil, L. (2025c). **Les effectifs étudiants des INSPÉ en 2024-2025**. *Note flash du SIES*, (12), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-effectifs-etudiants-des-inspe-en-2024-2025-99317
En 2024-2025, 52 000 étudiants sont inscrits dans les Instituts nationaux supérieurs du professorat et de l'éducation (INSPÉ), effectif qui continue de baisser de 2,1 % par rapport à l'année précédente.

Marlier, F. (2025, juin 19). **Des rythmes scolaires cruciaux pour les élèves… et les dépenses des collectivités**. Consulté 24 juin 2025, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/rythmes-scolaires-cruciaux-eleves-depenses-collect/00115273
La France trouvera-t-elle la bonne mesure pour les rythmes scolaires ? Dix ans après l'instauration de la semaine de quatre jours et demi, les collectivités redoutent de devoir encore payer la facture d'une réforme.

Marti, S., & Peneoasu, A.-M. (2025). ***Doctoral education in Europe today: enhanced structures and practices for the European knowledge society*** (p. 52). Consulté à l'adresse EUA : European university association website:

https://www.eua.eu/publications/reports/doctoral-education-in-europe-today-enhanced-structures-and-practices-for-the-european-knowledge-society.html

Memarian, B., & Doleck, T. (2025). **Education with a systems theory and control perspective**. *Education and Information Technologies*, *30*(9), 12249-12266. https://doi.org/10.1007/s10639-024-13223-8
Research has paid less attention to the formalization of education from a systems theory and control perspective, rather than a mere algorithmic one. In this work, the underpinnings of system theory and control are provided, along with a review of their application in education. The review of studies in databases found only seven articles that pertained to the systems' conceptions of education. The review of these seven studies showed that ideas for adopting a systems theory and control theory view of literature have been provided since the 1940s; yet little attention has been paid to it as a research field in education. Consequently, one set view may give an incomplete picture, and the perspectives taken by the seven studies could be utilized in future research. Notably, the conversation about systems theory and control in the presence of artificial intelligence (AI) is missing. A summary of challenges and future considerations for a systems theory and control perspective of education in light of AI is also presented. The contribution of this work lies in opening discussions on an area that has been less explored, that is, pedagogy through a systems control perspective.

Ministère de l'enseignement supérieur, de la recherche et de l'innovation, & Ministère de l'enseignement supérieur, de la recherche et de l'innovation. (2025). ***L'état de l'enseignement supérieur, de la recherche et de l'innovation en France 2025***. Consulté à l'adresse https://publication.enseignementsup-recherche.gouv.fr/eesr/FR/
Cette publication constitue un état des lieux annuel et chiffré du système d'enseignement supérieur français, de ses évolutions, des moyens qu'il met en œuvre et de ses résultats, en le situant, chaque fois que les données le permettent, dans l'espace européen et au niveau international. Chacune des 56 fiches présente au moyen de graphiques, de tableaux et de commentaires, les dernières données de synthèse disponibles sur chaque sujet.

Molitor, M. (2025). **1968 et Louvain**. *Les Cahiers de Recherche du Girsef*, (136), 1-20. Consulté à l'adresse https://ojs.uclouvain.be/index.php/cahiersgirsef/article/view/88243
En 1968, Louvain est encore une université unitaire où coexistent dans la ville de Leuven/ Louvain, étudiants néerlandophones et francophones, sous une même autorité académique. La vague de contestation qui se développe dans le monde des universités en Amérique du Nord comme en Europe touche également l'université de Louvain. Elle concerne d'abord les étudiants flamands qui radicalisent leur exigence de transfert de la section française hors de Leuven. Les autorités de l'université, comme le monde politique, ne parviennent plus à maintenir l'intégration de l'université. Lorsque l'option du déménagement - contraint - de la section française est prise, l'université s'engage dans un double effort : l'organisation matérielle du transfert et la recherche de réaménagement ou de modernisation de ses structures. Cette recherche tentera de faire place aux demandes de participation directement ou indirectement nées du climat de contestation régnant dans le monde universitaire. Lors de la crise de 1968, les deux mouvements modernisation et autonomisation vont jouer et vont profondément marquer ce qui deviendra l'Université catholique de Louvain (UCL), et notamment son gouvernement, au terme de sa séparation avec la Katholiek universiteit Leuven (KUL). En

octobre 1968, lorsque l'UCL, désormais pratiquement autonome, engagera un processus de réforme, ces deux dimensions seront présentes. L'objectif de ce texte est de reconstituer la séquence des événements qui trouvent leur origine dans la crise politique et universitaire de 1968 et qui ont contribué à refaçonner en profondeur l'Université catholique de Louvain, aujourd'hui UCLouvain.

Moriyasu, C., Cassola, A., Sprague, A., Raub, A., & Heymann, J. (2025). **Realizing the right to education for all: Approaches to removing barriers based on gender, disability, and socioeconomic status in 193 countries**. *International Journal of Educational Development*, *117*, 103348. https://doi.org/10.1016/j.ijedudev.2025.103348
Major global gaps persist in educational access and attainment, and disparities across gender, disability, and socioeconomic status remain vast. All countries have committed to realize universal primary and secondary education through the Sustainable Development Goals (SDGs). Yet with just five years left to achieve the SDGs, hundreds of millions of children and youth remain out of school and little information exists on whether countries have adopted evidence-based policies to advance educational equity. This article draws on over 1200 legal and policy texts across 193 UN member states to systematically examine legal and policy approaches to removing barriers faced by low-income children, guaranteeing schools are inclusive of children with disabilities, and prohibiting discrimination based on gender and disability as well as sexual harassment. We find that nearly a third of countries globally still charge tuition before the completion of secondary school. Twenty-six percent of countries lack legal protections against sexual harassment in education, while 21 % fail to prohibit disability-based discrimination. Only a third of countries explicitly provide for inclusive education. Protections against multiple bases of educational exclusion were also scarce: only 11 % of countries had guarantees that enabled fundamental access to education across gender, disability, and socioeconomic status. We found significant variation in protections by country income level and region. Fulfilling the right to education for all has long been recognized as one of the most effective development strategies; this article identifies how countries' legal and policy frameworks could be strengthened to achieve educational equity and reap its immense benefits.

Mthethwa, L. C., Govender, S., Mhlongo, H. R., Luthuli, C., Kok, P. J., Kok, L., … Hebe, H. (2025). ***Education and climate change: Discovering strategies for individual and collective action*** (S. Govender, M. C. Maphalala, & D. W. Mncube, Éd.). https://doi.org/10.4102/aosis.2025.BK491
This scholarly book explores education's vital yet underemphasised role in addressing climate change, positioning it as both a powerful tool for climate action and a sector directly impacted by environmental challenges.Challenging traditional, fact-based educational models, the book advocates for a transformative framework that integrates social-emotional learning, interdisciplinary collaboration, and action-oriented teaching. Through empirical research, theoretical insights, and real-world case studies – such as the Keep it Cool – Climate Change Education (KIC-CCE) initiative in South Africa – it illustrates how education can drive awareness, empower communities, support green employment, and foster resilience, particularly among marginalised populations. Aligning with the United Nations' Sustainable Development Goals 4 (quality education) and 13 (climate action), the book highlights the importance of teacher preparedness, gender equality, and community engagement. Rich in academic rigour and practical relevance, it first offers scholars, but also policymakers and practitioners, a forward-

thinking perspective on integrating climate change education into curricula and broader educational systems.

Nguyen-Tran, L. A., & Corbett-Etchevers, I. (2025). **AI and Power in Educational Organizations: A Review and Critical Research Agenda**. *30e Conférence de l'Association Information et Management*. Présenté à Lyon, France. Consulté à l'adresse https://hal.science/hal-05092706
This paper reviews the transformative role of Artificial Intelligence (AI) in reshaping power dynamics within educational organizations. Through the lens of Critical Theory, this study reviews the impact of AI on decision-making and power distribution within educational institutions, drawing on organizational theories, including Max Weber's bureaucratic model as well as on the philosophical discourse surrounding AI Ideology. Drawing on a pluralist approach to power, we adopt four dimensions—dispositional, episodic, systemic, and constitutive- to elucidate the manner in which AI modifies the distribution of power within the context of educational organizations. We conclude by proposing avenues for further research, underscoring the necessity for a more comprehensive investigation into the role of AI in either facilitating or impeding emancipation within the domain of education. Our findings contribute to the ongoing discourse on AI ethics and offer valuable insights into future organizational research.

OECD. (2025). ***The role of subnational governments in adult skills systems*** (p. 49). Consulté à l'adresse OCDE website: https://doi.org/10.1787/d452e8b7-en
This paper maps the governance models for adult skills systems across OECD countries, focusing on the role of subnational governments. It shows that adult skills systems in OECD countries are complex, with responsibilities distributed across different levels of government and public and non-public stakeholders. While no single model (centralised, combined and decentralised) dominates, some parts of the adult skills systems are more likely to be devolved to subnational governments than others. The paper also shows how some types of responsibilities (e.g. strategy-setting and intelligence gathering) are more likely to be kept at the national level, while other responsibilities (financing, implementation and delivery) are more often devolved to regional or local levels of government. Finally, the paper considers some benefits and drawbacks of more decentralised approaches to adult skills provision and identifies cross-cutting issues and learning points that can be observed across OECD countries.

Ouattara, M. O., & Sadia, M. A. (2025). **Enjeux éthiques de l'utilisation de l'IA dans la gestion des ressources humaines éducative en Côte d'Ivoire**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108747
ENJEUX ÉTHIQUES DE L'UTILISATION DE L'IA DANS LA GESTION DES RESSOURCES HUMAINES EDUCATIVE EN CÔTE D'IVOIRE

Paccaud, O. (2025). ***Des enseignants de plus en plus irremplaçables : une politique à revoir*** (p. 110). Consulté à l'adresse Sénat website: https://www.senat.fr/rap/r24-730/r24-730.html

Paoli-Gagin, V. (2025). ***Contractualisation à la performance dans l'enseignement supérieur*** (p. 89). Consulté à l'adresse Sénat website: https://www.senat.fr/rap/r24-723/r24-723.html

pédagogique, C. (2025a, juin 17). **Le rapport qui accable les groupes de niveaux de Gabriel Attal**. Consulté 18 juin 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/06/17/le-rapport-qui-accable-les-groupes-de-niveaux-de-gabriel-attal/
« La mesure a offert une réelle visibilité à la grande difficulté scolaire, sans parvenir à la résorber ». Ce rapport de l'Inspection générale dresse un constat sévère sur les

pédagogique, C. (2025b, juin 23). **L'IA au rapport ou comment l'inspection générale voit la place de l'IA en éducation**. Consulté 25 juin 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/06/23/lia-au-rapport-ou-comment-linspection-generale-voit-la-place-de-lia-en-education/
« Un rapport riche en informations, pauvre en recommandations » résume Bruno Devauchelle à propos du rapport de l'Inspection générale qui vient d'être publiée sur l'IA dans les établissements scolaires. « Les enseignants

pédagogique, C. (2025c, juin 23). **Toujours peu de profils scientifiques dans les INSPE**. Consulté 25 juin 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/06/23/toujours-peu-de-profils-scientifiques-dans-les-inspe/
Quels sont les profils des enseignant.es de demain ? Avec un métier très féminin dans le 1er degré, la grande majorité des étudiant.es en INSPE provient d'une licence de lettres,

Pedo, F., & Mendigutxia, A. (2025). ***The role of higher education in national artificial intelligence strategies: a comparative policy review*** (p. 43). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000392047_eng

PME : Partenariat mondial pour l'éducation. (2025). ***Education for climate action: Integrating education into nationally determined contributions: guidance document***. Consulté à l'adresse https://www.globalpartnership.org/node/document/download?file=document/file/2025-02-gpe-education-climate-action-integrating-education-nationally-determined-contributions.pdf
Ce guide vise à renforcer l'implication des ministères de l'Éducation et des partenaires dans les processus nationaux de politique climatique. Il souligne le rôle crucial de l'éducation en la matière et dans la garantie du droit des enfants à un environnement d'apprentissage sûr et résilient ainsi que son importance dans le développement des connaissances, comportements et compétences requis par les emplois de demain. Il propose une procédure pour intégrer l'éducation au changement climatique dans les politiques nationales, présente des activités, des cibles et des indicateurs concrets.

Poole, A. (2025). **Accountability with Chinese characteristics: exploring foreign teachers' experiences of curriculum reform in international schools in China**. *Journal of Education Policy*, *40*(4), 647-666. https://doi.org/10.1080/02680939.2025.2474939
This study explores the implementation of the Chinese National Curriculum (CNC) in for-profit private international schools in Mainland China, focusing on foreign teachers' perceptions and experiences. Utilising the metaphor of the 'searchlight' metaphor from writings on post-panopticism and drawing on in-depth interviews with 11 foreign teachers, this study identifies themes of coercion, marginalisation, adaptation, and performative compliance. The teachers in this study often complied superficially with the

reforms, maintaining elements of an international curriculum despite increased inspections. The study introduces the concept of 'accountability with Chinese characteristics,' highlighting the flexible and performative nature of inspections that balance global accountability with local cultural traditions. The findings underscore the need for clearer policy implementation and further research into the experiences of international school educators.

Qian, G., Qiu, F., He, J., & Zhang, L. (2025). **Current situation and characteristics of discipline crossing in Chinese first-class comprehensive university based on the statistical analysis of high-quality academic output in the past five years**. *Education and Information Technologies*, *30*(9), 12447-12461. https://doi.org/10.1007/s10639-025-13340-y
Promoting interdisciplinary development is an inevitable requirement for the advancement of science and education, as well as an internal need for disciplinary growth and a necessary choice for building world-class universities. In this paper, high-quality academic outputs from China's first-class comprehensive universities are used as a data source. Scientific methods are employed to process the data, construct an interdisciplinary cooperation network, and form a typical interdisciplinary model and central discipline. Through analysis, several key characteristics of cross-disciplines in China's first-class comprehensive universities are identified: the intersection of natural sciences dominates, while the intersection of humanities and social sciences is relatively weak; "Engineering + X" and "Management Science + X" have become common interdisciplinary models; the equations of material science and computer science give rise to interdisciplinary "all-match" disciplines; and basic disciplines play a significant role in the interdisciplinary landscape. Therefore, universities should place greater emphasis on the interdisciplinary disciplines of humanities and social sciences, strengthen the construction of "versatile" disciplines and basic disciplines, further promote interdisciplinary integration, and enhance the research and innovation capabilities of universities.

Reynaud, L., Priou, N., & Zakhartchouk, J.-M. (Éd.). (2025). **4 pistes pour l'école du futur -**. *Cahiers pédagogiques*, (600). Consulté à l'adresse https://www.cahiers-pedagogiques.com/sommaire-revue-600/
À quoi ressemblera l'école qui vient ? Nous proposons dans ce dossier une esquisse de ce qu'elle pourrait ou devrait être à nos yeux. Quatre enjeux pour la penser : développer la coopération pour mieux apprendre, favoriser l'émancipation des futurs citoyens, relever le défi écologique et faire un usage précautionneux de l'intelligence artificielle. En croisant essais pédagogiques dans des classes d'aujourd'hui, éclairages de la recherche, et sans nier les difficultés du quotidien qui parfois nous épuisent, ce dossier contribue à l'écriture d'un scénario heureux et réaliste pour l'école de demain.

Robert, J., Muscanell, N., McCormack, M., Pelletier, K., Arnold, Ki., Arbino, N., … Reeves, J. (2025). ***2025 EDUCAUSE horizon report: teaching and learning edition***. Consulté à l'adresse https://library.educause.edu/-/media/files/library/2025/5/2025hrteachinglearning.pdf
Le rapport analyse les tendances majeures qui influencent l'enseignement supérieur : inclusion, impact des technologies (IA, VR), incertitudes économiques et politiques, et défis environnementaux. Il met en avant l'importance de l'IA générative, de la cybersécurité et de la littératie numérique. Quatre scénarios d'avenir sont proposés (croissance, contrainte, effondrement, transformation), selon l'évolution technologique

et socio-économique. Le rapport souligne la nécessité d'adapter politiques, outils et pratiques pour préparer les institutions et étudiants aux défis et opportunités futurs.

Rojas-Estrada, E.-G., Aguaded, I., & García-Ruiz, R. (2025). **Media competence in the early, primary and secondary education curriculum: presence and progression in Latin America**. *Journal of Curriculum Studies*, *57*(3), 346-363. https://doi.org/10.1080/00220272.2024.2404047
The aim of the present article is to analyse the presence and curricular progress of the learning objectives associated with the different dimensions of Media Competence (MC), encompassing the stages of early to secondary education, in the study plans from 18 Latin American Countries: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Dominican Republic, Uruguay and Venezuela. Through a content analysis of 161 curricular texts, 85 learning objectives were identified associated with eight dimensions of MC. Among the notable findings, there is a trend towards the inclusion of certain dimensions of MC, such as the processes of comprehension and use and adaptation of technology, while other dimensions such as interculturality, received less attention. Also, the curricular proposal from Uruguay is noteworthy, as it distinguishes itself for having the most objectives, being the only country in the region that explicitly integrated Media and Information Literacy. Likewise, a platform is provided that allows policy writers, educators, researchers, and other key actors to access current information on the presence of MC in the curricula of each country analysed.

Sahar, A. (2025). **Radicalisation through education in Afghanistan: A critical inquiry and implications**. *International Journal of Educational Development*, *117*, 103320. https://doi.org/10.1016/j.ijedudev.2025.103320
This article scrutinises radicalisation through education (i.e., the system of formal schooling of all children), emphasising how education is/was being utilised to radicalise young people in Afghanistan. It reports the views, perceptions, experiences, and insights on how violence has left education prone to interferences by a range of Islamist-extremist armed and socio-cultural groups in Afghanistan. These groups include the Taliban, Hizb-ul-Tahrir, Jamiat-e-Eslah, and Islamic State Khorasan Province (ISKP) militias. The article investigates how these groups influenced many aspects of community life, including education amid a state fragility in the 2001 – 2021 years. It analyses the tensions, negotiations, and compromises associated with how state, non-state, and anti-state actors competed for control over education, including both formal institutions, as well as social and cultural discourses about learning. The article argues that the infiltration of educational spaces by these groups was strategic and constituted a systematic indoctrination of education processes with their political and religious ideologies with a view to shaping new generations of the Afghanistan citizens.

Salah, M. B., & Saxena, K. (2025). **Violent conflicts and learning outcomes: Evidence from Sub-Saharan Africa**. *World Development*, *194*, 107054. https://doi.org/10.1016/j.worlddev.2025.107054
This study assesses the impact of violent conflicts on learning outcomes in sub-Saharan Africa using data on standardized test scores and conflict events from ten countries. Our findings demonstrate that exposure to violent conflict events experienced since birth significantly reduces pupils' proficiency in reading and mathematics. The timing of exposure and the nature of conflict events influence the extent of these effects. Violent

conflicts, particularly those causing higher casualties and infrastructure destruction, experienced during early childhood prior to primary school entrance, and to a lesser extent during schooling, significantly hamper learning. These adverse effects remain consistent across pupils' socio-economic backgrounds, indicating that conflicts do not exacerbate existing disparities in learning outcomes. Moreover, conflicts affect female enrollment, though their precise impact on the gender gap in learning outcomes is less clear. Our analysis reveals that damaged school infrastructure and territorial development serve as primary conduits through which conflicts disrupt learning. This research sheds light on the multifaceted impact of violent conflicts on education and highlights the need to address both immediate and long-term consequences for human capital development in conflict-affected regions.

Salam, P. L. (2024). **Construire un DU Passerelle dans un contexte universitaire : retour sur une décennie solidaire et créative**. *Journée d'étude : Etudiants en exil : Enjeux et Dynamiques Inclusives*. Présenté à Rennes, France. Consulté à l'adresse https://hal.science/hal-05124305
Depuis 2015 et la tristement célèbre « crise des réfugiés en Europe», une équipe de l'Université du Mans œuvre au quotidien pour faciliter l'intégration et l'inclusion des réfugiés. Cela nécessite de prendre en compte la complexité et la dynamique de l'écosystème (Bouchez, 2020) dans lequel nous évoluons. À travers cette communication, nous tenterons d'identifier les éléments constitutifs de l'écosystème et leur impact potentiel sur les dispositifs mis en place. Nous clarifierons aussi les choix opérés et ferons une présentation du DU Passerelle à travers les retours de certains étudiants et acteurs pédagogiques. Pour conclure, nous présenterons des actions de collaboration créatives mises en place avec d'autres acteurs de l'écosystème.

Sandoval, Sansing-Helton, Knotts, & Edwards. (2025). **Leadership Practices in Scaling Efforts in Community Colleges**. *Community College Journal of Research and Practice*, *49*(6), 422-439. https://doi.org/10.1080/10668926.2023.2288210
Leadership in community colleges, and postsecondary institutions more broadly, plays a central role in the sustainability and scaling of promising innovations within institutions. Understanding what leaders do to support the sustainability and scaling of these innovations is crucial for helping leaders develop practices that enable them to support these efforts. Using practice theory as a guiding frame, this study sought to unveil central practices that shape efforts to scale a promising, evidence-based mathematics course within two two-year colleges. We found that executive and mid-level leaders engaged in the intertwined practices of tracking and leveraging, where they attended to institutional culture, practices, and policies, and drew on these institutional features to both constrain and enable efforts to scale. Our study highlights the power of examining practices in the day-to-day work of leaders to illuminate what leaders do to scale or inhibit innovations in their institutions.

Sarpong, J., & Wube, B. A. (2025). **Empowering STEM education from within: A call for self-reliance in the Global South**. *International Journal of Educational Development*, *117*, 103350. https://doi.org/10.1016/j.ijedudev.2025.103350
This paper explores the need to develop a practical and contextually relevant STEM education system in the Global South to equip future generations to participate meaningfully in the global economy and to foster inclusive development. Enhancing access to quality STEM education is important, particularly in Africa, where it is estimated

that most of the world's new workers in the next 30 years may come from. However, persistent underinvestment in education by many governments in the region continues to undermine progress, making STEM education systems less efficient and more vulnerable to external influence. While international support has played a role in advancing STEM education, this paper critically examines its complexities. Foreign aid can accelerate progress when aligned with national strategies, but it may also come with conditions that compromise local priorities, institutional autonomy and disciplinary balance. This paper argues that the Global South must strategically leverage international support while increasing domestic investment, strengthening national policy frameworks, and preserving a balanced education system that values STEM and the humanities. A more self-reliant and critically engaged approach to foreign aid can help ensure that STEM education serves national development agendas without replicating historical patterns of dependency.

Sever, C. (2025). **Education in the WAEMU: Current Situation and the Way Forward**. *Selected Issues Papers*, *2025*(074), 1. https://doi.org/10.5089/9798229013697.018
This paper makes the case for prioritizing the education sector in the West African Economic and Monetary Union (WAEMU) by taking stock of the outcomes and documenting its macroeconomic relevance. Education outcomes across the WAEMU region remain relatively weak, while empirical estimates indicate that improvements could lead to large income gains. Given a young population and high fertility rate, ramping up the progress in education remains critical, including by exploring options to enhance quality, safeguarding related spending, closing gender gaps, and improving the resilience of the education systems to climate and health shocks. Beyond national efforts, regional coordination and cooperation have a crucial role in achieving better education outcomes.

Smit, J. P., Burghardt, L., & van Eck, L. (2025). **Becoming an Impact-Driven University: A Socio-Technical Analysis of the Reconfiguration of Relevance During Institutional Transformation**. *Minerva*, *63*(2), 381-407. https://doi.org/10.1007/s11024-024-09557-9
The age-old debate about the relation between science and society has, in the last two decades, materialized in novel forms at many universities. In this article, we follow the reconfiguration of relevance at one institute of higher education that aspires to become an impact-driven university. We employ a socio-technical instrumentation perspective to this institutional transformation so that we can follow how relevance is being enacted in terms of impact at different organizational levels. To grasp the links between organizational changes and the conditions for academic practices, we analyze three policy instruments in-the-making and in-use: impact narratives as novel evaluation tool, the creation of impact profiles as part of human resource policy and new data infrastructures to monitor impact on the sustainable development goals. We investigate their problematizations and imaginaries through qualitative methods, namely document analysis and semi-structured interviews with researchers at various career levels and faculties at Erasmus University Rotterdam. Through the cases, we analyze how these new impact-oriented instruments open up or close down opportunities for academic practices. Our observations show that the reconfiguration of relevance as impact implies the advancement of a strategic approach to relevance and to academic work and institutions more generally. Ultimately, the site-specific case also includes bottom-up problematizations of impact that lead us to reflect on the limitations of a policy instrument

approach and stress the importance of addressing the politics of the social relations of 'relevant' scientific work.

Soler, C. (2025). ***Produire une réforme contestée. Clivages et interdépendances des espaces impliqués dans la Loi de Programmation de la Recherche (2018-2020)*** (Phdthesis, Université Paris-Saclay). Consulté à l'adresse https://theses.hal.science/tel-05113075
Cette thèse analyse le processus d'élaboration d'une réforme contestée, la Loi de Programmation de la Recherche (LPR), promulguée en décembre 2020. Elle cherche à comprendre les conditions qui ont rendu possible l'adoption de cette réforme malgré l'opposition qu'elle a suscitée dans la communauté académique.En articulant sociologie de l'action publique et théorie des champs, nous analysons les dynamiques qui structurent les différentes étapes du processus, les arènes de l'élaboration de la réforme, les relations entre les collectifs mobilisés et les décideurs politiques, ainsi que les formes d'actualisation des enjeux liés à la recherche dans différents espaces.Cette recherche combine analyse quantitative et analyse qualitative, en mobilisant des méthodes mixtes (analyse lexicale, analyse des correspondances multiples, entretiens, observations). Ce travail éclaire les dynamiques institutionnelles, politiques et professionnelles qui ont structuré la fabrication de cette loi. L'étude met d'abord en évidence la structuration du champ de l'enseignement supérieur et de la recherche (ESR) et les transformations qui l'affectent depuis plusieurs décennies. Elle montre que la LPR s'inscrit dans un continuum réformateur, marqué par la diffusion d'un « sens commun réformateur » qui légitime certaines orientations politiques, telles que l'autonomie accrue des établissements, la compétition pour les financements et la différenciation statutaire des personnels.En analysant les agents et les arènes où la réforme a été discutée, cette recherche montre les clivages qui structurent l'espace d'élaboration de la réforme. La thèse met ainsi en lumière les mécanismes de synchronisation des intérêts entre les différents espaces impliqués dans la production de la loi, expliquant pourquoi certaines propositions ont été reprises dans le texte final tandis que d'autres ont été écartées. Nous en concluons que l'articulation entre la structure sociale de production d'une politique sectorielle et des facteurs conjoncturels crée les conditions de possibilité de la réforme.Enfin, cette recherche propose un modèle d'analyse sociologique de l'action publique applicable à d'autres secteurs. Elle souligne l'articulation entre les structures sociales des champs engagés dans la production de la loi et les dynamiques conjoncturelles qui façonnent les trajectoires des réformes. À travers le cas de la LPR, elle contribue à une meilleure compréhension des évolutions d'un groupe professionnel et du processus de légitimation et d'adoption des politiques publiques sectorielles.

Sridhar, A. (2025). **Academic Freedom as Content Moderation: A Framework in Favor of Individual Rights and Institutional Autonomy**. *Innovative Higher Education*, *50*(3), 743-764. https://doi.org/10.1007/s10755-024-09751-3
Academic freedom is understood as a set of individual protections and community practices for faculty to assess quality, promote truth-seeking, and advance the common good through research, teaching, and other expression. It is also understood as a set of institutional principles for universities when it comes to decision-making about academic matters such as faculty hiring, curriculum development, and resource allocation. The principles, practices and protections of academic freedom exist within the unique university-professor relationship, and can be analogized to the moderation of content posted and shared by individual users on internet platforms like Facebook. Drawing on

existing scholarship in the study of higher education as well as constitutional and internet law, this analogy yields a novel framework to better understand complex academic freedom issues where the rights and responsibilities of faculty members and universities are implicated. Universities can engage this framework to advocate for academic freedom and institutional autonomy when faced with challenging controversies. This article concludes with recommendations for professors and higher-education administrators to better protect academic freedom through more transparent policies, strengthened collegial governance, and improved public outreach.

Steiner-Khamsi, G. (2025). ***Time in Education Policy Transfer: The Seven Temporalities of Global School Reform***. https://doi.org/10.1007/978-3-031-82524-8
This open access book investigates a topic underexplored in policy transfer: time. Drawing on well-known theories from comparative education, public policy studies, political science, and sociology, but written in an easy-to-understand language, the author discusses seven temporalities of policy transfer: historical period, future, sequence, timing, lifespan, age, and tempo. The temporal dimension helps us understand when the current school reform, known as the school-autonomy-with-accountability reform, developed into a global script, why it conquered the globe, and how it was selectively adopted and translated into each local context. Also, for the first time in this book, the author demonstrates what exactly diffused and what "stuck," that is, which features of the reform were eventually institutionalized. Internationally renowned for her seminal work on policy borrowing, the author systematically applies a comparative, transnational, and global perspective to capture the role of the OECD and the World Bank in advancing and accelerating the reform's worldwide diffusion.

The EU school theme. Enhancing impact, alignment, and integration into food strategies. (2025). In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4098* [Report]. Consulté à l'adresse https://op.europa.eu/fr/publication-detail/-/publication/4c8a6691-4736-11f0-85ba-01aa75ed71a1
The purpose of this report is to provide a comprehensive analysis of the EU school scheme, focusing specifically on its regional and local aspects. The scheme, introduced for the first time in 2017 as a follow-up to two separate programmes, currently aims to promote healthy eating habits among children by providing fresh and nutritious fruit, vegetables and milk in schools. It combines food distribution with educational measures to foster awareness of healthy nutrition, agriculture, and healthy lifestyles from an early age. Given that the scheme's measures target and are implemented at the local level, it may be viewed as an effective tool for supporting regional economies and strengthening local communities. Considering the anticipated revisions of the scheme and its alignment with broader EU strategies, this report aims to deliver a comprehensive assessment of the scheme's implementation from the local and regional perspective. In particular, it focuses on a review of national and regional strategies, to identify how they establish the scheme's objectives, identify its beneficiaries, choose a distribution chain and engage stakeholders, while taking into consideration the local realities, priorities and needs. The report intends to complement existing studies by focusing on local and regional levels through the collection and analysis of available regional information and the examination of regional food strategies and evaluation reports.

Thomson, S., Velthuis, S., Lupton, R., & Unwin, L. (2025). **Creating thresholds for success and 'underachievement': a critical policy history of public examinations in England**. *Journal of Education Policy*, *40*(4), 606-628. https://doi.org/10.1080/02680939.2024.2425319
In England, thresholds for success in public examinations taken by 15/16 year-olds play a major role in the education system. Definitions of what constitutes 'success' change over time and have an important impact on young people's progression to further education, training, and employment. By taking a historical view of examination thresholds at 15/16 in England, we show that thresholds are not a mere reflection of societal or economic norms, nor are changes to them simply gradual adjustments or technical modifications. Using ideas from 'critical policy sociology' (see Savage, Gerard, Gale and Molla, 2021), we argue that thresholds can be understood as 'temporary settlements' (Gale 1999, p. 401) that are the product of four separate but interlocking policy contests around educational purposes, the importance of specific subjects, the role of education in the economy, and educational governance. Analysing and decoding the production of changing thresholds over long periods through these policy contests allows us to more clearly understand the contemporary situation (where thresholds have become very prescriptive) and to challenge the foundations of thresholds: creating space for different conceptions of success and failure.

Trippl, M., Serger, S. S., & Erdos, K. (2025). ***Rethinking the role of universities in place-based innovation policies for sustainability transitions***. Consulté à l'adresse https://op.europa.eu/en/publication-detail/-/publication/eab61ca0-3aaa-11f0-8a44-01aa75ed71a1
Les manifestations territoriales de crises multiples et l'évolution des politiques d'innovation territoriales vers la résolution des défis de la durabilité ont des implications profondes sur le rôle des universités dans le développement régional. S'appuyant sur diverses publications consacrées à la contribution des universités au développement régional, ce document explore les stratégies et pratiques qui définiraient un rôle renouvelé pour les universités face aux défis environnementaux, sociaux et économiques croissants. L'objectif de ce document de réflexion est de définir de nouvelles missions pour les universités, leur permettant d'exploiter leur potentiel pour contribuer significativement aux processus et politiques de transition vers la durabilité régionale.

Tshimpi Wola, A., & Bisa Kibul, M. (2025). ***États généraux de l'enseignement supérieur et universitaire en RDC: rapport général et socioanthropologie des coulisses, résistances et perspectives de la réforme en République démocratique du Congo***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/etats-generaux-de-l-enseignement-superieur-et-universitaire-en-rdc/78319?srsltid=AfmBOoqIiopcG7uM0NGdzeZWK6uIN7fFCzqb-XxdCQilCYqJEMdyh340
Ce livre explore non seulement la réforme formelle des normes, mais aussi les normes officielles et officieuses qui ont émergé au cours du processus des états généraux de l enseignement supérieur et universitaire (EGESU-RDC-2021). Cette réforme, lancée et mise en Suvre dans un contexte de crise universitaire, a pour objectif de «réformer, redresser, requalifier et innover le système de l'enseignement supérieur et universitaire en RDC». Grâce à une enquête empirique rigoureuse, les auteurs ont porté une attention particulière aux coulisses de la réforme, en observant avec minutie les discours, actions, résistances, convergences, alliances et mésalliances entre les différentes parties prenantes.L'ouvrage analyse les crises des contextes locaux. Il vulgarise les résolutions

adoptées lors des EGESU de 2021, décrit les coulisses du processus, explique les résistances rencontrées, dénonce les pratiques rétrogrades et projette les perspectives de la réforme du système éducatif supérieur congolais

UNESCO. (2025a). ***Global Education Monitoring Report Strategy 2025–2030*** (p. 12). Consulté à l'adresse UNESCO website: https://doi.org/10.54676/FGWX2453

UNESCO. (2025b). ***IIPE en action 2024-2025*** (p. 39). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000393647_fre

UNESCO. IIPE : Institut international de planification de l'éducation. (2025). ***IIPE en action 2024-2025***. Consulté à l'adresse https://www.iiep.unesco.org/fr/articles/notre-travail-en-action?cmid=035016df-a666-4c95-835f-c4e1abeb98c6
Alors qu'il ne reste que cinq ans pour atteindre les objectifs de développement durable, les efforts collectifs sont plus que jamais essentiels pour renforcer la résilience des systèmes éducatifs. Ces deux dernières années, l'IIPE a collaboré avec des ministères de l'Éducation et des partenaires du monde entier pour façonner et mettre en œuvre des documents clés de planification et de gestion pour assurer une éducation de qualité et inclusive pour toutes et tous, aujourd'hui et demain. Ce rapport offre un aperçu de son travail de développement des capacités des planificateurs, des décideurs politiques et autres partenaires de l'éducation en matière de conception, de mise en œuvre et de suivi des plans et des politiques éducatives.

UNESCO Institute for Statistics & Global Education Monitoring Report Team. (2025). ***SDG4 scorecard progress report on national benchmarks: focus on the out-of school rate*** (p. 127). Consulté à l'adresse UNESCO website: https://doi.org/10.54676/SKLD4888
UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture & ONU Bureau de la prévention du génocide et de la responsabilité de protéger. (2025). ***Lutter contre les discours de haine par l'éducation : guide à l'intention des décideurs politiques***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000393839?posInSet=1&queryId=N-EXPLORE-025650e9-2cc5-478b-a762-7a9573a57336
Ce guide à l'intention des décideurs propose des stratégies et des approches spécifiques visant à lutter contre les discours de haine dans et par l'éducation. Lutter contre les propos néfastes, discriminatoires et violents sous couvert de xénophobie, de racisme, d'antisémitisme, d'islamophobie et d'autres types d'intolérance, que ce soit en ligne ou hors ligne, nécessite d'intervenir à tous les niveaux de l'éducation, dans des contextes formels et non formels. Ce guide propose des recommandations concrètes, des bonnes pratiques et des enseignements tirés de l'expérience sur la lutte contre les discours de haine et l'instauration d'environnements d'apprentissage sûrs et respectueux, ainsi que sur l'objectif plus large de la promotion de sociétés inclusives.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture & UNICEF : Fonds des Nations unies pour l'enfance. (2025). ***Rapport mondial sur l'éducation et la protection de la petite enfance : le droit à une base solide***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=16439
Le monde n'est pas sur la bonne voie pour atteindre la cible 4.2 des objectifs de développement durable (ODD), qui engage les pays à veiller à ce que toutes les filles et tous les garçons aient accès à des services de qualité en matière de développement de

la petite enfance, de soins et d'éducation pré- primaire d'ici à 2030. De nombreux enfants dans le monde, en particulier ceux qui vivent dans des pays à faibles revenus et qui sont défavorisés, n'ont pas accès à des soins de qualité et à un apprentissage dès le plus jeune âge qui les préparent à réussir à l'école et à acquérir les connaissances de base. Ce rapport est le premier d'une série biennale consacrée au suivi de la réalisation de la cible 4.2 des ODD. Il explore la manière dont les enfants apprennent et se développent et comment les acteurs clés de l'environnement des jeunes enfants - les parents, les familles, les éducateurs et la communauté dans son ensemble - peuvent être mis à contribution par le biais de politiques publiques et de programmes sociaux pour améliorer l'apprentissage et le bien-être des jeunes enfants. Le droit à l'éducation doit commencer par le droit à une base solide.

Vallet-Giannini, F. (2025). **Les enseignements de spécialité du nouveau baccalauréat : profils, déterminants et effets sur le parcours des lycéens**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 403-405). https://doi.org/10.4000/142gg

Venegas-Muggli, J. I., Galán-Muros, V., & Ricaurte, K. (2025). ***Strengthening technical and vocational education and training in higher education: challenges in access, retention and learning processes***. Consulté à l'adresse UNESCO. IESALC : Instituto internacional para la educación superior en América Latina y el Caribe website: https://unesdoc.unesco.org/ark:/48223/pf0000393832

Verschueren, P. (2025, juin 18). **À quoi sert le doctorat ? Ce que nous apprend l'histoire du diplôme le plus élevé de l'université**. Consulté 24 juin 2025, à l'adresse The Conversation website: http://theconversation.com/a-quoi-sert-le-doctorat-ce-que-nous-apprend-lhistoire-du-diplome-le-plus-eleve-de-luniversite-257918
Le doctorat occupe une place particulière dans le paysage des diplômes. Comment s'est-il fait reconnaître sur le marché de l'emploi ?

Wang, K.-H. (2025). **Mapping adult education institutions for development in Taiwan: The impact of course design, instructional approach, and faculty management on performance**. *International Journal of Educational Development*, *117*, 103351. https://doi.org/10.1016/j.ijedudev.2025.103351
This study examines how adult education institutions in Taiwan contribute to broader development goals by integrating course design, instructional approaches, and faculty allocation. Drawing on nationally representative data covering 1526 adult education institutions from the Ministry of Education's 2024 Adult Education Survey, multiple regression and linear endogenous treatment effects models were employed to analyze the impact of different institutional strategies on performance. Results indicate that institutions affiliated with formal schools primarily offer diploma- or credit-based courses, whereas non-formal providers deliver more flexible, diverse programs—spanning interest-based learning, leisure activities, and career-focused skills—to meet the varied needs of adult learners. Although face-to-face instruction is prevalent in diploma and certification courses, the rising demand for workforce training and skill upgrading has driven the adoption of blended and online formats. Faculty allocation strongly influences teaching quality and enrollment, highlighting the importance of rigorous teacher qualification review, professional training, and ongoing faculty development. Moreover, marketing strategies and resource flexibility enable institutions to remain responsive in a dynamic

environment and achieve sustainable goals. The study underscores how adult education can promote social inclusion, lifelong learning, and broader societal progress by mapping the interplay among curriculum design, pedagogical practice, faculty management, and institutional performance. These findings offer evidence-based insights for policymakers and institutional leaders seeking to enhance the developmental impact of adult education through strategic resource allocation and innovative practice.

Yan, E., Palmer, R. T., He, J., Ni, C., & Kelly, M. (2025). **Diversity of HBCUs' Institutional Human Capital: A Cross-Discipline, Longitudinal Analysis of Faculty Hiring and Placement at HBCUs**. *Innovative Higher Education*, *50*(3), 1021-1039. https://doi.org/10.1007/s10755-024-09772-y
This study examines the diversity of institutional human capital at Historically Black Colleges and Universities (HBCUs) by analyzing faculty educational backgrounds using a large data set on faculty hiring and placement. The analysis includes approximately four thousand faculty members employed at 10 research-intensive R2 HBCUs between 2011 and 2020. The results reveal that the 10 R2 HBCUs primarily hired tenure-track faculty from predominantly White R1 institutions. In contrast, HBCUs hired approximately 20% of their own graduates, while less than 10% of hires came from other HBCUs. Regarding placement, about 60% of HBCU graduates sought employment at HBCUs, while only a small number found employment at R1 institutions. Notably, Howard University placed 30 graduates at R1 institutions. This downward placement pattern underscores a significant trend: most HBCU hires are from R1 institutions, while HBCU graduates primarily find employment at institutions with lower research intensity. Understanding these patterns is crucial for addressing disparities in faculty representation and supporting the growth of Black professionals in academia.

Zaba, A. C. (2025). **Enjeux et perspectives de l'enseignement de l'allemand langue vivante 2 dans la formation technique et professionnelle en Côte d'Ivoire**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108746
Enjeux et perspectives de l'enseignement de l'allemand langue vivante 2 dans la formation technique et professionnelle en Côte d'Ivoire

Zhou, J., & Fan, A. (2025). **The impact of China's "Double Reduction" policy on primary school students' subjective well-being and academic achievement**. *International Journal of Educational Development*, *117*, 103321. https://doi.org/10.1016/j.ijedudev.2025.103321
China's « Double Reduction » policy, launched in 2021, seeks to reduce academic pressure on students in compulsory schooling. Using a two-wave logitudinal survey data (Sep 2021 to Jun 2023) from 1402 fourth- to fifth-grade students in a Beijing district and applying a first-difference approach with Lasso control for causal estimation, this study examines how three key policy initiatives —reducing homework, regulating private training institutions, and requiring schools to provide after-school services—impact students' subjective well-being and academic achievement. Our estimations find that reducing homework time and providing school-based after-school services improve students' subjective well-being without compromising their academic performance. In contrast, while regulating private tutoring institutions increases subjective well-being, it decreases academic achievement among low-SES students. This research highlights the

complex, and potentially inequitable consequences arising from the « Double Reduction » policy, emphasizing the critical trade-off for future policy adjustments.

Pratiques enseignantes

Adler, R. F., & Kletenik, D. (2025). **Empowering access: Integrating multiple means of engagement when teaching accessible design principles**. *Education and Information Technologies*, *30*(9), 12661-12680. https://doi.org/10.1007/s10639-025-13324-y
Although digital accessibility topics are increasingly gaining inclusion in university computing classrooms, many instructors still encounter difficulties in engaging students with this subject. The Universal Design for Learning (UDL) framework, a pedagogical approach that emphasizes multiple means of engagement, offers a promising strategy to appeal to diverse learning preferences of students. In our study, we applied the UDL framework to design a set of five interactive accessibility games. These games were intended to supplement traditional classroom approaches to teach accessible design. We implemented these games in courses at two public universities, testing them on 236 students. The students not only found the games both educational and engaging, but they also demonstrated a heightened understanding of the software challenges faced by people with disabilities and a greater inclination to include users with disabilities as potential software users. Our findings strongly suggest that the integration of accessibility-focused games into the classroom setting can significantly enhance student learning outcomes.

Aktepe, V., & Sümer Dodur, H. M. (2025). **Turkish teachers' views on the inclusion of children with special needs in schools: a mixed-methods study**. *Social Psychology of Education*, *28*(1), 110. https://doi.org/10.1007/s11218-025-10070-4
This study investigates the attitudes, concerns, and perceived self-efficacy of Turkish preschool and primary school teachers regarding inclusive education for children with special needs, situating itself within the social psychology of education. Employing an explanatory sequential mixed-methods design, the research examines how teachers' social and professional experiences, training in special education, and demographic factors influence their views and practices. Quantitative data from 995 participants reveal that preschool teachers generally demonstrate more positive attitudes toward inclusion than primary school teachers, though both groups express concerns about increased workload and limited resources. The qualitative findings illuminate key social psychological dynamics, including the role of social interaction, cultural attitudes toward disability, and the micropolitics of classroom inclusion. Teachers highlighted the benefits of inclusion for fostering empathy and social cohesion but emphasized challenges related to inadequate infrastructure, overcrowded classrooms, and the varying needs of students with disabilities. These insights align with theories of achievement motivation and role theory, as they underscore the influence of teachers' perceived preparedness on their ability to manage inclusive classrooms effectively. This research contributes to the discourse on teacher-student relations, the impact of professional training on social learning in schools, and strategies for reducing barriers to inclusive education. The findings suggest that fostering positive intergroup interactions and enhancing teacher training programs are essential for achieving educational equity and advancing pro-social behavior within diverse classroom settings.

Andrade, P. C. C. (2024). ***Développement de compétences en écriture et processus de résilience chez des collégiens d'un établissement scolaire de la périphérie urbaine au Nordeste du Brésil : une étude exploratoire de l'impact d'un Dispositif Pédagogique Technique Hybride*** (Phdthesis, Université Lumière - Lyon II ; Universidade federal de Pernambuco (Récife, Brésil)). Consulté à l'adresse https://theses.hal.science/tel-05114840

L'un des problèmes récurrents dans les cours de portugais au Brésil, qui touche d'autres matières, est la difficulté des élèves à interpréter des textes et à les produire. Face à cette situation, il est nécessaire de créer des environnements favorables au développement des compétences en écriture. Un autre aspect pertinent est que les élèves doivent développer leur résilience afin de faire face aux défis à l'école et dans la vie. Nous pensons que le processus de développement de la résilience aura un impact sur la vie des élèves et se traduira par des résultats scolaires, y compris en matière d'écriture. Cette recherche se déroule pendant la période de la syndémie Covid-19. Au cours de cette période, outre la crise sanitaire, les problèmes sociaux, économiques et psychologiques se sont aggravés. Pour poursuivre les études, l'enseignement via les technologies numériques a été mis en place dans plusieurs pays. Notre objectif était de mettre en œuvre et d'analyser l'impact de l'utilisation du Dispositif Pédagogique Technique Hybride (DPTH) sur la construction des processus de résilience et le développement des compétences en écriture des élèves d'une école de la périphérie du nord-est du Brésil. Ce dispositif pédagogique a d'abord été mis en œuvre en France pour former des enseignants du primaire. Dans cette recherche, le cadre théorique utilisé est pluridisciplinaire, la complexité de l'objet d'étude ne permettant pas l'utilisation de concepts issus d'un seul champ disciplinaire. Ainsi, nous abordons la résilience, le développement des compétences en écriture, la théorie des champs conceptuels et l'utilisation du DPTH. D'un point de vue méthodologique, afin d'analyser l'impact du DPTH, nous avons sélectionné treize élèves d'une classe de cinquième année du collège à la périphérie de la ville du Recife. Cette recherche s'est déroulée dans un contexte syndémique où les cours devaient être dans l´enseignement distanciel. Il s'agit d'un projet de recherche-action dans lequel la chercheuse est également l'enseignante des étudiants qui ont participé à cette étude. Afin d'analyser les processus de construction de la résilience, dix éléments ont été considérés comme favorisant individuellement ce processus. Pour analyser le développement des compétences d'écriture, sept éléments pertinents pour le développement de ces compétences ont été pris en compte. Chaque élément est déjà un indicateur du développement des compétences en écriture. Les résultats indiquent que les processus de résilience ont été renforcés en même temps que le développement des compétences en écriture. Le DPTH a également travaillé en tant que tuteur de résilience. Nous avons observé comment les classes de situations dans les productions textuelles des élèves ont élargi les concepts de l'histoire du surmonter des difficultés ; comment les champs disciplinaires de la résilience et de l'écriture ont contribué à l'analyse des données et comment l'utilisation du DPTH a favorisé le lien entre le contexte scolaire et le contexte extra-scolaire.

Bai, J., Cheng, X., Zhang, H., Qin, Y., Xu, T., & Zhou, Y. (2025). **Can AI-generated pedagogical agents (AIPA) replace human teacher in picture book videos? The effects of appearance and voice of AIPA on children's learning**. *Education and Information Technologies*, *30*(9), 12267-12287. https://doi.org/10.1007/s10639-025-13328-8

The advancement of AI-generated content (AIGC) has made creating pedagogical agents (PAs) for multimedia learning increasingly realistic, simpler, and more efficient.

However, little is known about the acceptance of AI-generated pedagogical agents (AIPAs) in picture book videos among young children aged 3–6. To address this, the present study examines the effects of AIPA appearance and voice on children's reading performance, using a 2 × 2 between-subjects design with varied combinations of real and AI-generated voices and appearances. Children learned from one of the following picture book videos: (1) a real teacher's voice and appearance, (2) a real teacher's voice and AI-generated appearance, (3) an AI-synthesized voice with a real appearance, or (4) both AI-synthesized voice and appearance. The results revealed no significant difference in reading performance between the AI teacher and the real teacher. Eye-tracking data indicated that AIPA appearance and voice did not increase cognitive load, and children expressed a comparable preference for AIPAs and human teachers. These findings support the equivalence principle in children's multimedia learning. While AIPAs may lack human micro-expressions and intonation nuances, they hold promise as complementary tools in early education.

Baidoo-Anu, D., DeLuca, C., Cooper, A., & Chahine, S. (2025). **Understanding the diverse ways teachers approach classroom assessment in an examination-oriented educational system**. *International Journal of Educational Development*, *117*, 103336. https://doi.org/10.1016/j.ijedudev.2025.103336
This study is part of a larger dissertation that examined the assessment culture within Ghana's education system. Specifically, this paper explores the diverse ways teachers approach assessment in an examination-oriented educational system. Using a survey design, 427 K-12 teachers in Ghana participated in the study. The teachers responded to the abridged version of the Approaches to Classroom Assessment Inventory (ACAI; version 3.0). The results of the study showed that, despite having the same educational system and policies, Ghanaian K-12 teachers have varying ways of approaching classroom assessment. Through latent profile analysis, three distinct groups of assessors were identified among teacher participants: improvement-accountability oriented assessors, teacher-centred assessors, and accountability oriented assessors. The study found that teachers' demographics (e.g., years of teaching experience, age, assessment education, school division, class level, and school location) significantly impacted their approaches to assessment. Implications for policy and practice are discussed.

Bedoui, M. D. (2025). **Interaction entre la Théorie et la Pratique en Formation Professionnelle : Vers une Innovation Pédagogique**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108944
Interaction entre la Théorie et la Pratique en Formation Professionnelle : Vers une Innovation Pédagogique

Béland, S., Michelot, F., Hébert, M.-H., & Lafortune, S. (2025). **L'évaluation des apprentissages à l'université. Quelques défis contemporains**. In L. P. du LIRES (Éd.), *L'université au Québec. Enjeux et défis* (p. 559-620). Consulté à l'adresse https://hal.science/hal-05108511
From the emerging needs of the new generation of students to the consequences of the pandemic, including the increasing prominence of digital tools, and the growing debate surrounding grading methods practiced in certain academic programs, many subjects impact the implementation of learning assessment in universities. It is now crucial to

address certain evolving issues to confront current and future challenges. The analysis presented in this chapter considers several interconnected themes of interest, including academic integrity, digital assessment, and grading methodologies. The resulting reflections are structured into three distinct sections, respectively addressing the perspectives of students, faculty, and university administrators.

Bergamaschi, A., Giambruno, C., Morales, P., Forkosh-Baruch, A., Hanuka, S., & Hershkovitz, A. (2025). **Empowering Schools with Data: How Can We Achieve Effective Use of Educational Dashboards for Teachers and Principals?** *IDB Publications*. https://doi.org/10.18235/0013561
Educational dashboards are key tools for enhancing data-driven decision-making in schools, providing teachers and principals with actionable insights. However, their adoption in Latin America and the Caribbean is hindered by challenges such as data quality issues, lack of interoperability in Education Information Management Systems (EMIS), and limited alignment with user needs. This document presents an analytical framework to address these barriers, combining a bottom-up approach that improves dashboards based on educators needs with a top-down strategy to strengthen their effective use. By outlining key challenges and practical recommendations, the study offers a roadmap for optimizing dashboard implementation and fostering a data-driven culture in education.

BI, X., HU, Y., LI, L., ZHANG, J., & YANG, X. (2025). **Immersive virtual reality for classroom management training: Enhancing pre-service teachers' skills, emotions, and learning satisfaction**. *Education and Information Technologies*, *30*(9), 12387-12411. https://doi.org/10.1007/s10639-024-13248-z
The effectiveness of classroom management has the effect of improving the sense of accomplishment and happiness of teachers. However, many pre-service teachers have often failed to be fully prepared in terms of training, making them have a significant gap with senior educators in terms of classroom management skills. This gap raises a critical question: can innovative training methods, such as immersive virtual reality (IVR), bridge this gap by enhancing classroom management skills and affective outcomes? In response to this issue, through comparative analysis of classroom management training based on IVR and videos, it has different effects on 58 pre-service teachers in terms of skills improvement, emotional response, and learning satisfaction. The results show that both IVR and video training methods influence improving classroom management capabilities. However, in the comparison of effects, IVR has shown more significant progress, and the skill improvement it brings has more lasting power. Further observation found that compared with video training, IVR has a higher level of positive emotion and lower negative emotions. In addition, the teachers before the group also showed obvious advantages in the evaluation of learning satisfaction. It is worth noting that there is a positive correlation between learning satisfaction, positive emotions, and improvement of classroom management skills, which suggests that these factors may play an important role in optimizing the learning effectiveness of the IVR environment.

Bórquez Morales, L. S., & Morales Hernández, F. D. (2025). **The influence of English language teachers' social class stereotypes on language teaching**. *International Journal of Qualitative Studies in Education*, *38*(5), 730-744. https://doi.org/10.1080/09518398.2024.2416705

This article analyses Mexican English teachers' social class-based stereotypes attributed to secondary and preparatory school students. These students are deemed lazy, have no aspirations and come from "hostile" or "backward" environments that allegedly explain their lack of academic engagement and inability to undertake an English learning activity. Such characterisations become relevant since they exhibit that teachers' beliefs, which are in constant relation to their context and experience (Fives & Buehl, 2012, p. 476) cast light on teachers' pedagogic decisions. Teachers ascribe students' roles that limit speaking opportunities and assignments that involve dumbing content down since students are expected to have either a low academic performance or none at all. Through an indexical analysis of teachers' utterances, this study contributes to recent research on language teachers' beliefs within applied linguistics where issues of social class, stereotypes and their influence on teachers' pedagogic decisions have been underexamined.

Borri-Anadon, C., Hirsch, S., Paul, M., Bouabdillah, N., & Jimenez, E. (2025). **La formation des personnes professionnelles des services complémentaires à la prise en compte de la diversité : portrait des pratiques déclarées à l'Université du Québec à Trois-Rivières**. *Éducation et francophonie*, *53*(1). https://doi.org/10.7202/1118102ar
L'importance de la prise en compte de la diversité par les professionnelles et professionnels des services complémentaires devrait se refléter dans le contenu des formations qui leur sont offertes. Cette contribution vise à documenter les pratiques de formation à la prise en compte de la diversité ethnoculturelle, religieuse et linguistique des professionnelles et professionnels des services complémentaires mises en oeuvre à l'Université du Québec à Trois-Rivières (UQTR). Vingt-deux personnes formatrices, professeures ou professeurs et chargées ou chargés de cours provenant de quatre départements visant principalement la formation de ces professionnelles et professionnels, ont rempli un questionnaire en ligne. Cela a permis de collecter 38 fiches-réponse (une par cours auto-identifié comme pertinent) portant sur 31 cours différents. De l'analyse descriptive de ces données, quatre principaux constats se dégagent : 1) une prévalence du marqueur général « ethnoculturel » centré exclusivement sur l'Autre, en comparaison aux marqueurs plus spécifiques; 2) des pratiques prépondérantes de formation « sur » la diversité; 3) une pluralité de pratiques déclarées; 4) une centration sur la finalité d'équité et une place mitigée accordée à la finalité de transformation sociale. Cet état de la situation permet de contribuer à la compréhension des enjeux rencontrés par les personnes formatrices, ainsi que des défis liés à la documentation de ces enjeux.

Brison, N., Caesens, G., & Galand, B. (2025). **Interpersonal mistreatments at university and student well-being: the mediating role of institutional dehumanization**. *Social Psychology of Education*, *28*(1), 121. https://doi.org/10.1007/s11218-025-10083-z
Based on institutional betrayal theory, this research examines whether students' perceptions of being dehumanized by their universities mediate the relationships between different types of interpersonal mistreatment on campus (i.e., bullying victimization, sexual harassment, ostracism) and impaired student well-being. A cross-sectional study (N = 2,318) was conducted among Belgian university students using online questionnaires. Structural equation modeling results indicated that, when considered together, all types of interpersonal mistreatment were positively associated with institutional dehumanization. In turn, students' perceptions of being dehumanized by their universities were associated with worsened well-being, including lower life satisfaction, increased depression, and more somatic symptoms. Institutional

dehumanization partially mediated the relationship between interpersonal mistreatments and well-being. Theoretical contributions, future research directions, and practical implications are discussed.

Buissonnet, A. (2025). **Diversités territoriales d'éducation : l'accompagnement pédagogique à l'orientation en fin de collège**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 211-218). https://doi.org/10.4000/142gv

Café pédagogique. (2025, juin 19). **Inclusion : 90% des professeur.es en difficulté dans le 1er degré**. Consulté 25 juin 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/06/19/inclusion-90-des-professeur-es-en-difficulte-dans-le-1er-degre/
Inclusion à y laisser sa santé ? Une enquête révèle un impact de l'inclusion sur la santé des personnels. « Les choix politiques et budgétaires des dernières années ont conduit

Cai, Y., Xing, K., & Ge, Q. (2025). **Teacher support as a context of growth mindset in predicting reading achievement**. *Social Psychology of Education*, *28*(1), 117. https://doi.org/10.1007/s11218-025-10074-0
The concept of growth mindset has been touted as a promising tool to empower learning, but mixed effects emerge. Growth mindset advocates are calling for more attention to the heterogeneity of growth mindset, namely, the interference of other factors at individual or contextual levels (e.g., teacher variables) with the relationship between growth mindset and learning achievements. To seek more evidence for this assumption, the current study explored the role of students' perception of their teacher support in predicting the quantity of growth mindset and the magnitude of the association between growth mindset and learning achievement in reading. We drew on the Programme for International Student Assessment (PISA) 2018 data from 507,354 students from 74 countries/territories. We analyzed the data with multilevel structural equation modeling with latent interaction. Our findings showed that perceived teacher support did not significantly predict the quantity of growth mindset. Besides, perceived teacher support positively moderated the relationship between growth mindset and reading achievement. Specifically, when teacher support was deficient, the relationship between growth mindset and reading achievement was negative; when teacher support continually increased, the relationship between growth mindset and reading achievement gradually switched to positive. These results indicated that teacher support plays a game-changing role in the relationship between growth mindset and reading achievement, therefore highlighting its significance in revealing the heterogeneous effect of a growth mindset effect on learning achievements.

Chen, X.-Y., & Rosenzweig, E. Q. (2025). **The who and how of STEM career models in high school**. *Social Psychology of Education*, *28*(1), 126. https://doi.org/10.1007/s11218-025-10065-1
Successful individuals with careers in science, technology, engineering, and math (STEM) fields, or STEM career models, are often used to encourage students towards pursuing STEM careers. However, existing research has not yet examined whom students identify as salient STEM career models during the course of their natural schooling and how students are motivated by those models to pursue STEM careers. We surveyed a racially diverse sample of high school students (ages 14–19; N = 526) to explore whom students

consider as STEM career models, how students report being motivated by those models, whether these trends differed as a function of students' gender or racial/ethnic group membership, and how different model characteristics associate with students' competence-related beliefs and interests for STEM careers. Having a STEM career model was positively associated with students' STEM career motivation. Career models were most often individuals in students' immediate social networks whom students perceived as similar. Providing socially persuasive messages, providing knowledge or advice, and modeling career behaviors were most often reported as inspiring to students. Providing knowledge or advice and modeling career behaviors were also positively associated with students' motivation. Students' racial/ethnic group membership was an important factor shaping their STEM career model experiences. Findings help to identify factors that lead high school students to perceive certain individuals as career models, thereby revealing key mechanisms through which socializers shape STEM career motivation. Implications for the development of interventions or educational programs that use career models to motivate students towards STEM careers are discussed.

Chen, Y., Benish-Weisman, M., & Benita, M. (2025). **Linking self-transcendence values to classroom prosocial behavior: the mediating role of teachers' autonomy support in elementary school students**. *Social Psychology of Education*, *28*(1), 118. https://doi.org/10.1007/s11218-025-10078-w
This longitudinal study explored whether students' self-transcendence values predicted their classroom prosocial behavior through perceived teachers' autonomy support. Participants in this three-wave study were 395 fourth and fifth grade students (52% female, mean age = 9.41 at T1). In fourth grade, students reported their self-transcendence values. Four months into fifth grade, students assessed teachers' autonomy support, and their teachers evaluated students' prosocial behavior. Teachers evaluated prosocial behavior again at the end of fifth grade. Results showed self-transcendence values in fourth grade predicted increases in prosocial behavior in fifth grade through perceptions of teachers' autonomy support. These findings expand knowledge of mechanisms underlying relations between self-transcendence values and classroom prosocial behavior. They suggest students are agents capable of shaping their environment.

Cisel, M. (2025a). ***Nature des ressources éducatives collectées, modalités de diffusion des ressources partagées : des contrastes entre disciplines académiques***. Consulté à l'adresse https://hal.science/hal-05109914
Les sites proposant aux apprenants et enseignants des ressources pédagogiques se sont multipliés. Des travaux ont montré qu'il existait des différences notables entre disciplines académiques quant à la manière d'approcher le partage et la réutilisation ces ressources. Dans cet article basé sur une enquête menée à l'échelon national et ayant permis la collecte de 947 réponses complètes, nous nous proposons d'approfondir l'étude de ces contrastes. Nous nous focalisons en premier lieu sur la question des supports privilégiés de partage des ressources, en distinguant sites relevant du service public, de services privés, et sites personnels d'enseignants. Nous constatons qu'il est plus fréquent pour les enseignants d'informatique ou de mathématiques de disposer de leur site personnel. S'agissant de la réutilisation, entre autres différences, nous constatons un usage privilégié de ressources dites « authentiques » au sein des SHS, là où les informaticiens sont plus nombreux à faire appel à des modules de cours complet diffusé sur Internet.

Cisel, M. (2025b). **Nature des ressources éducatives collectées, modalités de diffusion des ressources partagées : des contrastes entre disciplines académiques**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4096* [Report]. Consulté à l'adresse Laboratoire AGORA website: https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4096
Les sites proposant aux apprenants et enseignants des ressources pédagogiques se sont multipliés. Des travaux ont montré qu'il existait des différences notables entre disciplines académiques quant à la manière d'approcher le partage et la réutilisation ces ressources. Dans cet article basé sur une enquête menée à l'échelon national et ayant permis la collecte de 947 réponses complètes, nous nous proposons d'approfondir l'étude de ces contrastes. Nous nous focalisons en premier lieu sur la question des supports privilégiés de partage des ressources, en distinguant sites relevant du service public, de services privés, et sites personnels d'enseignants. Nous constatons qu'il est plus fréquent pour les enseignants d'informatique ou de mathématiques de disposer de leur site personnel. S'agissant de la réutilisation, entre autres différences, nous constatons un usage privilégié de ressources dites « authentiques » au sein des SHS, là où les informaticiens sont plus nombreux à faire appel à des modules de cours complet diffusé sur Internet.

Çolpan Güngördü, D., & Yıldırım, Z. (2025). **An online community of practice for teacher professional development on technology integration as cognitive tools in mathematics teaching**. *Education and Information Technologies*, *30*(9), 12213-12247. https://doi.org/10.1007/s10639-024-13262-1
Online communities of practice (online CoP) have emerged as a viable method for teacher professional development regarding the emphasis on teacher networks for effective professional development and the elimination of some restrictions with online learning. Moreover, most technology integration studies examine teacher-centered technology integration which is the practice of learning-from-medium. On the other hand, there are limited research studies that investigate teachers' professional development process on student-centered technology integration through CoP, and the role of student-centered technology integration in the classroom from the perspectives of teachers. Therefore, this exploratory single case study aimed to investigate the effects of online CoP for teacher professional development program about integrating technology as cognitive tools on elementary mathematics teachers' student-centered technology integration mathematics teaching, and opinions of the teachers' about CoP program. In this study, 24 math teachers took part. The qualitative data sources of the study, online discussion logs, lesson plans, and interviews, were analyzed through the Interaction Analysis Model, a Constructivist Learning Environments Checklist developed by authors, and thematic analysis, respectively. The results showed the indicators of the constructivist learning environments in the lesson plans the teachers prepared and knowledge construction throughout the online interactions. The findings also highlighted the teachers' experiences in an online CoP as they learned how to implement cognitive tools in their practices. Based on the findings several recommendations were provided for designing teacher professional development programs and creating and implementing lesson plans that incorporate cognitive tools.

Condette, J.-F. (2025). **La réforme de la pédagogie universitaire dans la revue de l'enseignement supérieur. le faible intérêt d'un lobby réformateur influent (1956-1968)**. *Carrefours de l'éducation*, *59*(1), 23-44. https://doi.org/10.3917/cdle.059.0023

Couturier, C., Goubet, J.-F., & Nzameyo, R. A. R. (2025a). **Changer la pédagogie dans l'enseignement supérieur ?** *Carrefours de l'éducation*, *59*(1), 11-21. https://doi.org/10.3917/cdle.059.0011

Couturier, C., Goubet, J.-F., & Nzameyo, R. A. R. (Éd.). (2025b). **Changer la pédagogie dans l'enseignement supérieur ? (Dossier)**. *Carrefours de l'éducation*, (59), 1-137. Consulté à l'adresse https://shs.cairn.info/revue-carrefours-de-leducation-2025-1
Changer la pédagogie dans l'enseignement supérieur ?

Daafouz, M. (2024). ***Analyse des ajustements dans l'activité enseignante en classe. Le cas des enseignants des disciplines non linguistiques au Maroc*** (Phdthesis, Normandie Université). Consulté à l'adresse https://theses.hal.science/tel-05096964
L'objectif de la thèse est d'identifier et de caractériser les ajustements dans l'activité enseignante en classe des enseignants débutants des disciplines non linguistiques (DNL) au Maroc, notamment à partir de la compréhension de leurs difficultés situées, avec une visée de formation. Comment ces enseignants débutants font-ils face au défi d'enseigner les sciences en langue française, alors que ce n'est pas leur langue maternelle ? Comment gèrent-ils leurs difficultés dans ce contexte ? Comment répondent-ils au caractère imprévisible des situations d'enseignement-apprentissage pour venir satisfaire les besoins d'apprentissage de leurs élèves ? Comment s'ajustent-ils à tout cela pour faire cours ? Ce travail interroge donc l'activité d'un public d'enseignants non formés, mais qui s'évertuent à mobiliser, en situation, des ressources variées pour affronter des situations d'enseignement-apprentissage caractérisées par leur forte imprévision et par un grand décalage entre les prescriptions institutionnelles et le réel de l'exercice du métier. Un tel enseignement (DNL) porte simultanément sur deux types de savoirs ; l'enseignement d'un savoir scientifique associé à l'enseignement d'un savoir linguistique.Le contexte de la thèse est marqué par deux éléments majeurs : le recrutement massif des enseignants du cycle secondaire et la refrancisation des matières scientifiques au Maroc. Sur le plan théorique, la thèse mobilise principalement les apports de la psychologie ergonomique, les notions de geste professionnel et d'ajustement dans l'activité enseignante en, ainsi que des éclairages de la linguistique interactionniste (pour mieux comprendre les ajustements langagiers).Deux hypothèses structurent la recherche : la première concerne la caractérisation des difficultés éprouvées par les enseignants débutants dans le cadre de l'enseignement des DNL ; la seconde se rapporte aux stratégies d'ajustement mobilisées pour dispenser des savoirs disciplinaires et langagiers aux apprenants. Une enquête empirique et compréhensive s'appuie, pour la méthodologie, sur des observations filmées suivies d'entretiens d'auto confrontation ainsi que sur des documents institutionnels et de préparation des enseignants débutants.Les résultats de l'analyse fine et rationnelle des données donnent lieu à une typologie d'ajustements de l'activité enseignante qui ouvre sur la dimension réflexive des enseignants concernés.

de Koning, B., Zhang, S., & Sepp, S. (2025). **Integrating Human Movement in Learning: Advancements in Language Instruction, Multimedia, and Theory**. *Educational Psychology Review*, *37*(2), 51. https://doi.org/10.1007/s10648-025-10027-1
Human movement plays a foundational role in cognition and learning. This topical collection brings together theoretical and empirical work examining how gestures, physical activity, and virtual movement enhance learning in language, multimedia, and activity-based learning. Regarding language learning, interacting with virtual object

improves vocabulary learning, especially for learners with low language aptitude. Additionally, emotional narratives support memory more effectively than neutral ones, while instructed gesturing may hinder recall for some learners. In multimedia learning, pointing improves attention and comprehension, whereas tracing can impede learning due to cognitive overload. For activity-based learning, theoretical contributions offer frameworks for integrating movement into learning tasks, emphasizing mechanisms such as generative learning, social cognition, and offloaded processing in areas ranging from digital education to stimming behaviors. Together, these studies offer insights for designing effective, movement-based instruction across diverse learning environments and populations, underscoring the dynamic relationship between bodily action and cognitive development in education.

Diagne, B. D. (2025). **La relation pédagogique : quelles perceptions en ont les élèves professeurs ?** *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108755
La relation pédagogique : quelles perceptions en ont les élèves professeurs ?

Djeumeni Tchamabe, M. (2025). **L'approche par compétences dans l'enseignement supérieur au Cameroun : quelle efficacité des pratiques pédagogiques**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108753

Dubois, A., Geffard, P., & Schlemminger, G. (2025). **Une formation à la pédagogie institutionnelle dans l'enseignement supérieur, quels effets sur les participants ?** *Carrefours de l'éducation*, *59*(1), 83-101. https://doi.org/10.3917/cdle.059.0083

Enjalbert, S., & Sperandio, S. (2025, juin). ***Comment assurer la continuité de l'Approche Par Compétences entre la LP-BUT et le Master universitaire: architectures de programmes***. Consulté à l'adresse https://hal.science/hal-05119975
L'article présenté a pour objectif d'étudier l'articulation possible des programmes pédagogiques entre les grades de Licence et de Master suite à la réforme des Programmes Nationaux (PN) de la Licence Professionnelle - Bachelor Universitaire de Technologie (LP-BUT). Cette ambitieuse réforme a eu pour effet d'intégrer l'Approche Par Compétences (APC) progressivement depuis 2021 et de permettre la délivrance d'un nouveau diplôme de grade Licence en 180 European Credit Transfer System (ECTS). Les auteurs proposent de partager leur expérience de rédaction du PN de BUT pour construire des architectures de programmes de Master universitaires permettant la continuité et la cohérence de l'APC.

Etame, J., Minyaka, E., Djanna Koffi, L., Francis, & Mengata, G. (2025). **Pédagogie active et innovante : outil de la professionnalisation, levier entrepreneurial et d'alternance au service de la compétitivité des entreprises**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05110546
Pédagogie active et innovante : outil de la professionnalisation, levier entrepreneurial et d'alternance au service de la compétitivité des entreprises

Fassé Mbouya, I. F. (2025). **Intelligence artificielle générative et sentiment d'auto-efficacité des enseignants du supérieur : cas des enseignants de l'ENSET de Douala**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108943
Intelligence artificielle générative et sentiment d'auto-efficacité des enseignants du supérieur : cas des enseignants de l'ENSET de Douala

Fauth, C., Kennel, S., & Eléonore, R. (2025). **Reconnaître l'engagement étudiant dans la formation académique : quelle(s) évaluation(s) possibles ?** *Colloque international ADMEE " Paradoxes de l'innovation en évaluation au 21e siècle "*. Présenté à Luxembourg, Luxembourg. Consulté à l'adresse https://hal.science/hal-04950199
Les universités françaises sont tenues depuis 2017 de reconnaître académiquement l'engagement des étudiants dans la vie associative, sociale ou professionnelle. Cet engagement correspond à l'investissement de l'étudiant·e dans des activités et des actions en faveur de la communauté au sens large, au service du bien commun. Le décret n° 2017-962, complété par la circulaire du 23 mars 2022, considère que « l'engagement étudiant permet de développer la citoyenneté et l'esprit d'ouverture, de favoriser le lien social et la prise de responsabilité » . Les textes officiels précisent également que la validation académique « aboutit à l'attestation des compétences, connaissances et aptitudes acquises par l'engagement dans un diplôme correspondant à la formation suivie par l'étudiant ». L'évaluation qui doit aboutir à une telle attestation et couvrir de tels objectifs pose plusieurs questions : quelles sont les compétences à évaluer, transversales et « correspondant à la formation » ? Comment évaluer de telles compétences, dans quels cadres, sous quelles formes, à partir de quels critères ? L'objectivation et l'équité sont-elles possibles (Dirani et Dagorne, 2024) ? Les publications scientifiques sont encore très peu nombreuses sur cette question (Deschanet et al., 2022; Testi, 2016). Nous nous proposons dans notre communication d'analyser les modalités d'évaluation existantes et les objets sur lesquelles elles portent. Nous explorons pour cela, dans une approche exploratoire dans un premier temps, les informations mises à disposition par les universités françaises sur le sujet. Nous constatons que les compétences évaluées restent diverses et peu explicitées, notamment parce que nous ne disposons pas encore aujourd'hui de référentiel commun. La forme du rapport réflexif, proche d'un portfolio, est la plus représentée dans l'évaluation. A partir des données collectées, nous proposons une typologie des modalités et des objets évaluer pour reconnaître l'engagement étudiant dans les diplômes universitaires.

Fiogère, N. (2025). **Pratiques pédagogiques de l'éducation au développement durable en milieu scolaire. Quelles avancées ? Quelles difficultés ? Quelles pistes pour les surmonter ?** In H. Buisson-Fenet & R. Guyon (Éd.), *L'école écologique : s'ajuster ou transformer ?* (p. 57-70). https://doi.org/10.4000/13yc5

Foust, C. R., Brannon, D., & Bexell, S. M. (2025). **Alignment thinking and complementary curriculum: a qualitative study addressing the urgent need for environmental education**. *Journal of Curriculum Studies*, *57*(3), 303-326. https://doi.org/10.1080/00220272.2024.2392599
Environmental education (EE) is an approach which should be activated immediately to address environmental injustice and catastrophe. Though broad agreement exists with the need for EE in the US, there is an implementation gap. This study offers a thematic

analysis from qualitative interviews with 13 teachers and administrators who worked in a large, urban district in the Western United States, identifying how curriculum can address the implementation gap. We identify three themes emergent from the interviews: In the absence of formal training and curriculum, teachers meet student needs and interests in the environment through a complementary curriculum and ecological mindedness. Our participants' recollection of their experiences with EE demonstrates the power of alignment thinking to move EE into classrooms now. Finally, greater attention to environmental justice would support teachers and students. The paper concludes with insights this project brings to education scholars, including encouragement for curricular interventions related to environmental justice and supporting preK-12 professionals for the healing of life on Earth.

Frithmann, H. (2024). **Entre potentialité et concrétisation dans la collaboration interprofessionnelle : une étude auprès d'éducateurs spécialisés et d'enseignants du premier degré accompagnant des enfants placés en structures d'hébergement de la Protection de l'Enfance** (Thesis). Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2927

Gallois, A. (2024). ***Lycéens et apprentis au cinéma en Occitanie, un dispositif à l'épreuve des changements : entre institutionnalisation et réappropriation*** (Phdthesis, Université de Toulouse). Consulté à l'adresse https://theses.hal.science/tel-05007836
Inscrite en sciences de l'éducation et de la formation et en sciences de l'information et de la communication, cette thèse de doctorat s'intéresse aux différentes appropriations du dispositif Lycéens et apprentis au cinéma (LAAC) tel qu'il se déploie en Occitanie dans un contexte de transformations des pratiques spectatorielles des adolescents et de reconfiguration des transmissions culturelles.À l'aune de la « pensée complexe » (Morin, 1990), notre recherche qualitative vise à documenter et à comprendre comment les acteurs (élèves, intervenants, enseignants) perçoivent et s'approprient les enjeux de LAAC et à explorer les processus de médiation et de réception au sein de la « chaîne de coopération » (Becker, 1988) entre différents acteurs. À partir de l'analyse de données empiriques (observations participantes, questionnaires, entretiens), notre thèse met en évidence l'hétérogénéité des appropriations d'un dispositif reposant sur un héritage ambivalent construit à partir de conceptions différentes, voire divergentes, de l'éducation au cinéma, et se trouvant lui-même modifié par les transformations de la société.Si les dimensions idéelles, institutionnelles et organisationnelles (Albero, 2010, 2011, 2018) en déterminent la construction historique et sociale aux échelles macro et meso, elles ne sauraient suffire pour caractériser le dispositif. Saisir la façon dont les acteurs perçoivent et interprètent les sens de LAAC au regard de ceux inscrits institutionnellement permet d'en réinterroger les enjeux, les conditions et les pratiques. L'analyse des interactions au sein de l'ensemble de la chaîne permet de reconsidérer le rôle des acteurs dans les dynamiques à l'œuvre au sein du dispositif ainsi saisi comme un ensemble complexe et, plus généralement, de renouveler la réflexion sur le rôle de l'éducation et des transmissions culturelles dans un monde problématique (Fabre, 2011).

Gnagne, A. A. F. M. (2025). **Intégrer les pratiques locales dans l'enseignement technique en Afrique pour une société durable**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108745

Intégrer les pratiques locales dans l'enseignement technique en Afrique pour une société durable.

Grenell, A., Hine, E., & Fyfe, E. R. (2025). **Repeating and growing patterns in early mathematics textbooks**. *Journal of Curriculum Studies*, *57*(3), 287-302. https://doi.org/10.1080/00220272.2024.2319659
There has been increased attention to the role of explicit pattern tasks in early mathematics learning, with growing recommendations to incorporate more pattern tasks in standards and curricula. One critical piece of this discussion is to consider whether the pattern tasks currently presented in formal curricula materials align with the research on the development of children's early patterning skills. In the current paper, we quantified the prevalence of patterns and their core features in five early mathematics curricula used in the United States in kindergarten and first grade. Explicit patterns were rare—with one pattern every 20 pages in kindergarten and one pattern every 60 pages in first grade. Most of these explicit pattern tasks included repeating patterns (73%) instead of growing patterns (27%), though this trend was prominent in kindergarten texts and slightly reversed in the first-grade texts. The features of the pattern tasks were often misaligned with research recommendations; most tasks were simplistic, and there was little variability in the complexity of the pattern materials and structures. These findings highlight the need to pinpoint the specific features of pattern tasks that optimize children's learning opportunities and how best to align these with real-world learning materials.

Gunnes, T., Kirkebøen, L. J., Lindenskov, L., & Rønning, M. (2025). **Small- and large-group instruction and a didactic method in mathematics for low-performing adolescents: results from a randomized field experiment**. *The Scandinavian Journal of Economics*, *127*(3), 613-652. https://doi.org/10.1111/sjoe.12581
There is an increasing focus on helping low-performing adolescents in school. We have randomly exposed low-performing adolescents in mathematics in grade 8 to variations in key school inputs: teacher training, teaching material, and group size. Test scores of students in small groups taught by newly trained teachers provided with teaching material increased by 0.06 standard deviation. We find no impact on students in large groups with trained teachers and no new teaching material. Classroom observations indicate higher implementation fidelity of the didactic method among teachers of small groups, suggesting that targeted instruction with suitable teaching material in small and homogeneous groups can improve results for low-performing adolescents and reduce achievement gaps in lower secondary education.

Habib, F. A. B. (2025). **Unveiling the role of educators attitudes & intention toward artificial intelligence in teaching: A multi-dimensional analysis**. *Education and Information Technologies*, *30*(9), 12463-12487. https://doi.org/10.1007/s10639-024-13271-0
The incorporation of artificial intelligence (AI) into education is becoming more important over time, although faculty viewpoints on this integration are not well recognized. To analyze educators' attitudes towards AI tools in Bangladesh, this research built a modified model that included components from the technology acceptance model (TAM), unified theory of acceptance and use of technology (UTAUT), and DeLone models. The study's purpose was to assess faculty attitudes towards AI adoption by analysing system quality information quality, facilitating condition, performance expectancy, effort expectancy, and behavioural intention. An online survey was administered to 543 faculty members from private universities in Bangladesh using a

cluster and multi-stage sampling technique. The results were analysed using structural equation modelling and complemented by in-depth interviews with 20 educators. The statistically significant model ($p < 0.05$) explained 37.4% of the variation in educator's attitudes towards AI. The findings indicated that performance expectancy, effort expectancy, and information quality all had a favourable influence on attitudes, whereas behavioural intention had a negligible negative effect. The research, which uses the DeLone model in a novel way, concludes that information quality had a negligible positive influence on the attitude of educators. In contrast, system quality was not a significant determinant. This study highlights the relevance of knowing faculty attitudes towards AI and the necessity to concentrate on performance and effort expectations to drive successful AI integration methods in education.

Hajar, A., & Karakus, M. (2025). **Navigating teachers' perceptions and experiences of shadow education expansion and regulation in Kazakhstan: a mixed-methods study**. *British Journal of Sociology of Education*, *46*(4), 413-433. https://doi.org/10.1080/01425692.2025.2474035
This mixed-methods study is the first to examine schoolteachers' perceptions and experiences of fee-based private tutoring in Kazakhstan. Data from 952 teachers using a close-ended questionnaire and 60 semi-structured interviews revealed that 39.6% of participants engaged in tutoring, primarily driven by financial necessity and professional growth. Teachers who refrained from tutoring cited heavy school workloads and personal obligations as deterrents. Qualitative findings highlighted ethical and professional conflicts arising from insufficient monitoring of the tutoring market. These included managing requests from parents of tutored students and conflicts of interest when promoting their tutoring services or those of affiliated centres. Teachers demonstrated limited awareness of existing regulatory frameworks, with most opposing strict prohibition but advocating for improved regulations. Recommendations include teacher licensing, clearer guidelines for tutorial centres, and systemic reforms to address financial pressures and workloads. This study enhances understanding of teachers' roles in shadow education and advocates balanced regulatory strategies.

Heinimäki, O.-P., Kajamies, A., Tiilikainen, M., & Vauras, M. (2025). **The role of teachers in guiding student peer interactions: conceptions of pre-service teachers**. *Social Psychology of Education*, *28*(1), 133. https://doi.org/10.1007/s11218-025-10088-8
Teachers play a pivotal role in guiding students' peer interactions, yet the nature of this role warrants further investigation. This study addresses this gap by investigating second-year pre-service classroom teachers' conceptions of this role, both before and after a course that integrated theory and practice in interaction and socioemotional skills. The analysis of pre-service teachers' written conceptions revealed a spectrum of roles, which were then clustered into broader role profiles. Overall, roles pertaining to organization and management, as well as instructional roles, were prioritized over those concerning socioemotional support. However, notable shifts in conceptions were observed over the course, indicating an evolving understanding. The findings suggest that teacher education programs should place greater emphasis on providing pre-service teachers with opportunities to reflect on, experiment with, and practice a variety of teacher roles—ultimately expanding their role repertoire and strengthening their ability to flexibly adapt their roles to the needs of interacting students.

Hendrickson, K. A., & Blackmon, A. T. (2025). **Humanizing Stem Education, Valuing Cultures Of Care Through Conscious Values Based Leadership**. *Innovative Higher Education*, *50*(3), 1041-1061. https://doi.org/10.1007/s10755-024-09770-0
Humanizing STEM education advances the concern for humanity and welfare of students in STEM education. Cultures of care can be considered as strong endeavors to humanize STEM education. Cultivating STEM cultures of care requires conscious values-based leadership. To explore conscious values-based STEM leaders' perceptions on STEM cultures of care, a culture values framework was designed. The framework identified thematic assumption domains and descriptive values for the STEM culture of care. Reflexive thematic analysis was conducted on 18 transcripts of STEM faculty leaders at Historically Black Colleges and Universities (HBCUs). The transcripts were provided by the Center for the Advancement of STEM Leadership (CASL). Within the HBCU context, a STEM culture of care was modeled based on the findings of study. Our findings also highlighted the significance of consciousness in STEM faculty leaders.

Hibon, N. (2025). **L'incursion des méthodes actives en EPS : le rôle des stages Maurice Baquet**. *Carrefours de l'éducation*, *59*(1), 195-212. https://doi.org/10.3917/cdle.059.0195

Hu, L., Wang, H., & Xin, Y. (2025). **Factors influencing Chinese pre-service teachers' adoption of generative AI in teaching: an empirical study based on UTAUT2 and PLS-SEM**. *Education and Information Technologies*, *30*(9), 12609-12631. https://doi.org/10.1007/s10639-025-13353-7
Although Generative Artificial Intelligence (GAI) has demonstrated significant potential in education, there is a lack of research on pre-service teachers' behavioral intentions toward GAI. This study is based on the UTAUT2 model and, for the first time, introduces perceived risk as a key variable to systematically investigate the factors influencing Chinese pre-service teachers' behavioral intentions and future usage of GAI in teaching. The innovation of this study lies in its analysis of the unique needs of pre-service teachers across disciplines, which reveals critical factors in technology acceptance. These findings offer new theoretical insights and practical guidance for the effective application of GAI in K-12 education. The study involved 563 pre-service teachers from three renowned teacher training universities in China. Data were collected using an online questionnaire platform and analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM). The results indicated that effort expectancy, social influence, hedonic motivation, and habit significantly enhanced pre-service teachers' behavioural intention to use GAI in future teaching. At the same time, perceived risk had a negative effect. In addition, performance expectaancy, facilitating conditions, and price value did not significantly influence behavioural intentions, but behavioural intentions and facilitating conditions had significant predictive effects on future use. Based on the findings, this study provides practical recommendations for optimising the user experience of GAI tools, enhancing technical support, and reducing perceived risk.

Huet, C. (2025). **De nos usages numériques pédagogiques pour une accessibilité universitaire**. *La Nouvelle revue – Éducation et société inclusives*, *102*(1), 77-92. https://doi.org/10.3917/nresi.102.0077
Un travail de fond est mené au sein des universités pour co-construire des outils et dispositifs numériques plus accessibles et favoriser des usages plus inclusifs. De quelles manières les enseignants et les étudiants se saisissent-ils des outils et des dispositifs numériques qui leur sont proposés et en quelles mesures participent-ils d'un accès à des

environnements d'apprentissage inclusifs et capacitants ? Dans le cadre des nouveaux cursus universitaires, et plus précisément le projet Nexus dont l'objectif est de favoriser la réussite étudiante par les dispositifs numériques, cette étude interroge le potentiel inclusif des usages numériques à visée pédagogique et didactique en cursus de licence. L'approche de cette recherche est qualitative à visée compréhensive et se concentre spécifiquement sur les perceptions d'étudiants accompagnés par le service Handi-Études de l'université de Montpellier Paul-Valéry.

Hugedet, W. (2024). **Vie physique et jeux : une utopie éducative au service des sociétés démocratiques**. *Revue française de pédagogie. Recherches en éducation*, (225), 41-53. https://doi.org/10.4000/1453b
Créé dans le second xxe siècle, le groupe d'étude Vie physique et jeux des Centres d'entraînement aux méthodes d'éducation active (CEMÉA) défend des positions qui dénotent par rapport à une pédagogie sportive dominante au sein de l'éducation physique scolaire. Cet article vise à en saisir la philosophie politique sous-jacente. Appliquée aux productions écrites du collectif, l'analyse de contenu met au jour la dimension utopique de leur projet démocratique. Les idées pédagogiques s'expriment dans un discours contre-culturel et attisent le rêve d'une société de la rencontre. L'accomplissement de ce « fantasme social » se concrétise dans une pédagogie du jeu traditionnel, inscrite dans le sillage des éducations préparatrices à l'exercice de la vie citoyenne.

Impedovo, M. A. (2025). **Enseigner et apprendre la compétence globale : un cadre d'action**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108906
Enseigner et apprendre la compétence globale : un cadre d'action

J. Ngo, F., Espinoza, K. J. C., E. Lee, D., & Teranishi, R. T. (2025). **"We Will Come to You": Serving Newcomer Immigrants and English Learners at an AANAPISI Community College**. *Innovative Higher Education*, *50*(3), 893-918. https://doi.org/10.1007/s10755-024-09763-z
Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs) serve the breadth and diversity of Asian American, Native Hawaiian, and Pacific Islander (AANHPI) students by developing culturally engaging programs, services, and interventions. This case study focuses on how one public 2-year AANAPISI enacted programs to serve recent immigrants in an English for Speakers of Other Languages (ESOL) program, including a novel embedded counseling intervention where counselors visited the same ESOL classrooms several times throughout the semester. We draw upon classroom documentation, student survey data, and interviews with students, faculty, and counselors to understand the challenges reported by students in ESOL programs and to explore how the institution marshaled resources and targeted supports to specifically serve newcomer immigrants and English learner students. ESOL students faced academic and linguistic insecurities, had gaps in college knowledge, and expressed a lack of connectedness to campus. Embedded counseling was a structure that served these students by directly responding to student needs and cultivating relationships between students and key campus staff, thereby fulfilling both the AANAPISI and community college missions of the institution.

Josian Edson, M. Y., Djeumeni Tchamabe, M., Nopoudem, A., & Diffo Lambo, L. (2025). **Professionnalisation de la formation des élèves professeurs de l'Ecole normale supérieure de Yaoundé à travers l'APC en situation de stage dans la perspective d'une éducation de qualité et du développement durable au Cameroun : Impulser l'innovation pédagogique et la transition numérique en situation de stage**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108907
Professionnalisation de la formation des élèves professeurs de l'Ecole normale supérieure de Yaoundé à travers l'APC en situation de stage dans la perspective d'une éducation de qualité et du développement durable au Cameroun : Impulser l'innovation pédagogique et la transition numérique en situation de stage

Juutinen, J., Egilsson, B. R., Rosell, L. Y., Augustine, L., & Jensen, A. S. (2025). **Fostering resilience in post-pandemic ECEC practices: Lessons from the COVID-19 pandemic in the Nordic countries? A scoping review**. *International Journal of Educational Development*, *117*, 103317. https://doi.org/10.1016/j.ijedudev.2025.103317
COVID-19 presented serious challenges for early childhood education and care (ECEC) operations in the Nordic countries. While governmental responses varied, life in ECEC was characterized by full and partial closures, suspension of social activities, social distancing, compartmentalization, and stringent disease control and prevention procedures. This scoping review provides a comprehensive overview of empirical research on the impact of COVID-19 on Nordic ECEC, identifies gaps in the research literature, and examines indications for how to foster social sustainability and resilience in ECEC for future pandemics or crises. Six international databases were searched, followed by a national search in each Nordic country. In total, 46 articles were analyzed: relating to educators, administrators, children, and parents (P); data on preschool practices during COVID-19 (E); social and psychological practices, cooperation, interaction, and pedagogical and organizational practices (C); and wellbeing, health, participation, and inclusion (O). The results indicate critical aspects and success factors at the structural, relational, and pedagogical levels. Restrictions increased educator anxiety, and stress reduced the relational quality among educators and parents. These changes led to a weakening of pedagogical practices, isolation, and children missing friends. However, the restrictive environments allowed for creative solutions, educators' agency, increased space for children's play, and small-group and outdoor pedagogy, and they highlighted the potential of digital communication and remote pedagogy. To promote resilience in ECEC relates to fostering organizational flexibility and competent leadership, managing rapidly evolving challenges, and maintaining supportive professional relationships during times of crisis. The priorities are identifying opportunities for pedagogical innovation and maintaining relational quality with children and families.

Karaduman, B. (2025). **Exploring the impact of blended learning instruction on preservice teachers' self-efficacy beliefs in organizing educational field trips to out-of-school learning environment**. *Education and Information Technologies*, *30*(9), 12633-12659. https://doi.org/10.1007/s10639-024-13305-7
The integration of the flipped classroom model, self-efficacy theory, and the value of out-of-school learning environments forms the foundation for this study. By employing the flipped classroom model, preservice teachers can develop their instructional skills and build self-efficacy in organizing educational field trips. The active, student-centered learning experiences facilitated by the flipped classroom model can enhance preservice

teachers' self-efficacy beliefs, preparing them to effectively utilize out-of-school learning environments in their future teaching careers. This study aims to explore the impact of the flipped classroom model on preservice teachers' self-efficacy beliefs, specifically in the context of organizing and conducting educational field trips. By understanding the theoretical underpinnings and practical implications, the study seeks to contribute to the development of effective teacher education practices that promote innovative and confident teaching professionals. The study's participants were 57 preservice teachers in the science teacher education program. It was undertaken employing a sequential, explanatory mixed-methods study. The preservice teachers in the experimental group were educated using the flipped classroom model, while the control group was instructed through the conventional classroom model. The "Self-Efficacy Belief Scale for Organizing Educational Field Trips to Out-of-School Environments" and a semi-structured interview form were used to gather data. Results indicate that the flipped classroom implemented in the course has positive effect on the self-efficacy beliefs of preservice teachers towards organizing trips to out of school learning environments. Furthermore, it was concluded that the use of this model was encouraging for pre-service teachers to use it in their teaching professions.

Kaşkaya, A., Ünlü, İ., & Kılıç, M. F. (2025). **Making meaning of rural teaching: A phenomenological study of teachers' daily life experiences**. *International Journal of Educational Development*, *117*, 103341. https://doi.org/10.1016/j.ijedudev.2025.103341
Rural teachers' experiences in village schools represent a critical dimension of educational development. This phenomenological study explored the meanings that teachers attribute to being a teacher in village schools through their daily lived experiences. The study examined how classroom teachers working in village schools construct meaning from their experiences across four dimensions: managing basic needs and social integration, participating in daily village life, developing teacher-community relationships, and structuring time outside school hours. Data were collected through in-depth interviews with 11 classroom teachers (4 female, 7 male) working in multigrade village schools across seven provinces in Türkiye and analyzed using phenomenological methods. The findings reveal that teachers' meaning-making processes are deeply influenced by their cultural alignment with the community, gender dynamics, and physical infrastructure arrangements. While teachers have developed effective strategies for managing basic needs, their sense of professional identity and meaning is significantly shaped by the degree of their community integration. The physical separation of teacher housing from village centers emerged as a critical factor in how teachers interpret their role and position within the community. Teachers sharing cultural similarities with their assigned communities demonstrated more positive meaning-making patterns and deeper understanding of their professional role. Gender emerged as a crucial factor in how teachers construct meaning from their experiences, particularly in accessing and interpreting community spaces and relationships. The study provides significant insights into how rural teachers interpret and make meaning of their professional experiences, suggesting that successful rural teaching involves complex processes of professional identity construction and meaning-making beyond mere adaptation to physical conditions. These findings have important implications for understanding rural teacher identity development and designing support systems that address both practical and existential aspects of rural teaching.

Kennel, S. (2024a). **Innover en pédagogie, transformer ses pratiques d'enseignement : Pour quoi ? Comment ?** *Journée de l'innovation pédagogique*. Présenté à Aix en Provence, France. Consulté à l'adresse https://hal.science/hal-05011238

Kennel, S. (2024b). **(Se) professionnaliser à l'université**. *Laboratoire ELLIADD*. Présenté à Besançon, France. Consulté à l'adresse https://hal.science/hal-04983894
Notre intervention portera sur la question de la professionnalisation à l'université, d'abord du côté des enseignants et enseignants-chercheur·e·s mais aussi du côté des apprenant·e·s. Comment nous développons-nous comme enseignant·e, souvent chercheur·e·, du supérieur ? Quel est rôle de l'université dans la professionnalisation des étudiant·e·s ? Nous tenterons de définir ensemble la notion de professionnalisation, et le métier d'enseignant·e et enseignant·e-chercheur·e universitaire, en particulier dans sa dimension pédagogique. Nous aborderons ensuite les enjeux et les formes possibles du développement professionnel. Nous réfléchirons enfin à la manière dont la professionnalité des enseignant·e·s du supérieur peut soutenir le développement des compétences pré-professionnelles de nos étudiant·e·s.

Kennel, S. (2025). **La pédagogie universitaire à l'épreuve des injonctions paradoxales**. *Carrefours de l'éducation*, *59*(1), 121-137. https://doi.org/10.3917/cdle.059.0121

Kimmerling, C., Fuentes Acevedo, P., & Santagata, R. (2025). **Principals' conceptions of mathematics instruction: Co-constructing sophisticated instructional vision through professional development**. *Journal of Curriculum Studies*, *57*(3), 327-345. https://doi.org/10.1080/00220272.2024.2392595
Although a principal's instructional vision is recognized as important for schoolwide improvement efforts, little is known about how principals conceive of mathematics instruction or how professional learning opportunities shape their instructional vision. This article explores principals' conceptions of mathematics instruction after participating in learning experiences designed to support the development of a vision of high-quality instruction. Through a design-based research approach, we created classroom-based learning experiences for six elementary school principals to develop their vision of high-quality mathematics instruction in the context of a research-practice partnership. Transcripts from the learning experiences and follow-up interviews were analysed qualitatively. Findings illustrate nuances in participating principals' conceptions of mathematics instruction and how their role shaped their vision. Principals attended to the importance of the teacher in actively shaping learning experiences, but were less consistent in describing other dimensions of high-quality instruction such as mathematics tasks. Findings suggest that principals' conceptions aligned with features of high-quality instruction to the extent they were discussed or elevated during the professional learning experience. Our analysis highlights the importance of considering principals' unique perspectives in professional development around high-quality mathematics instruction and has implications for future practice-embedded principal learning opportunities.

Koné, R. (2025). **Ateliers informels et apprentissages accompagnés en Côte d'Ivoire**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108904
Ateliers informels et apprentissages accompagnés en Côte d'Ivoire

Leroy, G. (2025, juin 22). **Pour un questionnement critique des pédagogies de la nature**. Consulté 24 juin 2025, à l'adresse AOC media - Analyse Opinion Critique website: https://aoc.media/analyse/2025/06/22/pour-un-questionnement-critique-des-pedagogies-de-la-nature/
Plusieurs écoles mettent en œuvre des pratiques pédagogiques en extérieur destinées à sensibiliser les enfants à la protection de la nature. Bien que louables dans leur principe, ces pratiques risquent de transmettre une vision d'une nature enchantée qui n'existe plus, voire d'accroître certaines inégalités sociales d'apprentissage.

Li, M., Vale, C., Tan, H., & Blannin, J. (2025). **Factors influencing the use of digital technologies in primary mathematics teaching: Voices from Chinese educators**. *Education and Information Technologies*, *30*(9), 12573-12608. https://doi.org/10.1007/s10639-024-13309-3
This study examines the multifaceted aspects of using digital technology in Chinese primary mathematics education through qualitative analysis. Participants included eight primary mathematics teachers and five vice-principals from four primary schools in Chongqing. Through in-depth interviews with these teachers and leaders, the research uncovers a complex interplay of internal and external influences on technology use. These influences range from individual attitudes and teachers' pedagogical beliefs to systemic factors like infrastructure and resource access. Based on these findings, the study proposes the Technological Pedagogical Readiness framework (TPR), which encapsulates the intricate interplay of these factors. The framework advocates for a balanced consideration of internal influences, such as Technological Pedagogical Content Knowledge (TPACK) and attitudes towards technology integration, and external influences, including educational environment, teacher professional development, educational challenges, students' technology literacy and parental and community involvement. This framework, developed from the analysis, represents an initial step towards a more comprehensive model for using digital technology in education. It informs theoretical discussions and practical applications, providing a foundation for future curriculum development, teacher training initiatives, and policy considerations. The study's approach to proposing this framework reflects its developmental nature and underscores the need for further empirical validation. This research aims to inspire continued exploration into practical strategies for enhancing mathematics teaching and learning in the digital era by contributing a novel perspective to the ongoing dialogue on digital technology in education.

Lohmann, J. F., Machts, N., Möller, J., & Zitzmann, S. (2025). **A More Comprehensive, More Reliable Multilevel Approach for Assessing and Modeling Teacher Judgment Accuracy Using Latent Variables**. *Educational Psychology Review*, *37*(2), 53. https://doi.org/10.1007/s10648-025-10029-z
We propose a novel approach for modeling judgment accuracy that, for the first time, allows for simultaneously considering the rank, level, and differentiation component, the predominantly applied operationalization of teacher judgment accuracy. These components are conceptualized as latent, unobserved individual abilities. The model is introduced technically and its functionality is illustrated. Next, several model extensions are described that enhance the model's capabilities to address important research questions in teacher judgment accuracy research, such as concerning moderators of judgment accuracy or the effect of judgment accuracy on learning outcomes. We study the newly proposed model in three simulation studies demonstrating that our approach

provides more accurate individual-level estimates of judgment accuracy components than the traditional, still widely applied person- and component-wise calculation (simulation study 1), that our approach yields more accurate standard errors of moderation effects of judgment accuracy components resulting in higher true positive rates across various typical sample size scenarios (simulation study 2), and that our approach yields lower parameter bias and higher coverage rates of predictive effects (simulation study 3). The findings underscore the model's potential for improving the assessment and modeling of judgment accuracy although the improvement over the person-score-based two-step approach was rather small in some conditions. We present two real data examples, including a step-by-step tutorial how to apply the newly proposed approach, and conclude by discussing the implications of our results and suggesting directions for future research. Easy-to-use R code is provided to simplify the application of the new judgment accuracy model.

Lund, K. (2025). ***Concilier les épistémologies de la recherche sur le fait éducatif ?*** Consulté à l'adresse https://hal.science/hal-05109683
Mon intérêt pour la recherche interdisciplinaire est motivé par mes formations, les laboratoires de recherche où j'œuvre, les responsabilités que j'exerce, mes collègues et communautés de pratiques, où j'ai vu les problèmes que pose une épistémologie non-examinée. Dans mon exposé, j'explorerai la multi, inter, et transdisciplinarité par les procédés séquentiels, interactifs, et intégratifs, d'abord par des définitions, puis par des exemples concrets de mon expérience. J'aborderai de même, les aspects socio-interactionnels de la recherche en projet, cruciaux pour la conciliation des approches épistémologiques, par des définitions, puis par des exemples concrets. Les exemples montreront les réussites et les échecs de l'intégration à différents moments de la trajectoire d'un projet de recherche. Cependant, l'intégration ne doit pas être une idéologie : une intégration accomplie peut être dangereuse et un échec peut entraîner des conséquences positives. Pour terminer, je plaiderai pour une carrière académique renforçant les compétences facilitant l'intégration au sein des projets collaboratifs.

Macann, V., & Yadav, A. (2025). **Factors influencing elementary teacher's CT learning and CT integration**. *Education and Information Technologies*, *30*(9), 12289-12320. https://doi.org/10.1007/s10639-024-13259-w
Computational Thinking (CT) is viewed as a set of foundation skills required to solve problems efficiently and effectively, with or without the use of technology. It has also been argued that CT can provide connections between computing and other core curriculum areas which can be beneficial for student learning outcomes. However, there are still gaps in elementary teachers' understanding of CT, and how to integrate CT within the core curriculum. This qualitative study used a case study approach and examined how elementary teachers from a school district in the Midwest of the United States learned CT and designed CT-integrated lessons. We used the Interconnected Model of Professional Growth (IMPG) as a framework to structure our understanding of what factors within each domain supported or undermined the teachers when learning and integrating CT across core curriculum areas. Our study provides insight on what factors can support or impede elementary teachers' understanding of CT and CT integration.

Mache, B. D., & Villella, M. (2025). **Quels sont les déterminants de la réussite en classe inversée ? Point de vue des élèves des lycées du Cameroun**. *7ème Colloque*

international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108757
Quels sont les déterminants de la réussite en classe inversée ? Point de vue des élèves des lycées du Cameroun

Martinet, B. (2025). **De nouvelles variables pour enrichir le cadre d'analyse des dispositifs hybrides de formation ?** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (50). https://doi.org/10.4000/145dq
L'article sur lequel nous sommes invités à porter notre attention traite du caractère co-construit des environnements d'enseignements et d'apprentissages hybrides. Le préfixe « co » mettant l'accent sur la nécessité de prendre en compte, en plus des concepteurs, les utilisateurs à travers « un entre-deux dynamique qu'est l'activité d'apprentissage » (Charlier et Peltier, 2024,
2) portée par le dispositif. Dans ce contexte, l'objectif de la proposition des auteurs est non seulement de détermi...

Mayeko, T. (2025a). **L'autorité comme activité située : le cas d'un professeur d'EPS en REP**. *Recherches & éducations*. https://doi.org/10.4000/1454v
This article analyzes the ways in which authority is exercised, based on the case of a physical education teacher working in a French lower secondary school classified as a priority education area (REP). Drawing on the theoretical model developed by Joinel Alvarez (2024), it conceptualizes authority as a situated activity. The analysis of six self-confrontation interviews conducted using video-recorded lessons highlights the dimensions most frequently mobilized depending on the level of conflict in the situations. The results show that the teacher primarily combines relational expertise, classroom management, and didactic adjustments to maintain order, foster student engagement, and ensure a safe learning environment. Far from being a top-down and prescriptive process, authority emerges here as a professional skill constructed through interaction and as a full-fledged object of teacher training.

Mayeko, T. (2025b). **L'autorité du professeur d'eps à l'épreuve de la sanction**. *Carrefours de l'éducation*, *59*(1), 213-229. https://doi.org/10.3917/cdle.059.0213

McMillan, I. D. (2025). **A progressive habitus versus teacher authority in Herndon's The Way it Spozed To Be**. *International Journal of Qualitative Studies in Education*, *38*(6), 900-918. https://doi.org/10.1080/09518398.2024.2416714
I first overview the literature on progressive education and locate Herndon within this tradition. I suggest that Herndon's progressive methods are undermined by his refusal to perform the role of teacher in accordance with expectations. I apply Bourdieu's concept of habitus operationally to use data from Herndon's memoir to construct a description of the habitus of actors in the narrative. I conduct a thematic analysis which indicates that Herndon's difficulties may not simply be a problem with progressivism per se, but rather a problem of the clash of expectations which arises when progressive praxis occurs within a more traditional culture. Butler's concepts of performativity and parody are used to suggest that the habitus clash arising from progressive praxis in a traditional context can potentially be addressed by making explicit the constructed nature of classroom identities.

Mena, S. J. N., & François, K. (2025). **L'erreur pour co-construire de l'intelligence collective et des savoirs entre enseignants et élèves dans le premier et second degré**. *Carrefours de l'éducation*, *59*(1), 139-155. https://doi.org/10.3917/cdle.059.0139

Metzger, R., Eneau, J., & Audran, J. (2025). **Rapport à la pédagogie du supérieur : le cas des enseignants en école d'architecture**. *Carrefours de l'éducation*, *59*(1), 63-81. https://doi.org/10.3917/cdle.059.0063

Michel, G., & Jeanclaude, V. (2025, mai 19). ***Que peut apporter l'Éducation nouvelle à la pédagogie universitaire ? Quelques illustrations dans un institut universitaire franco-allemand***. Présenté à QPES. Consulté à l'adresse https://hal.univ-lorraine.fr/hal-05132986
Le mouvement international de l'Éducation nouvelle a maintenant plus de 100 ans et il a rassemblé de nombreux courants pédagogiques dont les buts essentiels étaient de créer un monde nouveau, démocratique et sans guerres. Nous présentons l'Éducation nouvelle et montrons que ces idées ont en particulier inspiré l'évolution des choix pédagogiques effectués dans un institut universitaire franco-allemand qui est le plus ancien et plus important entre ces deux pays et le résultat est très encourageant.

Molinari, G., van Brederode, M., Lussi Borer, V., & Ortoleva, G. (2025). **Scénariser dans et avec la vidéo pédagogique : Relations entre logiques de conception et logiques d'usage**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (50). https://doi.org/10.4000/145dl
Cette étude porte sur les logiques de conception et d'usage de vidéos dans un dispositif universitaire de classe inversée en sciences pharmaceutiques. Une approche compréhensive est adoptée, combinant des cadres issus des technologies éducatives et de la formation des adultes. Les vidéos du dispositif étudié ont été analysées selon deux angles : la façon dont elles répondaient aux principes de conception issus de la théorie cognitive de l'apprentissage multimédia d'une part ; les logiques sous-jacentes à leur conception par les enseignants et les usages par les étudiants d'autre part. La perspective ergonomique et de psychologie clinique du travail a été mobilisée pour rendre compte des éventuels conflits entre ce qui a été prescrit par les enseignants et ce qui a été réalisé par les étudiants. Les résultats montrent que, malgré un alignement partiel avec plusieurs principes de conception multimédia, les étudiants apprécient les vidéos, en particulier pour leur continuité avec les enseignements en présence. Cependant, des défis subsistent, notamment en ce qui concerne la densité des ressources et la clarté du scénario pédagogique. L'étude suggère que des interférences constructives ou destructives peuvent exister entre les logiques de conception et d'usage, pouvant influencer l'efficacité du dispositif. Elle souligne l'importance d'un accompagnement techno-pédagogique pour les enseignants et propose des pistes pour des recherches futures.

Nasolo Raoël, B. S. (2025). **Au-delà de la mesure: repenser à l'evaluation des dispositifs pédagogiques à l'aune des enjeux contemporains**. *Evaluation Engineering*. https://doi.org/10.5281/zenodo.15700907
How to do évaluative practice? This work focuses to Ask about évaluation in Educational pratice.

Nunez-Moscoso, J. (2025). **The elephant in the classroom: the notion of practice in the conceptualization of reflective practice in teacher training**. *Reflective Practice*, 1-9. https://doi.org/10.1080/14623943.2025.2521113
Despite the vast amount of specialized literature produced over the past 40 years on reflective practice in teacher training, efforts to conceptualize this notion have almost exclusively focused on clarifying the concept of reflection. In this context, this theoretical-argumentative article suggests moving beyond the common understanding of the 'practice' component of reflective practice as merely the 'act of teaching in schools'. To achieve this, it draws on key definitions of practice from the tradition of humanities and social sciences to investigate what 'practice' means within initial teacher training. Following this investigation, the article proposes a renewed perspective of practice, engaging it with an alternative concept of reflective practice. The article concludes by identifying challenges for teacher training in fostering the development of reflective practice.

OECD. (2025a). ***Teacher support for student learning: Insights from PISA*** (124e éd.) [OECD Education Policy Perspectives]. https://doi.org/10.1787/97b3a899-en

OECD. (2025b). **What can we learn about teacher support for students from PISA data?** *PISA in Focus*, (121), 1-8. Consulté à l'adresse https://www.oecd.org/en/publications/what-can-we-learn-about-teacher-support-for-students-from-pisa-data_506b03a1-en.html
Positive student-teacher relationships, a well-maintained classroom disciplinary climate, and student persistence are all associated with higher levels of teacher support. Adequate time for professional tasks, good work-life balance and job satisfaction are associated with aspects of the learning environment that are in turn related to teacher support. Similarly, embedding approaches to individualised learning within teacher education and professional development opportunities contributes to the quality of student-teacher relations and to a positive disciplinary climate. By creating conditions that foster supportive teacher practices, education systems can ensure that teachers are better equipped to help all students thrive.

OECD : Organisation for Economic Co-operation and Development. (2025). ***OECD Teaching Compass: reimagining teachers as agents of curriculum change***. Consulté à l'adresse https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/05/oecd-teaching-compass_5688638f/8297a24a-en.pdf
La Boussole de l'enseignement de l'OCDE propose une vision globale et tournée vers l'avenir de l'enseignement et du métier d'enseignant. Elle s'aligne sur la Boussole de l'apprentissage en mettant l'accent sur l'autonomie des élèves, leurs compétences et leur bien-être. Ensemble, ces deux outils constituent une feuille de route pour l'avenir de l'éducation, basée sur des recherches solides, des approches émergentes et une collaboration internationale. Elle appelle à une évolution vers une responsabilisation des enseignants en tant que co-concepteurs de l'apprentissage, experts et moteurs du changement. Parallèlement, ce guide offre l'opportunité de rehausser le statut, la finalité et le sens de l'enseignement lui-même. Des innovations telles que les réseaux d'apprentissage professionnel collaboratifs, les outils basés sur l'intelligence artificielle et une autonomie accrue dans la conception des programmes offrent de nouvelles voies pour accroître l'influence et redéfinir le rôle des enseignants.

Paek, L. (2025). **Fostering Professional Identity Through Inclusive Pedagogy: A Case Study of Experiential Learning and Mentorship at Institut Villebon-Georges Charpak**. *Paris Conference on Education (PCE) 2025*. Présenté à Paris, France. https://doi.org/10.13140/RG.2.2.18991.04004
This case study explores the professional identity development of undergraduate students at the Institut Villebon - Georges Charpak, a post-secondary institution dedicated to promoting inclusivity in higher education for learners from underrepresented backgrounds who often navigate uncertainty or indecision around their academic and professional trajectories. It focuses on third- and final-year students enrolled in the Licence Sciences et Technologies program (equivalent to a bachelor's degree in Science and Technology), investigating their perceptions of experiential learning (i.e., collaborative project-based learning and internship experiences) and the relevant mentorship structures (i.e., academic and pedagogical support and individualized guidance) in relation to their professional development. This study aims to contribute to the field of pedagogical innovation by examining how such examples can support student diversity and foster the professional development of students who may not thrive in traditional academic settings. Qualitative insights gathered through individual and group interviews with students, teachers, and tutors enable data triangulation. Preliminary findings reveal students' lived experiences with pedagogical practices and highlight the role of mentorship dynamics in shaping their professional development. These insights emphasize the positive impact of inclusive pedagogies in higher education and identify areas where improvements can be made. The results can inform future practices aimed at enhancing student engagement, motivation, and success in academic and professional settings.

Paggetti, M., Cuvelier, L., & Dangouloff, N. (2025). **Intégration d'un Jumeau Numérique et définition collaborative de ses usages dans le cadre d'une pédagogie active**. *Questions de Pédagogie dans l'Enseignement Supérieur. QPES 2025*. Présenté à Brest, France. Consulté à l'adresse https://hal.science/hal-05127508
En appui sur le projet JENII, cette contribution se propose de documenter un cas d'usage lié à l'intégration du Jumeau Numérique d'un atelier de production industrielle à un bloc d'enseignement déjà établi depuis plusieurs années en classe préparatoire de formation d'ingénieur. L'étude de la logique de conception et des différents rôles remplis par les acteurs de l'équipe pédagogique donne à voir des dynamiques de prescription (enseignant-concepteur) et de façonnage (tuteurs) des usages dont la mise en dialogue semble alimenter et définir chemin faisant les fonctions remplies par l'ingénieur pédagogique.

Pasquini, R., & Morales Villabona, F. (2024). **Mieux comprendre le développement de la culture de l'évaluation des enseignants depuis leurs pratiques évaluatives : réflexions et pistes pour la recherche et la formation**. *Revue française de pédagogie. Recherches en éducation*, (225), 55-82. https://doi.org/10.4000/1453c
Nombre de systèmes éducatifs de l'OCDE œuvrent au développement de pratiques d'Évaluation-soutien d'Apprentissage (E-sA) afin de lutter contre l'échec scolaire. Notre recherche exploratoire menée avec trois enseignants de français du secondaire analyse les liens entre la mise en œuvre de telles pratiques et le développement de leur culture de l'évaluation. Nos résultats montrent que l'activité réflexive, soutenue par des apports théoriques et permise par la recherche collaborative, permet le développement d'une

telle culture, mais que ce développement est dynamique et dépend de plusieurs facteurs.

Pov, S., & Kawai, N. (2025). **Relationships Between Teachers' Attitudes, Concerns, Self-Efficacy, Intentions, and Behavior to Include Students With Disabilities in Regular Schools in Cambodia**. *Psychology in the Schools*, *62*(7), 2237-2249. https://doi.org/10.1002/pits.23460
In Cambodia, students with disabilities remain marginalized and excluded from regular education settings, leading to low attendance and primary education completion rates. These challenges highlight critical concerns about teachers' inclusive practices. This study utilized the Theory of Planned Behavior to explore how teachers' attitudes (attitudes toward inclusion), subjective norms (concerns about inclusion), perceived behavioral control (self-efficacy for inclusive practices), and behavioral intentions shaped their actual behavior to include students with disabilities. A survey was conducted with 1008 in-service teachers from 236 primary schools across Cambodia using the teachers' attitudes toward inclusion scale, concern about inclusive education scale, and teacher efficacy for inclusive practices. Data analysis employed a mediation analysis using structural equation modeling with the lavaan package in RStudio. The study revealed that subjective norms and perceived behavioral control significantly and directly predicted teachers' intentions to support students with disabilities. Behavioral intentions, subjective norms, and perceived behavioral control also directly predicted their actual behavior. Indirect effects showed that subjective norms and perceived behavioral control significantly predicted actual behavior through behavioral intentions. The findings highlight the importance of strengthening policy and training programs to alleviate teachers' concerns and enhance their self-efficacy to promote inclusive practices.

Quesnay, P., & Gagnayre, R. (2025). **L'approche par compétences dans les formations en santé : de la prescription aux pratiques pédagogiques**. *Carrefours de l'éducation*, *59*(1), 45-61. https://doi.org/10.3917/cdle.059.0045

Rau, M. A., & Premo, A. E. (2025). **Systematic Review of Educational Approaches to Misinformation**. *Educational Psychology Review*, *37*(2), 43. https://doi.org/10.1007/s10648-025-10012-8
Misinformation can have severe negative effects on people's decisions, behaviors, and on society at large. This creates a need to develop and evaluate educational interventions that prepare people to recognize and respond to misinformation. We systematically review 107 articles describing educational interventions across various lines of research. In characterizing existing educational interventions, this review combines a theory-driven approach with a data-driven approach. The theory-driven approach uncovered that educational interventions differ in terms of how they define misinformation and regarding which misinformation characteristics they target. The data-driven approach uncovered that educational interventions have been addressed by research on the misinformation effect, lie detection, information literacy, and fraud trainings, with each line of research yielding different types of interventions. Furthermore, this article reviews evidence about the interventions' effectiveness. Besides identifying several promising types of interventions, comparisons across different lines of research yield open questions that future research should address to identify ways to increase people's resilience towards misinformation.

Redon, L., Kennel, S., & Knaebel, A. (2024). **Intentions d'égalité et sentiment d'équité en licence Sciences Pour la Santé (SPS)**. *Congrès de l'Association Internationale de Pédagogie Universitaire AIPU24*. Présenté à Sherbrooke (Québec), Canada. Consulté à l'adresse https://hal.science/hal-04709876

L'université de Strasbourg, France, propose depuis 2020 un modèle original de formation aux métiers de la santé : la licence « Sciences Pour la Santé » (SPS), équivalent du bachelor dans d'autres pays, qui s'articule autour de trois blocs d'enseignements : le « bloc santé », le « bloc transversal » et le « bloc disciplinaire ». Cette réforme du cursus vise notamment à diversifier les parcours et les profils étudiants et à renforcer l'égalité d'accès aux diplômes de santé, jusque-là extrêmement sélectifs. L'étude menée s'intéresse aux intentions de formation de l'équipe pédagogique multi-disciplinaire et à la perception de la communauté étudiante de cette diversification des parcours et profils, ainsi que de l'égalité et de l'équité au sein du diplôme. A partir d'entretiens avec les responsables de formation et d'une enquête auprès de la population étudiante (1528 réponses complètes), nous interrogeons le rapport au parcours d'études, le ressenti sur la diversité voulue et sur l'égalité de traitement entre les personnes étudiantes. Nos résultats font apparaître des écarts entre les objectifs visés par les responsables de la formation et l'expérience étudiante. Les intentions de l'équipe enseignante, relayées par les personnes interrogées, visent avant tout l'amélioration de la réussite en 1ère année de licence et l'ouverture disciplinaire pour le renforcement des compétences métiers. Cette personnalisation, par la possibilité donnée aux personnes étudiantes d'intégrer des parcours disciplinaires différents contribue, de l'avis des responsables de la formation, à une rupture d'égalité de traitement puisque tout le monde ne bénéficie pas des mêmes enseignements ni des mêmes modalités de formation. L'expérience étudiante est quant à elle marquée par un sentiment fréquent d'iniquité, en particulier entre les différents parcours disciplinaires. Si le bloc disciplinaire contribue à la diversification des profils visée par l'équipe pluri-disciplinaire, il induit en revanche un biais en ce qui concerne le sentiment d'égalité lié à l'investissement exigé en matière de charge de travail et de gestion du temps alors même qu'une large majorité des personnes (82%) souhaite intégrer le cursus du diplôme de formation générale conduisant aux métiers de santé. Le sentiment voire le degré d'iniquité pourrait être corrélé au succès - ou non - d'intégration des filières de santé or l'enquête menée avant les épreuves terminales met clairement en exergue ce ressenti avant même que l'issue de l'année de L1SPS soit connue. De plus, l'analyse des facteurs jugés inéquitables par la population étudiante, selon le parcours disciplinaire suivi, ne valide pas le lien entre sentiment d'iniquité et taux de réussite par parcours, à l'intégration des filières de santé. Ce constat nous amène à confronter le ressenti des personnes avec la méthodologie initiale de co-construction des parcours de l'équipe pluri-disciplinaire, à explorer des pistes d'harmonisation entre les parcours et identifier les leviers que peut activer l'équipe pluri-disciplinaire pour tendre vers une équité et une égalité des chances pour les personnes étudiantes, quel que soit le parcours choisi et contribuer ainsi à la diversification des profils dans les filières de santé.

Resko, Kolack, Ulrich, & Byas. (2025). **Community College Student Perceptions of Faculty-Led Office Hours**. *Community College Journal of Research and Practice*, *49*(7), 478-484. https://doi.org/10.1080/10668926.2023.2292095

There is general agreement among faculty members that office hours are underutilized by students. However, the reasons students at a large, diverse, urban community college do not seek out extracurricular help from their faculty members are as varied as the student population itself. This study surveyed students concerning the reasons they may

choose, or not choose, to attend their instructors' office hours. Based on student feedback and input, changes to the structure of office hours, broadly applicable to faculty in other fields and at other schools, are suggested.

Revet, K., Halabi, M. E., Shaikh, S., & Yang, X. (2025, juin 23). **ChatGPT à l'université : pourquoi encadrer vaut mieux qu'interdire ou laisser-faire**. Consulté 24 juin 2025, à l'adresse The Conversation website: http://theconversation.com/chatgpt-a-luniversite-pourquoi-encadrer-vaut-mieux-quinterdire-ou-laisser-faire-257364
Comment les politiques d'utilisation de l'IA générative mises en place au sein d'un établissement influencent-elles l'image de ce dernier ?

Rowan, E., & Wansink, B. (2025). **Fostering mutual understanding through multiperspectivity: insights from 14 cross-border history education initiatives in post-conflict societies**. *Journal of Curriculum Studies*, *57*(3), 247-270. https://doi.org/10.1080/00220272.2025.2455700
In (post)-conflict contexts, the development of cross-border history education resources from multiple perspectives has been proposed as a way of working that can contribute to reconciliation. However, developing and implementing such a resource is challenging in contexts of recent conflict when perspectives on the past are so divided between countries. In this paper, we aim to better understand what hinders and what helps multinational teams in collaboratively developing cross-border history textbooks and resources. To answer this question, we interviewed 14 authors and editors of cross-border history resource initiatives from different parts of the world. As a result, we distinguish four levels of the context that makes each project unique: the political context, the collaboration process, the content of the resource, and the implementation of the final product. Though conditions differ across projects, the importance of support and collaboration, and the difficulty of sensitive topics and implementation in practice were common themes across projects. We provide advice for future projects and suggestions for future research on these cutting-edge projects.

Roy, P., Letouzey-Pasquier, J., & Gremaud, B. (Éd.). (s. d.). **Des recherches participatives en didactique disciplinaire et en sociologie de l'éducation : Quelles finalités ? Quels savoirs ? Quel partage des responsabilités ? Et, quelles stratégies pour acter la coopération entre les acteur·rices ?** *Formation et pratiques d'enseignement en questions*, (29), 7-302. Consulté à l'adresse https://revuedeshep.ch/wp-content/uploads/2025/05/29-Complet.pdf

Salam, P. L. (2025). **Atelier interactif d'écriture : des outils pour développer la créativité en groupe à l'université**. *Colloque International Accompagner l'écrit dans le supérieur : formation, évaluation, certification*. Présenté à Toulouse, France. Consulté à l'adresse https://hal.science/hal-05110841
expérience d'écriture créative à l'université

Sam, L., Dorsah, E., Yaw Ampofo, S., & Asumadu, R. (2025). **Preservice teachers' personal values and their teaching effectiveness in Ghana**. *International Journal of Educational Development*, *117*, 103333. https://doi.org/10.1016/j.ijedudev.2025.103333
The study examines the relationship between preservice teachers' personal values and their teaching effectiveness in Ghanaian Universities. The study employed a correlational cross-sectional survey design with a quantitative approach, involving 387 final-year

preservice teachers. The study used a questionnaire to collect data from respondents. Means, standard deviations and Pearson product-moment correlation were used to analyse the data. The results indicated that preservice teachers demonstrate a high level of teacher-related behaviour, relational expertise and subject matter expertise that make their teaching effective. Again, the results showed that preservice teachers possess universalism, security, stimulation, and confirmatory values, and these values help them achieve better results in the classroom. Finally, it was revealed that preservice teachers' personal values have a positive and significant relationship with their teaching effectiveness ($r = .62$, $p < .01$). It is recommended that educators should take-in steps to foster and cultivate all facets of positive values among preservice teachers during their preparatory programs to achieve effective teaching in the classroom.

Sandoval, Sansing-Helton, Knotts, & Edwards. (2025). **Leadership Practices in Scaling Efforts in Community Colleges**. *Community College Journal of Research and Practice*, *49*(6), 422-439. https://doi.org/10.1080/10668926.2023.2288210
Leadership in community colleges, and postsecondary institutions more broadly, plays a central role in the sustainability and scaling of promising innovations within institutions. Understanding what leaders do to support the sustainability and scaling of these innovations is crucial for helping leaders develop practices that enable them to support these efforts. Using practice theory as a guiding frame, this study sought to unveil central practices that shape efforts to scale a promising, evidence-based mathematics course within two two-year colleges. We found that executive and mid-level leaders engaged in the intertwined practices of tracking and leveraging, where they attended to institutional culture, practices, and policies, and drew on these institutional features to both constrain and enable efforts to scale. Our study highlights the power of examining practices in the day-to-day work of leaders to illuminate what leaders do to scale or inhibit innovations in their institutions.

Sarnou, H., & Schug, D. (2025). **Exploring the Challenges & Benefits of MOOCs as an Innovative Pedagogical Model in Higher Education**. *SAR Journal*, *8*(2), 115. https://doi.org/10.18421/SAR82-01
Massive Open Online Courses (MOOCs) have been adopted to meet learners' needs in higher education, serving as an innovative pedagogical model with three main dimensions: the provider (what is offered), the learners (who), and the process (how). Ideally, they take students through the developmental stage of problem-solving and help them implement new methods or skills to continue learning. This paper seeks to understand the extent to which MOOCs have transformed learning with a focus on university-level education. It provides a thorough review of recent research in MOOC implementation, including articles from 2013 to 2023, and analyzes them from a pedagogical perspective. Through a thematic literature review, the researchers explored the challenges and benefits of MOOCs for teachers and learners. The analysis shows that while MOOCs provide numerous benefits, such as self-paced learning and innovative ways for grappling with new materials, several considerations are necessary to maximize their potential.

Savina, E., Fulton, C., & Beaton, C. (2025). **Teacher Emotional Competence: A Conceptual Model**. *Educational Psychology Review*, *37*(2), 40. https://doi.org/10.1007/s10648-025-10018-2

The classroom represents a complex socio-cultural environment where emotions emerge as a result of instruction, learning, and interpersonal transactions. Teachers' ability to recognize, regulate, and respond to emotions in the classroom has powerful consequences for students' behavior, learning, and the teacher's own well-being. In order to be effective in instruction and classroom management and to prevent emotional burnout, teachers have to be emotionally competent. Furthermore, fostering teachers' emotional competence helps with teacher retention. Several studies documented the positive effects of emotional training of aspiring and practicing teachers. However, there is a need for a better understanding of specific emotional skills pertinent to the teaching profession. We propose eight competencies essential for teachers to be effective in using emotions for instructional and relational purposes and managing their own and students' emotions. These competencies include (1) understanding teachers' own emotions; (2) effective emotion regulation; (3) effective emotional communication; (4) maintaining teachers' emotional well-being; (5) understanding and responding to students' emotions; (6) utilizing emotions to promote learning; (7) utilizing emotions to foster positive relationships and emotional climate in the classroom; and (8) promoting students' social-emotional learning. We further identified discrete emotional skills within each competence and their implication for instruction, classroom management, social-emotional learning in the classroom, and teachers' well-being. The proposed model of teacher emotional competence can be used as a springboard to develop emotional training programs and guide assessment practices aimed at the evaluation of teachers' emotional skills.

Sawadogo, W. E. (2025). **Formation en Technopédagogie sous forme de projets de microenseignements pour futurs enseignants de l'enseignement et de la formation techniques et professionnels (EFTP): analyses, exigences et exemple**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108814
Formation en Technopédagogie sous forme de projets de microenseignements pour futurs enseignants de l'enseignement et de la formation techniques et professionnels (EFTP): analyses, exigences et exemple

Seraji, F., Shahabi, S., dehghanzadeh, H., & Bakhtiari, R. (2025). **Effective pedagogical strategies for enhancing mothers' media literacy: a comparative study of self-paced learning and community of inquiry methods**. *Education and Information Technologies*, *30*(9), 11693-11716. https://doi.org/10.1007/s10639-024-13280-z
Mothers of the digital era, as their children's media educators, need to acquire media literacy skills more than ever. Despite the importance of media literacy training for mothers, there has been limited research in this field. Therefore, this study aimed to compare the effectiveness of Self- Paced Learning (SPL) and Community of Inquiry (CoI) methods in teaching media literacy to Iranian mothers. Ninety mothers of 5th-grade elementary school boys in Hamedan city were selected using an available sampling method and randomly assigned to three groups: control, SPL, CoI. The SPL and CoI groups were trained using the adobe connect learning management system over eight 90 minutes' sessions, while the control group did not receive any training. A media literacy questionnaire, covering the dimensions of use and consumption, analysis, critique, and creation, was used to collect data before and after the intervention. Despite the lack of significant differences in pre-test data analysis ($P > 0.05$), post-test data analysis using one-way variance analysis and Bonferroni 's post hoc test showed that both the CoI and

SPL had a significant effect compared to the control group ($P < 0.001$). Moreover, the CoI was significantly more effective than the SPL ($P < 0.001$). This difference was significant across the four dimensions of media literacy: use and consumption, analysis, critique, and creation of media messages ($P < 0.001$). Based on these findings, it is suggested that problem-based and community-oriented pedagogies should be prioritized by theorists and instructional designers in online media literacy teaching.

Soares, R. (2025). **L'expérience des élèves en apprentissage de la langue de scolarisation à l'égard des services éducatifs complémentaires au Québec : entre soutien et altérisation**. *Éducation et francophonie*, *53*(1). https://doi.org/10.7202/1118105ar
Cet article analyse l'expérience des élèves en apprentissage de la langue de scolarisation à l'égard des services éducatifs complémentaires. Nous avons réalisé des entretiens individuels semi-dirigés avec du personnel professionnel des services éducatifs complémentaires (n = 3; une orthophoniste, une psychologue et une psychoéducatrice) et des élèves du secondaire ayant effectué un séjour en classe d'accueil (n = 7) dans la région métropolitaine de Montréal. Notre analyse thématique s'appuie sur les concepts d'altérisation, de pensée déficitaire et de techniques de contrôle. Selon nos données, les élèves ne reçoivent pas toujours les services dont ils auraient besoin, mais les services éducatifs complémentaires offerts auraient un effet positif sur leur expérience. Le personnel professionnel mentionne des enjeux documentés ailleurs pour tous les élèves, dont un manque de compréhension des différences entre les services et un manque d'acceptation de leurs recommandations découlant d'évaluations des élèves, ainsi qu'un accès limité à ces services pour les élèves en apprentissage du français. Selon notre analyse, les élèves sont tenus de s'adapter aux règles de l'école pour s'intégrer et réussir, et des services sont offerts pour les « soutenir » dans cette adaptation, notamment parce qu'ils font partie d'une « diversité à prendre en compte ».

Souyri, E. (2024). **Le hip hop à l'école: Practising the 'fifth element' as a pedagogical tool in French schools**. *Global Hip Hop Studies*, *5*(1), 111-131. https://doi.org/10.1386/ghhs_00085_1
There has been very little dialogue between hip hop pedagogy research in English-speaking countries and in France so far. Through an analysis of fourteen teachers and hip hop educators, I provide a preliminary exploration of the current status of hip hop education in France. I suggest that even though French hip hop pedagogues are not familiar with critical pedagogy or culturally relevant pedagogy, they do share key questions, themes and practices with their counterparts described in the existing anglophone literature. French artists and teachers participating in this study display a strong sense of how its aesthetics can nourish 'knowledge of self' in a way that the founders of the hip hop movement might be inclined to embrace. They also all insist on building a locally anchored community of learners to foster knowledge transmission and underline the decolonial dimension of the hip hop knowledge they teach. These views on how hip hop can and should be used to transmit knowledge contribute to define the critical core of hip hop pedagogy and lead us to consider roadmaps to develop the praxis dimension of hip hop pedagogy that seems to have previously been neglected by French hip hop pedagogues.

Stewart, M. A., Babino, A., Lozada, V. A., Muñoz, Á., & Mojica, Z. (2025). **English-medium teachers as policymakers through critical translingual literacy instruction**. *Language Policy*, *24*(2), 271-296. https://doi.org/10.1007/s10993-024-09702-w

Many classrooms include students who use multiple languages other than the school-sanctioned or teacher's language(s). This study asks how English-medium teachers develop language ideologies that support critical translingual literacy instruction. Using a collective case study, we ask how five English-medium teachers in a U.S. graduate course name and act on their language ideologies through literacy instruction. The cross-case analysis indicates the teachers' language ideologies viewed students' L1 use as a source of pride/identity and as a way to promote equity and social justice. These ideologies supported critical translingual literacy instruction through classroom actions (incorporating new texts, initiating family engagement, and positioning students as experts). Implications illustrate the need for literacy teacher education to focus on language ideologies, using literacy instruction as a powerful vehicle to effect language policy. Thus, focusing on critical translingual literacy instruction can support English-medium teachers to act as both literacy and language policymakers.

Tourneur, M. (2025). **Variabilité interdisciplinaire dans la mise en scène pédagogique des enseignements du supérieur**. *Carrefours de l'éducation*, *59*(1), 103-120. https://doi.org/10.3917/cdle.059.0103

Tretola, J. M. (2025). **Plurilinguisme inclusif et littératie : des praxéologies collaboratives des enseignants et des élèves à l'école primaire à la mise en øeuvre de formation initiale et continue**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05110547
Plurilinguisme inclusif et littératie : des praxéologies collaboratives des enseignants et des élèves à l'école primaire à la mise en œuvre de formation initiale et continue

Urgelli, B. (2025). **Éduquer à la transition écologique : quelques balises pour une pédagogie transformative**. In H. Buisson-Fenet & R. Guyon (Éd.), *L'école écologique : s'ajuster ou transformer ?* (p. 45-54). https://doi.org/10.4000/13ycr

Wang, S. (2025). **Hybrid models of piano instruction: How combining traditional teaching methods with personalized AI feedback affects learners' skill acquisition, self-efficacy, and academic locus of control**. *Education and Information Technologies*, *30*(9), 12967-12989. https://doi.org/10.1007/s10639-025-13359-1
Artificial intelligence (AI), due to its extensive capabilities for analyzing incoming information and providing personalized and detailed feedback, has significant potential for use in education. This study aims to investigate an application that analyzes the performance of musical exercises and provides instant AI-based feedback. The main task is to explore the impact of using this application on learning, as well as on the indicators of self-efficacy and academic locus of control. These indicators reflect an individual's beliefs about their ability to determine their own success in learning activities. According to the results, in the experimental group that studied using instant feedback provided by AI, the self-efficacy score on the Self-Efficacy for Musical Learning scale increased from 51.13 to 57.38. A dependent sample t-test confirmed the significance of differences at the level of $p = 0.012$. In turn, the control group studied according to the classical curriculum and showed no significant changes (53.46 in post-test vs. 52.78 in pre-pest, $p = 0.756$). Additionally, in the experimental group, the total score on the test of musical skills significantly increased from 19.89 to 34.08 out of 50, compared to an increase from 20.13 to 28.26 in the control group. A Student's t-test was used to compare the post-test

results between the experimental and control groups. The comparison revealed significant differences in self-efficacy and musical skills in favor of the experimental group. At the same time, there was no significant effect of the studied educational intervention on academic locus of control measured using the Academic Locus of Control Scale. The results can be useful for curriculum developers and researchers studying the impact of AI technologies, particularly those that provide instant feedback for error correction. Further research may focus on exploring the longer-term effects of regular use of AI-based feedback in music training.

Yıldırım, A., Mumcuoğlu, A., Türkel, E. Y., Ünal, Z. D., Altaş, E. N., Topatan, E., & Kılıç, S. (2025). **Philanthropic Tendency Scale for Teachers**. *Psychology in the Schools*, *62*(7), 2208-2220. https://doi.org/10.1002/pits.23464
Philanthropy is love of humanity and a sincere action without anticipating anything in return for oneself and the community. In contrast, misanthropy is defined as not loving and hating people. The purpose of the current study is to develop a valid and reliable scale to measure in-service teachers' philanthropic tendencies. First of all, the developed scale was administered to 323 in-service teachers working in 48 different provinces in Türkiye to provide evidence for the validity and reliability. "Principal Component Analysis" was conducted for construct validity and the philanthropic tendency scale ended up with 19 items under three components. The items explained 70.11% of the total variance. For the reliability of the scale, internal consistency was checked by the Cronbach a value, which was 0.94 in the current study. Finally, "Confirmatory Factor Analysis" method was employed on the data collected from 348 in-service teachers to make sure the factor structure of the scale obtained via principal component analysis be confirmed. The factor structure of the scale was confirmed at the end of the analysis. According to all findings, "The Philanthropic Tendency Scale for Teachers (PTST)" is considered to be valid and reliable enough to be used in scientific research.

Relation formation-emploi

Alexeev, M., Chernina, Y., Gimpelson, V., & Zinchenko, D. (2025). ***Wage Profiles in STEM and Non-STEM Careers*** (Working paper N° 17875). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17875
We compare wage profiles for STEM-educated and non-STEM-educated individuals over their lifetimes. Using repeated cross-sectional data from Russia, we examine how the dynamics of these types of human capital are affected by technological developments, applying the Age-Period-Cohort decomposition to workers' life cycle wage growth. Additionally, we account for heterogeneity in the impact of institutional quality on lifetime wage profiles. We show that STEM education is associated with flatter wage-experience profiles than non-STEM education, with the most pronounced differences observed among females. The cohort effect, apparently specific to the former Soviet-type economies, reveals itself in devaluing some types of older education, putting non-STEM cohorts educated during the Soviet period at a disadvantage relative to those with STEM education. Importantly, in the Russian case, the age/experience effects act in the direction opposite to the cohort effects, rendering the cross-sectional analysis somewhat misleading. Finally, wage-experience profiles for males with non-STEM education are steeper in regions with weak institutions than in regions with stronger institutions.

Aydemir, A., & Ersan, Y. (2025). ***Does Education Improve Financial Outcomes? Evidence from Stock Market and Retirement Accounts in Türkiye*** (Working paper N° 17927). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17927
We examine the causal effect of education on financial outcomes related to stock markets and retirement savings, leveraging a major compulsory school reform and a unique data set covering the universe of investors in Türkiye. The estimates show no effects on participation rates, portfolio composition, or return performance. Moreover, education does not appear to influence behavioral biases or heuristics in retirement plans. The reform leads to a 3% increase in pension savings for females, with no significant effect on males. Higher earnings and increased employment with employer-sponsored pension plans appear as potential mechanisms driving the wealth effect.

Blaney & Wofford. (2025). **Upward Transfer Student Pathways in Computing: Examining Degree and Career Outcomes Through Structural Equation Modeling**. *Community College Journal of Research and Practice*, *49*(6), 363-384. https://doi.org/10.1080/10668926.2023.2284218
Community college transfer represents an important mechanism for advancing access to STEM degrees and careers. Yet, little is known about community college transfer pathways in computing. Utilizing longitudinal survey data, we rely on descriptive statistics and structural equation modeling to examine community college transfer pathways in computing over the course of the four years after students arrive at their receiving university. Findings document wide variation in community college transfer students' pathways and highlight the importance of computing self-efficacy in predicting degree attainment, computing career pursuits, and graduate school aspirations in computing.

Collyer, S., Jia, Y., Mattingly, M., & Wimer, C. (2025). **Poverty at Age 30 Across Birth Cohorts: Changing Returns to Education and Employment**. *Population Research and Policy Review*, *44*(3), 34. https://doi.org/10.1007/s11113-025-09955-1
This brief compares poverty rates at age 30 across birth cohorts and considers mechanisms that might explain observed differences, including policy expansions and changing returns to education and employment. We ask how differences in the prevalence of correlates of poverty and changes in risk-level associated with those same correlates explain the socioeconomic position of Millennials relative to earlier cohorts at age 30. We rely primarily on estimates of pre-tax/pre-transfer poverty rates measured using the Supplemental Poverty Measure (SPM), assessing how well the labor market delivered 30-year-olds from different cohorts out of poverty. Beyond that, we consider the role of safety net programs in lifting people out of poverty and how that has changed across cohorts. Broadly, our results suggest that despite the gains made by Millennials, particularly with regard to educational attainment and labor force participation, they face higher rates of pre-tax/transfer poverty than earlier-born cohorts. This increase is, in part, explained by the diminishing returns to a high school degree or its equivalent and to part-time work in terms of reducing the risk of poverty. Despite these facts, they are no more likely to be in poverty at age 30 than these earlier cohorts, and this is driven by policy expansions that make up for income declines among the lowest income members of this more recent cohort.

Etame, J., Minyaka, E., Djanna Koffi, L., Francis, & Mengata, G. (2025). **Pédagogie active et innovante : outil de la professionnalisation, levier entrepreneurial et d'alternance au**

service de la compétitivité des entreprises. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05110546
Pédagogie active et innovante : outil de la professionnalisation, levier entrepreneurial et d'alternance au service de la compétitivité des entreprises

Fozing, I. (2025). **La formation professionnelle, clé de la lutte contre le chômage des jeunes sortants des systèmes éducatifs camerounais**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108930
La formation professionnelle, clé de la lutte contre le chômage des jeunes sortants des systèmes éducatifs camerounais.

Ishitani. (2025). **Exploring Earning Benefits of Sub-Baccalaureate Credentials**. *Community College Journal of Research and Practice*, *49*(7), 465-477. https://doi.org/10.1080/10668926.2023.2292091
Graduating from college is the rite of passage to economic success. While economic benefits associated with bachelor's degree attainment are well-documented, less is known about economic returns of sub-baccalaureate credential graduates. Sub-baccalaureate credentials comprise associate degrees and certificates offered at two-year community and technical colleges. Earnings associated with sub-baccalaureate credentials were evaluated by fields of the study. Thus, earning differentials within a field of the study still remain unclear. In a sample of 12,369 sub-baccalaureate credential holders in the College Scorecard 2015–2019 data, the current study investigated the linkage between earnings and sub-baccalaureate credentials at the academic program level. While the health sciences were previously identified as a gainful field of the study, the results herein indicate that certain academic programs in the health sciences showed lower earning power than other programs in the same field after controlling for covariates such as credential types, local unemployment rates, and college costs.

Lelièvre, É., & Remillon, D. (2025). **Les transmissions professionnelles dans les lignées : une analyse des adelphies**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 19-28). https://doi.org/10.4000/142ff

Patrinos, H., & Psacharopoulos, G. (2025). ***The Effect of Raising School Quality on Earnings*** (Working paper N° 1616). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1616
The evidence underscores the need to shift attention from school attainment to actual learning. While the average global return to an additional year of schooling is about 10 percent, a one standard deviation increase in test scores raises earnings by 15 percent. Studies show that including direct measures of skills reduces the estimated return to schooling, revealing the stronger role of quality. These findings suggest that education policy should prioritize learning outcomes, not just years in school, to more accurately reflect the economic value of education.

Sabathe, A.-G. (2024). ***Le rôle des associations étudiantes dans la professionnalisation et la construction de l'identité professionnelle des ingénieurs*** (Phdthesis, Conservatoire

national des arts et metiers - CNAM). Consulté à l'adresse https://theses.hal.science/tel-05114887
L'auteur a entamé sa thèse après dix ans de suivis d'élèves ingénieurs FHTT, huit ans de Jury de diplomation EICNAM, un M2 sur «Les ingénieurs à la française». En 2016, dès que doctorant, il écrivait : «La figure de l'ingénieur est une problématique à part entière. Sa facture en détient les clefs. La focale des Associations étudiantes est l'entrée principale de ce doctorat. Le cadre associatif est un observatoire intéressant de la métamorphose des élèves en ingénieurs, professionnels diplômés. La compréhension des étapes est la sine qua non pour analyser les activités associatives estudiantines, identifier les construits identitaires, découvrir la professionnalisation. L'associatif d'école modèle l'élève pour sa future sociabilité. Comprendre le rôle des associations étudiantes est l'enjeu de cette recherche restreinte au cadre temporel des professionnalité et professionnalisation». Ici, la vision de l'ingénierie est historique, légale, spatiale, humaine. Où ils agissent, les acteurs sont décrits dans leurs rôles, charges et actes. Toujours en rapport à l'associatif. Les concepts utilisés éclairent les lieux et processus qui métamorphosent l'élève en professionnel. Terrain et recherche se déclinent en trois temps. Un collaboratif d'écoute par entretiens semi-directifs. Un transcrit intégral pour éclairer la parole collective. Des enseignements qui répondent aux hypothèses. Le chemin de compréhension se termine par une « proposition de filature » qui génère une professionnalité initiale P0, qui crée des professionnalités non linéaires successives, génératrices de professionnalisation. Qui parcourra le chemin effectué ici, obtiendra un éclairage original sur «Le rôle des associations étudiantes dans la construction de l'identité professionnelle des ingénieurs.».

Tran, T. Q., Thi Vu, N. B., Van Le, D., & Hoang Vu, L. (2025). **Vertical and horizontal job-education mismatches and wages: A quantitative analysis of university graduates in Vietnam**. *International Journal of Educational Development*, *117*, 103323. https://doi.org/10.1016/j.ijedudev.2025.103323
Using data from the 2018–2021 Labor Force Survey, this paper aims to estimate job-education mismatches and their effect on wages among university graduates in Vietnam. We employed an instrumental variable estimator to account for the possible endogeneity of job mismatch. By combining both vertical and horizontal measures of mismatch, we provide the first estimates for four types of mismatch, namely (i) full match (horizontal and vertical); (ii) vertical mismatch; (iii) horizontal mismatch; and (iv) full mismatch (horizontal and vertical). We find that the proportion of graduates with fully matched jobs declined over time, while that of those in mismatched jobs, either vertical, horizontal, or both, increased. Our econometric analysis confirms that wage penalties occur for certain types of job mismatch. Specifically, graduates with a vertically mismatched or fully mismatched job earn lower wages than those with a fully matched job. Such wage penalties vary between male and female graduates, public and non-public sectors, and young and old graduates. While the horizontal mismatch does not result in a wage penalty for older graduates, it does for younger ones. Based on empirical findings, we provide some policy implications for job mismatches in Vietnam.

Yeboah, M., & Novotný, J. (2025). **Drivers behind (non-)return of Ghanaian international university graduates: Embracing the complexity over individual explanations**. *International Journal of Educational Development*, *117*, 103322. https://doi.org/10.1016/j.ijedudev.2025.103322
This article explores the complex factors and mechanisms influencing migration decisions of former Ghanaian international students after their graduation at European universities.

Using a framework that integrates the Theory of Planned Behaviour (TPB) with key migration concepts, we draw on qualitative data from semi-structured interviews with 45 participants: 22 returnees interviewed in Ghana and 23 non-returnees interviewed abroad. The analysis unfolds in four steps: (1) examining the formation and evolution of return intentions and how they translate into actual decisions; (2) analysing the influence of attitudes, social norms, and perceived behavioural control on migration behaviours; (3) developing a typology of drivers that vary across subgroups with distinct intentions and outcomes; and (4) exploring how these drivers interact with TPB constructs to shape decision-making mechanisms. Our findings reveal that return intentions often shift over time and are shaped by a dynamic interplay of structural constraints, personal motivations, and normative pressures. Participants expressed both pro-return and pro-stay orientations, but perceived family expectations tended to favour staying abroad. The decision-making process was rarely shaped by a single factor; rather, intersecting influences created diverse migration trajectories. This study contributes to research on student mobility and return migration by unpacking how decisions are shaped by contextualised perceptions and competing pressures. The findings offer insights for policy discussions on brain circulation and diaspora engagement. Future research could explore similar mechanisms in other national or regional contexts and among graduates in different professional or educational fields.

Réussite scolaire

Adler, M. V., Madsen, J., Hedberg, J., Steinberg, R., & Parra, L. C. (2025). **Effect of explanation videos on learning: The role of attention and academic performance**. *Education and Information Technologies*, *30*(9), 11797-11825. https://doi.org/10.1007/s10639-024-13292-9

Students often search for answers online, and gravitate to short explanation videos, which are abundant online. While they seem useful and can be quite engaging, it is unclear if these videos benefit classroom learning. We hypothesized that when carefully matched to the class instruction, video can be helpful, but that benefits will depend on the ability of students to pay attention. To test this we recruited students from The City College of New York from first- and second-year college physics classes (n = 139) and showed them videos matching their course material. Quizzes before or after the videos measured the benefit of the video. We also measured eye movement to gauge attention and analyzed results as a function of grade point average (GPA). We saw a benefit of video on quiz performance for the average student, and larger effects for students with higher GPA. GPA was not correlated with attention, nor did attention consistently affect performance. In an online replication with participants of a broader STEM background (n = 215) the benefit was apparent for only one of the four videos tested. We conclude that some short explanation videos available online can be an effective support to classroom instruction. However, they benefit mostly students that are strong academically, despite similar levels of overt attention across all students.

Atangana, G. C. B. B., & Kouam Kamwa, C. A. A. (2025). **L'impact des coûts cachés sur la performance scolaire dans l'enseignement technique secondaire au Cameroun**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108957

L'impact des coûts cachés sur la performance scolaire dans l'enseignement technique secondaire au Cameroun

Blaney, J. M., Feldon, D. F., Wofford, A. M., & Litson, K. (2025). **Building Transfer Student Interest in Computer Science PhDs: Examining an Advising Intervention Using a Staged Innovation Design**. *Research in Higher Education*, *66*(4), 25. https://doi.org/10.1007/s11162-025-09843-9
Community college transfer students represent a diverse and talented group to recruit to PhD and other graduate programs. Yet, little is known about practical strategies to support community college transfer students' access to graduate training. Focusing specifically on transfer students in computer science and guided by social cognitive career theory, this manuscript draws on survey data from over 200 community college transfer students and utilizes a staged innovation design to examine a new intervention designed to pique transfer students' interests in PhD study. Findings suggest that brief targeted interventions can significantly predict transfer students' perceptions about PhD study, but that more sustained efforts will likely be necessary to influence transfer students' more tangible degree plans. In addition to highlighting implications for future research, we identify strategies for faculty and staff seeking to support community college transfer students and build access to graduate training.

Buffet, C. (2025). **Au-delà des écarts bruts, analyser les écarts de réussite entre étudiants français·es et résident·es étranger·ères grâce à la décomposition d'Oaxaca-Blinder**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 421-432). https://doi.org/10.4000/142i3

Cai, Y., Xing, K., & Ge, Q. (2025). **Teacher support as a context of growth mindset in predicting reading achievement**. *Social Psychology of Education*, *28*(1), 117. https://doi.org/10.1007/s11218-025-10074-0
The concept of growth mindset has been touted as a promising tool to empower learning, but mixed effects emerge. Growth mindset advocates are calling for more attention to the heterogeneity of growth mindset, namely, the interference of other factors at individual or contextual levels (e.g., teacher variables) with the relationship between growth mindset and learning achievements. To seek more evidence for this assumption, the current study explored the role of students' perception of their teacher support in predicting the quantity of growth mindset and the magnitude of the association between growth mindset and learning achievement in reading. We drew on the Programme for International Student Assessment (PISA) 2018 data from 507,354 students from 74 countries/territories. We analyzed the data with multilevel structural equation modeling with latent interaction. Our findings showed that perceived teacher support did not significantly predict the quantity of growth mindset. Besides, perceived teacher support positively moderated the relationship between growth mindset and reading achievement. Specifically, when teacher support was deficient, the relationship between growth mindset and reading achievement was negative; when teacher support continually increased, the relationship between growth mindset and reading achievement gradually switched to positive. These results indicated that teacher support plays a game-changing role in the relationship between growth mindset and reading achievement, therefore highlighting its significance in revealing the heterogeneous effect of a growth mindset effect on learning achievements.

Carroll, L. J., DesJardins, S. L., & Finelli, C. J. (2025). **The Role of College Experiences in Students' Academic Success for Students With and Without Attention Deficit Hyperactivity Disorder**. *Research in Higher Education*, *66*(4), 23. https://doi.org/10.1007/s11162-024-09820-8
College students with attention deficit hyperactivity disorder (ADHD) are a growing population, and they bring strengths and unique ways of processing information and solving problems. However, the academic success of students with ADHD has lagged behind that of their peers without ADHD, and higher education has not traditionally been designed to promote the academic success of students with ADHD. This study expands, then applies, an existing student success model that includes measures of students' pre-college and college experiences. We used structural equation modeling to fit the hypothesized model with multi-institutional, longitudinal data from more than 45,000 first-year college students including more than 2,000 students with ADHD. In this model, having a previous ADHD diagnosis is associated with slightly lower first-year grades than students without a previous ADHD diagnosis. Further, the relationship between ADHD and first-year grades is mediated (explained) by academic adjustment (i.e., time management, study skills, understanding of professors' expectations, and adjusting to college academic demands). The implications of this study for higher education include recommendations for institutional and instructional change.

Cheesman, R., Borgen, N. T., Sandsor, A. M. J., & Hufe, P. (2025). ***The Genetic Lottery Goes to School: Better Schools Compensate for the Effects of Students' Genetic Differences*** (Working paper N° 17899). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17899
We investigate whether better schools can compensate for the effects of children's genetic differences. To this end, we combine data from the Norwegian Mother, Father, and Child Cohort Study (MoBa) with Norwegian register data to estimate the interaction between genetic endowments and school quality. We use MoBa's genetic data to compute polygenic indices for educational attainment (PGIEA). Importantly, MoBa includes information on the genetic endowments of father-mother-child trios, allowing us to identify causal genetic effects using within-family variation. We calculate school value-added measures from Norwegian register data, allowing us to causally estimate school quality effects. Leveraging the advantages of both data sources, we provide the first causally identified study of gene-environment interactions in the school context. We find evidence for substitutability of PGIEA and school quality in reading but not numeracy: a 1 SD increase of school quality decreases the impact of the PGIEA on reading test scores by 6%. The substitutability arises through gains of students at the lower end of the PGIEA distribution. This shows that investments in school quality may help students to overcome their draw in the genetic lottery.

Chen, H., & Anyanwu, C. C. (2025). **AI in education: Evaluating the impact of moodle AI-powered chatbots and metacognitive teaching approaches on academic performance of higher Institution Business Education students**. *Education and Information Technologies*, *30*(9), 12197-12212. https://doi.org/10.1007/s10639-024-13235-4
This study assesses the impact of Moodle AI-powered chatbots and metacognitive teaching approaches on the academic performance of tertiary Business education students. Using a quasi-experimental pre-test/post-test control design and Activity theory, 83 final-year Business education students were sampled from a total of 324. Data were

collected using a Performance Ability Test (PAT) and analyzed with means and standard deviations. Results indicate that students taught with AI-powered chatbots showed significantly higher performance compared to those taught with metacognitive approaches. The study suggests integrating Moodle-powered AI chatbots into Business education to enhance teaching and learning effectiveness in Nigerian tertiary institutions.

Conway, P., Lindquist, C., Olimb, S., Parker, M., Saari, K., & Voels, B. (2025). **Enhanced Understanding of Elements Influencing Tribal College Math Students' Post-Secondary Persistence: Student Voices**. *Innovative Higher Education*, *50*(3), 815-842. https://doi.org/10.1007/s10755-024-09755-z
Individuals who are American Indian and Alaskan Native (AI/AN) are less likely to enroll in and complete post-high school educational programs and to enter STEM careers than White students. Completion of math courses is a common barrier to academic persistence for many students, including students who are AI/AN. This qualitative study interviewed 40 students from one rural, tribal college; the students articulated elements that supported them in math and led to academic persistence and those that were barriers to success in math and subsequent graduation. About one-third had attended college intermittently, some for more than 20 years. Most said that flexible class schedules, the ability to complete math coursework in settings other than the math classroom, and using technology allowed them to complete math courses successfully. Students more frequently commented on individual, family, and community elements that influenced their academic progress, especially non-academic barriers such as health and work. The students' words informed development of a more robust description of elements influencing student academic persistence among tribal community college math students to guide future research and program development leading to higher rates of academic success.

Costantini, A., Bakker, A. B., & Scharp, Y. S. (2025). **Playful Study Design: A Novel Approach to Enhancing Student Well-Being and Academic Performance**. *Educational Psychology Review*, *37*(2), 47. https://doi.org/10.1007/s10648-025-10022-6
We use three studies to develop and validate the new concept of playful study design – the cognitive-behavioral orientation towards study tasks with the aim to make these tasks more fun and/or more challenging. Based on play and proactive motivation theories, we propose that playful study design can be assessed by items indicating two dimensions: designing fun and designing competition. Results of exploratory (N = 378 students) and confirmatory (N = 375 students) factor analyses support the two-factor structure of the playful study design instrument in a first study. In addition, we use the data of the whole sample of Study 1 to test the convergent and incremental validity of the construct. Results indicate that playful study design predicts students' social integration, study engagement, and well-being over and above psychological capital and core self-evaluations. In Study 2 (N = 591 students), we used playful study design to predict course grades. Results show that particularly designing competition was beneficial for study performance. In Study 3 (N = 28 students), we conducted a quasi-experimental evaluation of a training intervention to demonstrate that students who learned to playfully redesign their study tasks increased their use of fun and competition when studying. As a result, they showed greater active learning, study task proactivity, and absorption over time compared to the control group. We discuss how the construct of

playful study design adds to the educational psychology literature and has implications for educational practice in university settings.

Dou, J., Gihleb, R., Giuntella, O., & Lonsky, J. (2025). ***Breaking the Early Bell: Lessons from the First Statewide Mandate on School Start Times*** (Working paper N° 17930). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17930
This study evaluates the impact of California's SB 328, the first statewide mandate delaying school start times for middle and high schools, on adolescent sleep, mental health, and academic outcomes. Using YRBS, ATUS, SEDA, and SAT data, we apply difference-in-differences and matched DID methods. SB 328 led to significant improvements in sleep duration and academic performance. We find suggestive mental health benefits, though estimates are imprecise, and substantial heterogeneity in effects, with stronger gains among boys and Hispanic students across both sleep and academic outcomes.

Falebita, O. S., Asanre, A., & Chibisa, A. (2025). **A structural equation modeling of predictive factors of mathematics undergraduates academic achievement**. *Frontiers in Education*, *10*. https://doi.org/10.3389/feduc.2025.1572840
Introduction Mathematics achievement is the level of knowledge, proficiency or skill attained by undergraduates in mathematics, often explained by grade point average or cumulative grade point average. Many factors could either improve or deter this achievement. In this study, we assess the factors that predict the academic achievement of mathematics undergraduates through structural equation model (SEM). Methods A survey was conducted with a sample of 411 randomly selected undergraduates from the Department of Mathematics in public universities in Southwestern Nigeria who were studying mathematical science or mathematics education. An adapted questionnaire on a 5-point Likert scale hosted online through Google Forms was used for the survey. The data gathered was analyzed through SEM with the aid of SmartPLS 4. Results The factors examined, mathematics self-efficacy, attitude, motivation and study habits, collectively accounted for 59.4% of the observed variance in the academic achievement of mathematics undergraduates. Similarly, self-efficacy and study habits accounted for 47.7% of the observed variance in academic motivation, while study habits, motivation and self-efficacy accounted for 67.8% of the observed variance in academic attitudes. Discussion Among the predictors, study habit has the most predictive influence on academic achievement, followed by mathematics self-efficacy and academic motivation, while academic attitude has the least influence on academic achievement. Hence, academics and institutions should develop and implement various instructional interventions, such as mentoring, monitoring programs and feedback supports, to help students improve their study habits and build their mathematics self-efficacy.

Gallot, M., & El Hoyek, N. (2025). **Une hybridation des enseignements au service de la réussite étudiante : quels sont les facteurs déterminants au sein d'une filière universitaire ?** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (50). https://doi.org/10.4000/145dr
L'approche pédagogique que nous mettons en place pour nos enseignements d'anatomie à l'unité de formation et de recherche (UFR) en sciences et techniques des activités physiques et sportives (STAPS, Université Claude Bernard Lyon 1) est étroitement

adossée à nos travaux de recherche. En effet, la compréhension des processus cognitifs impliqués dans l'apprentissage de l'anatomie ainsi que la prise en compte des besoins et caractéristiques des apprenants nous permet de proposer des approches pé...

Geven, S., & Zwier, D. (2025). **Students' Interactional Cultural Capital and Academic Performance in Test- and Teacher-Based Assessments**. *The British Journal of Sociology*, *76*(3), 622-634. https://doi.org/10.1111/1468-4446.13199
Qualitative work highlights the significance of students' interactional cultural capital in educational settings—that is, cultural resources that help to navigate/interact with educational institutions and gatekeepers. We make a first attempt to measure expressions of students' interactional cultural capital quantitatively, and examine their relationship with academic performance. Using data on over 1200 Dutch students in their final year of primary school, we find positive associations between several expressions of students' interactional cultural capital (knowledge about the educational system; perceived cultural match between home and school) and academic performance. These positive relationships are equally strong for teacher- and test-based assessments of performance, suggesting that these forms of cultural capital help students in their learning rather than providing educational benefits via teacher biases. We find little support for positive relations between students' help-seeking strategies and academic performance. Different help-seeking behaviors do not form a unified cultural "strategy" and are not stratified by socio-economic status (SES) as anticipated. For educational knowledge, we find some support for the cultural mobility hypothesis: SES-based performance gaps, particularly in teacher assessments, are smaller among students with greater knowledge of the educational system.

Ghaffari, A., Graves, K. Y., Hogans-Mathews, S., Berne-Anderson, T., & Harman, J. S. (2025). **Assessing the association of adverse childhood events with academic performance in the U.S. adolescent population: a secondary data analysis**. *Social Psychology of Education*, *28*(1), 130. https://doi.org/10.1007/s11218-025-10091-z
The purpose of our study involved using recent nationally-representative data to determine the extent that reported adverse childhood experiences (ACEs) were associated with academic performance for US-based early and middle adolescent population. The study used cross-sectional National Survey of Children's Health data from 2022. Inclusion criteria included all adolescents (10–17 years of age) (n = 24,173). To test our hypotheses, multiple ordinal logistic regression models were developed to test the association of ACEs (both ACE count and individual ACE categories) with academic performance. Both ACE count categories and two of seven individual ACE categories exhibited a statistically significant association with grades ($p < 0.001$). The results of our study demonstrated adolescent exposure to ACEs ACEs particular to parents being divorced or incarcerated is associated with academic performance. The high prevalence of reported adolescent exposure to ACEs prompts the need to treat this as a public health crisis requiring collaborative effort among families, schools, health providers, and health departments.

Grosperrin, J., Billon, A., & Brossel, C. (2025). ***Baisse démographique, réussite des élèves : quel maillage scolaire pour la France de demain ?*** (p. 56). Consulté à l'adresse Sénat website: https://www.senat.fr/rap/r24-749/r24-7491.pdf

Hoareau, M., & Masy, J. (2025). **La prévention du décrochage universitaire dans le cadre de la loi ORE : quelles mises en œuvre des dispositifs de remédiation ?** *L'orientation scolaire et professionnelle*, (54/2), 655-680. https://doi.org/10.4000/1450m
Cet article entend appréhender la façon dont l'échec au premier cycle universitaire, interprété politiquement comme un problème public conduisant au décrochage, est prévenu à travers les dispositifs de remédiation proposés par la loi relative à l'orientation et la réussite des étudiants (ORE). À l'aide d'une méthodologie qualitative par entretiens semi-directifs et observations auprès de 34 acteurs professionnels divers, en ciblant particulièrement les directeurs et directrices des études, les résultats de l'enquête ethnographique dans une université française montrent que la décentralisation des politiques de l'enseignement supérieur conduit au traitement local du problème et à une application très hétérogène de ces dispositifs. Ces derniers sont portés par des logiques d'acteurs qui engagent autant les représentations de la réussite que celles du risque d'échec des étudiants.

IDRC - CRDI : Centre de recherches pour le développement international. (2025). ***Le Partage de connaissances et d'innovations du Partenariat mondial pour l'éducation. Options éducatives pour les enfants non scolarisés ou à risque d'abandon scolaire : une synthèse de la recherche***. Consulté à l'adresse https://www.gpekix.org/sites/default/files/2025-03/KIX%20EJNS%20Rapport%20de%20Synth%C3%A8se.pdf
Ce rapport de synthèse est l'un des cinq commandés par le GPE KIX pour consolider les données probantes et les enseignements tirés des projets de recherche appliquée financés lors de la première phase du programme (2019-2024). Ces projets multipartites se sont concentrés sur les principaux défis auxquels sont confrontés les systèmes éducatifs dans l'ensemble des pays du Sud et ont permis de recueillir des données probantes, de renforcer les capacités et de transformer les connaissances en politiques ainsi qu'en pratiques. Les rapports de cette série traitent de cinq thèmes prioritaires déterminés par les parties prenantes de l'éducation nationale : les systèmes de données et leur utilisation ; l'éducation de la petite enfance ; l'égalité des genres, l'équité et l'inclusion ; les enfants et les jeunes non scolarisés et le perfectionnement professionnel du personnel enseignant.

Jacquot, A. (2025). **« Quand l'impossible se produit ». Parcours de jeunes de classes supérieures en raccrochage scolaire dans le privé catholique**. In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 61-62). https://doi.org/10.4000/142hl

Kang, X., She, J., & Wu, Y. (2025). **Psychological Capital, Cognitive Appraisals, and Achievement Emotions in Mathematics: Exploring Mediation Pathways**. *Psychology in the Schools*, *62*(7), 2250-2263. https://doi.org/10.1002/pits.23462
With the affective turn in education, particularly with the control-value theory (CVT) proposal, a wide range of antecedents of achievement emotions, including psychological capital (PsyCap), have been investigated and verified. It is worth noting, however, that few studies have examined whether cognitive appraisals mediate the association between PsyCap and achievement emotions. Using latent structural equation model analysis (SEM), this study examined whether mathematical PsyCap predicted mathematics achievement emotions directly and indirectly mediated by mathematics-related control and value appraisals. Data were gathered from 1106

Chinese secondary school students, all of whom were between the ages of 11 and 16 years old. Corroborating the CVT, results indicated that mathematics PsyCap was positively correlated with mathematics enjoyment and achievement and negatively associated with mathematics boredom. The mediating effects of control and value appraisals were also confirmed in the relationships between mathematics PsyCap and achievement emotions (i.e., enjoyment, boredom, and anxiety), as well as between mathematics PsyCap and mathematical achievement. These findings enhance the current knowledge supporting the CVT and provide further insights into the linkage between PsyCap and achievement emotions in Chinese adolescents' mathematics education.

Kennel, S. (2025). **Développer les compétences transversales pour la réussite étudiante : un mythe ou une opportunité ?** *Observatoire de l'éducation et de la formation*. Présenté à Lausanne, France. Consulté à l'adresse https://hal.science/hal-04983892
Les compétences transversales, et en particulier les « soft skills », ont le vent en poupe. Elles seraient une clé essentielle pour la réussite à l'université et pour l'employabilité. Pourtant, cette notion de « compétences transversales » interroge les chercheurs et leur développement par les personnes étudiantes représente un défi pour les formateurs. Ensemble, nous tenterons de définir cet objet et d'identifier les enjeux qu'il constitue pour la formation universitaire, d'en dessiner également les contours dans les pratiques de formation. Nous nous appuierons pour cela sur l'état de la recherche ainsi que sur les expériences existantes à différents niveaux d'enseignement.

Kennel, S., Bajas, C., & Oberlé, L. (2024). **La gouvernance et l'innovation au service des communautés d'action pour les réussites étudiantes**. *Congrès de l'AIPU 2024*. Présenté à Sherbrooke (Québec), France. Consulté à l'adresse https://hal.science/hal-04709877
Le paysage des universités, en particulier françaises, est marqué ces dernières décades par de nouveaux modèles de fonctionnement et de financement. A la faveur de politiques nationales plus appuyées associées à des leviers financiers conséquents, les établissements ont dû, ont pu pour certains, s'emparer à bras le corps des enjeux de la réussite étudiante, académique mais aussi éducative. Dans cet objectif, nous sommes aussi passés du défi de l'innovation en pédagogie à celui, plus engageant sur la durée, de la transformation pédagogique impliquant tous les acteurs, individuellement et collectivement. Notre étude porte sur la manière dont la gouvernance universitaire institutionnalise le soutien aux réussites étudiantes, avec quelle politique et en s'appuyant sur quels leviers. Nous nous interrogeons également sur comment la politique d'établissement dans ce domaine peut transformer l'écosystème universitaire. Notre hypothèse est que la stratégie et la politique d'action des communautés constituantes des établissements relèvent encore plus de l'opportunisme et du bricolage que d'une réelle politique instituée et formalisée. Nous proposons de présenter pour cette communication le travail d'analyse que nous avons mené et qui constitue le préalable à un projet de recherche sur la place dans l'accompagnement à la réussite de la gouvernance, des communautés, structurées ou non, ainsi que des différentes typologies d'acteurs. A partir du cas d'une université du grand est de la France, la nôtre, nous observons les différents types de communautés, leurs identités et leurs interactions. Nous avons utilisé pour cela les modèles existants de description des écosystèmes, comme ceux de Bessire et Mesure (2009), ainsi que ceux s'intéressant aux facteurs de la réussite universitaire (Dupont, De Clercq, & Galand, 2015; Michaut & Romainville, 2012). L'analyse que nous avons conduite nous mène à plusieurs constats. De nouvelles missions et

services ont complété l'écosystème existant mais celui-ci n'a pas été modifié structurellement ou fonctionnellement dans les dernières années. Les transformations majeures opérées s'observent au niveau de l'activité et du rôle des acteurs et de l'action transversale des communautés. De nouveaux ou néo-métiers émergent, comme celui de conseiller à la réussite ou l'évolution des missions de scolarité qui peuvent interroger sur la convergence, ou parfois la concurrence, des rôles. Dans une université comme celle que nous étudions, qui bénéficie de financements sur projets majeurs et pour certains pérennes (comme l'IdEx), ce sont somme toute ces leviers financiers et les politiques qui initient un réel changement de paradigme dans le modèle d'action universitaire pour la réussite. Ils constituent un enjeu majeur pour l'écosystème, à la fois en tant qu'opportunité que de risque. Ils sont source d'innovation et d'expérimentation mais demandent à être inscrits dans une vision à long terme. Pour la suite de notre travail, que nous espérons présenter lors du colloque de l'AIPU, nous allons comparer les écosystèmes d'autres établissements d'enseignement supérieur français et étrangers. Nous allons également interroger les communautés au travers d'une enquête en ligne et d'entretiens semi-directifs. L'objet de cette enquête sera d'identifier les représentations des personnels sur leur rôle, individuellement et collectivement, dans le soutien à la réussite étudiante.

Kennel, S., Zimmermann, P., & Plateau, J.-F. (2025). **De la rupture scolaire au retour aux études : l'expérience du diplôme d'accès aux études universitaires (DAEU)**. *L'orientation scolaire et professionnelle*, (54/2), 589-626. https://doi.org/10.4000/1450k
Le Diplôme d'Accès aux Études Universitaires (DAEU) offre l'opportunité d'obtenir un diplôme équivalent à celui du baccalauréat. Notre recherche analyse comment le public du DAEU, qui a le plus souvent vécu une situation de décrochage ou de rupture scolaire, parvient à réintégrer un parcours académique. Pour y parvenir, nous avons mené une étude quantitative appuyée sur les travaux existants sur les facteurs d'abandon et réussite académique. Nous obtenons 100 réponses complètes pour une population de référence de 329 personnes. Les raisons les plus fréquentes d'arrêt de la scolarité sont les difficultés personnelles et financières. La motivation annoncée pour suivre le DAEU est principalement liée au souhait de poursuite d'études supérieures et d'évolution professionnelle. Le rôle de l'environnement d'études et en particulier de l'accompagnement des équipes pédagogiques est perçu par les répondants comme positif dans leur processus de raccrochage académique. Notre étude montre ainsi comment un dispositif pour le raccrochage aux études tel que le DAEU peut être perçu comme une « parenthèse de réussite » dans le parcours académique souvent accidenté des participants.

Khelifa, S., Lanz, B., & Pecoraro, M. (2025). ***Educational Spillovers of Refugee Integration: Evidence from Language Support and Ability Sorting in Switzerland*** (Working paper N° 25-05). Consulté à l'adresse IRENE Institute of Economic Research website: https://EconPapers.repec.org/RePEc:irn:wpaper:25-05
We exploit the 1990-2000 inflow of Yugoslav refugees to Geneva to examine two understudied yet policy-relevant integration mechanisms for refugee pupils: language support classes, provided prior to integration into regular classes, and sorting based on academic ability within regular classes. We find that a higher share of refugees in language support classes is associated with a lower probability of grade repetition for lower-achieving immigrant pupils of the same grade and school, but a higher probability for native pupils. Additionally, we find that grouping refugees with incumbents of similar

academic ability improves the educational performance of higher-achieving incumbents and lower-achieving immigrants, while negatively affecting lower-achieving natives. Our findings offer novel insights into the trade-offs of refugee integration policies, emphasizing the need to balance support for refugee pupils with minimizing potential adverse effects on incumbent pupils.

Koçoğlu, A., & Haidari, S. M. (2025). **A three-level meta-analytic review of research on virtual field trips and their contribution to students' academic achievement**. *Education and Information Technologies*, *30*(9), 12735-12763. https://doi.org/10.1007/s10639-025-13334-w
Several primary studies have documented the positive effect of virtual field trips on students' academic achievement, while others have reported inconsistent results. Therefore, this three-level meta-analysis examined the effect of virtual field trips on the academic achievement of students from primary to tertiary education levels, addressing the inconsistencies in primary research findings. Of 382 records identified through an extensive literature search, 33 studies with 47 dependent effect sizes based on data from 4296 students were deemed eligible for inclusion in the analysis. The analysis yielded a large and positive effect size on average (g = 1.36, 95% CI [0.99, 1.73]), with significant within and between-study variance. Among the several categorical moderators examined, none of them significantly accounted for this effect size variability. Overall, the study concluded that virtual field trips may positively contribute to students' academic achievement despite having varying effects yielded by primary studies.

Kubsch, M., Strauß, S., Grimm, A., Gombert, S., Drachsler, H., Neumann, K., & Rummel, N. (2025). **Self-regulated Learning in the Digitally Enhanced Science Classroom: Toward an Early Warning System**. *Educational Psychology Review*, *37*(2), 34. https://doi.org/10.1007/s10648-025-10011-9
Recent research underscores the importance of inquiry learning for effective science education. Inquiry learning involves self-regulated learning (SRL), for example when students conduct investigations. Teachers face challenges in orchestrating and tracking student learning in such instruction; making it hard to adequately support students. Using AI methods such as machine learning (ML), the data that is generated when students interact in technology-enhanced classrooms can be used to track their learning and subsequently to inform teachers so that they can better support student learning. This study implemented digital workbooks in an inquiry-based physics unit, collecting cognitive, metacognitive, and affective data from 214 students. Using ML methods, an early warning system was developed to predict students' learning outcomes. Explainable ML methods were used to unpack these predictions and analyses were conducted for potential biases. Results indicate that an integration of cognitive, metacognitive, and affective data can predict students' productivity with an accuracy ranging from 60 to 100% as the unit progresses. Initially, affective and metacognitive variables dominate predictions, with cognitive variables becoming more significant later. Using only affective and metacognitive data, predictive accuracies ranged from 60 to 80% throughout. Bias was found to be highly dependent on the ML methods being used. The study highlights the potential of digital student workbooks to support SRL in inquiry-based science education, guiding future research and development to enhance instructional feedback and teacher insights into student engagement. Further, the study sheds new light on the data needed and the methodological challenges when using ML methods to investigate SRL processes in classrooms.

Laplante, B., Doray, P., & Lapointe-Garant, M.-P. (2025). **La pandémie de la COVID-19 et l'interruption des études : un moment de recomposition des inégalités de parcours dans l'enseignement postsecondaire ?** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 453-463). https://doi.org/10.4000/142i5

Larivière, J. (2025). ***From Rank to Label: How Early Academic Rank Shapes Educational Diagnoses and Mental Health Outcomes*** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: https://EconPapers.repec.org/RePEc:pra:mprapa:124861
This study uses rich Canadian census and administrative data to examine the causal ef- fects of early academic ranking on educational diagnoses and long-term mental well- being. Leveraging within-classroom variation among students with similar abilities, I find that mov- ing from the 0–5th to the 10–15th percentile reduces learning disability diagnoses by 34% and mental health conditions by 16%. Conversely, shifting from the 85–90th to the 95–100th percentile increases gifted diagnoses by 27%, showing that teacher perceptions and behaviors are influenced by relative performance. Similar rank variation also lower adult mental health challenges by 12% and boost learning-related self-esteem by 21%.

Lee, J. H., Kim, M., & Koo, K. (2025). **Profiling personality factors predicting academic achievement: insights from a diverse student sample**. *Social Psychology of Education*, *28*(1), 131. https://doi.org/10.1007/s11218-025-10050-8
This study explored the relationship between personality traits and academic achievement in a diverse sample of undergraduate students at a minority-serving institution. Utilizing the self-regulated learning framework, we examined how conscientiousness, procrastination, and two dimensions of perfectionism (personal standards and evaluative concerns) collectively relate to academic achievement. A person-centered approach, latent profile analysis, was employed to identify distinct personality profiles among 400 participants. Two primary profiles were identified: Reliable Secure (42.5%), characterized by high conscientiousness and low procrastination and evaluative concerns, and Unreliable Insecure (57.5%), marked by low conscientiousness and high procrastination and evaluative concerns. Both profiles had relatively high personal standards with minor differences, suggesting that it may not distinguish between them effectively. Students in the Reliable Secure profile had significantly higher GPAs than those in the Unreliable Insecure profile. Contextual variables—such as race, age, gender, parental expectations and criticism, and mental and physical health—were examined as predictors of profile membership. We found that older students were more likely to belong to the Reliable Secure profile, while those with a history of mental health diagnoses and high parental expectations and criticism were more likely to be in the Unreliable Insecure profile. These findings support the use of a person-centered approach in educational settings to better understand the relationship between personality and academic achievement and provide a foundation for future research on personalized academic support tailored to distinct personality profiles.

Lee, S., Kim, Y., & Shin, J. (2025). **Exploring the Interplay of Social Support, Grit, and Achievement in Korean Junior High School Students**. *Psychology in the Schools*, *62*(7), 2300-2310. https://doi.org/10.1002/pits.23467

This study examined the relationships between social support from parents, friends, and teachers, grit, and academic achievement among junior high school students in South Korea. Data were collected from 9502 students using third-grade junior high school students in the 2020 National Level Assessment of Academic Achievement. Descriptive statistics, regression, and mediator effect analysis were performed by using SPSS 21.0 and Hayes Process Macro 3.5. The results indicated that parental support had a greater impact on learners' academic achievement than support from teachers or peers. In addition, grit mediated the relationship between social support and learners' academic achievement, and teachers had a larger effect on learners' grit than support from parents or peers. These findings suggest that schools and educational institutions should consider incorporating parental involvement in programs to enhance academic achievement. In addition, the positive impact of social support from teachers, parents, and friends on grit highlights the benefits of implementing grit development programs within educational settings.

Lemistre, P. (2025). **Ségrégations sociales et de genre des étudiants de la dernière année de licence au master 2 : quel rôle des parcours antérieurs pour la réussite et la sélection à chacun des trois paliers bac+1, 2 et 3 à l'université ?** In J. Berthaud & C. Bonnard (Éd.), *Inégalités scolaires et professionnelles. Nouveaux regards : XXXes journées du longitudinal, 16-17 juin 2025, Dijon* (p. 77-78). https://doi.org/10.4000/142hc

Li, X., Ching, B. H.-H., Tan, L., Li, X., Li, J., & Chen, T. T. (2025). **The Relation Between Spontaneous Focusing on Numerosity and Mathematics Performance: A Meta-Analysis**. *Educational Psychology Review*, *37*(2), 27. https://doi.org/10.1007/s10648-025-10007-5
Substantial research has explored the connection between children's spontaneous focusing on numerosity (SFON) and their current and later mathematical achievement. However, the findings have been inconsistent, and no comprehensive investigation has yet been conducted. This meta-analysis examines the relation between SFON and mathematics performance in preschool and school-age students and identifies potential moderators, including SFON measurement methods, SFON scoring methods, number size in SFON tasks, domains of mathematics skills, temporal relations, time lags, and age. Based on 171 effect sizes from 35 independent samples, involving 6604 participants across 29 studies, results revealed a significant positive correlation between SFON and mathematics performance ($r = .274$), with bidirectionality and longitudinal stability. The correlation remained significant after controlling for working memory, nonverbal intelligence, and inhibition, respectively. Moderation analyses showed stronger correlations with mathematics performance for behavioral-based tasks and scoring methods that consider both accuracy and quantifying acts. SFON tasks involving smaller numbers (less than ten) yielded stronger correlations with mathematics performance. Temporal relations emerged as a significant moderator, with a stronger longitudinal link from mathematics performance to SFON compared to the reverse. Age was another significant moderator, with the link strengthening with age. Interaction effects among moderators were also observed. Theoretical implications of these findings regarding the SFON-mathematics performance relation are discussed, and practical implications for comprehensive assessment of children's SFON.

Mache, B. D., & Villella, M. (2025). **Quels sont les déterminants de la réussite en classe inversée ? Point de vue des élèves des lycées du Cameroun**. *7ème Colloque*

international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108757
Quels sont les déterminants de la réussite en classe inversée ? Point de vue des élèves des lycées du Cameroun

Margulieux, L., Prather, J., & Rahimi, M. (2025). **The Biological Benefits of Failure on Learning and Tools to Manage the Fallout**. *Educational Psychology Review*, *37*(2), 33. https://doi.org/10.1007/s10648-025-10013-7
Failure can be an effective tool for learning, but it comes with negative consequences. Educators and learners should practice strategies that leverage the benefits of failure while managing its negative consequences on learners' motivation and persistence. Towards that goal, this paper examines the biological effects of failure on learning to (1) explain how failure primes the brain for learning and (2) propose behavioral strategies for coping with the negative consequences, focusing on postsecondary students. This conceptual literature review article draws upon neuroscience literature to explain biological mechanisms related to failure and education literature to explore connections to learning theory and environments. The paper is organized into two major sections: (1) the benefits of failure and (2) tools to deal with its negative effects. Within each section, the paper describes related neurochemicals and behavioral strategies to affect them that could be explored in educational settings. By understanding these biological effects, we can better design learning environments and support students through failure. Each section of the paper also describes non-invasive research tools that could be used to study the effects of interventions that aim to improve students' experience of failure in education.

Mira, C. (2025). **Perspective compréhensive du décrochage universitaire en lien avec les programmes investissements d'avenir (PIA) pour la prévention et la réparation**. *L'orientation scolaire et professionnelle*, (54/2), 527-557. https://doi.org/10.4000/1450i
Cette recherche vise à analyser les enjeux individuels du décrochage universitaire en les articulant avec des dimensions sociétales et institutionnelles. L'étude s'appuie sur une enquête qualitative menée auprès auprès de 12 étudiant·es ou ex-étudiant·es de première année de licence (L1) ayant connu des parcours de décrochage, complétée par six entretiens avec des professionnel·les de l'accompagnement. Le corpus principal est enrichi par l'analyse des dispositifs issus des Programmes d'Investissements d'Avenir (PIA) portés par une université française, afin d'évaluer la réponse institutionnelle aux vulnérabilités étudiantes. L'objectif est de mettre en lumière l'intersectionnalité des facteurs de décrochage (sociaux, académiques, psychologiques, etc.) et de confronter les représentations des accompagnant·es aux vécus des étudiant·es. Les résultats montrent que les dispositifs PIA ciblent certains facteurs de fragilité, mais que la pédagogie universitaire comme la responsabilité d'accueillir les étudiant·es restent dans l'angle mort des actions portées, révélant un écart persistant entre l'offre institutionnelle et les besoins exprimés par les étudiant·es. Ces constats ouvrent des perspectives pratiques en faveur d'un plus fort accompagnement, tenant compte des dimensions individuelles, institutionnelles et sociétales du décrochage.

Mohammed, I. A., Bello, A., & Ayuba, B. (2025). **Effect of large language models artificial intelligence chatgpt chatbot on achievement of computer education students**. *Education and Information Technologies*, *30*(9), 11863-11888. https://doi.org/10.1007/s10639-024-13293-8

In spite of the emergence of studies seeking to integrate chatbot into education, there is a wide literature gap in the Nigerian contexts. While most studies focus on the design and development of chatbots, there exists a very scarce literature on the effect of ChatGPT chatbot on students' achievement. To address this gap, this study checked the effect of ChatGPT chatbot on computer education students. Using a repeated measures approach, 68 year one undergraduates participated in the study. A 50-item Computer Education Achievement Test (CEAT), which was subjected to expert validation and pilot study, was used to obtain data. The students were given two pre-test and posttest measures before and after the treatment. Data were computed using mixed design repeated measures analysis of variance and the findings revealed that the use of ChatGPT chatbot improved students' performance (F (3,201) = 408.793, P = 0.000) with an effect size (ηp2) of 0.859. The finding also revealed no significant moderating influence of gender, age and experience on the effect of ChatGPT chatbot on students' performance. The study has some implication for lecturers, researchers and policy experts on the need to incorporate ChatGPT chatbot in education given that it has the potential to improve students' performance and equally promote self-paced individualized learning.

Özek, U. (2025). ***The Effects of High School Remediation on Long-Run Educational Attainment*** (Working paper N° 11908). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_11908
This study examines the effects of remedial courses in high school on postsecondary outcomes using a regression discontinuity design and explores the mechanisms behind these effects. I find that being placed in the remedial schedule and taking an additional remedial course in high school reduces the likelihood of attaining a 2- or 4-year college degree by 20 percent. The findings also suggest that nearly half of this adverse effect is driven by the tracking effect of remediation, which significantly reduces students' access to advanced courses in high school not only in the remediation subject but also in other core subjects.

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.

Pleven, V., Eneau, J., & Pentecouteau, H. (2025). **Polysémie autour de la notion d'abandon dans l'enseignement supérieur : clarifications sémantiques**. *L'orientation scolaire et professionnelle*, (54/2), 463. https://doi.org/10.4000/1450g
Le but de cette étude est d'examiner les difficultés liées à la polysémie de l'abandon dans l'enseignement supérieur et en formation infirmière. La méthodologie mobilisée est celle de la méta-synthèse associée à un suivi des flux documentaires selon la méthode

PRISMA à partir des bases PubMed, ERIC et CAIRN : 26 articles ont été retenus. Un premier résultat aborde l'évolution temporelle et disciplinaire de l'usage des différents termes. Un second résultat décline les comparaisons inter-disciplinaires des acceptions véhiculées au sein du champ sémantique. Ces résultats conduisent au résultat principal de l'étude constitué d'une représentation graphique de l'organisation du champ sémantique autour de la triple logique retrouvée dans la polysémie observée. La discussion met en lumière les limites liées à certaines traductions et à la confrontation des logiques perçues dans le champ sémantique, incitant étudiants, gestionnaires et chercheurs à clarifier leurs positions et choix terminologiques afin de dissiper le « flou » persistant dans la pratique et la recherche. Les auteurs recommandent d'adopter une approche centrée sur l'expérience de l'individu et soulignent l'importance d'une analyse interactionniste, processuelle et multi-niveau visant la compréhension de la complexité du phénomène et la conception d'interventions appropriées.

Ramsey, L. R., Kling, T., & Yu, W. (2025). **STEM Linked-Course Communities Can Increase Student Success: Results from a Randomized Controlled Trial**. *Research in Higher Education*, 66(4), 28. https://doi.org/10.1007/s11162-025-09846-6
Many campuses have utilized linked-course communities in an effort to enhance learning and build community, but most of the research on these communities are case studies or correlational designs subject to selection effects. This study conducted a randomized controlled trial of STEM linked-course communities for first-semester students with STEM majors. Students (N = 291) were randomly assigned to either a linked-course community (wherein students took three courses with the same peers) or a control group (wherein students took similar courses but with a random mix of students). Utilizing institutional records, student progress was tracked for the students' first year. Results showed that students in the community were retained into the sophomore year 10 percentage points higher at the university and 15 percentage points higher in STEM, compared to the control group. Additional comparisons to the control group showed that community students earned more credits in both the fall and spring, more STEM credits in the spring, and higher grades in the fall. The effects were consistent across a variety of demographic groups (race, first-generation status, gender, etc.), though the retention effects were significantly stronger for students with low math placement scores. Mediation analyses showed that, compared to the control group, students in the communities had a higher number of classes with a peer, which in turn predicted increased retention. Given that this seems to be the first randomized controlled trial of linked-course communities utilizing students' majors, future research should replicate these findings and more deeply explore the mechanisms by which these communities increase student success.

Redon, L., Kennel, S., & Knaebel, A. (2024). **Intentions d'égalité et sentiment d'équité en licence Sciences Pour la Santé (SPS)**. *Congrès de l'Association Internationale de Pédagogie Universitaire AIPU24*. Présenté à Sherbrooke (Québec), Canada. Consulté à l'adresse https://hal.science/hal-04709876
L'université de Strasbourg, France, propose depuis 2020 un modèle original de formation aux métiers de la santé : la licence « Sciences Pour la Santé » (SPS), équivalent du bachelor dans d'autres pays, qui s'articule autour de trois blocs d'enseignements : le « bloc santé », le « bloc transversal » et le « bloc disciplinaire ». Cette réforme du cursus vise notamment à diversifier les parcours et les profils étudiants et à renforcer l'égalité d'accès aux diplômes de santé, jusque-là extrêmement sélectifs. L'étude menée s'intéresse aux intentions de formation de l'équipe pédagogique multi-disciplinaire et à

la perception de la communauté étudiante de cette diversification des parcours et profils, ainsi que de l'égalité et de l'équité au sein du diplôme. A partir d'entretiens avec les responsables de formation et d'une enquête auprès de la population étudiante (1528 réponses complètes), nous interrogeons le rapport au parcours d'études, le ressenti sur la diversité voulue et sur l'égalité de traitement entre les personnes étudiantes. Nos résultats font apparaître des écarts entre les objectifs visés par les responsables de la formation et l'expérience étudiante. Les intentions de l'équipe enseignante, relayées par les personnes interrogées, visent avant tout l'amélioration de la réussite en 1ère année de licence et l'ouverture disciplinaire pour le renforcement des compétences métiers. Cette personnalisation, par la possibilité donnée aux personnes étudiantes d'intégrer des parcours disciplinaires différents contribue, de l'avis des responsables de la formation, à une rupture d'égalité de traitement puisque tout le monde ne bénéficie pas des mêmes enseignements ni des mêmes modalités de formation. L'expérience étudiante est quant à elle marquée par un sentiment fréquent d'iniquité, en particulier entre les différents parcours disciplinaires. Si le bloc disciplinaire contribue à la diversification des profils visée par l'équipe pluri-disciplinaire, il induit en revanche un biais en ce qui concerne le sentiment d'égalité lié à l'investissement exigé en matière de charge de travail et de gestion du temps alors même qu'une large majorité des personnes (82%) souhaite intégrer le cursus du diplôme de formation générale conduisant aux métiers de santé. Le sentiment voire le degré d'iniquité pourrait être corrélé au succès - ou non - d'intégration des filières de santé or l'enquête menée avant les épreuves terminales met clairement en exergue ce ressenti avant même que l'issue de l'année de L1SPS soit connue. De plus, l'analyse des facteurs jugés inéquitables par la population étudiante, selon le parcours disciplinaire suivi, ne valide pas le lien entre sentiment d'iniquité et taux de réussite par parcours, à l'intégration des filières de santé. Ce constat nous amène à confronter le ressenti des personnes avec la méthodologie initiale de co-construction des parcours de l'équipe pluri-disciplinaire, à explorer des pistes d'harmonisation entre les parcours et identifier les leviers que peut activer l'équipe pluri-disciplinaire pour tendre vers une équité et une égalité des chances pour les personnes étudiantes, quel que soit le parcours choisi et contribuer ainsi à la diversification des profils dans les filières de santé.

Sawadogo-Zongo, S.-W. B. (2025). **Analyse comparée des taux de redoublement avant et pendant l'application du passage automatique (PA) et perception du niveau actuel des élèves au primaire**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05110999
Analyse comparée des taux de redoublement avant et pendant l'application du passage automatique (PA) et perception du niveau actuel des élèves au primaire

Shin, J. E. L. (2025). **Impostorism: prevalence and its relationships with mental health, burnout, dropout consideration, and achievement among graduate women in STEM**. *Social Psychology of Education*, *28*(1), 129. https://doi.org/10.1007/s11218-025-10090-0
Impostorism is a psychological phenomenon characterized by persistent self-doubt and a fear of being exposed as an intellectual fraud, despite objective records of success. This phenomenon was first observed among high achieving women. The current study investigated impostorism among graduate women in science, technology, engineering, and mathematics (STEM) programs, a group that has historically been underrepresented and often subjected to negative stereotypes and discriminatory treatment, increasing their vulnerability to impostor experiences. A diverse group of 80 graduate women in

STEM from various institutions in the U.S. participated in this study. Results demonstrated a high prevalence of impostorism with 97.5% reporting at least a moderate level of impostor experiences. Furthermore, a series of simple linear regression analyses revealed that impostorism predicted poorer mental health as well as greater burnout and dropout consideration, supporting the study hypotheses. Given that impostorism is experienced by high achieving individuals, impostorism was not expected to predict academic achievements. Supporting this hypothesis, impostorism did not predict academic achievements, as measured by the number of publications and graduate GPA. Implications and future directions are discussed.

Sivilotti, L., Rollin, Z., & Dugas, É. (2024). **Étudiants atteints d'une maladie rare : des trajectoires universitaires entravées et des vécus discriminatoires**. *Revue française de pédagogie. Recherches en éducation*, (225), 97-112. https://doi.org/10.4000/1453e
Bien que les étudiants en situation de handicap s'accordent sur la légitimité et la nécessité d'aménager leur scolarité, de multiples difficultés entravent la fluidité de leur trajectoire, montrant les carences de l'accompagnement tel qu'il existe actuellement dans l'enseignement supérieur, de manière diverse selon les types d'établissement. Qu'en est-il du parcours universitaire des jeunes adultes atteints d'une maladie rare ? Une enquête en méthodologie mixte a été menée auprès d'étudiants. La comparaison entre la population concernée par une maladie rare et les autres étudiants révèle une trajectoire davantage heurtée pour les premiers nommés. L'étude des conditions que les jeunes adultes interrogés ont pu rencontrer, conjuguées à leurs représentations, apporte des éléments de réponse pour mieux comprendre leurs trajectoires, en identifiant les obstacles à l'accueil et l'accompagnement des étudiants malades à l'université.

Sorjonen, K., Melin, B., & Nilsonne, G. (2025). **Inconclusive Evidence for a Prospective Effect of Academic Self-Concept on Achievement: A Simulated Reanalysis and Comment on Marsh et al. (2024)**. *Educational Psychology Review*, *37*(2), 30. https://doi.org/10.1007/s10648-025-10008-4
Marsh et al. (Educational Psychology Review, 36(2), 53, 2024) recently reported associations between academic achievement and self-concept (i.e., self-perceived academic competence). Marsh et al. claimed that their analyses supported a reciprocal effects model, according to which academic achievement and self-concept reinforce one another. Marsh et al. (Educational Psychology Review, 36(2), 53, 2024) further recommended to test alternative models and juxtapose their results and interpretations. Here, we followed this recommendation and tested different models using data simulated to resemble the data they used. However, contrary to Marsh et al. (Educational Psychology Review, 36(2), 53, 2024), in the present analyses we found contradictory positive, negative, and null effects between within-individual math self-concept and subsequent change in within-individual math achievement and vice versa. This suggests that the findings by Marsh et al. (Educational Psychology Review, 36(2), 53, 2024) may have been spurious and that the reciprocal effects model can be challenged.

Thomson, S., Velthuis, S., Lupton, R., & Unwin, L. (2025). **Creating thresholds for success and 'underachievement': a critical policy history of public examinations in England**. *Journal of Education Policy*, *40*(4), 606-628. https://doi.org/10.1080/02680939.2024.2425319

In England, thresholds for success in public examinations taken by 15/16 year-olds play a major role in the education system. Definitions of what constitutes 'success' change over time and have an important impact on young people's progression to further education, training, and employment. By taking a historical view of examination thresholds at 15/16 in England, we show that thresholds are not a mere reflection of societal or economic norms, nor are changes to them simply gradual adjustments or technical modifications. Using ideas from 'critical policy sociology' (see Savage, Gerard, Gale and Molla, 2021), we argue that thresholds can be understood as 'temporary settlements' (Gale 1999, p. 401) that are the product of four separate but interlocking policy contests around educational purposes, the importance of specific subjects, the role of education in the economy, and educational governance. Analysing and decoding the production of changing thresholds over long periods through these policy contests allows us to more clearly understand the contemporary situation (where thresholds have become very prescriptive) and to challenge the foundations of thresholds: creating space for different conceptions of success and failure.

Xu, J. (2025). **Longitudinal relations among expectancy, mastery-approach, effort, and achievement**. *Social Psychology of Education*, *28*(1), 124. https://doi.org/10.1007/s11218-025-10073-1
This study aims to explore longitudinal associations among homework expectancy, mastery-approach, homework effort, and mathematics achievement involving middle school students over one school year. Results indicated that there was support for a positive reciprocal influence of mastery-approach and effort; greater initial mastery-approach resulted in greater later effort, and higher initial effort resulted in higher later mastery-approach. Results further indicated that higher initial mastery-approach led to higher later expectancy and achievement. Furthermore, the latent expectancy × mastery-approach interaction showed a significant effect on subsequent achievement; mastery-approach exerted a more positive effect on subsequent achievement when aligned with higher expectancy.

Zhai, H., Huang, Q., & Chen, P. (2025). **College experiences and outcomes of undergraduate major switchers in China**. *International Journal of Educational Development*, *117*, 103340. https://doi.org/10.1016/j.ijedudev.2025.103340
In China, most universities restrict students from freely switching majors, implementing a selective major-switching policy that permits only high-achieving students to switch their majors. This policy provides a unique opportunity to examine the potential impact of switching majors on high-achieving undergraduate students. Utilizing data from the China College Student Survey of University A, the study compared the differences in college experiences and outcomes between major switchers and general students to assess the impact of switching majors on high-achieving students' learning. The results indicate that major switchers exhibited enhanced academic emotions and engagement both inside and outside the classroom, and did not face significant challenges regarding interaction with students and teachers. Although some students experienced a decline in grades after switching majors, their overall academic performance remained at the forefront. In conclusion, the impact of switching majors on high-achieving students is more beneficial than detrimental, as it enhances students' learning emotions and engagement without bringing other negative consequences. Therefore, it is recommended that universities further increase the proportion and opportunities for major switching, allowing more students to switch to their preferred

majors, while providing comprehensive and effective support for the academic and social adjustment of students who switch majors.

Zhou, J., & Fan, A. (2025). **The impact of China's "Double Reduction" policy on primary school students' subjective well-being and academic achievement**. *International Journal of Educational Development*, *117*, 103321. https://doi.org/10.1016/j.ijedudev.2025.103321
China's « Double Reduction » policy, launched in 2021, seeks to reduce academic pressure on students in compulsory schooling. Using a two-wave logitudinal survey data (Sep 2021 to Jun 2023) from 1402 fourth- to fifth-grade students in a Beijing district and applying a first-difference approach with Lasso control for causal estimation, this study examines how three key policy initiatives —reducing homework, regulating private training institutions, and requiring schools to provide after-school services—impact students' subjective well-being and academic achievement. Our estimations find that reducing homework time and providing school-based after-school services improve students' subjective well-being without compromising their academic performance. In contrast, while regulating private tutoring institutions increases subjective well-being, it decreases academic achievement among low-SES students. This research highlights the complex, and potentially inequitable consequences arising from the « Double Reduction » policy, emphasizing the critical trade-off for future policy adjustments.

Valeurs

Acevedo, S. M. (2025). **Lifelines: a neuroqueer politics of non-arrival in an undergraduate disability studies classroom**. *International Journal of Qualitative Studies in Education*, *38*(5), 658-672. https://doi.org/10.1080/09518398.2021.2017505
Fantasies of control, order, efficiency, and "a relatively unilinear notion of historical progress" are enmeshed in the collective imagination of industrialized societies in the Global North. These same ideals uphold settler white supremacy, cisheteropatriarchy, neo-colonialism, anti-Black racism, genocide, ecoism, land theft, and mass incarceration. The current global predicament shows that non-normative lives and alternative ways of living, especially those deemed unproductive to the free market economic system are either disposed of as excess or rebranded and repurposed through the tactical use of exceptionalism (and necropolitics). In this paper, I address and challenge epistemic, cognitive, and material injustice along with mindless consumerism, especially the mindless consumption of knowledge received and reproduced uncritically about bodymind « excess ». More specifically, I actively and deliberately complicate fixed and constant expectations and interventions targeting subjects and subjectivities formed around dominant discourses and images of Autism in the USA's popular imagination.

ahmed Shafi, A., & Middleton, T. (2025). **Educational development in secure juvenile justice settings: The benefits, the challenges and power dynamics in international research collaborations**. *International Journal of Educational Development*, *117*, 103346. https://doi.org/10.1016/j.ijedudev.2025.103346
International research collaborations (IRCs) can play a significant role in shaping educational development, particularly in youth justice settings. This study explores the benefits, challenges, and structural inequalities within IRCs focused on education for

justice-involved children and young people. Drawing on qualitative data from participants from three Erasmus+ -funded projects across multiple European countries, the findings highlight how IRCs enable the exchange of knowledge, the adaptation of educational practices, and the development of more inclusive policies. However, persistent structural inequalities shape the dynamics of these collaborations. Participants from lower-income countries were more aware of hierarchical power relations, reinforcing existing critiques of global North-South imbalances where similar patterns were observed within European partnerships. Leadership roles, funding, and research methodologies were influenced by perceived credibility of established institutions and economic disparities, impacting on equitable participation. Methodological challenges, including language barriers, ethical considerations, and variations in data collection processes, also shaped the consistency and effectiveness of these collaborations. Despite these challenges, the study demonstrates that IRCs have the potential to foster meaningful learning and innovation when equity is embedded in collaborative frameworks. The research highlights the need for more equitable funding mechanisms, leadership development initiatives, and methodological strategies that prioritise inclusion. By critically examining the complexities of international research in youth justice education, this paper contributes to broader discussions on how IRCs can be more effective, even in the most constrained of research contexts. The findings have direct implications for policymakers, funding bodies, and practitioners seeking to strengthen the role of international collaboration in educational research.

Barrioluengo, M. S., Biagi, F., Pietro, G. D., & Sanchez Barrioluengo, M. (2026). ***Micro-credentials in higher education: are they boosting digital and green skills for the twin transition?*** Consulté à l'adresse https://op.europa.eu/en/publication-detail/-/publication/43d21559-4b25-11f0-85ba-01aa75ed71a1/language-en
Depuis la Recommandation du Conseil de 2022, les micro-certifications connaissent un essor dans l'Espace européen de l'enseignement supérieur. Elles proposent des formations flexibles, ciblées et accessibles, répondant aux besoins des apprenants tout au long de la vie et du marché du travail. Les établissements d'enseignement supérieur (EES) les considèrent de plus en plus comme un levier stratégique pour diversifier leur public et renforcer leur impact sociétal. En collaboration avec les employeurs, ils adaptent leur offre aux exigences du marché, notamment en matière de transition numérique et écologique. Le rapport, basé sur des entretiens menés dans plusieurs États membres, examine si les micro-certifications répondent efficacement à ces enjeux. Il constate leur potentiel, mais identifie aussi des défis : consensus sur les besoins des apprenants, financement durable, assurance qualité, et intégration aux priorités nationales.

Barthes, A. (2025). **À quelles conditions les éducations environnementales peuvent-elles être transformatrices ?** In H. Buisson-Fenet & R. Guyon (Éd.), *L'école écologique : s'ajuster ou transformer ?* (p. 29-44). https://doi.org/10.4000/13ycp

Bouabdillah, N. (2025). **Vers une formation interculturelle renforcée : stratégies innovantes pour les sciences infirmières basées sur une analyse secondaire des défis identifiés**. *Éducation et francophonie*, *53*(1). https://doi.org/10.7202/1118101ar
Le personnel infirmier scolaire joue un rôle clé dans la promotion de la santé et la prévention des maladies chez les jeunes, particulièrement dans un contexte marqué par la diversité culturelle et les enjeux d'équité, diversité et inclusion (EDI). Au Québec, ces

infirmières, souvent basées dans les Centres locaux de services communautaires (CLSC), assument des responsabilités allant au-delà des soins cliniques, collaborant avec les élèves, leurs familles et les équipes éducatives pour soutenir le bien-être et la réussite scolaire. Cependant, la formation infirmière initiale présente des lacunes en matière d'EDI. Bien que des concepts liés à la diversité soient abordés dans certains cours optionnels, ils sont insuffisamment développés. De plus, les simulations cliniques, qui renforcent les compétences techniques, ne traitent pas adéquatement des enjeux interculturels et d'EDI. Une analyse secondaire de données issues d'une thèse doctorale sur l'avancement des infirmières de minorités visibles met en évidence des obstacles importants à l'inclusion et à la mobilité professionnelle. Les résultats soulignent la nécessité d'intégrer une formation interculturelle et des stratégies pédagogiques adaptées, comme l'enseignement par simulation, afin de mieux préparer les infirmières à collaborer efficacement avec divers acteurs du milieu scolaire et à offrir des soins adaptés aux besoins spécifiques de chaque élève.

Buisson-Fenet, H., & Guyon, R. (2025). ***L'école écologique : s'ajuster ou transformer ?*** Consulté à l'adresse https://books-openedition-org.proxy-bu2.ube.fr/enseditions/63096#anchor-resume
Éducation au développement durable, transition écologique, urgence climatique, préservation de la biodiversité, anthropocène, soutenabilité, durabilité… Autant de notions et d'approches qui relèvent de contextes et de sphères de production de savoirs différents – et que nous avons tendance à confondre. Cet ouvrage propose six contributions qui cherchent à poser les termes du débat et du positionnement d'une éducation à la transition écologique au sein du système scolaire. Les auteurs explorent en particulier la tension entre un simple ajustement technique des programmes et une transformation profonde de l'éducation pour répondre aux enjeux environnementaux. Ils analysent les défis pédagogiques, épistémologiques et politiques liés à cette intégration, ainsi que les postures professionnelles des enseignants. Finalement, on lira un plaidoyer pour un curriculum plus politique, émancipateur et critique.

Café pédagogique. (2025, juin 27). **Connaissances environnementales en CM1 et 4ème : des scores sous la moyenne européenne**. Consulté 30 juin 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/06/27/connaissances-environnementales-en-cm1-et-4eme-des-scores-sous-la-moyenne-europeenne/
Encore un classement où les élèves français ne brillent pas, quoique ! « En CM1, 54 % des élèves de France accordent une très forte importance à l'environnement, contre 37 %

Cioldi, I., Lacroix, A., & Raffy, G. (2025). **Timss 2023 : en connaissances environnementales, les résultats des élèves de France sous la moyenne européenne**. *Note d'Information*, (25.41), 1-4. Consulté à l'adresse https://www.education.gouv.fr/timss-2023-en-connaissances-environnementales-les-resultats-des-eleves-de-france-sous-la-moyenne-450706
En 2023, l'enquête Timss intègre un module sur la sensibilisation des élèves aux enjeux environnementaux en CM1 et en quatrième. Les connaissances environnementales y sont mesurées à partir d'items issus des sciences.

[Coalition Éducation] État des lieux des enjeux de l'Éducation à l'Environnement et au Développement Durable au Togo, au Sénégal, au Burkina Faso et à Madagascar – APPRENDRE (Appui à la Professionnalisation des PRatiques Enseignantes et au

Développement de REssources). (s. d.). Consulté 2 juillet 2025, à l'adresse https://apprendre.auf.org/ressource/coalition-education-etat-des-lieux-des-enjeux-de-leducation-a-lenvironnement-et-au-developpement-durable-au-togo-au-senegal-au-burkina-faso-et-a-madagascar/

Das, R., & Das, R. (2025). ***Towards quality climate change education for all: A critical assessment of climate education policies in India and the Philippines*** (p. 72). Consulté à l'adresse Education International website: https://www.ei-ie.org/en/item/29952:towards-quality-climate-change-education-for-all-a-critical-assessment-of-climate-education-policies-in-india-and-the-philippines
This research project explores and critically analyses climate change education policies and their execution in two South Asian nations that are pronouncedly susceptible to the impacts of climate change, the Philippines and India.

Demarest, L., & Kuppens, L. (2025). **Opportunities or risks for civic education in electoral democracies? Evidence from Nigeria**. *International Journal of Educational Development*, *117*, 103316. https://doi.org/10.1016/j.ijedudev.2025.103316
Drawing on theory and evidence from Western societies, many countries in Sub-Saharan Africa implement civic education at school to foster political knowledge, engagement, as well as pro-democratic attitudes and behaviour. Yet instead of increasing participation as in established Western democracies, research focusing on adults in African electoral democracies suggests that citizens with higher socio-economic status, more knowledge, and adherence to democratic norms, are more likely to retreat from institutionalized politics given their increased awareness of the flawed nature of the political regimes they live in, where corruption, clientelism, electoral violence, and human rights abuses are still prevalent. In this paper, we use an original large-scale survey of secondary school students in Lagos state, Nigeria, and demonstrate by means of multilevel regression and Latent Class Analysis (LCA) how some, but not all of these tendencies are also present among adolescents, with optimistic implications for civic education on the continent.

Fiogère, N. (2025). **Pratiques pédagogiques de l'éducation au développement durable en milieu scolaire. Quelles avancées ? Quelles difficultés ? Quelles pistes pour les surmonter ?** In H. Buisson-Fenet & R. Guyon (Éd.), *L'école écologique : s'ajuster ou transformer ?* (p. 57-70). https://doi.org/10.4000/13yc5

Foust, C. R., Brannon, D., & Bexell, S. M. (2025). **Alignment thinking and complementary curriculum: a qualitative study addressing the urgent need for environmental education**. *Journal of Curriculum Studies*, *57*(3), 303-326. https://doi.org/10.1080/00220272.2024.2392599
Environmental education (EE) is an approach which should be activated immediately to address environmental injustice and catastrophe. Though broad agreement exists with the need for EE in the US, there is an implementation gap. This study offers a thematic analysis from qualitative interviews with 13 teachers and administrators who worked in a large, urban district in the Western United States, identifying how curriculum can address the implementation gap. We identify three themes emergent from the interviews: In the absence of formal training and curriculum, teachers meet student needs and interests in the environment through a complementary curriculum and ecological mindedness. Our participants' recollection of their experiences with EE demonstrates the power of

alignment thinking to move EE into classrooms now. Finally, greater attention to environmental justice would support teachers and students. The paper concludes with insights this project brings to education scholars, including encouragement for curricular interventions related to environmental justice and supporting preK-12 professionals for the healing of life on Earth.

Gohoua, D. E. (2025). **Développement durable et éducation technologique, enjeux et innovations pour l'Afrique**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108927
Développement durable et éducation technologique, enjeux et innovations pour l'Afrique

Hendrickson, K. A., & Blackmon, A. T. (2025). **Humanizing Stem Education, Valuing Cultures Of Care Through Conscious Values Based Leadership**. *Innovative Higher Education*, *50*(3), 1041-1061. https://doi.org/10.1007/s10755-024-09770-0
Humanizing STEM education advances the concern for humanity and welfare of students in STEM education. Cultures of care can be considered as strong endeavors to humanize STEM education. Cultivating STEM cultures of care requires conscious values-based leadership. To explore conscious values-based STEM leaders' perceptions on STEM cultures of care, a culture values framework was designed. The framework identified thematic assumption domains and descriptive values for the STEM culture of care. Reflexive thematic analysis was conducted on 18 transcripts of STEM faculty leaders at Historically Black Colleges and Universities (HBCUs). The transcripts were provided by the Center for the Advancement of STEM Leadership (CASL). Within the HBCU context, a STEM culture of care was modeled based on the findings of study. Our findings also highlighted the significance of consciousness in STEM faculty leaders.

Jaber, M., Bourassa-Bédard, V., Girard, C., Lesage, J., Safi, D., Coulombe, É., & Caty, M.-È. (2025). **De la formation universitaire en orthophonie vers la pratique en milieu scolaire au Québec : processus et résultats sommaires d'une analyse situationnelle menée au sujet des pratiques en matière d'équité, de diversité et d'inclusion**. *Éducation et francophonie*, *53*(1). https://doi.org/10.7202/1118100ar
L'orthophoniste scolaire est membre de l'équipe-école et ses interventions visent à soutenir la réussite éducative de tous les élèves. Malgré leur appartenance fréquente aux groupes dominants, les orthophonistes scolaires interviennent auprès de populations diversifiées, souvent avec des ressources limitées. L'objectif du présent projet consiste à réfléchir à la formation des orthophonistes en devenir pour les préparer à offrir des services culturellement et socialement sensibles aux populations les plus vulnérables et sous-représentées. Pour ce faire, le département d'orthophonie de l'Université du Québec à Trois-Rivières (UQTR) a mené entre septembre 2023 et mai 2024 une analyse situationnelle afin d'évaluer le plus objectivement possible ses politiques, procédures et règlements. Cette démarche visait à promouvoir et à mettre en oeuvre les meilleures pratiques en matière d'équité, de diversité et d'inclusion (EDI) pour faire du département un milieu de formation plus inclusif pour toutes et tous. Dans l'optique de considérer l'intersectionnalité, plusieurs sources de discrimination ont été abordées lors de l'analyse situationnelle. Le processus et les résultats sommaires sont présentés et discutés dans le contexte de la diversité ethnoculturelle, religieuse et linguistique de la pratique orthophonique en milieu éducatif québécois.

Kim, S. (2025). **Transnational resilience: exploring international students' agency in response to systemic racism in U.S. higher education**. *International Journal of Qualitative Studies in Education*, *38*(6), 810-825. https://doi.org/10.1080/09518398.2024.2416709
This phenomenological inquiry explored how 19 international students in U.S. higher education developed a sense of agency in response to systemic racism. The findings revealed three main factors associated with participants' sense of agency: (1) transnational role models, (2) the community and social network established in the United States and (3) personal beliefs, values, and morality. By focusing on how international students draw on their transnational experiences and knowledge to develop agency in response to systemic racism, this study contributes to scholarships on learning outcomes associated with international student mobility and their experiences with race and racism. It also adds to the increasing body of research that challenges deficit paradigms toward international students prevalent in scholarly discourse by highlighting their agency and assets. Implications for future research and practice are also discussed.

Malivoir, J. (2025). **Une diversité d'acteurs pour un même projet écologique**. In H. Buisson-Fenet & R. Guyon (Éd.), *L'école écologique : s'ajuster ou transformer ?* (p. 97-102). https://doi.org/10.4000/13yc9

Martel, M., Gosselin-Lavoie, C., Lemieux, A., Bastien, V., & Durnin, J.-F. (2025). **Conceptions professionnelles de l'équité-diversité-inclusion et mise à l'essai d'un prototype de démarche de formation pour aiguiller les personnes étudiantes en bibliothéconomie jeunesse dans la sélection et l'analyse d'oeuvres littéraires jeunesse**. *Éducation et francophonie*, *53*(1). https://doi.org/10.7202/1118099ar
Cet article propose d'examiner la fonction de la sélection des oeuvres littéraires représentatives de l'équité, de la diversité et de l'inclusion (EDI) par des personnes bibliothécaires en formation. Nous abordons les enjeux liés aux référentiels de compétences, à la formation, aux services et aux fonctions intégrant l'EDI en bibliothèque. À partir de données qualitatives recueillies à l'automne 2023, nous décrivons les conceptions des personnes étudiantes en bibliothéconomie vis-à-vis de l'EDI et les capacités de celles-ci à appliquer des critères EDI dans la sélection et l'analyse d'oeuvres littéraires jeunesse. Les résultats permettent de mieux comprendre les stratégies des bibliothécaires jeunesse dans le développement d'un environnement d'accès équitable, le tout à travers l'expérimentation d'un prototype de démarche de formation à la sélection littéraire critique basée sur l'EDI. Nous proposons enfin des recommandations adaptées dans l'optique de valoriser l'utilisation d'oeuvres littéraires jeunesse représentatives de l'EDI.

Mthethwa, L. C., Govender, S., Mhlongo, H. R., Luthuli, C., Kok, P. J., Kok, L., … Hebe, H. (2025). ***Education and climate change: Discovering strategies for individual and collective action*** (S. Govender, M. C. Maphalala, & D. W. Mncube, Éd.). https://doi.org/10.4102/aosis.2025.BK491
This scholarly book explores education's vital yet underemphasised role in addressing climate change, positioning it as both a powerful tool for climate action and a sector directly impacted by environmental challenges.Challenging traditional, fact-based educational models, the book advocates for a transformative framework that integrates social-emotional learning, interdisciplinary collaboration, and action-oriented teaching. Through empirical research, theoretical insights, and real-world case studies – such as the

Keep it Cool – Climate Change Education (KIC-CCE) initiative in South Africa – it illustrates how education can drive awareness, empower communities, support green employment, and foster resilience, particularly among marginalised populations. Aligning with the United Nations' Sustainable Development Goals 4 (quality education) and 13 (climate action), the book highlights the importance of teacher preparedness, gender equality, and community engagement. Rich in academic rigour and practical relevance, it first offers scholars, but also policymakers and practitioners, a forward-thinking perspective on integrating climate change education into curricula and broader educational systems.

Neurohr, A.-L., Pasch, N., Bergmann-Gering, A., & Möller, A. (2024). **Linking students' interest in nature to their self-reported pro-environmental behavior and nature activities – A cross-sectional study in grade 5 to 9**. *Journal of Environmental Education*, 1-20. https://doi.org/10.1080/00958964.2024.2364182
To promote pro-environmental behavior (PEB), it is crucial to understand the drivers behind it. Studies indicate that, in addition to environmental attitudes and nature activities, interest in nature drives people to engage in PEB. However, the relationship between interest in nature and PEB is still greatly understudied among adolescents even though the foundations for PEB seem to be laid during childhood. Therefore, our study focuses specifically on the link between adolescents' interest in nature, their nature activities, and PEB. We collected self-reported cross-sectional data from 954 German school students using the Scale of Interest in Nature (SIN) and the General Ecological Behavior Scale (GEB). Findings indicate a decline in interest in nature, PEB, and nature activities from grade 5 to 9, while also revealing a significant positive correlation between all these constructs. Results highlight the importance of fostering interest in nature in environmental education programs and suggest including it in further research.

Orsini, M. (2025). **Who needs to (un)know? On the generative possibilities of ignorance for autistic futures**. *International Journal of Qualitative Studies in Education*, *38*(5), 640-657. https://doi.org/10.1080/09518398.2022.2098399
This article advances an (anti)agenda that would center unknowing as a necessary tool to remake autism. While much of the literature on the social study of ignorance describes its corrosive effects for democracy or how ignorance fuels epistemic injustice, I argue that some harms committed against autistic people have come from well-meaning attempts to know. A newly invigorated "critical" autism studies could foreground a project of ignorance to catalogue the varieties of unknowing that can recenter and remake autism. This does not entail simply supplanting "expert" knowledge with "non-expert" knowledge from the purified perspective of situated, autistic knowers; rather it disrupts feel-good narratives in which any efforts to rescue subjugated knowledges are hailed as undeniably progressive, a practice in which autistic knowers can become ensnared. Unknowing autism can propel the generative possibilities of failure, and futures in which efforts to reproduce dominant ways of knowing are resisted.

Ouattara, M. O., & Sadia, M. A. (2025). **Enjeux éthiques de l'utilisation de l'IA dans la gestion des ressources humaines éducative en Côte d'Ivoire**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108747
ENJEUX ÉTHIQUES DE L'UTILISATION DE L'IA DANS LA GESTION DES RESSOURCES HUMAINES EDUCATIVE EN CÔTE D'IVOIRE

Ouerghi, M., Rassaa, K. K., & Kilani, C. (2025). **La situation problème : un levier pour l'éducation à l'environnement**. *7ème Colloque international du RAIFFET du 5 au 8 mai 2025 à l'IPNETP d'ABIDJAN en CÔTE d'IVOIRE*. Présenté à ABIDJAN, Côte d'Ivoire. Consulté à l'adresse https://hal.science/hal-05108756
La situation problème : un levier pour l'éducation à l'environnement

Paris, H., Freud, N., & Ladage, C. (2025). **Training engineers for sustainability, but which one? A discussion of critical alternatives to the "Good Anthropocene"**. In C. Didier, A. Béranger, A. Bouzin, H. Paris, & J. Supiot (Éd.), *Engineering and Value Change* (p. 249-263). https://doi.org/10.1007/978-3-031-83549-0_15
This chapter explores the narrative of the « Good Anthropocene » as one way of depicting the current state of the Earth and how humanity should deal with the social-ecological issues at stake. This narrative is based on an ideal of control and claims that humanity should intensify its attempts to engineer planet Earth under the guidance of engineers and scientists. The Good Anthropocene thus reactivates a long genealogy of what Foucault described as pastoral power, with the figure of a positive authority leading humans towards ecoresponsible behavior. But should scientists really be shepherds? Analysis of this narrative leads us to discuss alternatives to this ecomodernist and elitist approach, and how it allows us to question how students' critical thinking and agency can be developed in the Anthropocene. We then present a perspectivist framework that can help us to reconsider the challenges of sustainability in a way that is more compatible with a democratic approach that takes account of different forms of knowledge and addresses epistemic injustices. Through a brief case study of a lecture on narratives of the Anthropocene, we suggest how this framework can be used to question the required teacher support that would be needed to help them build on students' empathy and understanding of power relations.

PME : Partenariat mondial pour l'éducation. (2025). ***Education for climate action: Integrating education into nationally determined contributions: guidance document***. Consulté à l'adresse https://www.globalpartnership.org/node/document/download?file=document/file/2025-02-gpe-education-climate-action-integrating-education-nationally-determined-contributions.pdf
Ce guide vise à renforcer l'implication des ministères de l'Éducation et des partenaires dans les processus nationaux de politique climatique. Il souligne le rôle crucial de l'éducation en la matière et dans la garantie du droit des enfants à un environnement d'apprentissage sûr et résilient ainsi que son importance dans le développement des connaissances, comportements et compétences requis par les emplois de demain. Il propose une procédure pour intégrer l'éducation au changement climatique dans les politiques nationales, présente des activités, des cibles et des indicateurs concrets.

Sahar, A. (2025). **Radicalisation through education in Afghanistan: A critical inquiry and implications**. *International Journal of Educational Development*, *117*, 103320. https://doi.org/10.1016/j.ijedudev.2025.103320
This article scrutinises radicalisation through education (i.e., the system of formal schooling of all children), emphasising how education is/was being utilised to radicalise young people in Afghanistan. It reports the views, perceptions, experiences, and insights on how violence has left education prone to interferences by a range of Islamist-extremist

armed and socio-cultural groups in Afghanistan. These groups include the Taliban, Hizb-ul-Tahrir, Jamiat-e-Eslah, and Islamic State Khorasan Province (ISKP) militias. The article investigates how these groups influenced many aspects of community life, including education amid a state fragility in the 2001 – 2021 years. It analyses the tensions, negotiations, and compromises associated with how state, non-state, and anti-state actors competed for control over education, including both formal institutions, as well as social and cultural discourses about learning. The article argues that the infiltration of educational spaces by these groups was strategic and constituted a systematic indoctrination of education processes with their political and religious ideologies with a view to shaping new generations of the Afghanistan citizens.

Sam, L., Dorsah, E., Yaw Ampofo, S., & Asumadu, R. (2025). **Preservice teachers' personal values and their teaching effectiveness in Ghana**. *International Journal of Educational Development*, *117*, 103333. https://doi.org/10.1016/j.ijedudev.2025.103333
The study examines the relationship between preservice teachers' personal values and their teaching effectiveness in Ghanaian Universities. The study employed a correlational cross-sectional survey design with a quantitative approach, involving 387 final-year preservice teachers. The study used a questionnaire to collect data from respondents. Means, standard deviations and Pearson product-moment correlation were used to analyse the data. The results indicated that preservice teachers demonstrate a high level of teacher-related behaviour, relational expertise and subject matter expertise that make their teaching effective. Again, the results showed that preservice teachers possess universalism, security, stimulation, and confirmatory values, and these values help them achieve better results in the classroom. Finally, it was revealed that preservice teachers' personal values have a positive and significant relationship with their teaching effectiveness ($r = .62$, $p < .01$). It is recommended that educators should take-in steps to foster and cultivate all facets of positive values among preservice teachers during their preparatory programs to achieve effective teaching in the classroom.

Sel, B., & Demîrcî, N. (2025). **The global trends in digital citizenship research: A bibliometric analysis with R program and VosviewerA**. *Education and Information Technologies*, *30*(9), 13011-13039. https://doi.org/10.1007/s10639-025-13332-y
In this study, in order to reveal current research trends and suggestions for possible future research trends in digital citizenship (DC) in the field of education, a bibliometric analysis of 387 publications obtained from the WOS collection between 2003 and 2024 (June) was conducted using the VOSviewer and Biblioshiny programs. The research results reveal that digital citizenship research initially progressed with low production, but increased from 2012 onwards and gained momentum after 2019. In general, it is seen that the concept of DC is a young research area in terms of research processes and continues to grow, but the interest in this area is still insufficient in terms of citations. The most influential journals include Comunicar, Learning Media and Technology, and Educational Technology & Society, while Education and Information Technologies is noted for having the highest growth and rising trend. In addition, USA plays a central role in DC studies when the number of connections between countries, publications and citations is taken into account. The most repeated and strongest keywords were digital literacy, media literacy, citizenship, and digital competence. While more space was given to the theoretical foundations of DC in 2019, it has been observed that the scope has expanded a little more in terms of education due to current issues such as Covid 19 or cyberbullying. It is also seen that DC is considered a more "adult" focused concept on

the basis of teachers, adolescents, youth, and higher education, and that the younger age group is not given much importance.

Shannon, D. B. (2025). **A/autisms: a "queer labor of the incommensurate": holding onto the friction between different orientations towards autism in an early childhood research-creation project**. *International Journal of Qualitative Studies in Education*, *38*(5), 711-729. https://doi.org/10.1080/09518398.2021.2003894
In this paper, I propose "A/autisms" as an organizing concept for considering the complex intersection of Autistic identity, autistic disability, and the contingency of the diagnosis "autism" in educational research. I draw from Neuroqueer(ing) Noise—my doctoral research-creation project in an integrated, mainstream early childhood classroom—to consider how this intersection might help us orient towards A/autisms as artists, researchers, and teachers. Moreover, I suggest that A/autisms might be understood as a methodology for reorienting toward the human subject in the ontological turn. This paper is of relevance to researchers in the field of critical autism studies, as well as educational researchers interested in "post"-humanism, feminist materialisms, and arts-based research.

Sigl, L., & Fochler, M. (2025). **Towards a "Hinterland" for Doing Relevance. A Typology of Practices and Competencies to Guide the Development of more Relevant Research and Career Paths**. *Minerva*, *63*(2), 351-380. https://doi.org/10.1007/s11024-024-09569-5
Troubling diagnoses have been made about academic research cultures regarding their capacity to address social and environmental problems, challenging scholars in science and technology studies (STS) and related fields to consider the meanings of relevance, respective practices, and enabling conditions. This paper asks about practices by which research is aligned with reflections on the relevance of knowledge production, resulting in re-orientations in research (such as new questions or adjustments in methods and approaches) This paper pays particular attention to how researchers re-orient their research towards doing relevance in longer-term biographical processes and to how they contribute to creating respective hinterlands, i.e., conditions that bolster up these very practices as a more routinized, self-evident part of research. Through an iterative process of analyzing empirical material and an interdisciplinary literature review, we develop a typology of four practice areas (relating, re-valuing, situating, and synthesizing) that is actionable for researchers who wish to strengthen relevance in their work, both individually and in their wider fields and communities. We contribute to "transformation knowledge," focusing on facilitating change towards doing relevance in academia and providing a vantage point to see opportunities for such change by combining a biographical perspective with the hinterlands metaphor. We conclude that academic institutions and research fields could build capacity for doing relevance more systematically by strategically growing a hinterland, for example, by building related competencies and infrastructures.

Sridhar, A. (2025). **Academic Freedom as Content Moderation: A Framework in Favor of Individual Rights and Institutional Autonomy**. *Innovative Higher Education*, *50*(3), 743-764. https://doi.org/10.1007/s10755-024-09751-3
Academic freedom is understood as a set of individual protections and community practices for faculty to assess quality, promote truth-seeking, and advance the common good through research, teaching, and other expression. It is also understood as a set of institutional principles for universities when it comes to decision-making about academic

matters such as faculty hiring, curriculum development, and resource allocation. The principles, practices and protections of academic freedom exist within the unique university-professor relationship, and can be analogized to the moderation of content posted and shared by individual users on internet platforms like Facebook. Drawing on existing scholarship in the study of higher education as well as constitutional and internet law, this analogy yields a novel framework to better understand complex academic freedom issues where the rights and responsibilities of faculty members and universities are implicated. Universities can engage this framework to advocate for academic freedom and institutional autonomy when faced with challenging controversies. This article concludes with recommendations for professors and higher-education administrators to better protect academic freedom through more transparent policies, strengthened collegial governance, and improved public outreach.

Sun, J. C., Pifer, M. J., Turner, H. A., & Pratt, T. L. (2025). **The heightened contributory partnership phenomenon: Legitimacy-seeking goals and behaviors within ROTC**. *Innovative Higher Education*, *50*(3), 867-891. https://doi.org/10.1007/s10755-024-09766-w
Intra-organizational relationships have become common in higher education. Scholars have offered limited knowledge about the ways in which ancillary organizations pursue and maintain intra-organizational relationships in higher education. Notably, the literature provides no examination of their legitimacy-seeking efforts. Based on data collected from program visits of 151 Army ROTC programs on college campuses, we analyzed legitimizing behaviors through the neo-institutionalist perspective of professional legitimacy to identify the substantive nature of intra-organizational relationships. We drew on Husserl's constitutive phenomenology to uncover the process and manner in which legitimacy-seeking among ancillary organizations within postsecondary intra-organizational relationships took place. The findings demonstrate a heightened set of efforts expected for ROTC legitimation on college campuses, which we have called the Heightened Contributory Partnership phenomenon. This phenomenon represents an interconnected approach to legitimacy seeking which may be used to understand the legitimation of other ancillary organizations as well, and offers legitimacy seeking constructs, which are open for future testing and refinement through further research.

Trippl, M., Serger, S. S., & Erdos, K. (2025). ***Rethinking the role of universities in place-based innovation policies for sustainability transitions***. Consulté à l'adresse https://op.europa.eu/en/publication-detail/-/publication/eab61ca0-3aaa-11f0-8a44-01aa75ed71a1
Les manifestations territoriales de crises multiples et l'évolution des politiques d'innovation territoriales vers la résolution des défis de la durabilité ont des implications profondes sur le rôle des universités dans le développement régional. S'appuyant sur diverses publications consacrées à la contribution des universités au développement régional, ce document explore les stratégies et pratiques qui définiraient un rôle renouvelé pour les universités face aux défis environnementaux, sociaux et économiques croissants. L'objectif de ce document de réflexion est de définir de nouvelles missions pour les universités, leur permettant d'exploiter leur potentiel pour contribuer significativement aux processus et politiques de transition vers la durabilité régionale.

Urgelli, B. (2025). **Éduquer à la transition écologique : quelques balises pour une pédagogie transformative**. In H. Buisson-Fenet & R. Guyon (Éd.), *L'école écologique : s'ajuster ou transformer ?* (p. 45-54). https://doi.org/10.4000/13ycr