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Acquisition de compétences

André, M.-C., Lancien, P., Ménard, O., Rolland, C., & Vigneau, C. (2025). ***GTnum ScienceXGames #CreaJV - État de l'art sur l'impact des ateliers de création de jeu vidéo sur l'apprentissage des compétences scolaires*** (G. thématiques numériques de la D. du numérique pour l'éducation (GTnum) & de l'Enseignement supérieur et de la R. Ministère de l'Education nationale, Éd.). Consulté à l'adresse https://hal.science/hal-05133482
The GTNum CreaJV (Groupe thématique numérique "Apprendre avec le jeu numérique" 2021-2024 #CreaJV) focuses on video game creation activities carried out in the classroom. These workshops can have a direct impact on the learning of academic skills. To analyze this impact, the working group carried out a state-of-the-art review of this activity in different classes and countries.

André, M.-C., Lancien, P., Menard, O., Rolland, C., & Vigneau, C. (2025). ***GTnum ScienceXGames #CreaJV - Etat de l'art sur l'impact des ateliers de création de jeu vidéo sur l'apprentissage des compétences transversales*** (G. thématiques numériques de la D. du numérique pour l'éducation (GTnum) & de l'Enseignement supérieur et de la R. Ministère de l'Education nationale, Éd.). Consulté à l'adresse https://hal.science/hal-05133516
The GTNum CreaJV (Groupe thématique numérique "Apprendre avec le jeu numérique" 2021-2024 #CreaJV) focuses on video game creation activities carried out in the classroom. These workshops can have a direct impact on the learning of academic skills. The GTnum CreaJV (Groupe thématique numérique "Apprendre avec le jeu numérique" 2021 -2024 €CreaJV) has implemented and observed video game creation workshops in the classroom, from primary school to BTS. In the course of this activity, students work on a variety of cross-disciplinary skills (creativity, communication, problem-solving, etc.). In this newsletter, we present a state-of-the-art report on the impact of these workshops on the learning of these skills.

Barbey, F. (2025). **Éducation aux médias : la formation des formateurs en Côte d'Ivoire. Une approche originale de l'Université catholique de l'Afrique de l'Ouest en contexte sociopolitique instable**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wi
En Côte d'Ivoire, le positionnement idéologique des médias ainsi que les nouvelles pratiques médiatiques des jeunes, avec le développement du numérique et des réseaux sociaux, suscitent à la fois des interrogations sur les systèmes traditionnels de transmission et une peur sociale, dans un contexte d'instabilité sociopolitique. L'expérience de la formation des formateurs en éducation aux médias de l'Université catholique de l'Afrique de l'Ouest (UCAO) est une offre originale capable de soutenir les politiques publiques, afin de transformer les éléments d'incertitude en chemin d'espérance pour la reconstruction du lien social et le vivre-ensemble.

Baumeister, F., Hanushek, E., & Woessmann, L. (2025). ***Out-of-School Learning: Subtitling vs. Dubbing and the Acquisition of Foreign-Language Skills*** (Working paper N° 33984). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:33984
The development of English-language skills, a near necessity in today's global economy, is heavily influenced by historical national decisions about whether to subtitle or dub TV content. While prior studies of language acquisition have focused on schools, we show

the overwhelming influence of out-of-school learning. We identify the causal effect of subtitling in a difference-in-differences specification that compares English to math skills in European countries that do and do not use subtitles. We find a large positive effect of subtitling on English-language skills of over one standard deviation. The effect is robust to accounting for linguistic similarity, economic incentives to learn English, and cultural protectiveness. Consistent with oral TV transmission, the effect is larger for listening and speaking skills than for reading.

Brougère, G. (2025, juillet 15). **Des « vacances d'école » pour apprendre autrement : l'expérience des classes de mer**. Consulté 16 juillet 2025, à l'adresse The Conversation website: http://theconversation.com/des-vacances-decole-pour-apprendre-autrement-lexperience-des-classes-de-mer-258092
Hors du cadre scolaire, comment les enfants apprennent-ils ? Les classes de mer nous montrent comment la confrontation à la nature aide aussi à grandir.

Cadei, L. (2025). **Le Service-Learning en Italie ou apprendre en s'engageant au service de son environnement**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wd
En Italie, le Service-Learning intègre l'engagement communautaire à l'apprentissage, favorisant le développement de compétences sociales, citoyennes et disciplinaires. Cette approche permet aux élèves et étudiants de répondre aux besoins réels de leurs environnements, tout en appliquant leurs connaissances théoriques. Service-Learning promeut une réflexion critique, une participation active et un engagement solidaire, transformant les élèves et étudiants en citoyens responsables et conscients des enjeux sociaux. Loin d'une simple activité bénévole, le Service-Learning crée des ponts entre la classe et l'environnement, tout en développant des compétences essentielles pour un avenir durable.

Champy-Remoussenard, P., de Miribel, J., & Sido, X. (2025). ***L'éducation à l'esprit d'entreprendre. Questions et défis pour les Sciences de l'éducation et de la formation*** (P. Lang, Éd.). Consulté à l'adresse https://www.peterlang.com/document/1459468
Claro, M., & Castro-Grau, C. (2025). **Developing teacher digital competencies in the age of AI. Chile case study**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146vo
Since the 1990s, Chile has prioritized digital technologies in education, but the rise of AI presents new challenges for educators. The Observatory of Digital Educational Practices (OPED) at Universidad Católica de Chile has developed a training model with four dimensions – Personal and Social Development, Digital Learning and Creation, Digital Disciplinary Skills, and Active Digital Methodologies – to prepare future teachers for a digital society. OPED is also designing new curriculum modules to foster critical engagement with AI and align with international trends and institutional policies, and analysing their ability to enhance or redefine teaching practices. The paper highlights that intentional design, ethical considerations, and institutional support are essential for leveraging AI's potential in education.

Cohen, J., Johnston, A. C., & Lindner, A. (2025). **Skill Depreciation during Unemployment: Evidence from Panel Data**. *American Economic Journal: Applied Economics*, *17*(3), 208-235. https://doi.org/10.1257/app.20230195

Skill Depreciation during Unemployment: Evidence from Panel Data by Jonathan Cohen, Andrew C. Johnston and Attila Lindner. Published in volume 17, issue 3, pages 208-35 of American Economic Journal: Applied Economics, July 2025, Abstract: We examine the depreciation of skills among unemployed German...

Cordier, A., & Fluckiger, C. (2025). ***Nouveaux savoirs et nouvelles compétences des jeunes : quelle construction dans et hors de l'école ?*** (N° Nouveaux savoirs et nouvelles compétences des jeunes.). Consulté à l'adresse Cnesco-Cnam website: https://hal.science/hal-05138647

Desmeules, A., Wentzel, B., & Hamel, C. (2025). **Processus de jugement d'évaluation des compétences professionnelles en contexte de stage en emploi : quand les stagiaires sont également des collègues**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 256-287. https://doi.org/10.53967/cje-rce.6903
In the context of a shortage of qualified teaching staff (Dupriez et al., 2023), paid internships are gaining in popularity, but they are forcing the pre-service training and work environments to rethink their collaboration. With this in mind, we developed a paid internship program as part of a research project conducted in partnership with a school board. The aim of the study is to document the issues perceived by the trainers involved in the assessment of skills in the context of paid internships regarding their assessment judgement process. As paid internships opportunities are recent in elementary and secondary teacher training programs, our article will contribute to the development of knowledge about their impact, which is currently scarcely documented (CSÉ, 2023). Therefore, we conducted a content analysis (Krippendorff, 2013) based on transcribed semi-directed interviews in order to identify emerging and recurring themes regarding the perceptions of the trainers (n = 8) pertaining to issues perceived in their evaluation judgement process in this context. Our results highlight several issues arising from the status of colleague, involving a change in the relationships between individuals involved, on the characteristics of the process of assessing the professional skills of trainees. Our proposal points to a need to clarify the roles of trainers in the context of paid internships, particularly with regard to evaluation.

Florin, A., Tricot, A., Chesné, J.-F., & Simonin Kunerth, M. (2025). ***Dossier de synthèse : Nouveaux savoirs et nouvelles compétences des jeunes : quelle construction dans et hors de l'école ?*** Consulté à l'adresse Cnesco-Cnam website: https://hal.science/hal-05154220

Gal, A. (2025). **Holistic Education through Hackathon: Enhancing Twenty-First-Century Skills among Fifth Graders**. *The Elementary School Journal*, *125*(4), 549-575. https://doi.org/10.1086/735411
This study explores the impact of a hackathon as a pedagogical tool to promote twenty-first-century skills among fifth-grade students in a rural elementary school in northern Israel. The research question focuses on the extent to which a hackathon can develop these skills from the students' own perspective. Utilizing a case-study approach, the methodology involved three research tools: students' drawings and explanations, open-ended questionnaires, and focus groups. Data analysis followed a deductive approach, categorizing information based on twenty-first-century skills. The findings reveal that the hackathon effectively enhanced students' creativity, critical thinking, communication, collaboration, information literacy, and life skills. In addition, it fostered holistic education,

while integrating technical, cognitive, social, environmental, and ethical values. The study concludes that hackathons can be a powerful tool for comprehensive skill development, preparing students for the complexities of the modern world.

Gauthier-Boudreault, C., Couture, M., & Gallagher, F. (2024). **Aborder la transition vers la vie adulte des personnes ayant une déficience intellectuelle profonde par une recherche-action socialement responsable : enjeux rencontrés et conditions gagnantes à privilégier**. *Recherches qualitatives*, *43*(2), 59-84. https://doi.org/10.7202/1118450ar
La recherche-action participative représente un réel potentiel d'améliorer les conditions de vie des personnes ayant une déficience intellectuelle profonde (DIP) et leur famille. Bien que la recherche participative puisse contribuer grandement à diminuer les iniquités et les injustices auxquelles sont confrontées ces familles, de nombreux enjeux entravent la réalisation d'une telle démarche collaborative. Pour favoriser l'équité en santé, l'orientation des recherches vers un cadre socialement responsable prend également tout son sens. Néanmoins, davantage d'études utilisant cette approche doivent être menées afin de soutenir leur faisabilité et identifier les conditions gagnantes pour encourager les chercheurs et les membres de la communauté à s'engager dans un réel partenariat. Cet article vise à : 1) rapporter les étapes d'une recherche-action participative menée dans l'optique d'explorer des solutions pour faciliter la planification de la transition vers la vie adulte des personnes ayant une DIP, réalisée selon une orientation socialement responsable; 2) décrire le positionnement de l'étude selon l'échelle de responsabilité sociale; 3) discuter des conditions gagnantes et des obstacles à sa réalisation toujours sous l'angle de la responsabilité sociale.

Gingras, F. (2024). ***Conceptions du développement de la compétence en compréhension de l'écrit chez des enseignants, des élèves et des accompagnateurs en milieu de stage de la formation menant à l'exercice d'un métier semi-spécialisé (FMS)*** (Phd, Université du Québec à Rimouski). Consulté à l'adresse https://semaphore.uqar.ca/id/eprint/3125/
« De récentes études portant sur le niveau de littératie des personnes québécoises âgées entre 16 et 65 ans révèlent que 85% de celles n'ayant pas obtenu de diplôme d'études secondaires (DES) ont un niveau de littératie insuffisant pour fonctionner en société (Langlois, 2022). Le développement de la compétence en compréhension de l'écrit représente ainsi un enjeu important dans le cadre de formations professionnalisantes ou professionnelles menant à des certifications autres que le DES. Les écoles secondaires québécoises offrent le parcours de formation axée sur l'emploi (PFAE) visant à faciliter l'insertion socioprofessionnelle des élèves en difficultés, dont fait partie la Formation menant à l'exercice d'un métier semi-spécialisé (FMS). Il propose un cheminement en alternance travail-études avec une formation pratique et une formation générale complémentaire. De récentes études portant sur la formation générale dans le PFAE indiquent qu'il existe une inadéquation entre les deux formations (Rousseau et Bergeron, 2017b; Rousseau, Samson et Ouellet, 2012). La formation en français dispensée à la FMS semble refléter l'inadéquation perçue, en plus de ne pas répondre aux besoins des élèves tels qu'ils les formulent (Gingras, 2018; Rousseau et Bergeron, 2017b). La compréhension de l'écrit est toutefois essentielle à l'insertion socioprofessionnelle (Ruel et al., 2018). Devant un problème similaire, les lycées professionnels français et les filières qualifiantes belges se sont tournés vers les conceptions des principaux acteurs pour comprendre la difficile articulation entre les formations professionnalisantes et les cours de français. Cette recherche exploratoire qualitative/interprétative vise, à travers la

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

Gremion, C. (2025). **L'évaluation formatrice pour former dans l'incertitude. Le cas des photographes et des formateurs de formation professionnelle en Suisse**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146ws
Comment former des personnes qui devront faire apprendre des métiers qui n'existent pas encore ou des métiers qui ont subi, subissent et subiront des changements majeurs ? À la Haute école fédérale en formation professionnelle (HEFP), nous formons en alternance des formateurs pour une grande variété de métiers, tous en mutation dans le

contexte actuel. Les besoins du terrain changent plus rapidement que les référentiels officiels. Aussi, pour pallier cela, nous les formons à l'utilisation d'un modèle de didactique (DPAS) qui se base sur la renégociation perpétuelle des référentiels métiers. Nous les formons à ce modèle, et nous les formons aussi avec celui-ci. Après avoir présenté la démarche en nous appuyant sur deux exemples, nous évoquerons ses effets sur la formation ainsi que les nouveaux défis qui se présentent.

Hassane, S., Henderikx, M., Järvenoja, H., Beckers, J., & Kreijns, K. (2025). **The biotope of online group learning: group genesis and persistence seen through the lens of socio-emotional challenges and regulation**. *European Journal of Psychology of Education*, *40*(2), 69. https://doi.org/10.1007/s10212-025-00967-1
During online group learning, students constantly encounter socio-emotional challenges that can trigger negative social emotions. These emotions weaken their psychological safety, disrupt communication, strain peer relationships, and ultimately lower productivity and contribution to group tasks. As a result, their attitude towards group learning may suffer. Emotion regulation is essential to mitigate the negative effects of socio-emotional challenges. The aims of the current study were to investigate: 1) the socio-emotional challenges students faced during online group learning, 2) the social emotions these challenges evoked, 3) how students regulated their emotions in these situations, 4) how students' attitudes towards group learning relate to these social emotions, and 5) how the different emotion regulation modes correspond to positive and negative emotions. A mixed-method sequential explanatory design combined questionnaires and interviews to achieve the aims. The findings showed that unsuccessful collaborations were marked by socio-emotional challenges including differing task understanding and unequal participation among group members. These challenges were linked to negative social emotions, particularly disappointment and dislike. Conversely, successful collaborations fostered positive emotions such as respect and sympathy. These emotions arose from shared goals, aligned standards, productive working styles, and a supportive group climate. Students used a variety of strategies to regulate their emotions, including situation selection, situation modification, attentional deployment, cognitive change and response modulation. Furthermore, negative social emotions during the group learning were positively correlated with negative attitudes towards group learning. And, self-regulation of emotion was associated with negative emotions, while socially shared regulation was associated with positive emotions. The findings provide a foundation for developing interventions to strengthen emotion regulation and enhance online group learning effectiveness.

Huttunen, I., Upadyaya, K., & Salmela-Aro, K. (2025). **Adolescents' social-emotional skills profiles, relationships at school, school anxiety, and educational aspirations**. *European Journal of Psychology of Education*, *40*(2), 57. https://doi.org/10.1007/s10212-025-00954-6
This study examined adolescents' social-emotional skills profiles before the educational transition to upper secondary education. Further, the study examined differences in gender; socioeconomic status (SES); and perceived social relationships, educational aspirations, and school anxiety across the profiles. The study used OECD data collected from 2452 adolescents aged 15 from 53 schools in Helsinki. Using latent profile analysis, five social-emotional skills profiles were identified: average (54%), average-high (23%), empathic-stressed (10%), low-empathic-tolerant (10%), and high (3%). Further analyses revealed that adolescents with high social and emotional skills generally reported higher

educational aspirations, lower school anxiety, and perceived their relationships at school more positively. However, adolescents with empathic-stressed profile reported similarly high educational aspirations and high school anxiety. Girls were more likely to belong to the empathic-stressed and low-empathic-tolerant profiles, and adolescents with lower SES to low-empathic-tolerant or average profiles. The findings may inform more targeted strength-based school practices.

Lassi, N. (2025). **The power of books: regular reading for pleasure and its impact on youth deviancy**. *Educational Research for Policy and Practice*, *24*(2), 195-216. https://doi.org/10.1007/s10671-024-09380-9
This study explored the relationship between regular reading for pleasure and deviant behavior among young individuals. Prior research has demonstrated that reading for pleasure is related to empathy and personal development, prompting this examination of its association with deviance. The National Longitudinal Survey of Youth 97 provided the data, encompassing a sample of 3482 individuals aged 12–16. The variable "regularly reading for pleasure" was assessed in relation to adverse behavioral outcomes. Regularly reading for pleasure was significantly linked to a reduced likelihood of arrest for illegal or delinquent activities, substance use, carrying a handgun, running away from home, destroying property, and stealing anything greater than 50 dollars (including cars). No relationship was observed between reading for pleasure and belonging to a gang and selling illegal drugs. These analyses controlled for ethnicity, gender, date of birth, reading ability, and parent education. The results indicate a link between regular reading for pleasure and lower levels of deviant behavior.

Li, K., Lun, L., & Hu, P. (2025). **Exploring student perceptions of language learning affordances of Large Language Models: A Q methodology study**. *Education and Information Technologies*, *30*(10), 13691-13711. https://doi.org/10.1007/s10639-025-13362-6
Amid the ongoing discussion about the potential of LLMs (Large Language Models) to facilitate language learning, there has been a broad spectrum of views in academia. However, little is known about the different viewpoints of students and what contributes to these differences. In light of this, this study adopts Q-methodology, a mixed-methods approach to examine human subjectivity, to investigate the perceived language learning affordances of LLMs among Chinese students. 26 undergraduates from two universities were asked to rank statements related to the potential affordances and limitations of LLMs in terms of language learning. Factor analysis of these ranks revealed three distinct viewpoints: prudent skeptics, enthusiastic embracers and conservative adopters. The skeptics question the learning opportunities that LLMs can provide and voice concerns regarding the absence of human element; the embracers are generally pro-LLMs and they advocate for personalized learning opportunities that LLMs can offer; the conservatives cautiously acknowledge the supplementary role of LLMs, with a focus on users' ability to ask proper questions. The findings highlight the need to address key issues such as scaffolding, AI literacy and individual difference when utilizing LLMs in language learning contexts. While the nature of Q methodology may limit the generalizability of the results, the study contributes valuable insights into student perceptions regarding LLM affordances for language learning. This in-depth and nuanced understanding of student perceptions can not only help address student concerns and expectations, but also inform the curriculum development, pedagogical practice, and educational policy for integrating LLM into language education.

Martínez-Rodríguez, A., & Ferreira, C. (2025). **Factors influencing the development of emotional intelligence in university students**. *European Journal of Psychology of Education*, *40*(2), 60. https://doi.org/10.1007/s10212-025-00956-4
Emotional intelligence is an element that affects people's daily lives, so it is necessary to know what factors influence the development of emotional intelligence. This systematic review both analyses the main characteristics of scientific articles on the factors that influence the emotional intelligence of university students and identifies the factors that influence the development of emotional intelligence at the university level, at an international level. This systematic review identified and compiled scientific articles published in English in the last 10 years that discussed the relationship between emotional intelligence and the academic performance of university students. The Web of Science and Scopus databases were consulted. The final sample consisted of 74 articles. The main characteristics of these 74 scientific articles were analysed. After this analysis, a progression in the frequency of publications on this topic was observed, increasing in the most recent years (2021 and 2022). Different factors that influence emotional intelligence were also identified, both academic and non-academic factors, with the following factors being the most frequently mentioned in the articles analysed: stress, motivation, social skills, and gender. With regard to added value, different factors were identified that are related to emotional intelligence, both academic and non-academic, as well as the different aspects that affect individuals and their environments. The practical implications of this study's findings can be applied within the field of education, given that the factors related to emotional intelligence can be considered in order to favour the development of emotional intelligence in university students.

McKenna, J. W., & Solis, M. (2025). **Students with emotional and behavioural disabilities have inequitable opportunities to develop reading skills**. *British Journal of Special Education*, *52*(2), 278-282. https://doi.org/10.1111/1467-8578.70024
Reading proficiency is essential to positive school and transition to adult life outcomes, as reading skills contribute to high school graduation, gainful employment, and the ability to enact the full range of rights and responsibilities associated with citizenship. This article discusses concerning trends in school-based reading instruction and intervention for students with emotional and behavioural disabilities. Trends discussed include student reading outcomes and access to effective reading instruction. Contextual factors that contribute to the provision of low-quality reading instruction are also discussed and include insufficient teacher preparation and training, the challenges associated with special educator workload and burnout, insufficient access to essential curricular and collegial resources, and ableist mindsets (e.g., the concept of 'readiness to learn'). Recommendations for improving service delivery to this student population are also discussed.

Molvinger, K., Clément, S., Filhol, J.-S., & Winum, J.-Y. (2025). **The Impact of a Chemistry Competition on Students' Skills and Personal Attributes**. *Journal of Chemical Education*, *102*(7), 2818-2826. https://doi.org/10.1021/acs.jchemed.5c00103
This article examines the impact of a science competition (French Chemists' Tournament) on the engagement and performance of a graduate student team from the University of Montpellier as they compete against teams from some of the most prestigious French institutions. After outlining the French higher education system and the details of the tournament, we analyze the results of a questionnaire designed to assess participants'

perceptions of their knowledge and skills, including communication, self-confidence, and motivation. Student interviews were also conducted.

Mues, A., Birtwistle, E., Wirth, A., Schiele, T., & Niklas, F. (2025). **Supporting children's numeracy competencies and families' HNE: Exploring the role of apps and digital parent information in STEM vs. Non-STEM families**. *European Journal of Psychology of Education*, *40*(2), 53. https://doi.org/10.1007/s10212-025-00953-7
Early numeracy competencies are of great importance for children's competency development. Here, early digital intervention approaches offer the potential to support all children and their families. We investigated whether the provision of specific numeracy learning apps and parent information about children's numeracy development improves both, children's numeracy competencies and the quality of families' home numeracy environment (HNE) while considering the potential impact of parental (STEM) occupation. Children's numeracy competencies were measured twice in two cohorts (N1 = 190 children; M1age = 63.6 months; SD1 = 4.4; N2 = 310 children; M2age = 59.4 months; SD2 = 3.9) with a six-month interval between t1 and t2. Parents were surveyed about the family characteristics and the HNE. Families in the numeracy intervention group (Ntotal = 151) received tablet computers with specific numeracy learning apps and parent information. No significant intervention effect on the quality of the HNE was found. However, children from intervention families showed significantly greater numeracy competency gains, even when considering child and family characteristics and independent of parental occupations. Consequently, high-quality learning apps can support the development of children's numeracy competencies already at preschool age. Further ideas on how to reach families and enhance the HNE are discussed.

Odin, J.-A., & Morin, O. (2025). **Le rôle du débat dans l'appropriation de la complexité par des élèves de classes élémentaires dans le cadre d'une éducation à l'environnement et à la pensée critique**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mp
Cette étude explore comment un débat sur une Question Socialement Vive (QSV), au sujet de l'industrie textile, permet aux élèves de CE2/CM1 (grades 3 et 4) d'appréhender la complexité. Après une analyse de documents aux sources et perspectives variées, leurs échanges ont été enregistrés, retranscrits et étudiés à l'aide d'indicateurs issus de la littérature. Les résultats montrent qu'ils commencent à mobiliser des compétences telles que la pensée en réseau, la pensée critique, la projection dans l'avenir et la prise en compte des enjeux humains et non-humains, témoignant ainsi d'une première appropriation de la complexité.

OECD. (2025). ***Education and Skills in Bulgaria*** (p. 225). Consulté à l'adresse https://doi.org/10.1787/ac0229da-en
Since transitioning to a market-based, parliamentary democracy, Bulgaria has made significant strides in reforming its education and skills systems. Key achievements include expanding compulsory education, raising participation in the early years to OECD levels, modernising curricula across the system, and facilitating access to adult learning. The 2021–2030 Strategic Framework for Education and Training—supported by increased public investment and EU funding—has revitalized efforts to improve the quality and inclusiveness of the education system to equip all learners with the skills needed for a changing economy. These reforms are central to tackling national challenges, such as

low productivity, income inequality, and demographic decline, and to unlocking inclusive economic and social development in Bulgaria.This report assesses Bulgaria's policies and practices against those of OECD and reference countries in Central and Eastern Europe, covering the full learning lifecycle – from early childhood education and care to lifelong learning. It identifies the system's major strengths and challenges and explores how Bulgaria can draw on OECD evidence and international experience to advance its education reform agenda. The report will be of interest in Bulgaria, as well as in other countries looking to raise the quality, equity and efficiency of their education systems.

Özbek, G., & Dağyar, M. (2025). **A longitudinal investigation of gifted students' creative project production and management for real-life problem solving**. *Asia Pacific Education Review*, *26*(2), 411-427. https://doi.org/10.1007/s12564-024-09970-5
The aim of this study is to investigate the production and dissemination of mathematical modeling-based projects by gifted students, intended to solve real-life problems, over the four-year Project Production and Management Program (PPMP). The longitudinal research methodology was utilized to examine the project production process among participants enrolled in the mathematical modeling-based PPMP at Science and Art Centers. Throughout the four-year period, while participants engaged in producing mathematical modeling-based projects within the PPMP, data were systematically collected on an annual basis from various sources. These included personal information forms, project logs, project forms, as well as observation and evaluation forms pertinent to the project production and management program, complemented by project follow-up forms.The study's findings indicated that, over the four-year PPMP, gifted students demonstrated significant improvements in project production and management. These enhancements were observed across various dimensions, including progress, real-life applicability, project value, planning, originality, final product quality, and dissemination efforts. The findings of this study offer practical guidelines for assisting gifted students in leveraging their talents and potential to create original products and solutions.

Pirard, F., Valentim, S., & Lambert, I. (2023). **Voyager et se former ensemble, professionnels de l'accueil de l'enfance, de la formation et de la gouvernance : regards croisés sur la démarche et l'expérience vécue dans un projet européen**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(4), 117-134. https://doi.org/10.3917/lsdle.564.0117

Redondo, C., Ferrand, M., Mutabazi, É., Hétier, R., & Wallenhorst, N. (2025). **Le rapport au savoir en Anthropocène entre problématisation et coopération**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mo
L'événement Anthropocène (Bonneuil et Fressoz, 2016), par l'ampleur de ses effets et par son urgence, vient bousculer nos possibilités de vivre en société dans un monde habitable. La menace se dédouble : sur la vie, mais aussi sur la démocratie. Sur ce dernier point, l'autoritarisme et l'illibéralisme peuvent sembler plus efficaces que le débat (et parfois l'indécision) démocratiques. Pour autant, l'éducation formelle réclame du temps, un temps long, notamment pour prendre le temps d'apprendre à problématiser, à construire les problèmes (et non à recevoir des vérités immédiates). Face au problème complexe qu'est l'Anthropocène, le défi est de se donner les moyens d'une didactique de l'enquête et d'une véritable co-construction enseignants-élèves. L'exemple de la pédagogie Freinet sera ainsi décrit et analysé selon les exigences spécifiques de la problématisation afin de relever le défi d'une éducation en Anthropocène.

Sanz-Angulo, P., Galindo-Melero, J., De-Diego-Poncela, S., & Martín, Ó. (2025). **Promoting soft skills in higher engineering education: Assessment of the impact of a teaching methodology based on flipped learning, cooperative work and gamification**. *Education and Information Technologies*, *30*(10), 13463-13506. https://doi.org/10.1007/s10639-025-13322-0
In the dynamic and complex environment of industrial engineering, soft skills have become fundamental elements to achieve professional success. This work analyzes (i) how industrial engineering students at the University of Valladolid in Spain perceive the effect of a teaching methodology (characterized by a sound and systematic integration of Information and Communication Technologies (ICT) in all phases of the teaching–learning process and based on the combination of Flipped Learning, cooperative work and gamification), on the development of their soft skills, and (ii) the relationship between this development of soft skills and academic performance. Voluntary surveys were applied to students of seven engineering degrees during four academic years. Data collected have been analyzed by means of graphical and statistical techniques to obtain a deep and rigorous understanding of the impact of teaching methodology. The results show a positive perception by students of the effect of teaching methodology. It is not only a motivating element that improves participation but, moreover, students perceive that it significantly contributes to the development and enhancement of skills such as communication, teamwork, problem solving, critical thinking and the effective use of ICT. In addition, the positive influence of these competencies on academic performance was evidenced. This work identifies several key aspects related to the results obtained: (i) the synergies achieved by combining Flipped Learning with cooperative work and gamification; (ii) the importance of face-to-face activities and encouraging students' active participation; (iii) the outstanding effect of the appropriate integration of ICT on the results; (iv) the adaptation of teaching to the needs of each group of students; and (v) the fundamental role of monitoring and continuous improvement of methodology as pillars to guarantee its long-term effectiveness and to overcome any challenges that may arise.

Sassi, M. (2025). **La formation des formateurs aux examens pratiques objectifs et structurés (EPOS) en Tunisie : un changement de paradigme pour l'évaluation des stages en pharmacie**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wp
Les métiers de demain ne peuvent être abordés sans repenser les enjeux éducatifs et mettre en œuvre de nouvelles pratiques dans la formation des formateurs et des apprenants. Des changements ont progressivement vu le jour à la faculté de pharmacie de Monastir, en Tunisie, menant à l'adoption des « examens pratiques objectifs et structurés (EPOS). Cet outil d'évaluation des travaux pratiques et des stages au cours des études médicales permet de s'affranchir des biais des méthodes classiques, notamment la subjectivité, la dépendance du jury et l'iniquité. Ce dispositif permet aux étudiants, en situation active, de traiter l'information et mobiliser les acquis. La réforme des méthodes d'évaluation implique obligatoirement une formation pédagogique des formateurs, pour leur permettre de s'approprier ces outils.

Seraji, F., & Rahnemo, S. S. (2025). **Fostering self-directed learning skills of medical students in an e-learning environment: disciplinary and interdisciplinary design methods**.

Education and Information Technologies, *30*(10), 13331-13349. https://doi.org/10.1007/s10639-025-13387-x
Due to the continuous evolution of society's health needs, medical students must acquire Self-Directed Learning(SDL) skills. researchers have increasingly focused on finding suitable designs for teaching students self-directed learning (SDL) skills. This study aimed to compare the effectiveness of disciplinary and interdisiplinary design methods in improving the self-directed learning skills of medical students. The research method used in this study was quasi-experimental with a pre-and post-test design, involving two experimental groups and a control group. The statistical population consisted of medical students from Hamadan University of Medical Sciences. A total of 90 students were selected using available sampling, with 30 students in each group. The first and second quasi-experimental groups received the instructional intervention in a disciplinary and interdisiplinary design over ten one-hour sessions, respectively.The control group did not receive any instruction on SDL skills. An eight-component questionnaire entitl of self-directed learning of medical students, was used to collect data. Implementing mixed covariance analysis and Ben-Feroni's post hoc test indicated that disciplinary and interdisiplinary design methods were significantly more effective than the control group in the post-test and follow-up stages. Ben Feroni's post hoc test indicated that the interdisiplinary design had a more significant effect on improving the self-directed learning skills of medical students compared to the disciplinary design(P-Value = 0.001). The findings of this research provide a suitable basis for designing self-directed courses for medical students in a Interdisiplinary manner.

Shin, H. G., & Kim, D. (2025). **Effects of the English language intervention as a foreign language for struggling elementary readers in South Korea: a meta-analysis**. *Asia Pacific Education Review*, *26*(2), 503-517. https://doi.org/10.1007/s12564-024-09999-6
This meta-analysis comprehensively examined the effects of English language interventions on struggling elementary school learners in South Korea learning English as a foreign language. A total of 22 studies of experimental and quasi-experimental studies were separately analyzed by the study design using a random-effects model, and the mean effect size was medium (g = 0.68, SE = 0.26, CI95 = 0.18, 1.18, p < 0.01) for the experimental studies while the mean effect size was large (g = 1.39, SE = 0.67, CI95 = 0.08, 2.69, p < 0.05) for the quasi-experimental studies. Due to the large homogeneity statistics, subgroup analyses were additionally conducted for possible moderator effects contributing to the mean. The subgroup analyses indicated large effects in the affective (e.g., student's motivation) and achievement (e.g., reading comprehension) type of outcome measures and effective intervention components (e.g., shared reading). Other effective contextual characteristics including the total session numbers, intervention frequency, and classroom type are also discussed along with the study limitations and future directions for the struggling readers learning English as a foreign language.

Simard, C., Samson, G., Morin, É., & Therriault, G. (2025). **Enjeux environnementaux : quand les « travaux terrains » s'arriment avec l'école secondaire pour le développement d'une écocitoyenneté chez des élèves de 12 à 14 ans en S&T au Québec**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mr
Face aux défis environnementaux affectant des écosystèmes et la biodiversité, le programme pédagogique Opération PAJE propose une approche renouvelée de l'enseignement des sciences et technologies (S&T) au niveau secondaire et appliquée à la proximité d'écoles québécoises. Fondé sur l'apprentissage expérientiel à visée

émancipatrice, ce programme intègre des travaux terrains aux contenus curriculaires, incitant les élèves à concevoir des solutions concrètes aux enjeux environnementaux identifiés localement. La présente étude examine ce dispositif pédagogique comme un levier permettant aux jeunes de s'engager activement face aux problématiques environnementales rencontrées dans leur communauté. Des groupes de discussion et des dessins, les résultats quant aux retombées éducatives chez l'élève indiquent que la réalisation de projets ancrés au territoire donne un sens aux apprentissages scolaires, tout en leur procurant un sentiment de fierté et de responsabilité vis-à-vis des effets positifs observés de leurs actions. Parmi les apprentissages observés figurent ceux d'ordre cognitif, affectif et comportemental, dont l'identification de la biodiversité, le fait de se sentir en interrelation avec la nature, d'avoir le sentiment d'aider la biodiversité par leurs actions et d'en prendre soin.

Sun, H., Tan, J., & Lim, M. C. (2025). **AI and early language learning: A scoping review**. *AI, Brain and Child*, *1*(1), 4. https://doi.org/10.1007/s44436-025-00005-3
In recent years, researchers have started exploring possibilities of AI in early language education to personalize young children's language input. This study tries to investigate these explorations from five aspects: (1) common AI tools in early language education, (2) theoretical foundations adopted by these studies, (3) the effectiveness of AI for children's early language and literacy development, (4) moderating factors in these AI interventions (e.g., AI type and outcome measures), and (5) limitations of current studies on AI and early language learning. A scoping review search was conducted using six databases: PsycINFO, Academic Search Complete, Computer Source via Ebscohost, ProQuest: ProQuest Dissertations and Theses, Education database, and EBSCOHost Eric. 1296 records were initially identified through applying our search string to the databases and after the entire screening process, 12 papers remained. The results demonstrate that AI tools for language learning, particularly social robots and unique applications, are primarily developed based on concepts from developmental and educational psychology, as well as human–computer interaction. These tools are useful for language learning, regardless of the intervention language, the type of AI (general or narrow) used, or the outcome measures studied. Key factors influencing their effectiveness include personalization and the role of the robot as a peer. However, current research has limitations related to study design, interventions, and sampling. Altogether, understanding the five aspects can guide future research to address current gaps in the field and to be mindful of potential pitfalls due to issues arising from AI tool use and research design.

Wu, X.-Y. (2025). **Exploring the impact of blended collaborative learning on deep learning outcomes: a structural equation modeling approach**. *Education and Information Technologies*, *30*(10), 13411-13437. https://doi.org/10.1007/s10639-024-13202-z
Blended collaborative learning has emerged as an effective pedagogical model that integrates face-to-face and online learning environments, offering a dynamic platform for deep learning—characterized by critical thinking, knowledge synthesis, and application. However, existing research offers mixed findings on how blended collaborative learning promotes deep learning, with little focus on the integrated roles of learner engagement (LE), self-regulated learning (SRL), and group interaction (GI). This study addresses this gap by developing and testing a structural equation model to explore the interplay between LE, SRL, and GI and their collective impact on deep learning outcomes. A sample of 450 learners from higher education institutions

participated in this study, which used validated survey instruments to assess these constructs. The findings indicate that LE significantly influences deep learning both directly and indirectly through SRL and GI. SRL and GI were also found to sequentially mediate the relationship between LE and deep learning, underscoring the importance of both individual self-regulation and collaborative interaction in fostering deep learning in blended collaborative learning environments. Additionally, gender differences in these relationships were explored, revealing subtle variations in learning dynamics between male and female learners. The study contributes to the theoretical understanding of blended learning environments and offers practical implications for designing educational frameworks that promote meaningful and lasting learning experiences.

Yeung, R. C. Y., Sun, D., & Yeung, C. H. (2025). **Integrating drone technology in STEM education: Curriculum, pedagogy and learning outcomes**. *Education and Information Technologies*, *30*(10), 14237-14272. https://doi.org/10.1007/s10639-025-13368-0
This study explores the integration of drone technology into STEM education through the development and evaluation of the Drone Technology Enabled STEM Curriculum (DTESC). Grounded in "dronagogy", a pedagogical framework that utilizes drones to enhance learning, DTESC effectively incorporates drone technology within science, mathematics, technology, and the humanities. The curriculum is structured to progress from multidisciplinary exploration to interdisciplinary integration, ultimately culminating in transdisciplinary applications. Sixteen Grade 9–10 students from a secondary school in Hong Kong participated in the study, engaging in activities such as designing drone-assisted water sampling systems and formulating entrepreneurial proposals for future applications. Employing mixed research methods, the study assessed the curriculum's impact across cognitive, psychomotor, and affective learning domains. Results indicated high levels of student engagement and satisfaction, alongside significant improvements in psychomotor and affective skills. However, enhancements in cognitive learning outcomes, particularly in mathematics and programming, are necessary. This research offers valuable insights into the implementation of dronagogy to foster cross-disciplinary STEM education.

Zeng, X., Pansu, P., & Cojean, S. (2025, août). ***Impact of Elaborated Feedback on Vocational Students' Learning in Digital Environments***. Consulté à l'adresse https://hal.science/hal-04966181
Previous research has highlighted the importance of elaborated feedback in enhancing learning by promoting cognitive and metacognitive strategies (Hattie & Timperley, 2007; Shute, 2008). However, the effects of different types of elaborated feedback on vocational school learners, who often exhibit lower levels of self-regulation and prior knowledge, remains unclear. This study, therefore, investigates the effects of two feedback mechanisms— Answer-Until-Correct (AUC) and Explanations—on vocational students' learning outcomes in a digital environment. We hypothesize that both AUC and explanations will be beneficial for these learners, with their combination providing the greatest enhancement in self-regulation, self-efficacy, and performance. Three hundred thirty-nine Indonesian vocational students took part in this study. They were randomly assigned to four feedback conditions based on a 2x2 design: 1) Control (no AUC, no Explanation), 2) AUC, 3) Explanations, and 4) AUC with Explanations. Self-regulation, self-efficacy, and performance were measured as dependent variables, while students' prior knowledge and perceived feedback usefulness were measured as control variables. The findings revealed that the interaction of AUC with explanations significantly improved

self-regulation and self-efficacy, whereas AUC alone enhanced self-regulation and performance. Surprisingly, explanations alone negatively affected self-regulation for vocational school learners. These results suggest that interactive and iterative feedback mechanisms like AUC are more effective for vocational learners (Narciss, 2008; Attali & Powers, 2010), while explanations may be detrimental for some students who may not know how to use them.

Zhang, L., Mendoza, N. B., & Jiang, Y. (2025). **From classroom goal structures to academic outcomes: The mediating role of expectancy-value beliefs in adolescent learning**. *European Journal of Psychology of Education*, *40*(2), *59*. https://doi.org/10.1007/s10212-025-00958-2
Students' perceptions of the classroom environment are critical determinants of their motivation and academic success. However, the psychological mechanisms through which these contextual factors influence academic outcomes remain insufficiently explored, particularly in different subject domains. Grounded in the Situated Expectancy-Value Theory, this study examined the role of classroom goal structures in predicting adolescent students' expectancy-value beliefs and their subsequent academic outcomes in Mathematics and English. Using structural equation modeling with data from 634 Chinese secondary school students, our findings reveal both general and domain-specific patterns. Specifically, self-efficacy positively mediated the predictive paths from classroom mastery goal structures to both future choice intentions and achievement. Interest value positively mediated the association between classroom mastery goal structures and future choice intentions, while it negatively mediated the relationship between classroom performance-approach goal structures and future choice intentions. Furthermore, effort cost negatively mediated the relationship between classroom performance-avoidance goal structures and academic achievement. These findings supports the critical role of classroom environments in predicting motivational beliefs and highlight the complex interplay of different expectancy-value beliefs in shaping students' academic success in specific learning domains.

Aspects économiques de l'éducation

Aunay, T. (2025). **Les crédits budgétaires pour la recherche de la Mires en 2025**. *Note Flash du SIES*, (15), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-credits-budgetaires-pour-la-recherche-de-la-mires-en-2025-99481
En 2025, la mission interministérielle recherche et enseignement supérieur (Mires) regroupe 16,7 Md€ de crédits budgétaires pour la recherche, en diminution de 2,4 % par rapport à 2024.

Barr, A. C., & Castleman, B. (2025). ***Increasing Degree Attainment Among Low-Income Students: The Role of Intensive Advising and College Quality*** (Working paper N° 33921). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:33921
A college degree offers a pathway to economic mobility for low-income students. Using a multi-site randomized controlled trial combined with administrative and survey data, we demonstrate that intensive advising during high school and college significantly increases bachelor's degree attainment among lower-income students. We leverage unique data on pre-advising college preferences and causal forest methods to show

that these gains are primarily driven by improvements in initial enrollment quality. Our results suggest that strategies targeting college choice may be a more effective and efficient means of increasing degree attainment than those focused solely on affordability.

Bisla, I., Reynolds, A. J., & Ou, S.-R. (2025). **Childhood Predictors of Midlife Financial Outcomes in the Chicago Longitudinal Study**. *Journal of Family and Economic Issues*, *46*(2), 344-359. https://doi.org/10.1007/s10834-024-10008-6
This study examined the predictors of financial assets (savings and retirement assets) at early midlife in a sample of 1,092 individuals (93.7% Black American) who grew up in low-income neighborhoods. Data were drawn from the Chicago Longitudinal Study, which has tracked participants from early childhood to midlife and consists of participant, parent, teacher surveys, and administrative records. The main outcomes were savings in 2019 dollars (log) and savings in the top quartile of the study sample, both self-reported at age 35–37. Hierarchical linear and binary logistic regression analyses identified many significant ($p < .05$ or $p < .01$) predictors of assets, including: Involvement in child welfare system by age 5 ($b = -1.55$), Child-Parent Center preschool participation ($b = 0.77$), early math achievement ($b = 0.05$), socio-emotional adjustment (0.18), grade retention ($b = -1.14$), school quality ($b = 1.50$), and juvenile arrest ($b = -2.17$). The strongest alterable predictors in the full model were involvement in child welfare system, socio-emotional adjustment, grade retention, school quality, and juvenile arrest. The full model also indicated that males had greater savings and Black participants fewer savings. Parent expectations and involvement as well as school quality also predicted top quartile savings status. Implications for future research and practice are discussed. The contribution of school experiences in early and middle childhood suggests greater investments in programs that promote socio-emotional learning and academic success.

Cheesman, R., Borgen, N. T., Sandsør, A. M. J., Hufe, P., & Sandsør, A. M. J. (2025). ***The Genetic Lottery Goes to School: Better Schools Compensate for the Effects of Students' Genetic Differences*** (Working paper N° 11883). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_11883
In this paper, 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.

Cohen, J., Johnston, A. C., & Lindner, A. (2025). **Skill Depreciation during Unemployment: Evidence from Panel Data**. *American Economic Journal: Applied Economics*, *17*(3), 208-235. https://doi.org/10.1257/app.20230195
Skill Depreciation during Unemployment: Evidence from Panel Data by Jonathan Cohen, Andrew C. Johnston and Attila Lindner. Published in volume 17, issue 3, pages 208-35 of American Economic Journal: Applied Economics, July 2025, Abstract: We examine the depreciation of skills among unemployed German...

Edwards, O., & Meer, J. (2025). **The economics of encouragement: Can a simple email shape major choice?** *Economics of Education Review*, 102680. https://doi.org/10.1016/j.econedurev.2025.102680
We examine the impact of encouragement emails sent to high-performing students in a principles of microeconomics course at a large state university, aimed at motivating them to take additional economics courses and consider an economics major or minor. Using a regression discontinuity design, we find some evidence of an increase in the likelihood of enrolling in intermediate microeconomics, especially for first-generation college students and underrepresented minorities, but limited effects on major switching or declaring an economics minor. Our findings suggest sustained interventions may be necessary to produce lasting effects.

Faundez, L., & Kaestner, R. (2025). **Wealth at birth and its effect on child academic achievement and behavioral problems**. *The Journal of Economic Inequality*, *23*(2), 397-431. https://doi.org/10.1007/s10888-024-09640-x
In this article, we examine the association between family wealth and academic achievement and socioemotional behaviors of children ages 5 to 12. We examine whether wealth prior to birth and at ages 4 or 5 affects academic test scores and behavioral problems during two periods of childhood, ages 5 to 8 and ages 9 to 12, for a large and relatively recent cohort of children. We also examine associations between different forms of wealth (e.g., home equity) and child achievement and behaviors. Finally, we assess whether wealth prior to birth mediates racial/ethnic disparities in child achievement and disparities in achievement by maternal education/ability (AFQT). Results of our analysis indicate that wealth, particularly financial wealth that is the most liquid, has a modest positive association with achievement test scores. We also find that wealth is associated with fewer behavioral problems, but these results are less robust.

Gaté, R., & Hilal, M. (2025). **Les déterminants des distances domicile-travail : cas des aires urbaines françaises métropolitaines**. *Revue d'économie politique*, *135*(2), 343-379. https://doi.org/10.3917/redp.352.0343

Holford, A. J., & Sen, S. (2025). ***Racial Representation among Academics and Students' Academic and Labor Market Outcomes*** (Working paper N° 17944). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17944
We study the impact of racial representation among academic staff on university students' academic and labor market outcomes. We use administrative data on the universe of staff and students at all UK universities, linked to survey data on students' post-graduation outcomes, exploiting idiosyncratic variation (conditional on a set of fixed effects and observable student, staff, and university department level characteristics) in the proportion of racial minority academic staff to whom students are exposed. We find

that minority representation benefits the academic outcomes of minority groups: When minority students are exposed to 1 SD higher proportion of minority academics, they are 1.03ppt more likely to graduate with a first or upper second class honors degree and they are also 0.88ppt more likely to graduate on time. There is no beneficial impact of minority or own-race representation on the labor market outcomes of minorities. However, we do find that minority representation among academic staff significantly increases progression of minority students to graduate study, suggesting that there may be benefits of same-race representation operating through provision of role models or domain-specific advice and guidance.

Humphries, J., Schr¿ter Joensen, J., & Veramendi, G. (2025). ***Complementarities in High School and College Investments*** (Working paper N° 2446). Consulté à l'adresse Cowles Foundation for Research in Economics, Yale University website: https://EconPapers.repec.org/RePEc:cwl:cwldpp:2446
This paper examines how high school specialization shapes college investment decisions and their subsequent returns through dynamic complementarities. Using Swedish administrative data, we estimate a dynamic Roy model that accounts for selection on multidimensional skills, family background, prior investments, and unobserved heterogeneity. We identify the model using rich skill measures and quasi-experimental variation in program popularity. For marginal students, STEM specialization in high school increases wages by 9%, with more than half this return attributed to dynamic complementarities that enhance the productivity of subsequent college investments. Consequently, we find that counterfactual policies encouraging high school STEM specialization generate twice the returns of equivalent college-level interventions. These findings demonstrate how the timing of specialized human capital investments matters during adolescence, with important implications for education policies that encourage or restrict specialization.

Khalil, I., Mallick, D., & Nicholas, A. (2025). **Does Less Education Harm Health? Evidence From a Natural Experiment in a Developing Country**. *Oxford Bulletin of Economics and Statistics*, *87*(4), 751-770. https://doi.org/10.1111/obes.12661
We investigate the health outcome effects of a reduction in years of schooling in Egypt in 1988, a policy change that moves in the opposite direction in relation to the extant literature. We exploit this policy change as a natural experiment and employ a fuzzy regression discontinuity design to investigate a range of objectively measured health outcomes and behaviours. Despite the policy's adverse effect on students' years of schooling and ability to complete educational milestones, there is no statistical effect on any health outcomes. Results also suggest that the reduction in years of schooling had no effect on labour market outcomes, thus providing a rationale for the lack of effect on health outcomes. While increasing education often leads to improved health outcomes, our findings suggest that decreasing education does not necessarily result in poorer health outcomes.

Langen, H., & Laine, L. (2025). ***Heterogeneous Effects of a Teacher Strike on Education and Labor Market Outcomes*** (Working paper N° 17937). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17937
We study the impact of a teacher strike on students still in compulsory school and about to choose their secondary education track. Using administrative data and a difference-in-differences approach, we estimate the effect of a regional strike in Finland on

educational attainment and long-term labor market outcomes. On average, we find no statistically significant effect on attainment across exposed students. However, students from high-income households were more likely to pursue general education rather than vocational degrees, while those from low-income households shifted away from general education. Despite these differences, both groups experienced modest gains in income and employment later in life.

Mathieu, T., & Waiss, G. (2025). **Le pilotage pédagogique par le budget : la face cachée de la lune ?** *Administration & Éducation*, *185*(1), 83-90. https://doi.org/10.3917/admed.185.0083

Neidhöfer, G., Lustig, N., & Larroulet, P. (2025). **Projecting the impact of COVID-19 on education and intergenerational mobility in Sub-Saharan Africa**. *The Journal of Economic Inequality*, *23*(2), 371-396. https://doi.org/10.1007/s10888-024-09648-3
Using microsimulations, we project the effect of instructional losses caused by COVID-19 on secondary school completion rates and intergenerational mobility of education in eight countries in Sub-Saharan Africa. On average, secondary school completion rates could decrease by 12 percentage points overall and by 16 points for children with low-educated parents. Interestingly, in most countries the gender gap diminishes because, for men, the projected decrease in secondary school completion is higher. A small additional impact on girls' education due to the potential rise in teenage pregnancy is observed in some countries. Intergenerational mobility of education in the eight Sub-Saharan countries in our sample is expected to decrease, on average, by 10%.

Patrinos, H., & Psacharopoulos, G. (2025). ***The Effect of Raising School Quality on Earnings*** (Working paper N° 17939). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17939
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.

Rubio-Ortiz, R., Patiño, D., & Gómez-García, F. (2025). **Does Public Expenditure on Education Improve Well-Being? International Evidence**. *Kyklos*, *78*(3), 1225-1241. https://doi.org/10.1111/kykl.12466
The aim of this article is to quantify the relationship between public expenditure on education and individual subjective well-being, providing empirical evidence of the social return on this investment. We use microdata from the European Social Survey (ESS) merged with macroeconomic variables from official sources. Econometric estimations are carried out using multilevel models. Our results show a positive association between public expenditure on education and individual well-being. However, this effect is not homogeneous across educational levels, as robust evidence of a positive contribution is only found for tertiary education. Furthermore, we explore whether this relationship is contingent on individuals' ideological preferences. Our findings indicate that individuals who espouse a conservative ideology exhibit a weaker effect compared to those with a progressive mindset. Nevertheless, the positive correlation between education

expenditure and well-being persists for the latter group. To assess the robustness of our results, we have replicated the calculations using a different survey, specifically the Eurobarometer, and conducted estimations with alternative methodologies, which confirm their consistency.

Saxey, M. T., LeBaron-Black, A. B., Willoughby, B. J., & Yorgason, J. B. (2025). **Do Financial Barrier Beliefs About Marriage Predict Building Wealth? Latent Growth Curves of Emerging Adults' Financial Barrier Beliefs, Assets, and Debt**. *Journal of Family and Economic Issues*, *46*(2), 331-343. https://doi.org/10.1007/s10834-024-09955-x
Scholars have found that among emerging adults, financial barrier beliefs about marriage—like believing financial independence should be achieved prior to marriage—appear to be common. Despite the prevalence of beliefs about finances regarding marriage readiness, scholars have not established whether and how these financial barrier beliefs about marriage predict emerging adults' debt and assets over time. Through the lens of marital paradigms theory, we sought to address this gap by examining whether and how the initial level and changes in financial barrier beliefs about marriage predict changes in young emerging adults' debt and assets across four waves of data from 1,033 young U.S. emerging adults. We found that, on average, financial barrier beliefs about marriage increased, assets were relatively stable, and debt increased over the early years of emerging adulthood. We also found that increases in emerging adults' agreement with financial barrier beliefs like 'finances are a barrier to marriage' over time were associated with a decrease in assets over time. However, neither the initial level nor changes in financial barrier beliefs about marriage predicted changes in debt over time. In short, our findings provide some evidence that beliefs like a certain amount of money should be saved before marriage, somewhat paradoxically, do not appear to help young emerging adults build their assets.

Sontheim, V. (2025). ***Relative School Starting Age and Educational Inequality*** (Working paper N° 0244). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: https://EconPapers.repec.org/RePEc:iso:educat:0244
This study investigates how school starting age (SSA) affects educational outcomes by disentangling the impact of relative and absolute SSA. I use a natural experiment in Switzerland where cutoff dates vary across time and regions and analyze data from 2012-2023. Being younger relative to classmates increases the likelihood of special needs placement and grade retention in early elementary school. These effects are driven by relative, not absolute, SSA and persist for up to eight years, influencing secondary school track placement. Children of less educated parents are more affected, suggesting SSA policies may reinforce educational inequality.

Aspects psychologiques de l'éducation

Bauer, C. A., Poddar, A., Brummelman, E., & Cimpian, A. (2025). **The Brilliance–Belonging Model: How Cultural Beliefs About Intellectual Ability Undermine Educational Equity**. *Educational Psychology Review*, *37*(3), 64. https://doi.org/10.1007/s10648-025-10034-2
As societies worldwide grapple with substantial educational inequities, understanding their underlying causes remains a priority. Here, we introduce the Brilliance–Belonging Model, a novel theoretical framework that illuminates how cultural beliefs about exceptional intellectual ability create inequities through their impact on students' sense

of belonging. The model identifies two types of widespread cultural beliefs about ability: field-specific ability beliefs (FABs) and brilliance stereotypes. FABs are cultural beliefs about the extent to which success in an educational context requires exceptional intellectual ability or "brilliance" (e.g., math more so than language). In contrast, brilliance stereotypes are cultural beliefs that associate exceptional intellectual ability with some groups more than others (e.g., individuals from high vs. low socioeconomic status backgrounds). According to the Brilliance–Belonging Model, students from groups targeted by negative brilliance stereotypes are perceived—by themselves and others—as not belonging in contexts where brilliance-oriented FABs are common. These perceptions compromise students' psychological safety and lead to disempowering treatment by others, resulting in persistent gaps in achievement and representation. Such effects are amplified by the competitive climates to which brilliance-oriented FABs give rise, where pressure to demonstrate intellectual superiority creates particular challenges for students from intellectually stigmatized groups, who often value cooperation over competition. By revealing how cultural beliefs about intellectual ability shape educational outcomes through their effects on belonging, the Brilliance–Belonging Model provides a roadmap for interventions aimed at fostering a sustained sense of belonging among diverse students.

Buriel, A. (2024). ***Ingénierie coopérative en Irak et Roumanie, approche de la biographie artistique de jeunes en situation de vulnérabilité*** (Phdthesis, Université Rennes 2). Consulté à l'adresse https://theses.hal.science/tel-05025439
Notre recherche s'intéresse au développement de deux études d'ingénierie coopérative réalisées avec des professionnels de l'animation, du travail social et un vidéaste-journaliste en Irak et en Roumanie. Inscrites dans le champ de la didactique, elles s'attachent à accompagner le développement de la résilience et de l'empowerment de jeunes en situation de vulnérabilité par la création, la mise à l'essai et l'analyse de dispositifs de biographie artistique. La biographie (ou l'écriture de la vie) artistique vise ainsi la narration par l'art, d'expériences de vie individuelles et collectives (centrées sur la culture, les identités, les environnements) au travers de processus de création artistique. Cette étude vise ainsi une transformation conjointe des postures et des compétences de professionnels afin qu'ils soient au plus près de leurs objectifs éducatifs et éthiques. Les analyses de nos cas emblématiques font état de plusieurs conditions pour développer une culture de la résilience-empowerment : 1) le développement d'une coopération entre les jeunes afin de développer des aptitudes sociales spécifiques, 2) l'accès à l'imaginaire et à la création artistique pour transmettre de nouvelles perceptions de soi et du monde, 3) le développement d'une parenté épistémique entre les jeunes et la culture partagée par l'artiste, pour qu'ils en deviennent des connaisseurs pratique, 4) le développement de dispositions éthiques dans l'action conjointe entre les professionnels et les jeunes.

Burns, M. K. (2025). **Examining the Learning Hierarchy with Accuracy and Rate Scores for Reading Fluency Among Second- and Third-Grade Students**. *Journal of Behavioral Education*, *34*(2), 420-432. https://doi.org/10.1007/s10864-023-09536-2
Previous research used the learning hierarchy (LH) as a heuristic to select reading interventions based on the level of accuracy defined as the percentage of words read correctly. The current study examined the validity of the LH by reporting the prevalence of reading profiles proposed by the framework: Acquisition phase—inaccurate and slow, Proficiency phase—accurate and slow, and Generalization phase—accurate and fast

to determine the extent to which the data could be used to drive reading interventions. The design also included a hypothetical phase of inaccurate and fast, which was not included in the LH. Reading fluency data from 223 second- and third-grade students were compared to accuracy (93%) and rate (national grade-level norms) criteria. When data were classified into the LH phases described above, 44.4% (n = 99) of the students were in the Acquisition phase, 23.8% (n = 53) were in the Proficiency phase, and 31.4% (n = 70) were in the Generalization phase. Less than 1% (n = 1) was in the hypothetical phase of inaccurate and fast, and the rarity of this occurrence was predicted by the LH. These data support the LH as a conceptual framework to drive diagnostic assessment, and the importance of examining accuracy data when designing reading fluency interventions.

Chanda, R. C., Vafaei-Zadeh, A., Hanifah, H., & Ramayah, T. (2025). **Artificial intelligence teaching assistant adoption in university education: Key drivers through the ability, motivation and opportunity framework**. *Education and Information Technologies*, *30*(10), 14123-14164. https://doi.org/10.1007/s10639-025-13360-8
Artificial intelligence (AI) is reshaping university education by offering personalized teaching assistance tailored to each student's cognitive needs. Despite its global rise, AI's adoption in higher education in developing nations like Bangladesh is sparse. This study, gathering 363 responses from Bangladeshi universities, employed PLS-SEM, ANN, and fsQCA to identify key antecedents influencing students' intentions to use AI teaching aids. Findings highlight that interactivity, positive attitudes towards AI, hedonic motivation, perceived benefits, and compatibility significantly drive students' adoption intentions. In contrast, facilitating conditions, social identity, and self-efficacy showed no significant effect. This research provides a roadmap for integrating AI in teaching, emphasizing the need for stakeholder engagement to foster AI adoption in environments lacking personalized instruction. The multi-method analytical approach not only bolsters the study's predictive accuracy but also sets a precedent for future AI adoption research in education. The results are particularly relevant for developing countries, offering strategies to overcome educational constraints and improve learning outcomes.

Cheesman, R., Borgen, N. T., Sandsør, A. M. J., Hufe, P., & Sandsør, A. M. J. (2025). ***The Genetic Lottery Goes to School: Better Schools Compensate for the Effects of Students' Genetic Differences*** (Working paper N° 11883). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_11883
In this paper, 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, Z., Zeng, J., Liao, J., & Guo, C. (2025). **The Association between Academic Stress and Problematic Internet Use among Adolescents: A Three-Level Meta-Analysis**. *Journal of Youth and Adolescence*, *54*(7), 1779-1799. https://doi.org/10.1007/s10964-025-02151-6
Despite previous studies examining the relationship between problematic Internet use and academic stress in adolescents, significant limitations remain, especially in terms of the nature of the stress and moderators. This study systematically examines the association between academic stress and problematic Internet use in adolescents, using a three-level meta-analysis. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses guidelines, it conducted a comprehensive database search including 49 studies, with 166 effect sizes and 189,483 adolescents. The results indicate a positive correlation between academic stress and problematic Internet use in adolescents. Additionally, moderation analysis revealed that both sources of academic stress and academic stress measurement tools significantly moderated the association. The association between mixed academic stress (intrapsychic and external stressors) and problematic Internet use was significantly stronger than that between external academic stress and problematic Internet use. The association was weaker when using the Academic Expectations Stress Inventory than other scales. These findings highlight that problematic Internet use is often an maladaptive coping strategy for adolescents under academic stress, and this behavior does not vary with the specific use of the Internet. However, it also suggests that under certain cultural contexts, external academic stress can be transformed into motivation for learning. This study deepens our understanding of how academic stress influences adolescent Internet use and underscores the need for improved measurement tools to capture the complexity of academic stress.

Cho, Y., Lee, R. Y., Jang, S. H., Yu, J.-H., Park, J. H., Kim, S., … Korean Community Service Center. (2025). **An Exploration of Korean traditional parenting virtues among Korean-American parents and the impact of the Ottuki parenting program**. *Asia Pacific Education Review*, *26*(2), 333-345. https://doi.org/10.1007/s12564-024-10032-z
The purpose of this study was to explore the perception of 12 Korean traditional parenting virtues (KTPV), a set of cultural norms from ancient Korea guiding how parents ought to love and discipline their children, among Korean-American immigrant (KA) parents. This study examined 1) how KA parents practice KTPV, 2) which virtues KA parents desire to develop, and 3) the changes in the application of KTPV after receiving the Ottuki Parenting Program (OPP). The first phase of the study (Study 1) was a community needs assessment with 22 KA parents (13 Korean Speaking and 9 English Speaking) living in the greater Seattle area. Parents participated in focus group interviews and completed surveys. Results showed that both Korean-speaking parents and English-speaking parents had common perceptions of self-cultivation, responsibility, sacrifice, and respect. However, differences were noted in 8 of 12 virtues including example, patience, authority, attention, teaching, generosity, trust, and devotion. Korean-speaking parents desired to develop example, and generosity, authoritative while English-speaking parents desired to develop example. These findings led to the development of the Ottuki Parenting Program (OPP) for Korean-speaking parents. In study 2, 57 Korean-speaking parents participated in the OPP intervention. Post-intervention results showed a significant increase in the practice of self-cultivation, devotion, patience, authority, respect, and generosity among participants. These findings provide guidance for

developing, implementing, and adapting parenting programs for immigrant families and demonstrate the importance of parenting programs for immigrant families to decrease disparity in parenting practices and promote equity in early childhood development.

Chue, K. L., Wong, E., Seng, Y. B. G., Chye, S. Y. L., Koh, C., & Goh, G. (2025). **The role of achievement emotions in team-based learning**. *Educational Research for Policy and Practice*, *24*(2), 313-325. https://doi.org/10.1007/s10671-024-09386-3
Team-based learning (TBL) is an alternative instructional method that has been shown to lead to positive concrete academic performance outcomes. However, whilst academic performance is important, we should also not neglect other non-tangible student outcomes such as the emotions experienced during the TBL sessions and improvements in student's learning. Hence, in the current study, we aim to examine (1) the academic performance of TBL vs traditional lessons, (2) the differences in achievement emotions of student in TBL vs traditional lessons and (3) the perceived effectiveness of TBL lessons. A within-subjects research design was employed in which students participated in sessions using the TBL approach followed by sessions using the normal approach. Participants were 239 postgraduate students (81 men and 158 women) enrolled in the field of education. Measures used were the achievement emotions questionnaire, a perceived effectiveness of TBL questionnaire and the students performance on a quiz at the end of the module. Results indicated that students had a higher level of enjoyment and a lower level of boredom and anger in TBL lessons. From both the individual and team perspective, students had positive perceptions about the effectiveness of TBL. However, students performed better for topics that were taught via traditional methods compared to topics taught via TBL.

Collinson, C., Eccles-Padwick, J., Leach-Leung, E., & Villeneuve, J. (2025). **'Through a glass darkly': Dyslexic identity and hermeneutic injustice**. *British Journal of Special Education*, *52*(2), 244-250. https://doi.org/10.1111/1467-8578.70025
This thought piece is written by four dyslexic disability scholars who reject dyslexia as an explanatory account. Instead, we adopt Lexism – the othering of dyslexics by normative practices and assumptions of literacy. In asserting a political position and our self-identity, we explore our personal ambivalent experiences of diagnosis. The new concept of Lexism challenges the 'power intellectual' wielded by those who define and categorise dyslexics. We treat the 'diagnosis' of dyslexia as an expression of both Lexism (normative literacy) and the power intellectual. The purpose is to highlight the often inadequate diagnosis process, through the lens of 'hermeneutic injustice', which argues that the nomenclature surrounding dyslexia and other related psychological diagnoses leaves dyslexics disempowered and hampered in recognising instances of injustice. As dyslexic disability scholars, we struggled to understand our dyslexic identity; impaired by hermeneutic injustice, we made sense of our experiences of Lexism with difficulty. The injustice was present but invisible to us. This article focuses on how we came to perceive more clearly.

Corrado, M. (2025). **When words are not enough: How creative storytelling helped me navigate trauma**. *British Journal of Special Education*, *52*(2), 283-291. https://doi.org/10.1111/1467-8578.70027
Traumatic experiences trigger a constellation of psychological and emotional symptoms. Therapeutic interventions have been developed to support people in understanding and overcoming these symptoms. However, many approaches have a strong reliance on

language. This can be problematic as traumatic experiences create significant barriers to the brain's ability to translate experiences into words. Many victims of trauma experience a phenomenon known as 'speechless terror'—the inability to access language after trauma because of the extreme fear brought on by the event/series of events. This creates a challenge; how can someone benefit from an intervention that relies on verbal or written expression if trauma has made it difficult (or impossible) for them to translate their experiences into words? While both written and verbal communication can support individuals in recovering from trauma, sometimes words are not enough. And when words are not enough, the visual arts can serve as an alternative language that allows for open, non-verbal exploration of memories and emotions. As a survivor of trauma, I have used both verbal and non-verbal methods in my own journey toward trauma healing. Words are an essential tool in my verbal processing of trauma. But sometimes words are not enough. And when words are not enough, creative expression in the form of mixed media visual art has provided me with an alternative language to navigate my own speechless terror. In my creative use of verbal and non-verbal forms of expression, I experienced an increased sense of self-understanding. This article explores (1) the limitations of language in processing trauma, (2) the potential for creative approaches to serve as an antidote to speechless terror, and (3) my personal use of both written narratives and visual artwork to navigate my own traumatic experiences.

de Bruin, A. B. H., Janssen, E. M., Waldeyer, J., & Stebner, F. (2025). **Cognitive Load and Challenges in Self-regulation: An Introduction and Reflection on the Topical Collection**. *Educational Psychology Review*, *37*(3), 65. https://doi.org/10.1007/s10648-025-10042-2
The effort monitoring and regulation (EMR) model integrates self-regulated learning and cognitive load theory to examine how students monitor, regulate, and optimize effort during learning. Since its introduction in 2020, it has inspired research that explores how to correct learners' misinterpretations of effort and metacognitive biases and how instructional interventions can improve learning strategies. The current topical collection titled Cognitive Load: Challenges in Self-regulation includes seven empirical papers, two review papers, one meta-analysis, and a discussion paper. These contributions build on the EMR model by testing its assumptions, linking it to motivation, and refining our understanding of the basis of effort ratings in learning. Among other findings, the findings in the topical collection (1) show that feedback valence can affect participants' perceived task effort and their willingness to invest effort via feelings of challenge and threat, (2) provide the first evidence of far metacognitive transfer, and (3) propose a novel categorization of effort based on the underlying psychological sources when experiencing and allocating mental effort. In this editorial introduction, we summarize the topical collection papers, connect their findings to the EMR model, and finally reflect on how these novel insights can further develop the model.

Dong, L. (2025). **Development of and interplay between grit and peer learning among adolescent English-as-a-foreign-language learners in China: a time series analysis study**. *Asia Pacific Education Review*, *26*(2), 397-410. https://doi.org/10.1007/s12564-024-09968-z
This study utilized time series analysis to investigate the development of and the longitudinal relationship between grit and peer learning among high school students in an EFL classroom over a 36-week period. Based on autocorrelation, partial correlation, and developmental trajectories, we found the dynamic development of the two constructs, which however, developed in contrasting fashions. The findings based on

cross-correlation and vector autoregressive model revealed that persistence of effort (PE) positively influenced peer learning, while the effects of consistency of interest (CI) on peer learning were not significant. Interestingly, negative lagged effects of both PE and CI on peer learning were also observed, indicating that the relationship between grit and peer learning is complex and context-dependent. This study highlights the importance of meticulously designing peer-learning activities to meet individual student needs and providing appropriate pedagogical support, while also recognizing the critical role of PE in promoting peer learning.

Eckert, H., Steinmayr, R., & Wirthwein, L. (2025). **Socioemotional and sociodemographic determinants of subjective well-being in school during childhood and adolescence**. *European Journal of Psychology of Education*, *40*(2), 54. https://doi.org/10.1007/s10212-025-00955-5

Recent educational goals have expanded to include socio-emotional development and subjective well-being (SWB) at school, alongside academic performance. However, just a few studies have focused on the longitudinal determinants of school SWB across different educational stages. Therefore, socioemotional (ability self-concept, social integration, classroom climate, feeling accepted by teachers) and sociodemographic (gender, socioeconomic status and migration background) determinants of school satisfaction and school mood were investigated among both elementary and secondary school students. Specifically, the data of N = 416 elementary (n = 205 girls, age: M = 8.19; SD = 1.04) from Grade 2 to 4, and N = 306 secondary school students (n = 172 girls, age: M = 11.82; SD = .93) from Grade 5 to 7 were analysed at two time points. Results of structural equation models showed that ability self-concept, feeling accepted by teachers and gender were significant predictors of changes in school SWB, with differences according to the educational stages. The findings underscore the importance of students' self-concept and teacher-student relationships in maintaining the educational goal of promoting high levels of SWB.

Ehlert, M., Grunschel, C., & Koehler, F. (2025). **The Role of Teachers' Emotions and Their Assessment in Professional Development Research: A Systematic Review**. *Educational Psychology Review*, *37*(3), 69. https://doi.org/10.1007/s10648-025-10048-w

Professional development (PD) both influences and is influenced by teachers' emotions, yet emotions remain unaddressed in PD frameworks. This study pursues three objectives: (1) to offer a theoretical framework illustrating how PD processes influence and are influenced by teachers' emotions, (2) to systematically review how empirical studies have assessed teacher emotions in PD, and (3) to synthesize recommendations on how teacher educators can attend to emotions in PD. The literature review identified 25 studies, most of which assessed emotions as secondary outcomes (e.g., general emotional experiences) without a consistent theoretical framework. Assessments predominantly relied on interviews and focused on emotions related to implementation objects or general job experiences. Emotions were typically captured as current or retrospective emotions, with limited focus on prospective emotions. Key recommendations included promoting emotional awareness, supportive environments, and collaboration. For future directions, we propose a more systematic approach to theorizing and measuring teacher emotions in PD.

Eitel, A., Krebs, M.-C., & Schöne, C. (2025). **Introducing the FoRe-Squares Model: Focus Support and Reward as Key Predictors of Effective Technology-Augmented Instruction**. *Educational Psychology Review*, *37*(3), 67. https://doi.org/10.1007/s10648-025-10045-z
Given the many opportunities for technology use in education nowadays (e.g., Large language models, explainer videos, digital quizzing), teachers should know and rely on evidence-based answers to questions about when, how, and why technology-augmented instruction helps or hinders learning. To date, finding these answers requires integrating theories and concepts from multiple research fields (e.g., multimedia learning, intelligent tutoring systems, gamification) and perspectives on learning (cognition, motivation), which makes evidence-based answers less likely to be found in practice. To address this problem, we drafted a simple model (i.e., FoRe-Squares model) that synthesizes evidence-based concepts from various research fields and both cognitive and motivational theory. The FoRe-Squares model predicts that technology-augmented instruction is effective only when it provides both Focus support (cognitive factor) and Reward (motivational factor) to enable and motivate active goal-directed processing. Technology-augmented instruction is thus more effective when it does not just apply cognitive techniques (e.g., signaling, contiguity) to increase focus support, but also motivational techniques (e.g., choice, gamification) to increase reward. Furthermore, cognitive-motivational techniques (e.g., elaborative feedback, intrinsic integration) are most likely effective for learning because they increase both focus support and reward at the same time; they should be prioritized when only a few techniques can be applied. Since just the two factors of focus support and reward predict learning outcomes across a broad range of situations, the FoRe-Squares model aims to provide a simple but evidence-based guide to technology-augmented instruction that should help instructional practice and inspire further research including instruction without technology.

Elena, L., Alan, C., Nicolas, B., Ilona, B., Catherine, A., Philippe, G., & Nicolas, B. (2025). **Evermore Wellbeing for Teens: A Scoping Review of Stand-alone and Brief Positive Psychology Interventions for Potential Use in Educational Settings**. *Educational Psychology Review*, *37*(3), 63. https://doi.org/10.1007/s10648-025-10033-3
As adolescent mental health crises intensify across Western, Educated, Industrialised, Rich, and Democratic (WEIRD) countries, schools face mounting pressure to support student wellbeing without sacrificing academic priorities. This tension presents an urgent challenge: how can evidence-based psychological interventions be realistically integrated into time-constrained educational settings? This scoping review systematically identified evidence-based, stand-alone, and brief PPIs that could be explored for potential classroom integration, while highlighting the need for future research. Through an analysis of Carr et al.'s (2023) PPI mega-analysis, comprising 198 meta-analyses, we screened 1367 interventions for educational compatibility. Sixty-four interventions met our criteria for brevity (5–10 min), stand-alone implementation, and evidence-based effectiveness. These interventions span diverse domains including gratitude practices, Best Possible Self exercises, movement-based activities, and positive reminiscence, all potentially adaptable to standard lesson timeframes. The selected PPIs were evaluated using the ACTIONS framework (Activity, Calming, Thinking, Identity, Optimism, Nourishing, Social) (Boniwell, 2017) to support careful consideration in future implementation. This review offers two key contributions: (1) identification of promising evidence-based interventions that warrant further research and (2) a theoretical framework. The Positive Education Toolbox Approach (PoETA) aims to understanding how brief psychological

interventions could be integrated into educational practice. The framework draws on theories of motivation, self-regulated learning, and adolescent development, suggesting potential mechanisms through which these interventions might influence both psychological wellbeing and academic engagement processes. These findings could support both teachers in integrating wellbeing practices into daily routines and researchers in developing focused interventions for educational settings.

Erving, C. L., Williams, T. R., Holt, A. J., & Taylor, A. (2025). **Anticipatory Race-Related Stress and Depressive Symptoms Among U.S. Black Women Attending a Historically Black University: Are Psychosocial Resources Stress Buffers?** *Sociological Inquiry*, *95*(3), 470-491. https://doi.org/10.1111/soin.12626
In an era of police brutality and the Black Lives Matter movement, many Black Americans believe that racism is a mainstay of U.S. culture. Even if not experiencing racial threats or violence directly, racial tension can induce stress via anticipatory race-related stress (ARRS). Drawing from theories of social stress and the intersectionality framework, this study examined the association between ARRS and depressive symptoms among Black women attending a historically Black university (N = 207). Second, we investigated whether psychosocial resources (mastery, resilience, self-esteem, and social support) moderated the association between ARRS and depressive symptoms. Study results revealed that anticipatory race-related stress was positively associated with depressive symptoms. Mastery and resilience moderated the association between anticipatory race-related stress and depressive symptoms; that is, the association between ARRS and depressive symptoms was weaker for those with elevated levels of mastery and resilience. In sum, building resilience and mastery among Black women may be effective coping strategies for combatting anticipatory race-related stress. However, dismantling structural racism is necessary to eliminate the anticipation of racism.

Floress, M. T., Evans, M. D., Conoyer, S. J., & Jenkins, K. (2025). **Exploring Pre-service, Early Childhood Educators' Use of Praise: A Preliminary Investigation**. *Journal of Behavioral Education*, *34*(2), 252-271. https://doi.org/10.1007/s10864-023-09537-1
When early childhood educators are not adequately trained in evidence-based behavior management strategies or do not have access to consultation supports, preschool students are at an increased risk of school failure and expulsion. Research suggests that supporting in-service teachers with praise training increases their use of praise and positively impacts student behavior. However, it is unclear to what extent preservice early childhood teachers use praise, in the absence of training. This study examined 13, preservice, early educators' natural use and acceptability of praise. Praise and reprimand rates were collected during preservice educators' field-based practicum via direct observation. In addition, the Behavior Intervention Rating Scale for Praise (BIRS-P) was used to measure preservice educators' praise acceptability. On average, preservice educators reported high acceptability of praise; however, they used praise infrequently, compared to preschool, in-service teachers. Preservice educators used praise infrequently, suggesting they need direct training and support to use this evidence-based strategy. Implications and future research directions are offered.

Hallett, F., & Hallett, G. (2025). **Attitudes towards special educational needs: Dysconscious ableism?** *British Journal of Special Education*, *52*(2), 197-201. https://doi.org/10.1111/1467-8578.70019

This article explores the impact of teacher attitudes on the provision of Special Educational Needs (SEN) and the increasing trend of segregated educational settings. It introduces the concept of Dysconscious ableism to analyse how implicit biases and perceptions shape educational processes for children with SEN. By reflecting upon teacher perspectives across different national contexts, this article aims to highlight the role of attitudes in reinforcing exclusionary practices or promoting inclusive education.

Hansen, B. A., Phipps, L. E., Andersen, A. S., Schissel, M. E., & Shillingsburg, M. A. (2025). **A Feasibility Study of Headsprout Reading Program in Children with Autism Spectrum Disorder and Reading Delay**. *Journal of Behavioral Education*, *34*(2), 454-477. https://doi.org/10.1007/s10864-023-09529-1
Headsprout is a commercially available, computer-based reading intervention that has been shown to be effective with children without disabilities and with children with ASD. Although recent studies that conducted a randomized clinical trial have demonstrated efficacy, they did not report specifically on feasibility. The current RCT evaluated the feasibility and preliminary efficacy of Headsprout in a sample of 16 children with ASD and reading delays (age 7. 0 to 10. 9 years). Due to the COVID-19 pandemic, some participants received in-person Headsprout intervention and other participants received telehealth Headsprout intervention. Therefore, the current study will report feasibility outcomes of conducting a RCT for both modalities. Feasibility benchmarks included accrual, attrition, attendance, data collection, treatment fidelity, and caregiver satisfaction. Despite the global pandemic, all feasibility benchmarks in the current study were successfully met and caregiver satisfaction with the intervention was high. We found positive feasibility outcomes for both in-person and telehealth-delivered Headsprout instruction. The results of the current study in combination with previous studies lend support for future large-scale studies that can aide in accomplishing community dissemination.

Hassane, S., Henderikx, M., Järvenoja, H., Beckers, J., & Kreijns, K. (2025). **The biotope of online group learning: group genesis and persistence seen through the lens of socio-emotional challenges and regulation**. *European Journal of Psychology of Education*, *40*(2), 69. https://doi.org/10.1007/s10212-025-00967-1
During online group learning, students constantly encounter socio-emotional challenges that can trigger negative social emotions. These emotions weaken their psychological safety, disrupt communication, strain peer relationships, and ultimately lower productivity and contribution to group tasks. As a result, their attitude towards group learning may suffer. Emotion regulation is essential to mitigate the negative effects of socio-emotional challenges. The aims of the current study were to investigate: 1) the socio-emotional challenges students faced during online group learning, 2) the social emotions these challenges evoked, 3) how students regulated their emotions in these situations, 4) how students' attitudes towards group learning relate to these social emotions, and 5) how the different emotion regulation modes correspond to positive and negative emotions. A mixed-method sequential explanatory design combined questionnaires and interviews to achieve the aims. The findings showed that unsuccessful collaborations were marked by socio-emotional challenges including differing task understanding and unequal participation among group members. These challenges were linked to negative social emotions, particularly disappointment and dislike. Conversely, successful collaborations fostered positive emotions such as respect and sympathy. These emotions arose from shared goals, aligned standards, productive working styles, and a supportive group

climate. Students used a variety of strategies to regulate their emotions, including situation selection, situation modification, attentional deployment, cognitive change and response modulation. Furthermore, negative social emotions during the group learning were positively correlated with negative attitudes towards group learning. And, self-regulation of emotion was associated with negative emotions, while socially shared regulation was associated with positive emotions. The findings provide a foundation for developing interventions to strengthen emotion regulation and enhance online group learning effectiveness.

Held, T., & Hascher, T. (2025). **Mathematics emotion profiles: stability and change during Grades 7 and 8**. *European Journal of Psychology of Education*, *40*(2), 68. https://doi.org/10.1007/s10212-025-00972-4
Academic emotions are not mutually exclusive, and students can experience various emotions simultaneously. We aimed at identifying distinct emotion profiles in mathematics in the lowest-ability tier in lower secondary school. Also, we investigated the patterns of change to students' mathematics emotion profiles in Grades 7 and 8, and whether an intervention setting impacted these patterns of change compared to the control setting. Latent profile analysis (LPA) and random intercept latent transition analysis (RI-LTA) were applied to assess the mathematics emotion profiles and the probability of transitioning between the profiles of 348 students. Results revealed three emotion profiles: a mixed emotion profile, a rather positive emotion profile, and a predominantly positive emotion profile with a high level of stability across Grades 7 and 8. The three mathematics emotion profiles can be predicted by gender and mathematics achievement. Finally, RI-LTA revealed that the intervention had different effects on the mathematics emotion profiles.

Holzer, A., & Daumiller, M. (2025). **Building trust in the classroom: perspectives from students and teachers**. *European Journal of Psychology of Education*, *40*(2), 62. https://doi.org/10.1007/s10212-025-00961-7
The importance of fostering trust between students and teachers is a growing focus in education. However, practitioners and researchers hold different understandings of this research topic that often neglect the viewpoints of both students and teachers. Addressing this, we explored the nuanced nature of trust from the perspectives of students and teachers, including antecedents and consequences they associated with trust. We conducted semi-structured interviews with twelve participants: two teachers and five students each from two ninth-grade classes in a German intermediate school ("Mittelschule"). Interpretative Phenomenological Analysis highlighted the relevance of trust for challenged populations in the aftermath of COVID- 19 in particular and suggests that, from student and teacher perspectives, trust may encompass more elements than recognized in previous scientific literature. Based on student and teacher perspectives, we propose an extended definition of trust as a willingness to be vulnerable to, or to confide in, others based on their openness, honesty, reliability, benevolence, and competence. Students and teachers identified similar trust-related behaviours inside and outside the classroom, linking trust with engagement, overall well-being, and attitudes towards making mistakes. These findings underscore the importance of actively cultivating trust in educational settings to foster supportive learning environments and meaningful student–teacher relationships.

Huttunen, I., Upadyaya, K., & Salmela-Aro, K. (2025). **Adolescents' social-emotional skills profiles, relationships at school, school anxiety, and educational aspirations**. *European Journal of Psychology of Education*, *40*(2), 57. https://doi.org/10.1007/s10212-025-00954-6
This study examined adolescents' social-emotional skills profiles before the educational transition to upper secondary education. Further, the study examined differences in gender; socioeconomic status (SES); and perceived social relationships, educational aspirations, and school anxiety across the profiles. The study used OECD data collected from 2452 adolescents aged 15 from 53 schools in Helsinki. Using latent profile analysis, five social-emotional skills profiles were identified: average (54%), average-high (23%), empathic-stressed (10%), low-empathic-tolerant (10%), and high (3%). Further analyses revealed that adolescents with high social and emotional skills generally reported higher educational aspirations, lower school anxiety, and perceived their relationships at school more positively. However, adolescents with empathic-stressed profile reported similarly high educational aspirations and high school anxiety. Girls were more likely to belong to the empathic-stressed and low-empathic-tolerant profiles, and adolescents with lower SES to low-empathic-tolerant or average profiles. The findings may inform more targeted strength-based school practices.

Li, I. W., Jackson, D., & Koshy, P. (2025). **Student's reported satisfaction at University: the role of personal characteristics and secondary school background**. *Higher Education*, *89*(6), 1513-1531. https://doi.org/10.1007/s10734-024-01286-y
Widening participation and improving outcomes for under-represented and disadvantaged groups in higher education are part of the strategic agenda of governments across the globe. A critical aspect of this challenge is enhancing the experience of students from such backgrounds. However, there is relatively limited evidence on the effects of student background, including social and geographical disadvantage and secondary education preparation, on self-reported student experience. This study addressed this topic in the Australian context using data from the annual Student Experience Survey (2016–2020 waves) with linkage to administrative records for 24,292 students from seven higher education institutions. This included data on secondary schools' administration, resourcing, and socio-economic status from the Australian Curriculum, Assessment and Reporting Authority. Binary logistic regression models were estimated on eight measures of self-reported student satisfaction, and a measure of dropout risk. Students from equity groups, particularly those with a disability or from non-English speaking backgrounds, were found to have lower levels of student satisfaction in aspects of their higher education experience and higher risk of dropout. Those from non-government schools (privately funded) reported higher levels of student satisfaction. Off-campus study was associated with poorer satisfaction but lower risk of dropout, while being engaged in some online study was associated with better satisfaction. The findings indicate the need for better university support for equity group students and signal potential responses through university study design, such as incorporating online study options, and addressing issues faced by students studying off-campus, to improve student outcomes.

Li, P. H., & Lee, J. C.-K. (2025). **AI, Brain, and Child: navigating the intersection of artificial intelligence, neuroscience, and child development**. *AI, Brain and Child*, *1*(1), 3. https://doi.org/10.1007/s44436-025-00004-4

In an era marked by rapid advancements in artificial intelligence (AI) and cognitive neuroscience, the intersection of these fields holds transformative potential for child development and educational practices. This launch editorial introduces AI, Brain and Child (ABC), an open-access journal dedicated to exploring the dynamic interplay between AI, neuroscience, and child education. By fostering an interdisciplinary dialogue among educators, researchers, clinicians, and policymakers, ABC aims to examine the multifaceted roles of AI and neuroscience in shaping cognitive, social, and emotional growth among children. The journal seeks to democratize access to high-quality research, addressing both the beneficial applications and ethical challenges posed by AI and neuroscience technologies. Through this platform, ABC aspires to promote evidence-based practices, enhance educational outcomes, and tackle pressing developmental and educational issues. By welcoming diverse contributions—from empirical research to policy analysis—ABC endeavors to bridge the gaps between theory and practice, equipping stakeholders with the insights needed to navigate the complexities of educating children within a technologically enriched landscape. This new scholarly endeavor marks a new era of global community to partake in the crucial conversation surrounding the opportunities and responsibilities inherent in integrating AI and neuroscience into education.

Li, W., Wei, K., Xu, T., & Wang, J. (2025). **How goal clarity affects college students' perceived effectiveness of online self-directed learning: Evidence from China**. *Education and Information Technologies*, *30*(10), 13857-13883. https://doi.org/10.1007/s10639-024-13304-8

The importance of goal clarity in college students' online self-directed learning cannot be overstated. Using micro-survey data from 1018 Chinese college students, this paper empirically investigates how goal clarity affects college students' perceived effectiveness of online self-directed learning using an ordered logit model. Subsequently, this paper constructed a mediation model of « goal clarity–self-monitoring-perceived learning effectiveness » to examine the mediating role of self-monitoring. In addition, we introduced the adoption of e-resources and analyzed their moderating effect on the relationship between goal clarity and perceived learning effectiveness. Finally, this study examined whether there are differences in the effects of goal clarity on the perceived learning effectiveness of different characteristic groups. The findings indicate that goal clarity significantly enhances college students' perceived learning effectiveness in Online Self-directed Learning, with self-monitoring as a mediator and e-resource adoption as a positive moderator in this relationship. Heterogeneity analysis revealed that goal clarity has a more pronounced promotional effect on online self-directed learning among college students from non-poor and good network conditions. Consequently, university education should foster college students' intrinsic motivation for learning, enhance academic monitoring and management, and bolster their level of e-resource adoption, thereby enhancing students' online learning effectiveness.

Li, X., & Jung, J. (2025). **Motivations for pursuing a master's degree and changing expectations of its returns: mainland Chinese students in Hong Kong**. *Higher Education*, *89*(6), 1679-1698. https://doi.org/10.1007/s10734-024-01304-z

In recent years, there has been a rapid expansion of master's education worldwide. Using a mixed methods research design, this paper explores the factor structure of students' motivation for pursuing a master's degree and their changing expectations of its returns, with a focus on mainland Chinese students in Hong Kong. We first distributed an online

survey to students enrolled in various kinds of coursework-based master's programmes; we collected 302 responses. The survey data were subjected to an exploratory factor analysis from which four factors emerged: positional advantage, educational pursuit, intrinsic motivation, and career progression. Twenty-six interviewees participated in follow-up, semi-structured interviews. The content analysis of the interview data corroborated and supplemented the interpretations of the exploratory factor analysis. The declining expectations of economic returns upon graduation suggest that master's degrees were not necessarily viewed as guaranteeing career progression. Furthermore, students' changing expectations of non-monetary returns, including social benefits and self-growth as viewed retrospectively, contributed to students' overall satisfaction level on master's education. The study has implications for understanding and responding to the increasing demand for master's education and rethinking the value of master's education.

Liu, R., & Jia, H. (2025). **Effects of instructional video playback speed and pre-embedded questions on learning**. *Asia Pacific Education Review*, *26*(2), 383-395. https://doi.org/10.1007/s12564-024-09964-3
Instructional video has become an important teaching resource. In related studies, researchers have found that the playback speed of instructional videos affects learning effect. However, it is not clear whether the learning effect obtained when learners choose different playback speeds is affected by the interactive design of the video (e.g., such as pre-embedded questions). Therefore, in this study, behavioral tests and eye-movement techniques were used to investigate the learning outcomes and cognitive processing of 90 participants based on instructional video playback speed (1.0×, 1.25×, and 1.5×) and question embedding types (no-question embedding and pre-embedded questions). The results showed that the pre-embedded questions not only improved learners' attention to the main content of the video, but also enhanced learning performance. An appropriate increase in playback speed (1.25× speed) is beneficial to learners' cognitive processing and learning depth, but excessive speed (1.5× speed) can be detrimental. Pre-embedding questions can broaden the range of speed acceptable to learners while maintaining learning efficiency. There was no significant difference in learning outcomes between 1.0, 1.25, and 1.5 times speed when questions were pre-embedded. However, the learning effect of 1.5 times speed was considerably lower than that of 1.0 times and 1.25 times speed when no questions were embedded. This study not only provides a new research perspective for the related research of instructional videos, but also provides a reference for the design and development of teaching video, so as to meet learners' individual needs and improve the effectiveness of online learning.

Martínez-Rodríguez, A., & Ferreira, C. (2025). **Factors influencing the development of emotional intelligence in university students**. *European Journal of Psychology of Education*, *40*(2), 60. https://doi.org/10.1007/s10212-025-00956-4
Emotional intelligence is an element that affects people's daily lives, so it is necessary to know what factors influence the development of emotional intelligence. This systematic review both analyses the main characteristics of scientific articles on the factors that influence the emotional intelligence of university students and identifies the factors that influence the development of emotional intelligence at the university level, at an international level. This systematic review identified and compiled scientific articles published in English in the last 10 years that discussed the relationship between emotional intelligence and the academic performance of university students. The Web of Science

and Scopus databases were consulted. The final sample consisted of 74 articles. The main characteristics of these 74 scientific articles were analysed. After this analysis, a progression in the frequency of publications on this topic was observed, increasing in the most recent years (2021 and 2022). Different factors that influence emotional intelligence were also identified, both academic and non-academic factors, with the following factors being the most frequently mentioned in the articles analysed: stress, motivation, social skills, and gender. With regard to added value, different factors were identified that are related to emotional intelligence, both academic and non-academic, as well as the different aspects that affect individuals and their environments. The practical implications of this study's findings can be applied within the field of education, given that the factors related to emotional intelligence can be considered in order to favour the development of emotional intelligence in university students.

McKenna, J. W., & Solis, M. (2025). **Students with emotional and behavioural disabilities have inequitable opportunities to develop reading skills**. *British Journal of Special Education*, *52*(2), 278-282. https://doi.org/10.1111/1467-8578.70024
Reading proficiency is essential to positive school and transition to adult life outcomes, as reading skills contribute to high school graduation, gainful employment, and the ability to enact the full range of rights and responsibilities associated with citizenship. This article discusses concerning trends in school-based reading instruction and intervention for students with emotional and behavioural disabilities. Trends discussed include student reading outcomes and access to effective reading instruction. Contextual factors that contribute to the provision of low-quality reading instruction are also discussed and include insufficient teacher preparation and training, the challenges associated with special educator workload and burnout, insufficient access to essential curricular and collegial resources, and ableist mindsets (e.g., the concept of 'readiness to learn'). Recommendations for improving service delivery to this student population are also discussed.

Miragaya-Casillas, C., Aguayo-Estremera, R., & Ruiz-Villaverde, A. (2025). **Are Business Students More Self-Interested Than Law Students? A Longitudinal Study**. *Kyklos*, *78*(3), 922-933. https://doi.org/10.1111/kykl.12451
Substantial academic debate exists regarding whether students with economics training exhibit distinct behavioral patterns that differentiate them from students in other academic disciplines. On one hand, the debate remains open due to the heterogeneity of the results. On the other hand, establishing the reasons for these possible differences is complicated. The existing academic literature proposes two explanatory hypotheses: self-selection and indoctrination. Most of the current results support a self-selection effect and reject indoctrination. Despite this, most studies present methodological limitations that should be considered. This study aims to address and overcome these limitations. To enhance our understanding of the potential effects stemming from economic training, it contributes to the existing literature in three main ways: Firstly, it conducts a longitudinal study of self- and other-interested behavior in university students following a standard microeconomics course. Secondly, it employs a novel instrument to measure self- and other-interest, with strong psychometric properties of validity and reliability. Thirdly, the sample is limited to business and law students to ensure homogeneity in the comparison. Our results suggest the existence of behavioral differences, mainly due to the self-selection effect. No evidence was found to suggest an indoctrination effect from the study of microeconomics.

Monthubert, B. (2025). **Atypie-Friendly : de la genèse d'un projet à celle d'un champ scientifique**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 93-110. https://doi.org/10.3917/nresi.102.0093

Mues, A., Birtwistle, E., Wirth, A., Schiele, T., & Niklas, F. (2025). **Supporting children's numeracy competencies and families' HNE: Exploring the role of apps and digital parent information in STEM vs. Non-STEM families**. *European Journal of Psychology of Education*, *40*(2), 53. https://doi.org/10.1007/s10212-025-00953-7
Early numeracy competencies are of great importance for children's competency development. Here, early digital intervention approaches offer the potential to support all children and their families. We investigated whether the provision of specific numeracy learning apps and parent information about children's numeracy development improves both, children's numeracy competencies and the quality of families' home numeracy environment (HNE) while considering the potential impact of parental (STEM) occupation. Children's numeracy competencies were measured twice in two cohorts (N1 = 190 children; M1age = 63.6 months; SD1 = 4.4; N2 = 310 children; M2age = 59.4 months; SD2 = 3.9) with a six-month interval between t1 and t2. Parents were surveyed about the family characteristics and the HNE. Families in the numeracy intervention group (Ntotal = 151) received tablet computers with specific numeracy learning apps and parent information. No significant intervention effect on the quality of the HNE was found. However, children from intervention families showed significantly greater numeracy competency gains, even when considering child and family characteristics and independent of parental occupations. Consequently, high-quality learning apps can support the development of children's numeracy competencies already at preschool age. Further ideas on how to reach families and enhance the HNE are discussed.

Nguyen, D. M. A., Nguyen, T. M. T., Lim, K. Y. T., & Posada-Quintero, H. F. (2025). **Investigating effects of microclimate on stress and affect using low-cost wearables in quasi-formal academic contexts**. *AI, Brain and Child*, *1*(1), 6. https://doi.org/10.1007/s44436-025-00007-1
The influence of microclimate on the affective state of learners is of interest in the context of anthropogenic climate change. In prior work, these impacts have been documented using electrodermal activity (EDA). This paper extends that approach with a multimodal analysis of neuro-physiological data in the context of scholastic activity with the inclusion of electroencephalography (EEG), facial action units (FAU), EDA, and photoplethysmography (PPG). Our methodology represents a citizen science, neuroergonomic and multi-pronged approach to investigate the relationships between human neuro-physiologic health and mental well-being. In the present study, low-cost, bespoke wearables were assembled, including EEG headsets, and physiological wristbands. EEG was chosen for its potential to offer neuro-physiological insights. EDA was incorporated as a non-invasive method to detect stress and emotional arousal. PPG was utilised as another indicator, being influenced by vascular, cardiac, and autonomic nervous systems. Finally, FAUs were analysed to prove the feasibility of FAUs as a stand-alone source of data which can support other analysis methods. Statistical tests and machine learning models were used to investigate relationships between neuro-physiological data, subjective data and the surrounding environment. Results suggest that features of the multimodal data were significant as they are correlated with

environmental factors, and emotional arousal. The specific extent of the influence was also confirmed using Shapley values. With a deeper understanding of the feasibility of a robust multimodal approach, more complex relationships can be investigated with the upscaling of experiments for different age groups, especially children. This pipeline of data analysis could also be improved and enhanced by the usage of AI. Subsequently, there is potential for policy makers, and individuals to improve environments to maximise well-being.

Panadero, E., Delgado, P., Barrenetxea-Mínguez, L., Zamorano, D., Pinedo, L., & Fernández-Ortube, A. (2025). **How dominant language influences rubric reading and task performance: Insights from eye-tracking research**. *European Journal of Psychology of Education*, *40*(2), 55. https://doi.org/10.1007/s10212-025-00951-9
The students' dominant language might influence how they use and process a rubric and its subsequent effect on task performance. However, our knowledge about these effects is limited. This study investigates how the dominant language of students is associated with their rubric reading patterns and their task performance in a written landscape analysis in Spanish. Participants were 80 higher education students with different dominant language (Spanish-dominant speakers, SDS; Basque-Spanish speakers, BSS) from six undergraduate programmes. We employed a randomized controlled trial in which participants used a rubric to guide their performance in a written analysis of a landscape. Participants were randomly assigned to two conditions based on the rubric order: (1) lowest to highest performance level vs (2) highest to lowest performance level. We analyzed eye-tracking data to explore reading patterns (i.e., fixation times on the rubric cells and gaze transitions between the rubric and the picture of the landscape), task performance (i.e., written landscape analysis), and self-reported cognitive load. Spanish-dominant speakers exhibited more adaptive reading patterns and performed better in the written landscape analysis with the highest-lowest performance level (PL) order rubric, compared to Basque-Spanish speakers. Additionally, fixation time on highest PL and gaze transitions between highest PL and the landscape picture were positively correlated with task performance. Our research highlights the importance of considering dominant language in rubric design and implementation, showing that strategic rubric design can enhance student performance, particularly in linguistically diverse educational settings.

Papageorgiou, E., Wong, J., Liu, Q., Khalil, M., & Cabo, A. J. (2025). **A Systematic Review on Student Engagement in Undergraduate Mathematics: Conceptualization, Measurement, and Learning Outcomes**. *Educational Psychology Review*, *37*(3), 66. https://doi.org/10.1007/s10648-025-10046-y
Undergraduate mathematics education is essential for building a foundation for success in various scientific disciplines. Curriculum reforms in mathematics education have emphasized the need for cultivating learning skills that depend on effective student engagement (SE). Consequently, there has been growing research on the mechanisms that facilitate SE and promote its development. To gain insights into the state of SE research in undergraduate mathematics, the current systematic review addresses the varied research by examining four key aspects: a) theoretical grounding and research aims, b) definitions, c) measurement, and d) learning outcomes. Following the PRISMA guidelines, a literature search identified 1,584 records, with 48 papers meeting the inclusion criteria. The findings reveal three primary research aims and three approaches to grounding SE research, with most studies using an instruction-focused framework to

evaluate instructional methods. Nearly half of the papers provided a definition of SE, with analysis showing varied uses of elements like psychological investment and multidimensionality. Studies that used multiple elements offered more concise definitions. Measurement of SE predominantly focused on online learning through log files or course participation via self-reports, with behavioral engagement being the most commonly examined dimension. Less than half of the studies explored the relationship between SE and learning outcomes, using both variable-oriented and person-oriented approaches to examine this connection. Based on the current findings, the review offers recommendations for aligning conceptualizations, definitions, measurement, and context in future research to foster a shared understanding and guide interventions.

Polychroni, F., Antoniou, A.-S., & Kofa, O. (2025). **Job satisfaction, occupational stress and self-efficacy of Greek mainstream and special school education teachers**. *Educational Research for Policy and Practice*, *24*(2), 327-343. https://doi.org/10.1007/s10671-024-09387-2
This study examines the specific sources of job satisfaction and occupational stress in Greek special and mainstream school teachers, testing the role of self-efficacy as mediating variable between stress and job satisfaction. The sample consisted of 498 teachers employed in special and mainstream primary schools mainly in Athens. The Job Satisfaction Scale, the Occupational Stress Scale for teachers and the Teachers' Sense of Efficacy Scale were administered to the participants. While special education teachers reported lower job satisfaction levels that they attributed to working hours and work flexibility, teachers working in mainstream schools attributed their lower job satisfaction to administrative factors and balanced relationships with colleagues. Administration and favoritism, resources and equipment, and social support from parents were significant predictors for both mainstream and special education teachers' job satisfaction, while time pressure and pupils' behavior significantly predicted special education teachers' job satisfaction. Teachers' self-efficacy did not mediate the relationship between teachers' stress and job satisfaction for any of the groups. This study sheds light on the differences between special education and mainstream school teachers' sources of job satisfaction. The importance of external rather than internal sources of job satisfaction for these two groups may imply that a greater focus needs to be placed on organizational changes in order to establish employee-friendly workplaces with reduced stress and increased job satisfaction.

Prendergast, M., & Pauluth-Penner, T. (2025). **Reasons for being: Storytelling the creation of a play about youth and mental health**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *59*(1), 208-224. Consulté à l'adresse https://mje.mcgill.ca/article/view/10489
This article reflects on an arts-based Social Science and Humanities Research Council funded study (2021-24), entitled 'Youth mental health performance: How young people respond to portrayals of mental health, resilience, and well-being in and through drama and performance creation.' Secondary theatre students as co-researcher artists from Riverside Secondary School in Coquitlam, BC were invited to explore how mental health was portrayed in Canadian Theatre for Young Audiences plays. Participants responded to these portrayals through play analysis workshops and collective theatre devising and performance. This paper highlights voices of the participants, making their thoughts and impressions the centrepiece of the paper. Methodology integrated

ethnotheatre/drama, research-based theatre, and poetic inquiry processes. This study aligned with university and school district ethics protocols.

Robinson, E., & Crane, L. (2025). **Examining the impact of drama-based sessions on the social emotional well-being of Autistic pupils in a special school: A multi-informant qualitative study**. *British Journal of Special Education*, *52*(2), 157-170. https://doi.org/10.1111/1467-8578.70000
Drama is a subject through which pupils can explore and develop their social learning. Previous research into drama-based pedagogy has predominantly centred on outcomes that benchmark Autistic socialising against non-Autistic standards. This corrective ideology has been critiqued in the light of emerging research into the damaging impact of masking on Autistic psychological health, the increased recognition of diversity within social intelligence, and in view of Autistic people's lived experiences of approaches that promote a normative agenda. In response, we examined the potential of a drama programme – Northern Line Laughs (NLL) – that replaces corrective social skill outcomes with a more affirmative approach centred on nurturing social emotional well-being. A multi-informant qualitative study was used to examine the potential utility of NLL in supporting the social emotional well-being of four Autistic pupils educated at an autism-specific special school in London, England. Interview data from the four pupils and five of their staff members were triangulated with observational data on the pupils and analysed using reflexive thematic analysis. Results highlighted how the dramatic principles of play, openness and togetherness could positively contribute to Autistic pupils' experiences of social emotional well-being. Results resonate with both previous research in this area and broader neurodiversity-affirming literature. The project's inclusion of Autistic pupils with complex learning, sensory and regulatory support needs, including those who are non-speaking, also challenges theoretical assumptions that drama-based programmes are not suitable for this population.

Rubio-Ortiz, R., Patiño, D., & Gómez-García, F. (2025). **Does Public Expenditure on Education Improve Well-Being? International Evidence**. *Kyklos*, *78*(3), 1225-1241. https://doi.org/10.1111/kykl.12466
The aim of this article is to quantify the relationship between public expenditure on education and individual subjective well-being, providing empirical evidence of the social return on this investment. We use microdata from the European Social Survey (ESS) merged with macroeconomic variables from official sources. Econometric estimations are carried out using multilevel models. Our results show a positive association between public expenditure on education and individual well-being. However, this effect is not homogeneous across educational levels, as robust evidence of a positive contribution is only found for tertiary education. Furthermore, we explore whether this relationship is contingent on individuals' ideological preferences. Our findings indicate that individuals who espouse a conservative ideology exhibit a weaker effect compared to those with a progressive mindset. Nevertheless, the positive correlation between education expenditure and well-being persists for the latter group. To assess the robustness of our results, we have replicated the calculations using a different survey, specifically the Eurobarometer, and conducted estimations with alternative methodologies, which confirm their consistency.

Segal, H., Whartman, S., & Knafo-Noam, A. (2025). **Values and educational decisions: How do values relate to adolescents' academic track choices?** *European Journal of Psychology of Education*, *40*(2), 65. https://doi.org/10.1007/s10212-025-00964-4
Values are central for life choices, including vocational and academic decisions. Importantly, vocational choices begin within the school system, where selecting specific study tracks can impact later career development. How do values relate to adolescents' academic track choices? Study 1 focused on Israeli students who chose exact science tracks compared to those who chose other tracks. Adolescents, reached through panel recruitment (N = 216, age: M = 16.66, SD = 0.95; 63% female), reported their values and listed their academic tracks. Openness to change related positively to studying in exact science tracks. Study 2 used a different approach, with Israeli participants, recruited through social media (N = 125, age: M = 17.21, SD = 0.60; 52% female), self-reporting their main academic track and values. Additionally, a new questionnaire was introduced to measure the students' value-based academic goals (VAGS). Exact science students held the highest self-enhancement academic goals, conservation values, and conservation academic goals. Artistic students had the highest openness values and the lowest conservation values and academic goals. Psychology students had the highest self-transcendence values and academic goals and lowest openness to change academic goals. Additionally, exact science students prioritized long-term goals more than those in other tracks. Similarities and differences in the two samples' findings are discussed, in light of the different strategies to assign students to their study tracks. Results are reviewed in light of Schwartz's values theory and Holland's vocational environment model, promoting our understanding of the association between values and high school academic track choices. Theoretical and practical implications are suggested for the concepts of value-based academic goals.

Sherma, A. B. (2025). **Teachers' Feedback and Students' Emotional Wellbeing in Writing Courses**. *Journal of English Learner Education*, *17*(1), 1-20. Consulté à l'adresse https://hal.science/hal-05138640
This article explores the emotional and academic impacts of feedback in undergraduate ESL/EFL writing classes, particularly in the transition to university-level academic writing. Drawing on recent scholarship and a mixed-methods study involving 63 undergraduate EFL students in Nepal, the study examines students' perceptions of instructor feedback, their emotional reactions, and the role of peer review as a scaffolded support. Findings reveal that vague, overly negative, or generalized instructor feedback often leads to confusion, reduced motivation, and emotional distress. In contrast, specific, personalized feedback and structured peer review are more effective in improving writing skills and supporting students' psychological well-being. The article argues that feedback should be viewed as a sensitive, student-centered process requiring careful attention to learners' mental states, cultural backgrounds, and individual learning needs. Recommendations include adopting processoriented pedagogies, increasing opportunities for peer review, and offering feedback that is clear, specific, and emotionally considerate.

Triantafyllou, S. A., Georgiadis, C., & Sapounidis, T. (2025). **Gamification in education and training: A literature review**. *International Review of Education*, *71*(3), 483-517. https://doi.org/10.1007/s11159-024-10111-8
Gamification, when properly implemented in education and training, can increase the engagement and motivation of learners and inspire them to change aspects of their

behaviour to support learning. Although the use of gamification in the learning process might have a positive impact, its potential to strengthen education and training has not yet been confirmed. The descriptive literature review presented in this article synthesises studies and findings on the use of gamification in the education and training context. The authors used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) model to select and analyse 46 publications from six bibliographic databases. They investigated the gamification theories, frameworks, models, elements and mechanics that can support learning. In addition, research was conducted to identify constraints, challenges and organisational impediments that may arise in gamified education and training programmes, to answer the question of how gamification can be implemented to achieve better learning outcomes. Findings show that further studies need to be conducted into this evolving learning approach. Overall, gamification is most likely to be effective when instructional design principles are used to ensure training content meets learners' needs and expectations.

Warburton, E. J., Caldarella, P., Wills, H. P., & Winters, R. (2025). **Improving Behavior in Middle School Classes with Hispanic and English Language Learners: A Study of Class-Wide Function-Related Intervention Teams**. *Journal of Behavioral Education*, *34*(2), 272-295. https://doi.org/10.1007/s10864-023-09538-0
English language learners (ELL) and Hispanic students are at an increased risk for academic difficulty. Effective classroom management strategies may help these students, but teachers often report lack of training in such strategies. Class-wide Function-related Intervention Teams in Middle School (CW-FIT MS) is a research-based intervention that has helped teachers increase students' on-task behavior using group contingencies, rewards, and praise. We investigated the efficacy of CW-FIT MS in classes with high proportions of Hispanic and ELL students using an ABAB single-subject withdrawal design with maintenance probes. One middle school English teacher and two of her classes (language arts and language development) participated. The teacher implemented the intervention with adequate fidelity in both classes. Students were significantly more on task during CW-FIT MS. Teachers and students found the intervention to be socially valid. Some students specifically noted that CW-FIT MS was helpful because it taught respect, which was a response unique to Hispanic students. CW-FIT MS appears to be an appropriate classroom management strategy for classes with ELL and Hispanic students and merits further research into the cultural relevance of the intervention.

Xiao, Y., & Zhao, A. (2025). **Integrating metacognition theory to second language collaborative writing: issues, gaps, controversies, and promises**. *European Journal of Psychology of Education*, *40*(2), 66. https://doi.org/10.1007/s10212-025-00960-8
Some previous researchers attempted to bridge the gap between two bodies of research: the role of metacognitive knowledge in second language (L2) writing and L2 collaborative writing (CW). Although recent studies unveiled the positive impacts of learners' metacognitive knowledge on L2 collaborative writing, there is not yet consensus regarding the categorization of the three components of metacognitive knowledge (namely, Flavell's classification of person, task, and strategy knowledge versus Jacobs and Paris's categorization of declarative knowledge, procedural knowledge, and conditional knowledge). This paper endorses Flavell's classification because the three constructs proposed by him are classical, specific, easy to define and measure, and well received by most researchers. In addition, the paper critically examines the existing literature, identifies a few problems, and proposes the integration of metacognition

theory to L2 collaborative writing. Furthermore, the article conceptualizes such integration utilizing both Flavell's and Jacobs and Paris's frameworks, which share some overlaps. Pedagogical implications suggest that through the application of diverse tactics and tools, educators can elevate learners' metacognitive skills and foster their comprehensive growth in L2 collaborative writing (CW) across three key phases: pre-CW, during-CW, and post-CW. The paper calls for future research to develop new surveys to measure metacognitve knowledge and strategies in L2 CW, new rubrics to assess CW products, new frameworks for data analysis, and new qualitative instruments to examine the role and impacts of students' metacognitive knowledge and metacognitive strategies in CW.

Yang Hansen, K., Thorsen, C., & Johansson, S. (2025). **Identifying school-level factors predicting academic resilience in Sweden: evidence from PISA studies**. *European Journal of Psychology of Education*, *40*(2), 67. https://doi.org/10.1007/s10212-025-00970-6
The study investigates the academic resilience of Swedish students, focusing on how school-level factors contribute to achievement differences between resilient and non-resilient students. Using data from PISA cycles from 2000 to 2015, the study employs propensity score matching and hierarchical linear modeling to examine the impact of individual, teacher, and school-level factors on student achievement in science, mathematics, and reading. The findings highlight the importance of school resources, teacher-student relationships, and school climate in fostering resilience among students from low socioeconomic backgrounds. The study also addresses limitations like reduced sample size and variability in data across PISA cycles, suggesting future research to enhance statistical power and cross-cycle comparisons.

Yang, Y. (2025). **How is school climate linked to student engagement? The mediating role of life satisfaction, epistemic curiosity, and school identification**. *European Journal of Psychology of Education*, *40*(2), 56. https://doi.org/10.1007/s10212-025-00957-3
This study investigated the role of life satisfaction, epistemic curiosity, and school identification in the relationship between school climate and student engagement. Participants included 303 Chinese junior middle and high school students with an age range of 12–18 years who completed the School Climate and School Identification Scale, the Epistemic Curiosity Scale, the Student Engagement, and the Life Satisfaction Scale. Structural equation modeling demonstrated that life satisfaction, epistemic curiosity, and school identification mediated the effect of school climate on student engagement, respectively. Moreover, the identified serial mediation model showed that school climate could influence student engagement through the chain mediating effect of "life satisfaction–epistemic curiosity" and "life satisfaction–school identification". These findings contribute to clarifying the links between these variables and suggest that a good school climate may promote student engagement from life satisfaction, epistemic curiosity, and school identification perspectives. They carry significant implications for student engagement, emphasizing the need for educational administrative leaders to consider creating a good school climate and implement tailored interventions that enhance life satisfaction, epistemic curiosity, and school identification to improve student engagement.

Yang, Z., & Yu, C. (2025). **Is the use of multiple-choice items and a holistically-scored paragraph translation task fair? Examining a large-scale translation subtest**. *Asia Pacific Education Review*, *26*(2), 493-502. https://doi.org/10.1007/s12564-024-09993-y

This study investigated the test fairness of the translation section of a large-scale English test in China by examining its Differential Test Functioning (DTF) and Differential Item Functioning (DIF) across gender and major. Regarding DTF, the entire translation section exhibits partial strong measurement invariance across female and male test takers, while exhibiting full measurement invariance across test takers in (1) arts & humanities and social sciences (A&HSS) and (2) science, technology, engineering or mathematics (STEM) majors. No major-based DIF was detected in this study. Objective test items tend to favor male test takers, while direct translation test task was more favorable to females. Combining the DIF and DTF results, there may be a cancelation effect in our case. However, the effect size of DIF is either negligible or slight to moderate, indicating minimal impact on the overall fairness of the translation test task. This study further discusses the necessity of exploring the source of DIF and the importance of combining DIF and DTF for test fairness research.

Yeung, S. S., Ma, M., & Law, T. S.-T. (2025). **Let's listen and tell a story together: social robot and multidimensional learning engagement among young learners**. *AI, Brain and Child*, *1*(1), 5. https://doi.org/10.1007/s44436-025-00006-2
Storytelling activities delivered by social robots have not been adequately studied in the existing literature. Prior work has mainly investigated the use of social robots in telling stories to young children. Our study examined the effects of both storytelling and story co-telling facilitated by a social robot on children's learning engagement and story comprehension, comparing to the same activities facilitated by a human and a tablet. Adopting an experimental design, the levels of emotional, behavioral and cognitive engagement and story comprehension of 77 children (aged 5–7) who participated in two storytelling activities (listening to a story and co-telling a story) facilitated by either a robot, a tablet, or a human were measured. Changes in behavioral engagement between the two learning activities were also examined. Our results showed that the levels of behavioral and cognitive engagement in the social robot condition were comparable to the human condition, and better than the tablet condition. Interestingly, behavioral engagement was maintained from listening to a story to co-telling the story in the social robot condition and the human condition but not the tablet condition. However, no significant differences were found in emotional engagement and story comprehension across conditions. The findings suggest that social robots are effective educational tools to engage young children in storytelling activities.

Yu, S., Hou, Y., & Li, H. (2025). **Suitability of Chinese GenAI platforms for early childhood education: A multifaceted evaluation**. *AI, Brain and Child*, *1*(1), 7. https://doi.org/10.1007/s44436-025-00008-0
Generative artificial intelligence (GenAI) offers transformative potential for early childhood education (ECE), yet concerns remain regarding its suitability and ethical implications for young children. This study evaluated 10 freely available Chinese GenAI platforms for suitability in ECE, considering technical performance, pedagogical adaptability, and ethical/safety considerations. Using mixed methods (quantitative scoring and qualitative content analysis), platforms were assessed on multimodal support, response speed, teaching content generation, activity organization, personalization, ethical compliance, content appropriateness, and algorithmic fairness. Results showed significant variability in performance, with some platforms excelling in technical aspects while others demonstrated stronger pedagogical adaptability. Doubao and iFlytek Spark demonstrated strong technical performance, while DeepSeek

excelled in pedagogical adaptability. However, all platforms presented areas for improvement, particularly in multimodal support and the transparency of ethical guidelines. This research offers a novel framework for evaluating GenAI in ECE, which allows for a more nuanced and context-specific assessment compared to existing frameworks. This framework highlights the need for specialized ECE datasets, algorithmic transparency, and robust ethical guidelines to protect young learners. Findings provide practical guidance for educators, developers, and policymakers navigating GenAI's potential in early childhood development.

Zhai, S., Zhang, S., Rong, Y., & Rong, G. (2025). **Technology-driven support: exploring the impact of artificial intelligence on mental health in higher education**. *Education and Information Technologies*, *30*(10), 13931-13959. https://doi.org/10.1007/s10639-025-13352-8

Mental well-being holds paramount importance and its relevance within the realm of higher education is undeniable. The academic journey often brings about unique challenges, stressors, and transitions that can impact students' mental health (MH). This study explores the impact of Artificial Intelligence (AI) and MH education within higher education institutions, focusing on the intersection between Deep Learning (DL), MH education, and policy. The research aims to assess how AI can enhance MH support systems in educational settings and whether a combination of DL and MH education can contribute to a psychologically healthy community. The study tests hypotheses regarding the fundamental need for MH education to cope with stress, the role of AI in diagnosing mental health issues, the potential for AI to predict and reduce anxiety and depression, and the impact of policies in making MH education a mandatory component. A quantitative, cross-sectional survey was conducted with 600 valid responses from students, faculty members, educational technologists, and MH professionals across 12 universities in China. The data were analyzed using SPSS, revealing strong support for the integration of AI and MH education in promoting a psychologically healthy academic environment. The novelty of this study lies in its innovative integration of DL, MH education, and policy, offering a unique model for supporting mental health in higher education. The findings contribute to the broader understanding of how technology, education, and policy can collectively enhance student well-being and inform future strategies for integrating AI into educational and mental health practices.

Zhang, F., Xia, Y., Wang, Y., Liu, J., Xia, J., & Chen, C.-C. (2025). **A mixed methods study of adult learners' online learning motivation profiles**. *Education and Information Technologies*, *30*(10), 14043-14068. https://doi.org/10.1007/s10639-025-13382-2

Open universities can improve learning outcomes and overall satisfaction among adult learners by addressing and enhancing online learning motivation. By applying latent profile analysis (N = 494) and adult learner interviews (n = 16), this mixed methods study aimed to better understand adult learners' motivation profiles in online learning distinguished by relatedness, mastery and performance goal, and intrinsic and utility value. Quantitative results showed four profiles characterized by unique configurations of motivation. Specifically, three profiles (Highly Motivated, Average Motivation, Below Average Motivation) demonstrated level effects and one that demonstrated shape effects (Highly Motivated, Low Performance) emerged. Furthermore, the study showed motivational discrepancies in terms of adult learners' age and gender. Qualitative findings provided insight into how profile indicators manifest in adult online learning including how the various motivation dimensions co-occur as learners participate in

various online learning activities. Integrating quantitative profiles and qualitative themes contributes to our understanding of not only how adult learners differ in their motivation, but also what these profile indicators look like in situ and relate to online courses design and activities. Practical implications for instructors, such as differentiated approaches to support adult learners' unique motivation goals and needs, are discussed. Finally, suggestions for future research are outlined, underscoring longitudinal trends in profile membership in adult learning research work.

Zhang, L., Mendoza, N. B., & Jiang, Y. (2025). **From classroom goal structures to academic outcomes: The mediating role of expectancy-value beliefs in adolescent learning**. *European Journal of Psychology of Education*, *40*(2), 59. https://doi.org/10.1007/s10212-025-00958-2
Students' perceptions of the classroom environment are critical determinants of their motivation and academic success. However, the psychological mechanisms through which these contextual factors influence academic outcomes remain insufficiently explored, particularly in different subject domains. Grounded in the Situated Expectancy-Value Theory, this study examined the role of classroom goal structures in predicting adolescent students' expectancy-value beliefs and their subsequent academic outcomes in Mathematics and English. Using structural equation modeling with data from 634 Chinese secondary school students, our findings reveal both general and domain-specific patterns. Specifically, self-efficacy positively mediated the predictive paths from classroom mastery goal structures to both future choice intentions and achievement. Interest value positively mediated the association between classroom mastery goal structures and future choice intentions, while it negatively mediated the relationship between classroom performance-approach goal structures and future choice intentions. Furthermore, effort cost negatively mediated the relationship between classroom performance-avoidance goal structures and academic achievement. These findings supports the critical role of classroom environments in predicting motivational beliefs and highlight the complex interplay of different expectancy-value beliefs in shaping students' academic success in specific learning domains.

Zhang, Z., Yu, Q., Chen, Y., Zou, L., Ludyga, S., Mavilidi, M., … Paas, F. (2025). **A Dual-Process Framework for Understanding How Physical Activity Enhances Academic Performance Through Domain-General and Domain-Specific Executive Functions**. *Educational Psychology Review*, *37*(3), 68. https://doi.org/10.1007/s10648-025-10049-9
Physical activity (PA) is well-documented to benefit students' executive function (EF) and academic performance. However, prevailing research has predominantly focused on domain-general EF (across academic domains) while overlooking domain-specific EF (within specific subjects). To address this gap, this opinion article proposes an integrative framework uniting domain-general and domain-specific EF to illuminate the cognitive mechanisms linking PA with academic achievement. Drawing on hierarchical and parallel models of EF interaction, this synthesis highlights how PA interventions can simultaneously strengthen broad self-regulatory skills and specialized cognitive processes to offer a complementary pathway to academic success. The opinion article also synthesizes emerging evidence that PA interventions enhance both broad EF capacities and targeted domain-specific skills (e.g., math-related working memory), offering dual pathways to improved academic outcomes. Accordingly, we propose a research agenda integrating psychometrically validated behavioral and neuroimaging assessments to capture domain-general and domain-specific EF, alongside

multidimensional mediation and moderation models to clarify contextual influences (e.g., age, and socioeconomic status). Longitudinal PA interventions targeting both EF types are recommended to optimize cognitive and academic outcomes to inform evidence-based educational strategies.

Zou, Q. (2025). **English learning anxiety under blended learning mode: a quantitative study of non-English major undergraduates in a Chinese university**. *European Journal of Psychology of Education*, *40*(2), 63. https://doi.org/10.1007/s10212-025-00965-3
This study employed a questionnaire to investigate the level, sources, and coping strategies of English learning anxiety among non-English major undergraduates in a Chinese local normal university under blended learning mode. The study revealed that non-English major undergraduates in a Chinese local normal university generally experienced a moderate level of English learning anxiety, among which the level of exam anxiety is the highest, followed by communication anxiety and blended learning anxiety and negative evaluation anxiety, indicating that blended learning mode does not significantly alleviate English learning anxiety of students with poor learning foundations. The study also found that there were no significant differences in learning anxiety among genders, grades, families, and majors, but in terms of specific mean value levels, female students were slightly higher than male students, freshmen slightly higher than sophomores, urban students slightly higher than rural students, and humanities students slightly higher than students in natural sciences, arts, and sports. Additionally, the study further confirmed that among students at local normal universities in China, personality trait indeed influenced English learning anxiety, but only with a medium effect size, and academic performance has a negative correlation with learning anxiety, but correlation coefficient is relatively weak. Finally, based on the analysis of the questionnaire, English learning anxiety of Chinese local normal university students under blended learning was found rooted in learning foundations, exam pressure, personality traits, and academic performance, pointing out the alleviating strategies for both teachers and students under blended learning mode.

Aspects sociaux de l'éducation

Al Khalili, T. (2025). **Parental strategies and educational inequalities during severe economic, political and refugee crises in conflict-affected Lebanon**. *Asia Pacific Education Review*, *26*(2), 553-566. https://doi.org/10.1007/s12564-025-10040-7
This study explores how parents in Lebanon select schools and how their choices contribute to educational inequality, especially during the ongoing severe economic, political and refugee crises. Using an exploratory methodology within a qualitative research design, the study included 30 semi-structured interviews with parents of school-aged children, chosen through purposive convenience and snowball sampling technique. Thematic analysis reveals widespread parental preference for private, fee-paying schools as opposed to public schools that are free at the point of entry. However, the ability of parents to choose private institutions, unsurprisingly linked to socioeconomic status, has been exacerbated by the recent crises. This study offers insights into a new socio-economic group of parents, previously part of the middle class, who are facing difficulties in selecting schools that align with their aspirations for their children. It found them strategically moving their children between private and public schools and making compromises based on factors such as the perceived importance of the educational

stage and the child's perceived academic abilities. Moreover, it shows parents exhibiting harsh practices, favoring private schools for high-achieving children while sending children with lower levels of academic performance and children with disabilities and/or specific educational needs, to public schools. The study underscores the challenges stemming from diminished trust in public education, detailing the difficult decisions some parents are forced to make due to unprecedented crises. It also highlights the growing educational inequality in this conflict-affected context and emphasizes the urgent need for systemic interventions to address widening disparities in Lebanon's education system.

André, M.-C., Chartraire, C., Rolland, C., & Vigneau, C. (2025). ***GTnum ScienceXGames #CreaJV - État de l'art sur l'impact des ateliers de création de jeu vidéo sur la mixité*** (de l'Enseignement supérieur et de la R. Ministère de l'Education nationale & G. thématiques numériques de la D. du numérique pour l'éducation (GTnum), Éd.). Consulté à l'adresse https://hal.science/hal-05133537
The GTnum CreaJV (Groupe thématique numérique "Apprendre avec le jeu numérique" 2021-2024 #CreaJV) has implemented and observed video game creation workshops in the classroom, from primary to BTS. These workshops are experimental grounds for observing whether the experiential learning pedagogy that underpins these workshops can be used to engage all students, including young girls, who are less numerous in IT and digital streams. In this newsletter, we offer a state-of-the-art review of the impact of video game creation workshops on the issue of gender diversity.

Aviram, M., & Shoshana, A. (2025). **"We May Look Like Cream-of-the-Crop Kids, but it's Tough Here": Elite Identity, Emotional Burden, and Ethical Transgressions Among Students at an Elite High School**. *Sociological Inquiry*, *95*(3), 492-506. https://doi.org/10.1111/soin.12629
This article explores the identity of students at an elite high school and how it contributes to privilege and inequality. Thirty-two students from an elite high school in Israel were interviewed to examine two main questions: What characterizes these students' identity? How does their identity impact the cultivation and fostering of privilege and inequality? The findings identify three components of the elite student identity: (1) entitlement, as a natural experience of privilege and a developed awareness of rights; (2) the emotional burden of a competitive culture, leading to pressure to attain mind and body perfection and evoking feelings of hyper-self-consciousness; and (3) consequences of this burden, including pursuing corrective treatments, engaging in ethical transgressions and hazardous behaviors, and internal feelings of emptiness. The discussion interprets these characteristics of the elite student's identity in the context of their learning experience at an elite school, highlighting the consequences of these characteristics for cultivating and maintaining class privilege and social inequality.

Baby-Collin, V., & Russo, L. (2024). **The Persistence of Marginalization? Policies of Compulsory Schooling for Recently Arrived Migrant Students Facing the Challenges of their Implementation in Southern Europe**. *Scuola democratica. Learning for Democracy*, *1*, 47. https://doi.org/10.12828/113483
This article analyses the implementation challenges of compulsory schooling policies for recently arrived migrant students, questioning the tensions between projects and practices in several Southern European countries (France, Spain, Greece, Italy), where the arrivals of migrant children of compulsory school age have significantly increased since the beginning of the 21st century. It moves away from nationally centered

perspectives, dominant in existing studies, and integrates the contributions of both social sciences on migration and compulsory education. While inequalities between native and migrant students in schools remain significant, we consider how national educational policies have been constructed and the tensions they reveal in debates and in the face of practices, balancing trends toward the separation of students and generalized injunctions for inclusion, implemented differently. We emphasize the persistence of forms of marginalization of migrant students, drawing from certain paradigms of emergency management.

Barabasch, A., Cygan-Rehm, K., Heineck, G., & Vogler, S. (2025). ***The Untold Story of Internal Migration in Germany: Life-Cycle Patterns, Developments, and the Role of Education*** (Working paper N° 17948). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17948
This paper examines internal migration from a lifetime perspective using unique data on detailed residential biographies of individuals born in Germany between 1944 and 1986. We first describe life-cycle patterns of internal mobility and potential differences across space, time, and socio-demographic groups. We find substantial differences across the life course, with major location changes around important educational decisions and striking differences across groups, especially by educational attainment. We then investigate causality in the substantial education-mobility gradient. For identification, we exploit two policy-induced sources of variation, each shifting towards better education at a different margin of the ability distribution. Using a difference-in-differences and a regression discontinuity design, we find no effect of these policies on internal mobility.

Barr, A. C., & Castleman, B. (2025). ***Increasing Degree Attainment Among Low-Income Students: The Role of Intensive Advising and College Quality*** (Working paper N° 33921). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:33921
A college degree offers a pathway to economic mobility for low-income students. Using a multi-site randomized controlled trial combined with administrative and survey data, we demonstrate that intensive advising during high school and college significantly increases bachelor's degree attainment among lower-income students. We leverage unique data on pre-advising college preferences and causal forest methods to show that these gains are primarily driven by improvements in initial enrollment quality. Our results suggest that strategies targeting college choice may be a more effective and efficient means of increasing degree attainment than those focused solely on affordability.

Bertolino, I. (2024). ***Contribution à la définition de la mixité sociale à l'école par l'évaluation du dispositif haut-garonnais*** (Phdthesis, Université de Toulouse). Consulté à l'adresse https://theses.hal.science/tel-04999411
Cette thèse est une contribution à la définition de la mixité sociale à l'école par l'évaluation du dispositif haut-garonnais de mixité sociale dans les collèges. Cette recherche doctorale a été commanditée par le Conseil départemental de la Haute-Garonne en vue de mener une évaluation formatrice en partenariat avec l'ensemble des organisations associées au dispositif de mixité sociale, à savoir : l'Éducation nationale, les autres collectivités territoriales et les associations, y compris de parents d'élèves. Le dispositif de mixité sociale investigué repose sur la fermeture de deux collèges du réseau d'éducation prioritaire, le transfert de 1600 écoliers vers 11 collèges

dits favorisés de la métropole toulousaine et sur différentes mesures d'accompagnement visant à soutenir la réussite scolaire. Le caractère innovant et multi-partenarial du dispositif nous a incité à proposer une forme de recherche spécifique. La recherche-intervention évaluative se caractérise par une triple visée, heuristique, praxéologique et critique, et par l'engagement des participants à l'enquête dans la co-construction des savoirs. L'enquête évaluative menée s'est appuyée sur la démarche de référentialisation qui met en regard le contexte initial dans lequel le dispositif a été conçu, les moyens déployés en vue de lutter contre la ségrégation sociale à l'école et le produit de ces changements. La dynamique de co-constitution référentielle à l'œuvre donne à voir ce qui fait sens pour les participants et qui a de la valeur au regard des objectifs poursuivis. Au sortir de ces travaux émerge un modèle mobilisant 5 dimensions intriquées constitutives du dispositif. Ce modèle montre comment la mixité sociale est reliée à un ensemble d'autres dimensions contributives de la conception de ce type de dispositif. Ces dimensions sont également contributives de la définition de la mixité sociale à l'école qui ne peut être isolée d'autres éléments avec lesquels elle interagit.

Bhorkar, S. (2025). **Tutoring for the margins: addressing uncertainties and inequalities in the Indian education system**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146w8
This paper explores the growing prevalence of private tutoring in India, particularly among marginalised students. India's stratified schooling system perpetuates disparities in educational access, quality, and outcomes. Private tutoring has emerged as a significant, yet unequal, component of the education landscape. Drawing on in-depth interviews with 22 education-sector stakeholders across four states, the study reveals that private tutoring is often perceived as beneficial for disadvantaged students amidst systemic uncertainties and inequalities in mainstream education. Despite its hierarchical nature, private tutoring was regarded as having an "enabling" potential. The paper critiques the reliance on tutoring as a compensatory mechanism and argues for addressing systemic deficiencies in mainstream education. It proposes integrating structured academic support into the mainstream education system to reduce opportunity gaps and promote equitable outcomes for marginalised students.

Bidart, C., Bonneville, A., & Garcia, G. (2025). **Ouvrir les coulisses d'une recherche longitudinale : Le Panel de Caen, réseaux et parcours de vie**. *L'Année sociologique*, *75*(1), 253-286. https://doi.org/10.3917/anso.251.0253

Bisla, I., Reynolds, A. J., & Ou, S.-R. (2025). **Childhood Predictors of Midlife Financial Outcomes in the Chicago Longitudinal Study**. *Journal of Family and Economic Issues*, *46*(2), 344-359. https://doi.org/10.1007/s10834-024-10008-6
This study examined the predictors of financial assets (savings and retirement assets) at early midlife in a sample of 1,092 individuals (93.7% Black American) who grew up in low-income neighborhoods. Data were drawn from the Chicago Longitudinal Study, which has tracked participants from early childhood to midlife and consists of participant, parent, teacher surveys, and administrative records. The main outcomes were savings in 2019 dollars (log) and savings in the top quartile of the study sample, both self-reported at age 35–37. Hierarchical linear and binary logistic regression analyses identified many significant ($p < .05$ or $p < .01$) predictors of assets, including: Involvement in child welfare system by age 5 ($b = -1.55$), Child-Parent Center preschool participation ($b = 0.77$), early math achievement ($b = 0.05$), socio-emotional adjustment (0.18), grade retention ($b = -$

1.14), school quality (b = 1.50), and juvenile arrest (b = − 2.17). The strongest alterable predictors in the full model were involvement in child welfare system, socio-emotional adjustment, grade retention, school quality, and juvenile arrest. The full model also indicated that males had greater savings and Black participants fewer savings. Parent expectations and involvement as well as school quality also predicted top quartile savings status. Implications for future research and practice are discussed. The contribution of school experiences in early and middle childhood suggests greater investments in programs that promote socio-emotional learning and academic success.

Bodet, J. (2024). **La mixité sociale à l'école : analyse géopolitique de la ségrégation scolaire dans les collèges des Hauts-de-Seine** (Thesis). Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2936

Bonner, D., & Davis, S. N. (2025). **Nourishing Educational Success: Evaluating the Relationship Between Healthy Eating Habits and Educational Outcome**. *Sociological Inquiry*, *95*(3), 532-561. https://doi.org/10.1111/soin.12631
This analysis extends previous research on the relationship between healthy eating habits and adolescent educational outcomes by examining long-term, rather than proximate, associations. Utilizing self-reported survey data from the National Longitudinal Survey of Youth 1997 (NLSY97), we evaluate the correlations between healthy eating and student high school grades and high school completion. The results of the analysis partially support the hypothesis that healthy eating habits facilitate positive educational outcomes, as healthy eating was a significant predictor of high school grades, but not high school completion. Healthy eating does not mediate the relationships between household characteristics, achievement norms and educational outcomes. However, the improved diet quality of students within marginalized groups positively influences their educational success. The results of the analysis point to important social implications related to food access and education, as racial and gendered inequities in socioeconomic status, socialization, and food insecurity levels simultaneously likely explain some differences in adolescent educational outcomes.

Bougma, D. (2024). ***Discours et expériences du genre dans le système scolaire au Burkina Faso. : Approche sociolinguistique*** (Phdthesis, Université d'Angers). Consulté à l'adresse https://theses.hal.science/tel-05013489
Cette thèse s'est construite comme une réflexion visant à comprendre que le concept de genre ne se réduit pas à un simple attribut des personnes. Dans les situations burkinabè, les expériences et les processus d'appropriation du genre sont perçus comme une modalité relationnelle et révèlent, en arrière-plan, certains discours de résistance marqués par l'expérience post-coloniale. L'objectif de cette étude est d'en montrer la complexité dans le système éducatif burkinabè. Sur le plan méthodologique, la recherche s'inscrit dans une perspective qualitative et la construction des observables s'est appuyée sur des techniques classiques des sciences humaines et sociales, avec quelques adaptations spécifiques au terrain : l'observation participante, les entretiens semi-dirigés, l'analyse de corpus non sollicités et une réflexion approfondie sur l'expérience de terrain des acteurs de la recherche. Cette approche qualitative m'a conduit à revisiter les notions de terrain et de corpus, révélant que le travail de terrain ainsi que les observables produits constituent une véritable aventure, où rien n'est prédéterminé. Les approches interprétatives que j'ai adoptées ont encouragé une dimension réflexive, enrichie par la récursivité des connaissances construites en

interaction avec les témoins et la situation de recherche. Dans ce cadre, le genre n'est plus perçu uniquement sous une dimension institutionnelle, objective, mais comme un ensemble d'expériences de soi et de l'altérité mises en discours, où se croisent des représentations sociales, culturelles et traditionnelles complexes. À partir de pratiques éducatives, j'ai pu comprendre des points de tension entre les conceptions institutionnelles du genre, (fréquemment marquées par des influences occidentales), et les conceptions situées des témoins, qui perçoivent les orientations institutionnelles comme étrangères à leur propre « réalité ». Cette approche globale permet ainsi de mieux appréhender les complexités et les contradictions inhérentes au processus d'appropriation du genre dans le système éducatif burkinabè.

Bozonnet, C. (2025, juillet 3). **« On perd des femmes au moment du concours », Normale-Sup veut former ses jurys d'entrée pour sortir des stéréotypes de genre**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/07/03/on-perd-des-femmes-au-moment-du-concours-normale-sup-veut-former-ses-jurys-d-entree-pour-sortir-des-stereotypes-de-genre_6617479_4401467.html
Plus de 200 enseignants-chercheurs des écoles normales supérieures ont été formés aux biais de genre lors des épreuves orales de concours ce mois de juin. Entretien avec Charlotte Jacquemot, directrice du département d'études cognitives de l'Ecole normale supérieure (ENS) et responsable du programme « Femmes et filles de sciences » de l'ENS.

Buriel, A. (2024). ***Ingénierie coopérative en Irak et Roumanie, approche de la biographie artistique de jeunes en situation de vulnérabilité*** (Phdthesis, Université Rennes 2). Consulté à l'adresse https://theses.hal.science/tel-05025439
Notre recherche s'intéresse au développement de deux études d'ingénierie coopérative réalisées avec des professionnels de l'animation, du travail social et un vidéaste-journaliste en Irak et en Roumanie. Inscrites dans le champ de la didactique, elles s'attachent à accompagner le développement de la résilience et de l'empowerment de jeunes en situation de vulnérabilité par la création, la mise à l'essai et l'analyse de dispositifs de biographie artistique. La biographie (ou l'écriture de la vie) artistique vise ainsi la narration par l'art, d'expériences de vie individuelles et collectives (centrées sur la culture, les identités, les environnements) au travers de processus de création artistique. Cette étude vise ainsi une transformation conjointe des postures et des compétences de professionnels afin qu'ils soient au plus près de leurs objectifs éducatifs et éthiques. Les analyses de nos cas emblématiques font état de plusieurs conditions pour développer une culture de la résilience-empowerment : 1) le développement d'une coopération entre les jeunes afin de développer des aptitudes sociales spécifiques, 2) l'accès à l'imaginaire et à la création artistique pour transmettre de nouvelles perceptions de soi et du monde, 3) le développement d'une parenté épistémique entre les jeunes et la culture partagée par l'artiste, pour qu'ils en deviennent des connaisseurs pratique, 4) le développement de dispositions éthiques dans l'action conjointe entre les professionnels et les jeunes.

Cabral, L. S. A. (2025). **Accessibilité et handicap dans l'enseignement supérieur brésilien**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 65-75. https://doi.org/10.3917/nresi.102.0065

Canat, S., & Boucquemont, J. (2025). **Comprendre le collectif inclusif à l'université de Montpellier Paul-Valéry**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 13-26. https://doi.org/10.3917/nresi.102.0013

Chan, M., & Benner, A. D. (2025). **Promoting Cross-Racial and Ethnic Friendships in Schools: Roles of School Diversity and Interracial Climate and Intersections with Immigrant Status**. *Journal of Youth and Adolescence*, *54*(7), 1718-1731. https://doi.org/10.1007/s10964-025-02182-z
Cross-racial/ethnic friendships are associated with positive outcomes related to social cohesion; however, attention to the specific school contextual factors that promote these friendships during adolescence and how such factors vary by adolescents' social positions is lacking. This study examined how school diversity and interracial climate were related to students' friendship diversity and whether these associations differed by immigrant status. The participants were from a diverse sample of 591 U.S. 9th graders who were approximately 14- to 15-year-old across 29 schools (10% Asian American, 4% Black, 34% Latino/a/x, 40% White, and 12% other or multiple races/ethnicities; 53% female). The results indicated that higher school racial/ethnic diversity was linked to greater friendship diversity. However, this relation diminished as school diversity increased and was less pronounced among adolescents from immigrant families. Youth from immigrant families who perceived a more positive interracial climate among peers reported having more diverse friendships compared to their counterparts from immigrant families in the same schools. The findings highlight the facilitating roles of school diversity and peer interracial climate in positive interracial interactions and the varying influences of adolescents' immigrant status.

Cho, Y., Lee, R. Y., Jang, S. H., Yu, J.-H., Park, J. H., Kim, S., … Korean Community Service Center. (2025). **An Exploration of Korean traditional parenting virtues among Korean-American parents and the impact of the Ottuki parenting program**. *Asia Pacific Education Review*, *26*(2), 333-345. https://doi.org/10.1007/s12564-024-10032-z
The purpose of this study was to explore the perception of 12 Korean traditional parenting virtues (KTPV), a set of cultural norms from ancient Korea guiding how parents ought to love and discipline their children, among Korean-American immigrant (KA) parents. This study examined 1) how KA parents practice KTPV, 2) which virtues KA parents desire to develop, and 3) the changes in the application of KTPV after receiving the Ottuki Parenting Program (OPP). The first phase of the study (Study 1) was a community needs assessment with 22 KA parents (13 Korean Speaking and 9 English Speaking) living in the greater Seattle area. Parents participated in focus group interviews and completed surveys. Results showed that both Korean-speaking parents and English-speaking parents had common perceptions of self-cultivation, responsibility, sacrifice, and respect. However, differences were noted in 8 of 12 virtues including example, patience, authority, attention, teaching, generosity, trust, and devotion. Korean-speaking parents desired to develop example, and generosity, authoritative while English-speaking parents desired to develop example. These findings led to the development of the Ottuki Parenting Program (OPP) for Korean-speaking parents. In study 2, 57 Korean-speaking parents participated in the OPP intervention. Post-intervention results showed a significant increase in the practice of self-cultivation, devotion, patience, authority, respect, and generosity among participants. These findings provide guidance for developing, implementing, and adapting parenting programs for immigrant families and

demonstrate the importance of parenting programs for immigrant families to decrease disparity in parenting practices and promote equity in early childhood development.

Collinson, C., Emam, M. M., & Packer, R. (2025). **British Journal of special education special issue: Literacy and power**. *British Journal of Special Education*, *52*(2), 242-243. https://doi.org/10.1111/1467-8578.70034

Cook, C. (2025). **"Weaving a body out of words":Playwriting strategies for trans-informed research-based theatre**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *59*(1), 12-38. Consulté à l'adresse https://mje.mcgill.ca/article/view/10255
This article addresses the question: What are the expansive possibilities offered by a trans-informed Research-based Theatre (RbT) creation framework? Drawing on excerpts from an autoethnographic playscript which centres on my experiences as a graduate student while coming out as a nonbinary trans woman, I explore specific and adaptable strategies for trans-informed RbT playwriting. Playwriting is an essential component of the RbT creation process, and the strategies explored in this article may inform RbT practitioners' approach in the classroom and beyond.

Costes, M., Jouët, F., Brousse, E., & Delaveau, A. (2025). **Associations et handicap en France : des parcours collectifs au service de l'inclusion à l'université**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 111-123. https://doi.org/10.3917/nresi.102.0111

Desmeules, A., Wentzel, B., & Hamel, C. (2025). **Processus de jugement d'évaluation des compétences professionnelles en contexte de stage en emploi : quand les stagiaires sont également des collègues**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 256-287. https://doi.org/10.53967/cje-rce.6903
In the context of a shortage of qualified teaching staff (Dupriez et al., 2023), paid internships are gaining in popularity, but they are forcing the pre-service training and work environments to rethink their collaboration. With this in mind, we developed a paid internship program as part of a research project conducted in partnership with a school board. The aim of the study is to document the issues perceived by the trainers involved in the assessment of skills in the context of paid internships regarding their assessment judgement process. As paid internships opportunities are recent in elementary and secondary teacher training programs, our article will contribute to the development of knowledge about their impact, which is currently scarcely documented (CSÉ, 2023). Therefore, we conducted a content analysis (Krippendorff, 2013) based on transcribed semi-directed interviews in order to identify emerging and recurring themes regarding the perceptions of the trainers (n = 8) pertaining to issues perceived in their evaluation judgement process in this context. Our results highlight several issues arising from the status of colleague, involving a change in the relationships between individuals involved, on the characteristics of the process of assessing the professional skills of trainees. Our proposal points to a need to clarify the roles of trainers in the context of paid internships, particularly with regard to evaluation.

Di Paolo, A., & Shidiqi, K. A. (2024). ***Education and Ethnic Intermarriage: Evidence from Higher Education Expansion in Indonesia*** (Working paper N° 202409). Consulté à l'adresse University of Barcelona, Research Institute of Applied Economics website: https://EconPapers.repec.org/RePEc:ira:wpaper:202409

In this paper, we analyse the effect of educational attainments on interethnic marriages in Indonesia, a multi-ethnic emerging country. The empirical analysis is based on data from the Java Island obtained from the 2014 wave of the Indonesian Family Life Survey, combined with administrative data about the location and year of establishment of Higher Education Institutions (HEI). To estimate causal effects, we exploit variation in exposure to HEI by birth year and district of residence in an IV/TSLS framework. Specifically, we employ as instrument for education the number of HEI located in a radius of 10 kilometres from the centroid of the district of residence at age 18. The analysis is carried out at the individual level, with separate estimations for males and females. The results indicate that years of schooling, college attendance and completion positively affect the likelihood of exogamy, i.e. having a partner from a different ethnicity. The estimated coefficients are somewhat larger for females than for males, and all the robustness checks provide stable results, supporting their causal interpretation. The effect of schooling does not appear to be heterogeneous depending on parental education, and mixed parental ethnicity. However, it is lower for individuals with Javanese ethnicity compared to those belonging to other ethnic groups. We also analyse potential mechanisms, highlighting that migration/residential location and changes in social norms could be significant channels underlying the causal chain between higher education expansion, educational attainments, and interethnic marriages. Overall, the results reported in this paper point out that the increase in educational attainments induced by the expansion of higher education could contribute to the reduction of ethnic segregation.

Dimiski, A. (2025). **Decomposing educational inequality in achievement test scores using ANOGI methodology**. *Educational Research for Policy and Practice*, *24*(2), 235-295. https://doi.org/10.1007/s10671-024-09383-6
This paper addresses the influence of ethnic and gender disparities on educational outcomes and recognizes the significance of maternal education in shaping students' academic achievements. The study aims to evaluate the efficacy of policies aimed at integrating maternal involvement in education among 15-year-old students from OECD countries. Specifically, it investigates whether students' mean performance is more aligned with their peers or their mothers. Employing the ANOGI methodology, which employs Gini coefficient decomposition, the research compares two classifications: One centered on students' test scores alone and another on students with mothers having high school education. The findings reveal that the latter classification shows greater stratification, particularly in countries with performance below the OECD mean. Furthermore, inequality trends across reading, mathematics and literacy vary based on gender and nationality. In conclusion, the study highlights the significance of tailored support, gender-specific interventions, promoting maternal education, teacher development and sustained research in enhancing student achievement.

Dousson, L. (2025). **Transmissions culturelles familiales et inégalités scolaires**. *Édurevue*, (152), 1-36. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/DA-Veille/ER-152-juin-2025.pdf
De nouvelles études statistiques réaffirment régulièrement que le système scolaire français est loin d'offrir les mêmes chances d'accès aux apprentissages scolaires et de diplomation à tous les élèves, contrairement à l'objectif d'équité fixé dans le Code de l'éducation. Observables dès l'école maternelle, ces inégalités s'amplifient tout au long de la scolarité et figurent parmi les plus marquées des pays de l'OCDE. Elles se rapportent

en particulier à l'origine sociale des élèves. Intitulé « Transmissions culturelles familiales et inégalités scolaires », le numéro 152 d'Édurevue propose de revenir sur une partie des travaux, en particulier sociologiques, qui cherchent à comprendre la persistance de ces inégalités. Ces recherches investiguent la thèse, formulée par P. Bourdieu et J. – C. Passeron il y a plus d'un demi-siècle, selon laquelle les enfants de milieux favorisés réussissent mieux à l'école que les enfants de milieux populaires parce qu'ils et elles héritent au sein de leur famille d'un capital culturel incorporé, valorisé, voire attendu dans la sphère éducative. Structuré en trois parties, ce numéro d'Édurevue examine tout d'abord l'importance des parents dans le développement culturel et intellectuel des enfants. Il explore ensuite la diversité des pratiques éducatives et des logiques socialisatrices culturelles des familles en fonction de leur distribution en classes et fractions de classes sociales. Cette partie constate que les familles transmettent des connaissances, comportements et dispositions plus ou moins scolairement rentables. Enfin, cette synthèse montre que ces différences génèrent d'importantes inégalités à l'école aussi parce que la socialisation scolaire repose en partie sur une socialisation familiale connivente avec ses attendus et ses mutations.

Ebersold, S., Camps, J.-F., & McEwen, L. (2025). **Rendre l'université plus accessible aux étudiants:Évaluer Atypie-Friendly sur la base des droits pédagogiques**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 125-138. https://doi.org/10.3917/nresi.102.0125

Emam, M. M., & Omara, E. M. N. (2025). **Decolonising literacy assessments in Oman: Curriculum-based measurements and power dynamics**. *British Journal of Special Education*, *52*(2), 272-277. https://doi.org/10.1111/1467-8578.70029
This study examines the impact of curriculum-based measurements (CBMs) on literacy assessment in Omani schools, with a focus on how these tools affect Emergent and Proficient Readers. Grounded in the concepts of graphocentrism and ableism, the research highlights the systemic biases embedded within standard literacy practices that favour written language and normative learning trajectories. Through the analysis of literacy outcomes among Grade 1 students aged between six and seven years, the study reveals significant performance disparities, indicating that current assessment practices disproportionately benefit Proficient Readers while marginalising those with diverse learning needs. The findings underscore the need for a decolonising approach to literacy that incorporates multi-literacies and culturally relevant pedagogies, advocating for educational reforms that recognise and value the diverse linguistic and cultural backgrounds of students. By shifting toward more inclusive assessment methods, Oman can better address educational inequities and foster an environment where all students have the opportunity to succeed. This research contributes to the global discourse on educational equity, suggesting that literacy assessments be restructured to ensure inclusivity and fairness in the evaluation of student competencies.

Erving, C. L., Williams, T. R., Holt, A. J., & Taylor, A. (2025). **Anticipatory Race-Related Stress and Depressive Symptoms Among U.S. Black Women Attending a Historically Black University: Are Psychosocial Resources Stress Buffers?** *Sociological Inquiry*, *95*(3), 470-491. https://doi.org/10.1111/soin.12626
In an era of police brutality and the Black Lives Matter movement, many Black Americans believe that racism is a mainstay of U.S. culture. Even if not experiencing racial threats or violence directly, racial tension can induce stress via anticipatory race-related stress (ARRS). Drawing from theories of social stress and the intersectionality framework, this

study examined the association between ARRS and depressive symptoms among Black women attending a historically Black university (N = 207). Second, we investigated whether psychosocial resources (mastery, resilience, self-esteem, and social support) moderated the association between ARRS and depressive symptoms. Study results revealed that anticipatory race-related stress was positively associated with depressive symptoms. Mastery and resilience moderated the association between anticipatory race-related stress and depressive symptoms; that is, the association between ARRS and depressive symptoms was weaker for those with elevated levels of mastery and resilience. In sum, building resilience and mastery among Black women may be effective coping strategies for combatting anticipatory race-related stress. However, dismantling structural racism is necessary to eliminate the anticipation of racism.

Figueira, C. (2023). **Théologie de la Libération et mouvements sociaux au Brésil : le devenir d'une « Option préférentielle pour les pauvres »**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(4), 59-76. https://doi.org/10.3917/lsdle.564.0059

Gauthier-Boudreault, C., Couture, M., & Gallagher, F. (2024). **Aborder la transition vers la vie adulte des personnes ayant une déficience intellectuelle profonde par une recherche-action socialement responsable : enjeux rencontrés et conditions gagnantes à privilégier**. *Recherches qualitatives*, *43*(2), 59-84. https://doi.org/10.7202/1118450ar
La recherche-action participative représente un réel potentiel d'améliorer les conditions de vie des personnes ayant une déficience intellectuelle profonde (DIP) et leur famille. Bien que la recherche participative puisse contribuer grandement à diminuer les iniquités et les injustices auxquelles sont confrontées ces familles, de nombreux enjeux entravent la réalisation d'une telle démarche collaborative. Pour favoriser l'équité en santé, l'orientation des recherches vers un cadre socialement responsable prend également tout son sens. Néanmoins, davantage d'études utilisant cette approche doivent être menées afin de soutenir leur faisabilité et identifier les conditions gagnantes pour encourager les chercheurset les membres de la communauté à s'engager dans un réel partenariat. Cet article vise à : 1) rapporter les étapes d'une recherche-action participative menée dans l'optique d'explorer des solutions pour faciliter la planification de la transition vers la vie adulte des personnes ayant une DIP, réalisée selon une orientation socialement responsable; 2) décrire le positionnement de l'étude selon l'échelle de responsabilité sociale; 3) discuter des conditions gagnantes et des obstacles à sa réalisation toujours sous l'angle de la responsabilité sociale.

Gensbittel, L. (2024). **La professionnalisation des femmes MCF stagiaires**. *Journées d'études AIPU 2024*. Présenté à Le Mans, France. Consulté à l'adresse https://hal.science/hal-05127941
Since the Decree of 9 May 2017, and the Order of 2018, trainee lecturers (MCFs) have benefited from 32 hours' leave to train in university pedagogy. This scheme, which aims to improve teaching skills and thus contribute to the professional development process (Bourdoncle, 1991) of MCFs, is beginning to be studied (Demougeot-Lebel & Lison, 2022). The diversity of training pathways raises the question of their contribution to MCFs. Most studies of teacher training at university point to the importance of context in the appropriation and transfer of such training by its beneficiaries (Gibbs & Coffey, 2004; Ménard et al., 2017, 2020). The practice of the profession is in fact subject to various parameters such as gender (Bodin et al., 2018). Sigolène Couchot-Schiex even claims that gender « saturates » the education and training system (Couchot-Schiex, 2019). The

aim here is to analyse the first year of trainee MCFs through the prism of gender, defined « as a hierarchical system of bicategorisation between the sexes (male/female) and between the values and representations associated with them (masculine/feminine) » (Bereni et al., 2020, p. 8). This concept of gender proposed in sociology allows for four dimensions of analysis: gender as a social construct in which each individual learns to become a representative of the sex category assigned to them at birth; gender as a relational process establishing a relationship of opposition producing inequalities between the sexes; gender as a relationship of power generating a hierarchy between the sexes; gender in its interweaving with other relationships of power (social class, sexuality, etc.) (Bereni et al., 2020).

González-Regalado, C. (2025). ***Teacher quality, family background and student performance in Ecuador***. Consulté à l'adresse https://hal.science/hal-05130196
This study investigates the influence of teacher quality and parental education on student performance in standardized tests across four subjects: math, natural science, social science, and language. Using student data from Ecuadorian students between 2015 and 2016, the analysis explores the differential impacts of socioeconomic factors and teaching resources. Findings highlight significant variances in the effects of teacher quality and parental education across subjects, with teacher quality positively influencing outcomes regardless of socioeconomic disparities. Additionally, cognitive skills and access to educational resources show varying levels of importance. The results emphasize the need for policies addressing teacher training and resource allocation.

Grewal, R. K., & Berger, P. (2025). **Nurturing Identity, Shaping Communities, and Forging New Pathways: Racially Minoritized Youth Climate Justice Activists' Perspectives**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 29-70. https://doi.org/10.53967/cje-rce.7153
This study explores the experiences of racially minoritized youth activists involved in the climate justice movement. From July to October of 2023, I conducted semi-structured narrative interviews with 15 Black, Indigenous, and youth of colour in Ontario, aged 18 to 29, who had been affiliated with a climate justice organization for at least six months. Through timeline mapping and semi-structured interviews, participants highlighted pivotal life events that shaped their justice-oriented values. Three overarching themes emerged: nurturing identity, shaping communities and schools, and forging new pathways for racially minoritized youth leaders. The findings underscore the empowerment youth experience through local action and community engagement. With a grounding in relational solidarity and ethical relationality, this study emphasizes the imperative for Canadian education systems to integrate robust climate justice pedagogies as well as interdisciplinary, action-oriented climate justice learning that fosters student efficacy and leadership. The study also aims to highlight the ways educators, policy makers, and stakeholders can engage with climate justice, informed by racially minoritized activists.

Gyimah, E. M., Dassah, E., Opoku, M. P., Nketsia, W., & Mensah, P. A. (2025). **'I prefer to be alone than to be among them': In-school experiences of learners with disabilities and their caregivers in inclusive schools in Ghana**. *British Journal of Special Education*, *52*(2), 126-136. https://doi.org/10.1111/1467-8578.12572
Inclusive education affords all learners, particularly learners with disabilities, access to equitable educational services. Despite the widespread recognition and extensive

scholarly attention of the 2015 Inclusive Education Policy, learners with disabilities in Ghana continue to struggle to fully participate in inclusive schools. Guided by provisions in the Disability Act of Ghana, Act 715 of 2006—a key legal framework protecting the rights of people with disabilities—this study seeks to evaluate the experiences of learners with disabilities and their families in navigating and accessing inclusive education. Employing the critical disability theory lens, the study adopted a qualitative descriptive design and purposively recruited learners with physical disabilities and visual impairments (n = 25) and their families (n = 20). Content analysis was subsequently applied to the data. Despite legal provisions for inclusive education, participants experienced financial barriers, inadequate inclusive education resources, difficulties with the built environment and labelling. This study calls for a multisectoral approach, including policy reforms, improved resource allocation, infrastructural investments and expedited public education, aimed towards promoting access to inclusive education for learners with disabilities.

Hallett, F., & Hallett, G. (2025). **Attitudes towards special educational needs: Dysconscious ableism?** *British Journal of Special Education*, *52*(2), 197-201. https://doi.org/10.1111/1467-8578.70019
This article explores the impact of teacher attitudes on the provision of Special Educational Needs (SEN) and the increasing trend of segregated educational settings. It introduces the concept of Dysconscious ableism to analyse how implicit biases and perceptions shape educational processes for children with SEN. By reflecting upon teacher perspectives across different national contexts, this article aims to highlight the role of attitudes in reinforcing exclusionary practices or promoting inclusive education.

Hays, J., Ninkova, V., Lavi, N., Lew-Levy, S., da Silva Macedo, S. L., Davis, H., & Ali, A. (2024). **Research note: Autonomous hunter-gatherer children in hierarchical schools: a review of the literature from the global South**. *Hunter Gatherer Research*, *10*(1), 131-138. https://doi.org/10.3828/hgr.2024.10
We recently conducted a review of the literature regarding hunter-gatherer children's schooling experiences in the global South (Ninkova et al 2024). In this research note, we highlight one central finding of our review: that the autonomy granted to hunter-gatherer children determines their participation in school. Children decide for themselves whether they will attend. Children also decide for themselves whether they will pursue alternative endeavours such as subsistence activities or play. When children do attend school, autonomous behaviour is generally not tolerated within the hierarchical classroom structure. Hunter-gatherer children are often reprimanded or punished when they fail to observe hierarchical rules, leading them to drop out. An important conclusion of our review is that if the global development priority of universal education is to be realised, the focus must be on local needs rather than broad global solutions. For hunter-gatherer children, local needs involve designing schools which reflect and respect hunter-gatherer autonomy.

Heppt, B., Schwarzenthal, M., & Scharf, J. (2025). **Discriminatory Climate and School Adjustment in Ethnically Minoritized Adolescents and Majority Adolescents: An Investigation of the Mediating Role of Teaching Quality**. *Journal of Youth and Adolescence*, *54*(7), 1732-1755. https://doi.org/10.1007/s10964-025-02147-2
Discriminatory teacher beliefs and behaviors, as reflected in a discriminatory climate, are negatively related to student adjustment, but little is known about the classroom

processes contributing to this relationship. This study investigated the role of teaching quality as a mechanism behind the associations between a discriminatory climate at school and students' school adjustment. The study used PISA data collected in Germany in 2018 (N = 2947; Mage = 15.47 years, SD = 0.65; 48.4% girls) and included ninth graders (1) from ethnically minoritized groups that are highly stigmatized (i.e., with heritage from Turkey, the SWANA region, sub-Saharan Africa, and Kurdish areas; n = 198), (2) from other ethnically minoritized groups (n = 445), and (3) from the ethnic majority (n = 2304). The students in Group 1 reported a more discriminatory climate at school than the other student groups did. Multilevel analyses revealed that a discriminatory climate was negatively related to all three indicators of school adjustment (i.e., reading comprehension, reading motivation, and school belonging). Adolescents who perceived a stronger discriminatory climate experienced lessons as less structured and more disruptive, highlighting the mediating role of classroom management in the relationship between discriminatory climate and adolescents' school adjustment. Thus, a discriminatory climate at school hampers adolescents' educational outcomes not only directly, but also via teachers' instructional behavior in class.

Herbaut, E. (2025). **Différenciation et dé-standardisation des parcours étudiants selon l'origine sociale**. *XXXe Journées Du Longitudinal*. Présenté à Dijon, France. Consulté à l'adresse https://hal.science/hal-05144344

Ichou, M., & Ferry, M. (2025). **Immigration et mobilité sociale : Revue de la littérature internationale sur les tendances observées et leurs mécanismes explicatifs**. *L'Année sociologique*, *75*(1), 15-40. https://doi.org/10.3917/anso.251.0015

Kaur, S., & Dutt, M. (2025). **Education during the COVID-19 pandemic: Experiences of urban poor children in Chandigarh city**. *International Review of Education*, *71*(3), 383-409. https://doi.org/10.1007/s11159-025-10147-4
This article maps the impact of the COVID-19 pandemic, particularly the lockdown of schools and the substitution of face-to-face teaching and learning with an online mode of education. It offers insights into what urban poor children experienced during the pandemic. Using primary data collected from selected slum colonies of Chandigarh city in India, the authors sought to understand the challenges and experiences of these children. They found that the major challenges associated with online learning were a lack of availability of devices and equipment for online education, an inadequate learning environment at home, poor internet connectivity, technological illiteracy, and lack of parental support. They also found that the weak socioeconomic background conditions, lack of support at home and inaccessibility of teachers during school closure resulted in acute learning losses. Their findings further revealed that during school closure, urban poor children experienced varied mental and physical problems such as sadness, restlessness, irritability, anxiety, aggression and various other health issues. A large number of parents reported an increase in excitation and violent behaviour in their children. Girls reported encountering domestic violence and forced domestic labour whereas many boys passed the time watching videos, TV programmes, etc. This study suggests the need for a new approach to the challenges caused by school closures for learners in marginalised communities. School administrators and policymakers must consider ways not only to mitigate learning losses but also to address resultant mental and physical problems. If left unaddressed, these problems are likely to exacerbate the already vast and systemic disparities in educational opportunities.

Kim, S., & Kim, N. (2025). **Unveiling the evolving educational inequality from upper secondary to higher education in South Korea: from effectively maintained inequality theory perspective**. *Higher Education*, *89*(6), 1637-1657. https://doi.org/10.1007/s10734-024-01301-2
Using nationally representative data from South Korea, this study tracks cumulative educational inequality at key educational transitions from lower to upper secondary education and from upper secondary to higher education. Using the effectively maintained inequality (EMI) theory, this paper firstly finds that high-socioeconomic status (SES) students take advantages of attending high-quality high schools, namely autonomous and special-purpose high schools. In addition, the findings reveal that the benefits of attending these high-caliber high schools manifest in the form of enhanced academic achievements and provide increased prospects for students to gain admission to 4-year universities in capital areas anticipated to experience future income growth. Furthermore, greater socioeconomic advantage is consistently associated with ascending the school hierarchy at each transition. The study's findings highlight the persistent and cumulative influence of parental SES on students' educational trajectories, reinforcing educational stratification. Overall, this study contributes to a deeper understanding of the heightening educational inequality across students' educational pathways and offers insights into the ramifications of recent educational policy reforms in South Korea.

Kirsten, F., & Biyase, M. (2025). **Meritocracy and Inequality in South Africa: Understanding Changes in Beliefs and their Influence on Demand for Redistribution**. *Sociological Inquiry*, *95*(3), 588-611. https://doi.org/10.1111/soin.12633
In light of rising global inequality, public concerns for inequality have been declining. This paradox of inequality has been explained by the rise in meritocratic beliefs in some developed countries. Untested in South Africa, the most unequal society, this study aims to report on these issues by investigating the impact of meritocratic and nonmeritocratic beliefs on redistribution preferences in South Africa. Using the International Social Survey Programme data for 2009 and 2019, we find that contrary to some developed countries, meritocratic beliefs have declined despite persistent high inequality. Nonmeritocratic factors like sex and race are perceived as less critical for personal success, while bribery and political connections gain prominence. Results reveal that stronger meritocratic beliefs correlate positively with redistribution preferences, whereas nonmeritocratic beliefs have minimal impact. This challenges the notion that high inequality intensifies meritocratic beliefs and reduces demand for redistribution, suggesting the need to consider South Africa's unique historical and socioeconomic context.

Kwiek, M., & Szymula, L. (2025). **Quantifying attrition in science: a cohort-based, longitudinal study of scientists in 38 OECD countries**. *Higher Education*, *89*(6), 1465-1493. https://doi.org/10.1007/s10734-024-01284-0
In this paper, we explore how members of the scientific community leave academic science and how attrition (defined as ceasing to publish) differs across genders, academic disciplines, and over time. Our approach is cohort-based and longitudinal: We track individual male and female scientists over time and quantify the phenomenon traditionally referred to as "leaving science." Using publication metadata from Scopus—a global bibliometric database of publications and citations—we follow the details of the publishing careers of scientists from 38 OECD countries who started publishing in 2000

(N = 142,776) and 2010 (N = 232,843). Our study is restricted to 16 STEMM disciplines (science, technology, engineering, mathematics, and medicine), and we track the individual scholarly output of the two cohorts until 2022. We use survival analysis to compare attrition of men and women scientists. With more women in science and more women within cohorts, attrition is becoming ever less gendered. In addition to the combined aggregated changes at the level of all STEMM disciplines, widely nuanced changes were found to occur at the discipline level and over time. Attrition in science means different things for men versus women depending on the discipline; moreover, it means different things for scientists from different cohorts entering the scientific workforce. Finally, global bibliometric datasets were tested in the current study, opening new opportunities to explore gender and disciplinary differences in attrition.

Mazereau, P. (2023). **Entre l'école, l'hôpital et le secteur médicosocial, enquête sociohistorique sur les méandres de la conquête d'autonomies professionnelles**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(4), 77-95. https://doi.org/10.3917/lsdle.564.0077

Milot, É., Ouellet, L., Couvrette, R., Gendron, K., Maltais, M., Caouette, M., & Raymond, É. (2024). **Composer avec les enjeux éthiques et méthodologiques d'une recherche-action : le cas du mentorat actif en soutien à l'inclusion sociale des personnes aînées ayant une déficience intellectuelle**. *Recherches qualitatives*, *43*(2), 85-107. https://doi.org/10.7202/1118451ar
La recherche-action a pour finalité de résoudre un problème tangible en jumelant une démarche scientifique à la mise en place d'une action concrète, et ce, avec les personnes directement concernées. Ce type de recherche favorise des apprentissages riches et variés, tant sur le plan pratique que sur le plan scientifique. Toutefois, à travers ses différentes étapes, plusieurs enjeux éthiques et méthodologiques peuvent survenir. Cet article porte sur les enjeux rencontrés à travers une recherche-action ayant mené à la mise en place d'une nouvelle pratique visant à soutenir la participation d'adultes vieillissants ayant une déficience intellectuelle à des activités de loisirs et de bénévolat dans la communauté. Il porte aussi sur les enseignements tirés de cette expérience et propose des recommandations pour les équipes engagées dans une recherche-action.

Morgan, J., Marsh, H., & Clark, C. (2025). **The (In)visibilisation of Gypsies, Roma, and Travellers in higher education equality, diversity, and inclusion (EDI) initiatives in England and Wales**. *Higher Education*, *89*(6), 1551-1567. https://doi.org/10.1007/s10734-024-01289-9
Gypsies, Roma and Travellers are under-represented as students in higher education in England and Wales. Moreover, the communities rarely feature in equality, diversity and inclusion (EDI) strategies and practices including race equality initiatives. Drawing upon the reflections and experiences of 14 equality, diversity and inclusion staff across 11 universities (7 post-1992 and 4 pre-1992) in England and Wales, we explore the technologies through which Gypsies, Roma and Travellers are made (in)visible in university EDI discursive spaces. Interview participants included Gypsy, Roma and Traveller academics; subject librarians; Deans of EDI; Widening Participation Managers; Inclusion and Equality Advisors and Managers; and Researchers and Leads on Race Equality Charters and Decolonising the Curriculum. Through inductively analysing our findings, we suggest that the normalisation of neoliberalism across the higher education academy in England and Wales has resulted in Gypsies, Roma and Travellers being

constructed as 'irregular' in higher education EDI discourse. We demonstrate how neoliberal-informed discursive rules, acting as 'systems of exclusion', control what is seen as a legitimate concern and support higher education institutions to intentionally 'look through' inequality issues affecting the communities. Informational difficulties, institutional focus on 'value for money' and numbers of students which prioritise the market-driven 'business case' over social justice, act as technologies of invisibilisation, positioning these diverse communities as not being 'within the true' in relation to institutional neoliberal discourses and 'regimes of truth'. This culminates in 'institutional inertia' and neglect towards EDI issues, further contributing to the under-representation of Gypsies, Roma and Travellers in higher education.

Murat, M. (2025). **Citizenship, Math and Gender: Exploring Immigrant Students' Choice of Majors**. *Kyklos*, *78*(3), 874-895. https://doi.org/10.1111/kykl.12447
This study examines the impact of host-country citizenship on immigrant students' choice of academic majors, using data from an Italian university and incorporating characteristics of students' countries of origin. The analysis focuses on enrolment in fields of study categorized by mathematical content. The findings reveal three main points: First, obtaining citizenship reduces the likelihood of choosing math-related disciplines; second, this effect is more pronounced among women, further widening the gender gap in math-intensive fields; and third, these gaps are larger among students from more gender-equal countries but are less affected by the acquisition of citizenship. These results are supported by matching techniques, two-stage least squares, and robustness and sensitivity analyses. Given that math-intensive fields are linked to higher earning potential, the findings suggest that investment in mathematical skills may serve as a safeguard against labour market risks—a necessity that lessens upon acquiring citizenship, especially for women. Although this shift could adversely affect future earnings, it also contributes to a more even distribution of students across disciplines, potentially enhancing diversity in occupations where immigrants are traditionally under-represented.

Neidhöfer, G., Lustig, N., & Larroulet, P. (2025). **Projecting the impact of COVID-19 on education and intergenerational mobility in Sub-Saharan Africa**. *The Journal of Economic Inequality*, *23*(2), 371-396. https://doi.org/10.1007/s10888-024-09648-3
Using microsimulations, we project the effect of instructional losses caused by COVID-19 on secondary school completion rates and intergenerational mobility of education in eight countries in Sub-Saharan Africa. On average, secondary school completion rates could decrease by 12 percentage points overall and by 16 points for children with low-educated parents. Interestingly, in most countries the gender gap diminishes because, for men, the projected decrease in secondary school completion is higher. A small additional impact on girls' education due to the potential rise in teenage pregnancy is observed in some countries. Intergenerational mobility of education in the eight Sub-Saharan countries in our sample is expected to decrease, on average, by 10%.

Olaogun, O. P., & Hunsu, N. J. (2025). **A systematic review of factors that predict and mediate conceptual change**. *European Journal of Psychology of Education*, *40*(2), 58. https://doi.org/10.1007/s10212-025-00959-1
Students have misconceptions about many scientific topics they encounter in the classroom—such misconceptions are especially rife in subjects with counterintuitive concepts. Several studies have copiously documented students' misconceptions in

different science domains. Research shows that students' misconceptions can be resistant to change and that instructional efforts that facilitate conceptual change learning must intentionally target and refute students' misconceptions. Several studies have highlighted different factors that foster or inhibit conceptual change learning. This systematic review of conceptual change studies synthesizes the literature to identify factors that predict and mediate conceptual change learning. The systematic review is based on the analysis of 14 studies that satisfied the criteria for inclusion in this review. The findings from this review show that mastery goals, situational interest, and enjoyment were significant predictors of conceptual change. Additionally, deep cognitive engagement, deep processing strategies, and attention allocation were significant mediators of conceptual change. The implications of these observations for theory and instructional practices for instructions that foster conceptual change learning are discussed. This systematic review is important because it can serve as the basis for conducting further empirical studies in engineering to help engineering students gain conceptual understanding and abandon their misconceived ideas and notions.

Packer, R., & Rhys, M. (2025). **Small but mighty: Challenging hegemonic discourses in developing literacy in a minority language**. *British Journal of Special Education*, *52*(2), 258-264. https://doi.org/10.1111/1467-8578.70030
Navigating support and seeking resources to support children and young people with additional learning needs (ALN) can be a challenge, but for those receiving state-funded education, the barriers to ensuring effective provision can be further compounded. This paper explores the challenges faced in Welsh-medium education by the hegemonic discourses of the dominant language, English. There is an intricate link between literacy in minority languages and issues of power, identity and cultural preservation and promotion. The success of Welsh-medium education highlights some of these tensions, particularly in providing support for learners with ALN. We explore attempts to redress this hegemony, while valuing the role that competence in both Welsh and English has for everyone. We focus on the current challenges faced in supporting learners with ALN in schools to develop literacy in Welsh, as their home or preferred language, and how these challenges might be overcome.

Sallis, R., & Wales, P. (2025). **Research-informed fictional histories: Dramatizing the stories of marginalised women**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *59*(1), 60-81. Consulté à l'adresse https://mje.mcgill.ca/article/view/10206
This article documents the work of two Research-based Theatre practitioners. The two case studies featured were written in different cultures, for different purposes and audiences. However, both share some common elements. They feature marginalized and largely forgotten women. One tells of the plight of foreign domestic helpers in Singapore and East Asia. The second case documents the achievements of women painters whose contribution to the Australian en plein air movement has been undervalued. In both instances we included in our playwriting what we have come to refer to as research-informed fiction. The subject matter, the intended audience, and the real-life women on whom the plays were based necessitated including fictional elements into our respective plays.

Salvatore, J., Medeiros, L., & Stannard, L. (2025). **Contextualizing If You Wanna Switch Seats, We Could**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *59*(1), 225-233. Consulté à l'adresse https://mje.mcgill.ca/article/view/10266

The Verbatim Performance Lab (VPL) at New York University's Steinhardt School conducted a Research-based Theatre investigation entitled If You Wanna Switch Seats, We Could. The project involved secondary school students from across the US performing a section of the September 2020 presidential debate between Donald Trump and Joe Biden. The aim was to explore how perceptions change when the debate is performed by young people. The project used the ethnodramatic form of verbatim performance, where actors portray someone word for word and gesture for gesture and often of a different identity. The project culminated in a virtual public sharing of the filmed investigations, and offered students an opportunity to gain a better understanding of their place in the political landscape.

Sanzane, J. (2025). **Émergence de l'éducabilité des mineurs délinquants : la dynamique des corps contraints à l'épreuve des logiques de décivilisation**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 231-247. https://doi.org/10.3917/nresi.102.0231

Sattin-Bajaj, C., Romo-González, L., & Hong, D. D. D. (2025). **Building Classroom Relationships Through Photovoice: What Immigrant-Origin Students Want Their Teachers to Know and Understand about Them**. *The Elementary School Journal*, *125*(4), 675-700. https://doi.org/10.1086/735473
Demographic differences between the educator workforce and students demand new ways to increase teachers' understanding of their students and facilitate authentic connections. In this study, we investigate the potential of photovoice to strengthen relationships between teachers and immigrant-origin students. Twenty upper elementary grades students of immigrant backgrounds were tasked with taking 20 Polaroid photographs of their lives outside of school that they believed would help their teachers understand them better. Interviews showed that students captured aspects of themselves that they felt they had few opportunities to share in the classroom, and they had clear ideas about how teachers' actions and understanding could be improved by seeing their photographs. We argue that photovoice holds promise as a strategy to expand teachers' knowledge and understanding of their students, inform practice, and increase cultural relevance in the classroom.

Shigematsu, T., Göksel, E., Piazzoli, E., Belliveau, G., & Naud, P. (2025). **Find a home, lose a home: A research-based theatre journey into Acadian heritage**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *59*(1), 178-194. Consulté à l'adresse https://mje.mcgill.ca/article/view/10301
"Meet me in France to help me encounter my Acadian ancestors." The Acadians were French settlers who established a unique culture in Atlantic Canada before being forcibly removed by the British in the 18th century. Taking up the invitation, five disparate artist/scholars gathered in France, but all their approaches would fit under the bigger tent of Research-based Theatre (RbT), an arts-based methodology in which embodied performances are created through the systematic research of real-life events and social issues. How does RbT serve to help us navigate the liminal space between research questions and the creation of theatre itself? If RbT is a term that encompasses a variety of approaches, how would grafting disparate artistic techniques transform our understandings of research?

Shin, Y.-J. (2025). **Social justice and multiculturalism in Asia–Pacific education: seeking contextualized theories and practices**. *Asia Pacific Education Review*, *26*(2), 273-275. https://doi.org/10.1007/s12564-025-10052-3

Sontheim, V. (2025). ***Relative School Starting Age and Educational Inequality*** (Working paper N° 0244). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: https://EconPapers.repec.org/RePEc:iso:educat:0244
This study investigates how school starting age (SSA) affects educational outcomes by disentangling the impact of relative and absolute SSA. I use a natural experiment in Switzerland where cutoff dates vary across time and regions and analyze data from 2012-2023. Being younger relative to classmates increases the likelihood of special needs placement and grade retention in early elementary school. These effects are driven by relative, not absolute, SSA and persist for up to eight years, influencing secondary school track placement. Children of less educated parents are more affected, suggesting SSA policies may reinforce educational inequality.

Summers, C. (2025). **Changing Thoroughly? A Playwright / Researcher Reflection on Research-based Theatre and « Being Frank »**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *59*(1), 39-59. Consulté à l'adresse https://mje.mcgill.ca/article/view/10267
This paper explores the educational possibilities and limitations of Deakin University's CHASE (Centre for Health through Action on Social Exclusion) trans and gender diverse Research-based Theatre project, Being Frank, in Victoria, Australia, 2016-2020. Adopting the perspective of the playwright / researcher, this paper documents the tensions between playwriting as artistic practice and Research-based Theatre within scholarly and educational contexts. The paper critically outlines the advisory group sessions, workshops, and presentations of the project - including within secondary school, tertiary and community-based programs - raising questions related to ethics / representation when seeking to dramatise complex issues. This paper offers Research-based Theatre practitioners, educational workers and artist / researchers insights into using theatre to advocate for inclusion and diverse perspectives.

Sung, M.-C., Wang, Y., & Vong, K. I. P. (2025). **Multiple voices and multiple interests: students' lived experiences and understanding of university internationalization**. *Asia Pacific Education Review*, *26*(2), 347-358. https://doi.org/10.1007/s12564-024-09947-4
With internationalization of higher education (HE) a worldwide trend in the past decades, a bulk of research has investigated various related issues, yet students' voices have been largely absent from the current discussion of university internationalization. This study explored Chinese students' constructive understandings of internationalization based on their actual experiences in one university of Greater China. Applying Habermas's framework of knowledge-constitutive human interests to the focus-group interview data, the study uncovered students' diversified voices, expressing views of internationalization as their "future business card(s)" and as cross-cultural learning experiences. Other views were represented by the metaphor of "neritic fish," used to describe a university who lost its identity in pursuing internationalization, and by criticism of their own institution on "being internationalized" in the current wave of global HE internationalization, rather than, "internationalizing", with suggestions of building a university's internal strengths as the pre-condition for genuine internationalization. While some of these views showed congruence with the dominant discourse of internationalization in East Asia, the

dissenting voices expressed a mismatch between students' understanding of internationalization and that embraced by the policy direction of the focal university. Students' views expressed new insights into some long-standing issues of internationalization in non-Western societies, which are crucial for HE researchers and policy-makers in re-thinking the fundamental purposes and ultimate goals of contemporary higher education harnessed by the leading force of internationalization.

Vanover, C. (2025). **Performing the Possibilities of First-Year Teaching**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *59*(1), 153-177. Consulté à l'adresse https://mje.mcgill.ca/article/view/10256
In this article I describe the development of an ethnodrama intended to investigate relationships between 1st-year teachers and students of colour. Excerpts from the script, photographs of performers, and artists' interviews communicate the sensations of life in school. The show evokes the power of the classroom to hurt and to heal. It is intended to help the audience imagine the power of strong classroom relationships and the damage of negative connections. These efforts seek to deepen understandings of the ambiguous nature of beginning teachers' work and provide a guide for future investigations of schools and classrooms. In the conclusion, I share implications of the performance for educational policy and Research-based Theatre (RbT).

Climat de l'école

Café pédagogique. (2025, juillet 2). **Violences en milieu scolaire : les 50 recommandations du rapport parlementaire**. Consulté 9 juillet 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/07/02/violences-en-milieu-scolaire-les-recommandations-du-rapport-parlementaires/
« Les violences faites aux enfants demeurent un phénomène massif» . Face à ce constat, la commission parlementaire présidée par Fatiha Keloua Hachi (PS) avec les deux co-rapporteurs Violette Spillebout

Eckert, H., Steinmayr, R., & Wirthwein, L. (2025). **Socioemotional and sociodemographic determinants of subjective well-being in school during childhood and adolescence**. *European Journal of Psychology of Education*, *40*(2), 54. https://doi.org/10.1007/s10212-025-00955-5
Recent educational goals have expanded to include socio-emotional development and subjective well-being (SWB) at school, alongside academic performance. However, just a few studies have focused on the longitudinal determinants of school SWB across different educational stages. Therefore, socioemotional (ability self-concept, social integration, classroom climate, feeling accepted by teachers) and sociodemographic (gender, socioeconomic status and migration background) determinants of school satisfaction and school mood were investigated among both elementary and secondary school students. Specifically, the data of N = 416 elementary (n = 205 girls, age: M = 8.19; SD = 1.04) from Grade 2 to 4, and N = 306 secondary school students (n = 172 girls, age: M = 11.82; SD = .93) from Grade 5 to 7 were analysed at two time points. Results of structural equation models showed that ability self-concept, feeling accepted by teachers and gender were significant predictors of changes in school SWB, with differences according to the educational stages. The findings underscore the importance of students' self-concept and teacher-student relationships in maintaining the educational goal of promoting high levels of SWB.

Garner, P. (2025). **Curriculum in alternative provision: Conversations with senior leaders**. *British Journal of Special Education*, *52*(2), 228-233. https://doi.org/10.1111/1467-8578.70016
Over the last four to five years, I've increasingly been reflecting on the role of what were formerly referred to as offsite or pupil referral units. These are now subsumed within a more generic grouping known as alternative provision. My interest has been triggered by the recent publication of 'Alternative provision in local areas in England: a thematic review', which, among other things, 'sets out good practice and highlights particular areas requiring further attention'. This was sufficient stimulus for me to continue my conversations with a small group of school leaders, working in both specialist and mainstream settings, regarding their views on what might best represent effective provision for learners at risk of disengaging from formal education or who have already been excluded from the system.

Goutte, S., Restoy, A., Cury, P., & Simar, C. (2025). **Co-construction d'un outil d'accompagnement issu de données probantes pour la labellisation des écoles promotrices de santé:Élaboration de la première version du prototype**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 185-211. https://doi.org/10.3917/nresi.102.0185

Guo, R., Hou, K., Li, T., & Li, C. (2025). **From Selection to Influence: The Moderating Role of Classroom Norms in the Evolution of Aggression and Victimization in Adolescent Friendship Networks**. *Journal of Youth and Adolescence*, *54*(7), 1704-1717. https://doi.org/10.1007/s10964-025-02198-5
Aggression and victimization are well-documented factors influencing adolescent social relationships, yet little is known about how these behaviors interact with friendship networks, particularly in the context of aggression norms. This study explored the relationships between aggression, victimization, and friendship networks, and further examined the moderating role of two types of aggression norms among Chinese adolescents using longitudinal social network analysis. A sample of 879 students (Mage = 12.73 years, SD = 0.43; 42.09% girls) from 16 classes (Mclass size = 54.94, SD = 2.64) was tracked across three waves of surveys with 1-year intervals. The results revealed that adolescents did not select friends based on similarities in aggression or victimization, yet interactions with friends influenced individuals' levels of aggression or victimization. Popularity norms for aggression were negative in all classes, and both friendship selection and influence effects related to aggression were non-significant in all three groups. Although certain victimization-related effects were significant in specific groups, the overall moderating role of negative popularity norms was not significant. Descriptive norms for aggression did not moderate any of these processes. These findings help understand the dynamics relationship of aggression (and victimization) and friendship networks among Chinese middle adolescents, highlighting the potential role of establishing negative aggression popularity norms as potential strategies to curb the spread of aggression.

Jiang, H., Vialle, W., & Woodcock, S. (2025). **Redesigning Check-In/Check-Out to Improve On-Task Behavior in a Chinese Classroom**. *Journal of Behavioral Education*, *34*(2), 371-398. https://doi.org/10.1007/s10864-023-09531-7
Check-in/check-out (CICO) is a Tier 2 behavioral management system in the School-wide Positive Behavior Support (SWPBS) framework, which is widely used in Western

schools. However, this system is not currently used in public schools in mainland China, mainly because of the large class sizes. This study redesigned CICO to facilitate its implementation in schools in mainland China. This new intervention, which we call team leader-mediated check-in and check-out (TLM-CICO), combines the CICO system and the Chinese team leader system. We used an ABAB reversal design to evaluate the effects of TLM-CICO for three fifth-grade students who exhibited off-task behavior and varying degrees of problem behavior. The results indicated that there were functional relationships between the intervention and on-task behavior in teachers' instruction and self-study. The three teachers who implemented the TLM-CICO generally accepted the intervention and expressed their intention to use this system in their future classroom management. We also discussed the implications of the results, limitations of the study, and future directions.

Krasner, J. B., Levisohn, J. A., & Avni, S. (Éd.). (2025). ***Teaching and Learning in Jewish Day Schools***. Consulté à l'adresse https://press.uchicago.edu/ucp/books/book/distributed/T/bo247033358.html
Examines how day schools are educating diverse Jewish youth in a variety of content areas. Teaching and Learning in Jewish Day Schools offers an important analysis of Jewish day school classrooms today. In light of difficulties initiating, evaluating, and sustaining educational innovation, this volume takes stock of what is happening among students and teachers in contemporary Jewish day school classrooms. The authors of this volume confront and question several bedrock principles of Jewish education to address how day schools intersect with broader societal issues including race and gender. They point to themes and topics that scholars and practitioners are grappling with to explore new potential pathways to evaluating student learning and learning outcomes: assessing core subject areas; understanding the ways social and environmental factors contribute to learning; and studying how race, ethnicity, class, and gender shape student learning and school culture. The chapters address topics relevant to educators working in contemporary Jewish day schools including Zionism, the outcomes of Israel education, Jewish engagement, the experience of Latinx students, community building, and more.

López-Castro, L., López-Ratón, M., & Rodríguez-Llorente, C. (2025). **Risk Factors of Cybervictimization Associated with the Use of Technologies in Elementary Education**. *The Elementary School Journal*, *125*(4), 625-643. https://doi.org/10.1086/735472
The link between technology use and cybervictimization in elementary education is less explored than in secondary education. Increased technology use since COVID-19 and high rates of cybervictimization among elementary students highlight the need to identify early risk factors. This study surveyed 1,169 families of fifth and sixth graders using a self-administered questionnaire ($\alpha = .84$). Binary logistic regression was used to analyze risk factors. Bivariate analysis revealed that mobile phone use, number of technological devices, frequency of internet connection, and the purpose of internet use were significant individual risk factors ($p < .05$). The multivariate model identified using a mobile phone with internet access, frequent internet connection, and families being unaware of the purpose of the child's internet use as joint predictors of cybervictimization. These findings underscore the importance of parental mediation in elementary students to mitigate the risk of cybervictimization.

Saclarides, E. S., Jones, A. L., & Kessler, M. A. (2025). **Who Takes Care of the Superheroes?: Exploring How Coaches and Principals Cared for Teachers during the COVID-19**

Pandemic. *The Elementary School Journal*, *125*(4), 644-674. https://doi.org/10.1086/735409
Although research has documented the buffering potential of supportive work environments, school leaders, and colleagues, more research is needed to understand how school leadership structures can support teachers. Drawing upon 24 qualitative interviews that were collected at two time points during the COVID-19 pandemic, we analyzed teachers' expressed needs and school leaders' enactments of care for teachers during the pandemic. We identified five categories of teacher need, as well as five ways in which school leaders enacted care to address teachers' needs. Implications for practice and research are discussed.

Waite, J. (2025). **Trauma-informed education for pupils with adverse childhood experiences and social, emotional and mental health needs: Special school headteachers' lessons learned from the coronavirus pandemic**. *British Journal of Special Education*, *52*(2), 137-146. https://doi.org/10.1111/1467-8578.70001
This doctoral study explored headteachers' lived experiences of leading trauma-informed education in their special schools for pupils with adverse childhood experiences (ACEs) and social, emotional and mental health (SEMH) needs throughout and since the coronavirus (Covid-19) pandemic. Five headteachers of SEMH special day schools in England participated in semi-structured interviews in late 2023. Transcripts were examined using interpretative phenomenological analysis. The interviews focused on participants' perspectives on their leadership during and since the pandemic, including in light of Government policy and guidance, and their perceived impacts on their schools, pupils and themselves. Key lessons include recommending that policymakers seek to understand the sector better by consulting those with lived experience of leading, working at, and attending SEMH special schools. In doing so, this understanding should inform smarter policy that better supports pupils with ACEs and SEMH needs in future emergencies. The research also identifies the need to provide more effective support to headteachers during times of crisis.

Yang, Y. (2025). **How is school climate linked to student engagement? The mediating role of life satisfaction, epistemic curiosity, and school identification**. *European Journal of Psychology of Education*, *40*(2), 56. https://doi.org/10.1007/s10212-025-00957-3
This study investigated the role of life satisfaction, epistemic curiosity, and school identification in the relationship between school climate and student engagement. Participants included 303 Chinese junior middle and high school students with an age range of 12–18 years who completed the School Climate and School Identification Scale, the Epistemic Curiosity Scale, the Student Engagement, and the Life Satisfaction Scale. Structural equation modeling demonstrated that life satisfaction, epistemic curiosity, and school identification mediated the effect of school climate on student engagement, respectively. Moreover, the identified serial mediation model showed that school climate could influence student engagement through the chain mediating effect of "life satisfaction–epistemic curiosity" and "life satisfaction–school identification". These findings contribute to clarifying the links between these variables and suggest that a good school climate may promote student engagement from life satisfaction, epistemic curiosity, and school identification perspectives. They carry significant implications for student engagement, emphasizing the need for educational administrative leaders to consider creating a good school climate and implement tailored interventions that

enhance life satisfaction, epistemic curiosity, and school identification to improve student engagement.

Évaluation des dispositifs d'éducation-formation

Bertolino, I. (2024). ***Contribution à la définition de la mixité sociale à l'école par l'évaluation du dispositif haut-garonnais*** (Phdthesis, Université de Toulouse). Consulté à l'adresse https://theses.hal.science/tel-04999411
Cette thèse est une contribution à la définition de la mixité sociale à l'école par l'évaluation du dispositif haut-garonnais de mixité sociale dans les collèges. Cette recherche doctorale a été commanditée par le Conseil départemental de la Haute-Garonne en vue de mener une évaluation formatrice en partenariat avec l'ensemble des organisations associées au dispositif de mixité sociale, à savoir : l'Éducation nationale, les autres collectivités territoriales et les associations, y compris de parents d'élèves. Le dispositif de mixité sociale investigué repose sur la fermeture de deux collèges du réseau d'éducation prioritaire, le transfert de 1600 écoliers vers 11 collèges dits favorisés de la métropole toulousaine et sur différentes mesures d'accompagnement visant à soutenir la réussite scolaire. Le caractère innovant et multi-partenarial du dispositif nous a incité à proposer une forme de recherche spécifique. La recherche-intervention évaluative se caractérise par une triple visée, heuristique, praxéologique et critique, et par l'engagement des participants à l'enquête dans la co-construction des savoirs. L'enquête évaluative menée s'est appuyée sur la démarche de référentialisation qui met en regard le contexte initial dans lequel le dispositif a été conçu, les moyens déployés en vue de lutter contre la ségrégation sociale à l'école et le produit de ces changements. La dynamique de co-constitution référentielle à l'œuvre donne à voir ce qui fait sens pour les participants et qui a de la valeur au regard des objectifs poursuivis. Au sortir de ces travaux émerge un modèle mobilisant 5 dimensions intriquées constitutives du dispositif. Ce modèle montre comment la mixité sociale est reliée à un ensemble d'autres dimensions contributives de la conception de ce type de dispositif. Ces dimensions sont également contributives de la définition de la mixité sociale à l'école qui ne peut être isolée d'autres éléments avec lesquels elle interagit.

Ebersold, S., Camps, J.-F., & McEwen, L. (2025). **Rendre l'université plus accessible aux étudiants:Évaluer Atypie-Friendly sur la base des droits pédagogiques**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 125-138. https://doi.org/10.3917/nresi.102.0125

Gautié, J., Bèque, M., & Constantin-Genet, G. (2025). ***Évaluation du plan « 1 jeune, 1 mentor »***. Consulté à l'adresse INJEP website: https://www.vie-publique.fr/rapport/299126-evaluation-du-plan-1-jeune-1-mentor-rapport-final
Le plan « 1 jeune, 1 mentor », lancé en 2021, vise à proposer à chaque jeune qui le souhaite, un accompagnement individuel par un adulte bénévole. Ce dispositif, soutenu par l'État et mis en œuvre par des associations, cible particulièrement les publics les plus fragiles et répond à des besoins divers liés à la scolarité, à la recherche de stage, à l'orientation, à l'insertion socioprofessionnelle ou encore à l'ouverture socioculturelle.L'évaluation de ce plan, menée entre 2023 et 2025 avec le soutien d'un conseil scientifique constitué de représentants du monde académique, de l'administration et du secteur associatif, s'appuie sur une combinaison d'enquêtes statistiques et qualitatives, auprès des structures de mentorat et des binômes mentors-mentorés. Elle explore cinq grandes questions :Quels types de programmes ont été

soutenus et selon quelles logiques territoriales, organisationnelles et budgétaires ?Le plan a-t-il permis d'atteindre les publics fragilisés qu'il visait en priorité ?Comment les associations mettent-elles en œuvre le mentorat et dans quelle mesure leurs pratiques s'alignent-elles avec les recommandations identifiées dans les travaux de recherche ?Quels effets les jeunes et les enfants perçoivent-ils de cette relation d'accompagnement?Quels apports les mentors retirent-ils de leur engagement ?Le rapport formule également dix recommandations pour mieux structurer et renforcer l'impact du mentorat.

Formation continue

Ahad, M. T., Ahmed, F., Bhowmik, A. C., Mim, Z. M., Anu, A. D., & Busch, P. (2025). **Exploring micro-credential affordances in Bangladeshi higher education**. *Education and Information Technologies*, *30*(10), 13565-13597. https://doi.org/10.1007/s10639-025-13317-x
The concept of affordance is helpful to understand the advantages that can be offered to users. However, little is known about the affordable Micro-Credential courses (MC) offered by Higher education (HE) providers. This study utilizes Gibson's affordance theory as a lens and aims to validate the affordances of MCs for HE. Furthermore, this study provides an MC implementation plan in HE. Utilizing two focus group studies, this study explores micro-meso-macro-centric affordances. These affordances include financial governance of the guardian, flexibility in education, lower course fees, more certificates and recognition, the opportunity to gain in-depth industry-related knowledge, industry networking and expansion of job opportunities, the ability to fulfill employer needs, rapid skill acquisition, the lifelong learning system, competitive advantages of HE, the opportunity to improve HE courses, industry-university collaboration, country-wide dynamic learning environment creation and the opportunity of joint research opportunities. Among these, the affordance of guardians and countries is rarely identified in prior studies. The novelty of this study is that the affordances are observed from student-centric—rather than micro-centric student to macro-level employer and country-level affordances; this approach is rarely identified in prior studies. The study presented here offers significant practical value, as the identified affordances can aid the education system in contemplating how MC can be created and used to promote engagement and smooth integration into contemporary HE systems. From a national perspective, the findings are expected to contribute to sustainable development goals, particularly emphasizing high-quality education.

Berthaud, J., Sgarzi, M., & Simon, V. (2025). **Accompagner les moins qualifiés : d'une vision européenne à ses déclinaisons en France**. *Céreq Bref*, (472), 1-4. Consulté à l'adresse https://www.cereq.fr/accompagner-les-moins-qualifies-dune-vision-europeenne-ses-declinaisons-en-france

Borjas, B., Fuenmayor, L. B., Terán, J. G., & Vélez, G. (2025). **Fe y Alegría Venezuela : une formation tout au long de la vie pour des populations vulnérables** (P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146vz
Au cours de ses soixante-dix années d'existence, Fe y Alegría Venezuela a consolidé un réseau éducatif dans les secteurs les plus vulnérables du pays, en promouvant une éducation populaire intégrale, de qualité et inclusive. En une période d'urgence

éducative, ce mouvement d'éducation populaire a intégré ses différents programmes en un modèle qui promeut la formation tout au long de la vie.

Dille, M. H., & Buhl, M. (2025). **Digital marginalisation: "Everything, everywhere, all at once": A study of digital transformation from a lifelong learning perspective**. *International Review of Education*, *71*(3), 519-532. https://doi.org/10.1007/s11159-024-10121-6
This article discusses the digital divide from the perspective of lifelong learning. Building on extant empirical findings related to digital transformation in the Nordic region, the authors develop a relational approach to explore the ways in which digitalisation has become meaningful and influential in everyday life, producing moments of marginalisation that concern us all. The authors argue that marginalisation can be viewed as a performative effect of digitalisation that flows across bodies, spaces and times as a situated conditioning of the subject. This means that marginalisation is "everywhere" and concerns everything at all times. Thus, there is no subject position free from marginalisation. This article contributes to research on the digital divide as well as on lifelong learning. In terms of the latter, its contribution goes beyond situated perspectives on learning by unfolding the dynamics of "the situated" as relations that create marginalisation, thereby producing insights into the conditions needed for lifelong learning processes to succeed.

Gremion, C. (2025). **L'évaluation formatrice pour former dans l'incertitude. Le cas des photographes et des formateurs de formation professionnelle en Suisse**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146ws
Comment former des personnes qui devront faire apprendre des métiers qui n'existent pas encore ou des métiers qui ont subi, subissent et subiront des changements majeurs ? À la Haute école fédérale en formation professionnelle (HEFP), nous formons en alternance des formateurs pour une grande variété de métiers, tous en mutation dans le contexte actuel. Les besoins du terrain changent plus rapidement que les référentiels officiels. Aussi, pour pallier cela, nous les formons à l'utilisation d'un modèle de didactique (DPAS) qui se base sur la renégociation perpétuelle des référentiels métiers. Nous les formons à ce modèle, et nous les formons aussi avec celui-ci. Après avoir présenté la démarche en nous appuyant sur deux exemples, nous évoquerons ses effets sur la formation ainsi que les nouveaux défis qui se présentent.

Houlden, S., & Lange, E. (2025). **Bridging Local Concerns and Systemic Change: A Design-Based Approach to Transformative Climate Education**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 71-93. https://doi.org/10.53967/cje-rce.7205
This article presents the initial research and development phases of a transformative climate education program for adults in a semi-rural community on southern Vancouver Island. Using design-based research (DBR), we developed a workshop series informed by adult and lifelong education (ALE), transformative learning, and the theoretical frameworks of the Gesturing Towards Decolonial Futures Collective and its members, including Vanessa Machado de Oliveira. Our research began with a community needs assessment (n = 183), identifying key concerns such as affordability, climate anxiety, and social cohesion. We articulate six design principles emerging from these insights, which highlight the importance of pedagogical entry points, the role of worldview transformation, and the integration of localized climate solutions with broader systemic critiques. This study contributes to climate education by offering a model that moves

beyond information dissemination, and instead cultivates critical, justice-oriented engagement with climate action in ways that are both locally relevant and globally situated.

Jung, J., You, J., & Kim, D. (2025). **Effective but sustainable? A case of a digital literacy program for older adults**. *Education and Information Technologies*, *30*(10), 13309-13330. https://doi.org/10.1007/s10639-025-13364-4
Digital technology is used to improve the quality of life for the growing number of older adults in the United States, but it also exacerbated the digital divide between generations and regions. Digital literacy programs effectively designed for older adults have a potential to mitigate this issue; however, sustaining an effectively designed program can be a challenge due to practical constraints. This case study-mixed methods study examined effectiveness and challenges of implementing a digital literacy program that is designed with six instructional strategies known to be effective for older adults. Data sources included surveys and interviews from learners, instructors, including teaching assistants, and an administrator involved in the project throughout three implementation cycles at a regional library. Overall, participants reported enhanced confidence in using digital literacy domains and satisfaction towards the program. Various implementation challenges identified are aligned to the instructional strategies used. The study emphasizes the importance of developing and sustaining an inclusive and flexible digital education for seniors aimed to reduce the digital divide and promote their engagement in an increasingly digital society.

Lescure, E. de. (2023). **Les « formateurs jeunes » en quête d'autonomie. Retour sur une aspiration contrariée à la qualification (1975-1988)**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(4), 17-36. https://doi.org/10.3917/lsdle.564.0017

Marty, O. (2024). ***La Formation d'adultes continue (F.A.C.)*** (Lecture, Université d'Aix Marseille; p. 37). Consulté à l'adresse https://shs.hal.science/halshs-04667068
Configurations et discussions scientifiques au Centre de recherches sur la formation (2011-2024) du Conservatoire national des arts et métiers.

Meyer, M. (2024). ***Les adultes plus âgés et l'apprentissage tout au long de la vie : enjeux du soutien social au prisme des transitions de vie*** (Phdthesis, Université de Haute Alsace - Mulhouse). Consulté à l'adresse https://theses.hal.science/tel-04947377
Cette thèse (Cifre) s'axe sur la compréhension de la thématique complexe de l'isolement socialdes adultes plus âgés et cherche à produire des modèles explicatifs en lien avec les Sciences del'Éducation et de la formation (SEF). Le phénomène se heurte à différentes problématiques,créant des manques méthodologiques dans les études. La littérature a conduit vers son versantpositif : le soutien social. Un travail de catégorisation a permis de révéler deux perspectives : une de structure et une de fonction. Le vieillissement est un processus multifactoriel oùdifférentes transitions de vie sont vécues et face à cela, un réseau social identifié et de confiancefavorise l'adaptation. La vieillesse n'étant pas un facteur limitant pour l'apprentissage, lesadultes plus âgés forment un public intéressant pour les SEF. Cette recherche se focalise sur lacompréhension du soutien social dans l'apprentissage tout au long de la vie des adultes plusâgés. À travers trois hypothèses et dans une démarche herméneutique, l'étude a été réaliséeauprès de deux populations dont les bénéficiaires de la structure d'accueil de cette thèse Cifre.Un questionnaire a été construit autour de la santé, du

soutien social et de l'apprentissage etprès de 2000 retours ont pu être analysés. Ce travail met en lumière l'importance et la place desrelations sociales à travers l'apprentissage tout au long de la vie. Des perspectives de recherchesont proposées afin d'approfondir la compréhension de ce public peu commun pour les SEF etdes pistes opérationnelles sont présentées pour développer les pratiques d'accompagnement dupublic plus âgé.

Mottais, É., Dorceus, S., & Bélisle, R. (2025). **Profils de parcours en reconnaissance, validation et accréditation (RVA) des acquis de l'apprentissage non formel et informel selon la durée : une perspective de justice sociale**. *International Review of Education*, *71*(3), 461-481. https://doi.org/10.1007/s11159-024-10109-2
Pathway profiles in the recognition, validation and accreditation (RVA) of non-formal and informal learning outcomes according to duration: A social justice perspective – Systems for the recognition, validation and accreditation (RVA) of non-formal and informal learning outcomes are promoted as a means of contributing to social justice in access to a qualification, with particular attention paid to so-called disadvantaged populations. It is argued that these schemes can reduce the time taken to gain a qualification. However, initial work on RVA indicates that the duration of this pathway and its various sequences can be long and that it seems to be associated with certain common characteristics of adults without always documenting those of disadvantaged populations. The aim of this study is to identify pathway profiles according to the length of sequences in an RVA approach from a social justice perspective. The analytical framework is based on the stages of the Québécois approach to RVA in vocational training in order to understand the pathway in terms of the duration of the sequences, and on Amartya Sen's capability approach (CA) for the social justice perspective. An analysis of latent profiles within a sample of 502 candidates who had graduated through the RVA process enabled the authors to identify three profiles associated with three personal characteristics and one related to the organisation of the process. The discussion highlights the potential for transforming the right to RVA into a real opportunity for adults from one or more disadvantaged groups to obtain a qualifying certificate. The conclusion sets out some of the limitations of this study.

OECD. (2025a). **Advancing Adult Skills through Individual Learning Accounts A Step-by-Step Guide for Policymakers**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4104* (p. 64) [Report]. Consulté à l'adresse OECD website: https://doi.org/10.1787/08e1bdaf-en.
Individual Learning Accounts (ILAs) – virtual accounts in which individuals accumulate training rights over time – are gaining renewed momentum as a means of placing individuals at the centre of lifelong learning. Yet, establishing ILAs is a resource-intensive process that requires strategic planning, sustained investment and ongoing refinement. This report presents a comprehensive framework to support policymakers in navigating this process, drawing on insights from six countries: Croatia, Czechia, France, Lithuania, the Netherlands and Singapore. It offers practical guidance on addressing key policy decisions across the design and implementation phases. In the design phase, the report explores how to define budgets, set clear objectives, identify target groups, select eligible training opportunities and determine funding allocations. In the implementation phase, it examines governance structures, digital platforms, training quality assurance, enabling frameworks and mechanisms for evaluation and continuous improvement. Copy link to Individual learning accounts (ILAs) are gaining renewed momentum as a tool to place individuals at the centre of lifelong learning ILAs are virtual accounts where

training rights accumulate over time. Their defining feature is a strong focus on individuals rather than employers. Training rights available via ILAs are owned by the individual, can be accessed without employer approval, and remain with the learner as they change jobs or employment status. This portability enables continuous upskilling and reskilling throughout a person's working life, supporting career development in an increasingly dynamic labour market. ILAs also help expand access to training for groups often excluded from traditional funding mechanisms, such as self-employed individuals and gig economy workers. In addition, they enhance learner autonomy by allowing individuals to choose when and how to use their entitlements. This flexibility promotes a lifelong learning culture by empowering people to take ownership of their skills development and tailor their learning to their personal aspirations and professional goals. ILAs can enhance coherence and access across the adult learning landscape Copy link to ILAs can enhance coherence and access across the adult learning landscape By leveraging digital platforms, ILAs can also serve as a one-stop shop for both financing and accessing training opportunities. These platforms not only distribute training credits under ILA schemes but can also consolidate additional contributions from individuals, employers, and public bodies into a single pool of funding. For example, in France, the public employment service can provide top-up funding through the ILA portal for job seekers who lack prior employment history or have insufficient credit. In this way, ILAs help streamline existing adult learning financing mechanisms. ILA platforms can also curate and centralise training options from a wide range of adult learning providers, making it easier for individuals – including those not eligible for ILA funding – to navigate available learning opportunities. Positioned at the intersection of education and employment policies, ILAs can further foster collaboration among diverse stakeholders, including government ministries, employers, trade unions, training providers, and learners themselves. Balancing learner autonomy with effective oversight is key to ensuring ILAs support high-quality, relevant training A key feature of ILAs is the autonomy they grant individuals in choosing their training without prior validation from a counsellor. This flexibility not only empowers learners but also reduces the administrative burden on implementing bodies. However, it presents challenges for policymakers in deciding which types of training should qualify for public support. ILAs are increasingly designed to promote labour-market-relevant learning, with eligibility criteria often shaped by qualification and occupational standards, as seen in countries such as Croatia, France, and Singapore. Yet determining what counts as job-relevant training can be subjective and context-dependent. For example, a language course might be essential in one profession but considered personal development in another. To ensure ILAs are effective in meeting their policy goals, policymakers must carefully balance individual choice with strategic funding priorities. This includes regularly reviewing and updating eligibility criteria to reflect evolving labour market needs. Co-payment requirements, present in the Czech and French schemes, can encourage learners to make more deliberate training choices by giving them a financial stake in the process. However, such contributions should remain modest to avoid creating barriers to participation, particularly for disadvantaged groups. Robust quality assurance mechanisms are equally important to safeguard public investment and ensure that training leads to meaningful outcomes. They help prevent fraud, misuse, and price inflation, while ensuring that supported courses meet minimum quality standards. In Lithuania, for example, a new programme evaluation system was developed under the ILA scheme for non-formal education and training providers, who are generally subject to less stringent oversight. However, overly rigid requirements risk stifling innovation, reducing responsiveness to emerging skill needs – particularly in fast-

evolving sectors – and discouraging participation from a diverse range of providers, especially during early implementation. Complementary measures are needed to address non-financial barriers and promote equitable access to trainingWhile ILAs help reduce financial barriers to adult learning, they may not be sufficient on their own to incentivise upskilling and reskilling, particularly among underrepresented groups. Non-financial barriers, such as time constraints and limited awareness of opportunities, continue to hinder participation in adult learning. To maximise the impact of ILAs, complementary measures are essential, including paid training leave, recognition of prior learning, and tailored career guidance to support informed decision-making. ILAs can also be designed to cover the costs of services such as career counselling and recognition of prior learning, further enhancing their effectiveness. ILAs provide financial incentives for training providers to promote their courses, but proactive outreach by public authorities – both online and offline – remains critical to reaching a broad and diverse population of learners. For instance, Singapore hosts an annual SkillsFuture Festival to raise awareness and encourage participation. Together, these complementary measures help build an enabling environment that fosters inclusive engagement in lifelong learning. A culture of evaluation and continuous improvement is essential to ensure ILAs achieve their objectivesILAs are a considerable financial investment, and it is therefore critical that countries take an experimental approach to their introduction. Piloting the scheme, closely monitoring its implementation, and making iterative adjustments based on robust evaluation and evidence are key to refining the model and building a strong foundation for effective scaling up over time. Policymakers considering the introduction of an ILA scheme should first establish a clear understanding of how inputs, such as public funding, translate into outputs, such as increased participation in training, and ultimately into outcomes and impacts, such as the acquisition of new skills, higher productivity, and improved employment and wage prospects. Evaluating performance across all these stages, including through counterfactual evaluations as was done in the Netherlands, is important to ensure that ILAs deliver value for money and contribute meaningfully to national skills and employment objectives.

OECD. (2025b). ***Advancing Adult Skills through Individual Learning Accounts: A Step-by-Step Guide for Policymakers***. https://doi.org/10.1787/08e1bdaf-en

Pirard, F., Valentim, S., & Lambert, I. (2023). **Voyager et se former ensemble, professionnels de l'accueil de l'enfance, de la formation et de la gouvernance : regards croisés sur la démarche et l'expérience vécue dans un projet européen**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(4), 117-134. https://doi.org/10.3917/lsdle.564.0117

Pouzergues, P. (2025). **L'intelligence artificielle générative en classe de FLE : retour sur un atelier et ses effets en formation continue d'enseignants en République tchèque**. *Didactique du FLES : Recherches et pratiques*, *4*(1). https://doi.org/10.57086/dfles.1646
This article explores the integration of generative artificial intelligence (GAI) in teaching French as a Foreign Language (FFL) in the Czech Republic. Based on a survey conducted with 60 teachers, it provides an overview of initial practices and perceptions regarding the use of GAI. A three-hour training session, organized by the French Institute in Prague in August 2024, addressed the capabilities and limitations of these tools, as well as practical methods for pedagogical integration. The impact of this training was assessed through a follow-up questionnaire, revealing a significant shift in perceptions: improved understanding of the challenges, increased confidenc, and a stronger willingness to

integrate these technologies into the classroom. The analysis also highlights unmet needs, such as a lack of concrete examples and ongoing support. The article concludes with recommendations to optimize future training sessions and promote a sustainable and ethical integration of GAI in FFL teaching.

Sassi, M. (2025). **La formation des formateurs aux examens pratiques objectifs et structurés (EPOS) en Tunisie : un changement de paradigme pour l'évaluation des stages en pharmacie**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wp
Les métiers de demain ne peuvent être abordés sans repenser les enjeux éducatifs et mettre en œuvre de nouvelles pratiques dans la formation des formateurs et des apprenants. Des changements ont progressivement vu le jour à la faculté de pharmacie de Monastir, en Tunisie, menant à l'adoption des « examens pratiques objectifs et structurés (EPOS). Cet outil d'évaluation des travaux pratiques et des stages au cours des études médicales permet de s'affranchir des biais des méthodes classiques, notamment la subjectivité, la dépendance du jury et l'iniquité. Ce dispositif permet aux étudiants, en situation active, de traiter l'information et mobiliser les acquis. La réforme des méthodes d'évaluation implique obligatoirement une formation pédagogique des formateurs, pour leur permettre de s'approprier ces outils.

Zhang, F., Xia, Y., Wang, Y., Liu, J., Xia, J., & Chen, C.-C. (2025). **A mixed methods study of adult learners' online learning motivation profiles**. *Education and Information Technologies*, *30*(10), 14043-14068. https://doi.org/10.1007/s10639-025-13382-2
Open universities can improve learning outcomes and overall satisfaction among adult learners by addressing and enhancing online learning motivation. By applying latent profile analysis (N = 494) and adult learner interviews (n = 16), this mixed methods study aimed to better understand adult learners' motivation profiles in online learning distinguished by relatedness, mastery and performance goal, and intrinsic and utility value. Quantitative results showed four profiles characterized by unique configurations of motivation. Specifically, three profiles (Highly Motivated, Average Motivation, Below Average Motivation) demonstrated level effects and one that demonstrated shape effects (Highly Motivated, Low Performance) emerged. Furthermore, the study showed motivational discrepancies in terms of adult learners' age and gender. Qualitative findings provided insight into how profile indicators manifest in adult online learning including how the various motivation dimensions co-occur as learners participate in various online learning activities. Integrating quantitative profiles and qualitative themes contributes to our understanding of not only how adult learners differ in their motivation, but also what these profile indicators look like in situ and relate to online courses design and activities. Practical implications for instructors, such as differentiated approaches to support adult learners' unique motivation goals and needs, are discussed. Finally, suggestions for future research are outlined, underscoring longitudinal trends in profile membership in adult learning research work.

Marché du travail

Arenas, B. F., & Ruiz, F. O. (2025). **Care Penalty on Labor Market Outcomes in Chile: A Longitudinal Analysis by Gender**. *Journal of Family and Economic Issues*, *46*(2), 411-426. https://doi.org/10.1007/s10834-025-10046-8

We study the influence of spending time caring for older people, sick or disabled family members on labor market outcomes, by sex. We test the hypothesis that a care penalty in the labor market is more substantial for women than men. We use the Chilean Longitudinal Social Survey (2016–2021) to estimate a labor supply model with individual fixed effects on a sample of urban adults. Our estimations suggest a care penalty faced by women on participation and employability, a result which is related to access and not to labor conditions. These access limitations are not present on men's estimations. Once caregiving responsibilities are managed—whether through household members or external arrangements—our analysis does not find a statistically significant relationship with holding a formal contract, weekly work hours, or wages. Public policies to increase the female caregiver's participation are proposed.

Cohen, J., Johnston, A. C., & Lindner, A. (2025). **Skill Depreciation during Unemployment: Evidence from Panel Data**. *American Economic Journal: Applied Economics*, *17*(3), 208-235. https://doi.org/10.1257/app.20230195
Skill Depreciation during Unemployment: Evidence from Panel Data by Jonathan Cohen, Andrew C. Johnston and Attila Lindner. Published in volume 17, issue 3, pages 208-35 of American Economic Journal: Applied Economics, July 2025, Abstract: We examine the depreciation of skills among unemployed German...

Cour des comptes. (2025). ***L'expérimentation « territoire zéro chômeur de longue durée » 2016-2024*** (p. 125). Consulté à l'adresse Cour des comptes website: https://www.vie-publique.fr/rapport/299186-lexperimentation-territoire-zero-chomeur-de-longue-duree-2016-2024
| L'expérimentation « Territoire zéro chômeur de longue durée » permet à des territoires volontaires de coordonner l'action des acteurs sociaux et économiques afin de proposer une réponse appropriée aux personnes durablement éloignées de l'emploi. L'expérimentation a fait l'objet de deux lois successives (2016 et 2020), votées à l'unanimité du Parlement, et prend fin le 30 juin 2026. Le présent rapport analyse l'efficience des actions mises en place, leur gouvernance, la pertinence du ciblage des bénéficiaires et la soutenabilité du modèle financier.

Hussain, I., Scrutinio, V., & Telhaj, S. (2025). ***Public sector performance disclosure: salary and career outcomes for top managers and employees*** [Working paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://EconPapers.repec.org/RePEc:cep:cepdps:dp2107
Public sector organizations around the world are held to account on the basis of objective measures of performance. This paper investigates, for the first time, the impact of subjective school inspection ratings on labor market and career outcomes for school principals, senior managers and teachers. Employing unique school inspection data and the population of teachers in secondary schools in England, we compare personnel in schools experiencing a rating change with those in schools with no change in inspection rating, in a difference-in-differences framework. A change in the overall school inspection rating has substantial impact on principals' wages and their rate of exit from public sector schooling, but the impact on teachers is much more muted. Our findings suggest that competition is a key mechanism through which changes in school inspection ratings affect school personnel labor market outcomes. Importantly, exploiting novel inspection sub-grade data on school leadership and management quality enables us to assess the impact on principals arising from this direct channel, over and above the

response to overall school ratings. It reveals that the rating for this specific dimension of quality is an important channel driving principals' outcomes. These results shed new light on the impact of subjective quality assessments on the careers of public sector managers and employees.

Julhe, S., Leclercq, E., & Roux, N. (Éd.). (2025). **Les vies professionnelles à l'épreuve des transformations de l'emploi**. *L'année sociologique*, *75*(1), 1-219. Consulté à l'adresse https://shs.cairn.info/revue-lannee-sociologique-2025-1
Les vies professionnelles à l'épreuve des transformations de l'emploi

Leroy, E. (2025). **La réversibilité du départ à la retraite : Les expériences contrastées de cumul emploi-retraite**. *L'Année sociologique*, *75*(1), 165-186. https://doi.org/10.3917/anso.251.0165
Louvion, A., Ottmann, J.-Y., Nogues, L., & Letour, V. (2025). **Les standards de la dé-standardisation:Une analyse des séquences professionnelles de travailleurs en portage salarial**. *L'Année sociologique*, *75*(1), 97-134. https://doi.org/10.3917/anso.251.0097

Métiers de l'éducation

Anadón, M. (2024). **Quelques réflexions autour de l'évolution de la recherche dite « qualitative »**. *Recherches qualitatives*, *43*(2), 5-14. https://doi.org/10.7202/1118445ar
Un article de la revue Recherches qualitatives, diffusée par la plateforme Érudit.

Baribeau, C. (2024). **L'entretien de groupe, un dispositif toujours pertinent**. *Recherches qualitatives*, *43*(2), 25-31. https://doi.org/10.7202/1118447ar
Un article de la revue Recherches qualitatives, diffusée par la plateforme Érudit.

Bisson-Vaivre, C., Martin, B., & Tournier, É. (Éd.). (2025). **Chef d'établissement : un métier qui se conquiert, un pilotage empêché ? (Dossier)**. *Administration & Éducation*, (185), 1-121. Consulté à l'adresse https://shs.cairn.info/revue-administration-education-2025-1
Chef d'établissement : un métier qui se conquiert, un pilotage empêché ?

Cohen, E., & Sikenyi, M. (2025). **Teacher professional development during a global pandemic: A critical analysis of global learning through a peer-to-peer learning programme**. *International Review of Education*, *71*(3), 411-432. https://doi.org/10.1007/s11159-024-10120-7
This article introduces a professional development webinar series entitled "Teaching in Times of Crisis: Learning from Educators Around the World". This is a unique model for teacher professional development and peer-to-peer-learning among teachers around the globe. By positioning teachers predominantly from the Global South as experts, this series sought to equip American teachers with strategies, tools and techniques for teaching during the COVID-19 pandemic, flipping the traditional development narrative that positions voices from the Global North as experts needed in the Global South. The authors' analysis of the webinar series through the lens of critical global learning, however, shows two contradictory outcomes. On the one hand, participants who attended the series helped build a sense of global solidarity among teachers during a particularly difficult time. On the other hand, the webinar series reinforced neocolonial narratives of pity, poverty and helplessness in the Global South. The authors argue that

cultivating global solidarity and knowledge sharing among teachers can be a meaningful avenue for providing teacher support and professional development for educators working in emergency settings across the Global North and South, but it must be done in ways that attend to and make visible colonial logics and the complex and unequal power relations around the world.

Combaz, G. (2025). ***Des métiers de la montagne à la sociologie de l'éducation: Retours critiques sur un parcours de recherche***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/des-metiers-de-la-montagne-a-la-sociologie-de-l-education/79332?srsltid=AfmBOopbEiUAopcg1NTnzIkFCgVeYBea0SwS7obNI8KhCXAccVPPF8Zz
Gilles Combaz a été successivement accompagnateur en moyenne montage, moniteur de ski alpin, professeur d'éducation physique et sportive avant de rejoindre l'université en tant qu'enseignant- chercheur. À travers cet ouvrage qui s'apparente à une autobiographie réflexive, il tente d'identifier les liens ténus et souvent sous-jacents que l'on peut repérer entre le cheminement biographique et la trajectoire scientifique du chercheur. Allant quelque peu à l'encontre de la posture classique préconisant une stricte distinction entre les deux univers, ce livre tente de mettre au jour les racines profondes des recherches menées tout au long d'une carrière universitaire.

Darie, C., Gensbittel, L., Maridet, M., Mavraki, É., Molard, J., Pigeonnat, Y., … Younes, N. (2025). **La crédibilité des accompagnateurs pédagogiques dans les dispositifs de formation des nouveaux enseignants-chercheurs**. *Ecosystèmes de formation : pour quelle(s) transformation(s)*. Présenté à Brest, France. Consulté à l'adresse https://hal.science/hal-05128011
This symposium explores the elements of credibility associated with those involved in the training programs for probationary lecturers. L. Gensbittel analyzes how these individuals are perceived by the lecturers themselves, using credibility categories adapted from the framework established by Deandra Little and David A. Green (2002). As a complementary perspective, Grenoble INP -UGA Graduate schools of Engineering and Management presents its « Marche d'approche » program, with a comparative analysis of credibility at the level of the institution's governance and participants. Additionally, the training programs from Clermont-Auvergne University, the University of Orléans, Sorbonne Nouvelle University, and Panthéon-Sorbonne University will be reviewed to highlight common pitfalls and recommend strategies for enhancing the credibility of both facilitators and their messaging.

Devauchelle, B. (2025). **Les enseignants, les formateurs et les cadres éducatifs français face à l'intelligence artificielle**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146vm
Cet article explore l'impact de l'intelligence artificielle (IA) sur l'enseignement et la formation, mettant en lumière les tensions entre fascination, crainte, et adaptation. En France, l'IA générative reste marginale en classe, mais est utilisée en périphérie par les élèves et enseignants pour des tâches comme la préparation des cours ou les travaux scolaires. Les enseignants reconnaissent son potentiel tout en redoutant les risques, notamment en matière d'éthique et de tricherie. L'IA adaptative, en phase d'expérimentation, pourrait personnaliser les apprentissages, mais l'accès limité aux équipements reste un obstacle. Les formateurs et cadres éducatifs voient dans l'IA un outil pour optimiser la gestion et soutenir pédagogiquement les enseignants sans les

remplacer. Toutefois, des préoccupations éthiques et juridiques, notamment sur la collecte des données, freinent son intégration. La « liberté pédagogique » reste essentielle pour les enseignants, qui souhaitent conserver leur autorité et leur rôle décisionnel. L'intégration généralisée de l'IA nécessitera du temps et un cadre d'usage clair.

Fluckiger, C. (2025). **Penser le travail conjoint des chercheurs et des professionnels : perspectives critiques et TACD**. In C. Le Henaff, M. Le Paven, F.-M. Prot, & H.-L. Go (Éd.), *Comprendre et transformer la forme scolaire* (p. 59-72). Consulté à l'adresse https://hal.science/hal-05138382
Ce chapitre se propose de revenir sur les relations entre chercheurs et praticiens. Cette question est débattue de longue date en didactique et fait l'objet de discussions actuelles, portées dans ce champ scientifique, notamment par la revue Education & Didactique sur le statut de la preuve en éducation. Ce chapitre propose de situer ce débat dans une tension fondatrice de la didactique, entre les postures d'expertise (consistant à produire des évaluations de l'existant) et recherche (consistant à produire des connaissances). En effet, à l'opposition classique entre expertise et intervention d'un côté, analyse scientifique et suspension de l'action d'un autre, la didactique a longtemps porté une vision qu'on peut qualifier de critique, permettant de sortir de cette opposition.

Garnier, P., & Zorn, S. (2025). **The key roles of professionals in autism early childhood units in preschools in France**. *European Journal of Special Needs Education*, 1-13. https://doi.org/10.1080/08856257.2025.2524971
The schooling of students with special educational needs, particularly those with autism spectrum disorder (ASD), relies on collaboration between teachers and specialised professionals. This collaboration enhances pedagogical approaches and supports both academic outcomes and the social inclusion of students. In France, State autism plans have led to the establishment of Autism Early Childhood Units (AECU) in preschools to promote the gradual inclusion of children with ASD into mainstream classrooms. This article, based on interviews and thematic analysis, explores the role of professionals in these units in facilitating inclusive schooling. The findings indicate that professionals in AECU are valuable resources for mainstream teachers, providing training on the specificities of ASD and adapted tools to better support these students. Collaboration between professionals facilitates the gradual inclusion in mainstream classes of students with ASD, particularly through frequent discussions, pedagogical adjustments and targeted interventions. These professionals act as mediators, facilitating interactions between students with and without ASD, thereby reinforcing inclusive dynamics.

Gavini, É. A. de, Bobin, J.-M., Joby, V., Joubaire, R., Lebrun, D., Bisson-Vaivre, C., … Tournier, É. (2025). **Chef d'établissement : autonomie ou exécution ?** *Administration & Éducation*, *185*(1), 13-30. https://doi.org/10.3917/admed.185.0013

Gensbittel, L. (2024). **La professionnalisation des femmes MCF stagiaires**. *Journées d'études AIPU 2024*. Présenté à Le Mans, France. Consulté à l'adresse https://hal.science/hal-05127941
Since the Decree of 9 May 2017, and the Order of 2018, trainee lecturers (MCFs) have benefited from 32 hours' leave to train in university pedagogy. This scheme, which aims to improve teaching skills and thus contribute to the professional development process

(Bourdoncle, 1991) of MCFs, is beginning to be studied (Demougeot-Lebel & Lison, 2022). The diversity of training pathways raises the question of their contribution to MCFs. Most studies of teacher training at university point to the importance of context in the appropriation and transfer of such training by its beneficiaries (Gibbs & Coffey, 2004; Ménard et al., 2017, 2020). The practice of the profession is in fact subject to various parameters such as gender (Bodin et al., 2018). Sigolène Couchot-Schiex even claims that gender « saturates » the education and training system (Couchot-Schiex, 2019). The aim here is to analyse the first year of trainee MCFs through the prism of gender, defined « as a hierarchical system of bicategorisation between the sexes (male/female) and between the values and representations associated with them (masculine/feminine) » (Bereni et al., 2020, p. 8). This concept of gender proposed in sociology allows for four dimensions of analysis: gender as a social construct in which each individual learns to become a representative of the sex category assigned to them at birth; gender as a relational process establishing a relationship of opposition producing inequalities between the sexes; gender as a relationship of power generating a hierarchy between the sexes; gender in its interweaving with other relationships of power (social class, sexuality, etc.) (Bereni et al., 2020).

Granger, N., & Tardif, J. (2025). **La pénurie des enseignants au Québec : vers des changements de politiques**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wn
Au Québec, les politiques ministérielles ont été assouplies pour soutenir la professionnalisation et la certification professionnelle des enseignants sans brevet. Ces changements visaient à favoriser l'accessibilité à la formation de ces personnes qui bénéficient d'une tolérance de recrutement. Parmi les différents enjeux, la méconnaissance de la reconnaissance des acquis et des compétences extrascolaires limite les admissions en contexte universitaire et nuit à l'optimisation du parcours, pour les personnes en situation d'emploi qui doivent conjuguer travail, études et responsabilités familiales. Une « matrice virtuelle » a été créée pour soutenir le développement d'un portfolio utilisable pour la reconnaissance des acquis et des compétences et en phase avec les compétences requises pour enseigner.

Harding, L., & Carney, M. A. (2025). **The black box of faculty writing in the academy**. *Higher Education*, *89*(6), 1495-1512. https://doi.org/10.1007/s10734-024-01285-z
The current study investigates faculty perceptions of writing, asking faculty directly to think about their experiences with, feelings about, engagement in, and practices related to writing. This article contributes to the literature on university faculty and academic work with a categorization scheme that begins with faculty feelings about writing and then considers how those feelings map onto their writerly experiences. An iterative qualitative analysis of survey data from 83 faculty informs a typology of faculty writers that includes four groups (Flow, Engaged, Depends, and Stressed). Our findings offer insight into faculty across the disciplines as writers: who is writing, how they are showing up to write, and what that experience is like, both instrumentally and affectively. In turn, these results offer a rich account of the writing lives of faculty across a wide range of institutional roles and career stages—and they point to productive opportunities for academic leaders and those responsible for research productivity to support faculty and bring writing out of the shadows and into the visible core of an academic career. By shifting conversation and support toward writing, universities can help ease the mental burden and stress of writing

so faculty can focus on engaging with their research on the page and sharing their work through publications.

Hatano-Chalvidan, M. (2023). **Les formateurs-accompagnants dans le champ de l'insertion : une professionnalité émergente en question. Effets et résultats d'une recherche-action**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(4), 37-58. https://doi.org/10.3917/lsdle.564.0037

Hong, S., & Lee, S. M. (2025). **Job engagement among novice school counselors: Daily emotion regulation in the context of job demands and resources**. *Asia Pacific Education Review*, *26*(2), 291-302. https://doi.org/10.1007/s12564-024-10018-x
The present study aimed to investigate the effect of emotion regulation on the job engagement of novice school counselors while reflecting the variability and context of emotion regulation by utilizing a daily diary method. A sample of 100 South Korean school counselors completed the baseline and diary measures regarding emotion regulation and job demands and resources twice a day for 5 consecutive working days. Multilevel modeling was performed to analyze the nested data and test the research hypothesis. The use of state suppression negatively affected novice school counselors' job engagement. Cross-level interaction effects on momentary job engagement were found between state reappraisal and job resources, as well as between state suppression and job demands. The findings highlight how daily emotion regulation interacts with contexts at work to impact on momentary job engagement of novice school counselors, underscoring the importance of considering these dynamics when promoting engagement.

Johnston, A. C. (2025). **Preferences, Selection, and the Structure of Teacher Pay**. *American Economic Journal: Applied Economics*, *17*(3), 310-346. https://doi.org/10.1257/app.20210763
Preferences, Selection, and the Structure of Teacher Pay by Andrew C. Johnston. Published in volume 17, issue 3, pages 310-46 of American Economic Journal: Applied Economics, July 2025, Abstract: I examine teacher preferences using a discrete-choice experiment linked to data on teacher effectiveness...

Kwiek, M., & Szymula, L. (2025). **Quantifying attrition in science: a cohort-based, longitudinal study of scientists in 38 OECD countries**. *Higher Education*, *89*(6), 1465-1493. https://doi.org/10.1007/s10734-024-01284-0
In this paper, we explore how members of the scientific community leave academic science and how attrition (defined as ceasing to publish) differs across genders, academic disciplines, and over time. Our approach is cohort-based and longitudinal: We track individual male and female scientists over time and quantify the phenomenon traditionally referred to as "leaving science." Using publication metadata from Scopus—a global bibliometric database of publications and citations—we follow the details of the publishing careers of scientists from 38 OECD countries who started publishing in 2000 (N = 142,776) and 2010 (N = 232,843). Our study is restricted to 16 STEMM disciplines (science, technology, engineering, mathematics, and medicine), and we track the individual scholarly output of the two cohorts until 2022. We use survival analysis to compare attrition of men and women scientists. With more women in science and more women within cohorts, attrition is becoming ever less gendered. In addition to the combined aggregated changes at the level of all STEMM disciplines, widely nuanced

changes were found to occur at the discipline level and over time. Attrition in science means different things for men versus women depending on the discipline; moreover, it means different things for scientists from different cohorts entering the scientific workforce. Finally, global bibliometric datasets were tested in the current study, opening new opportunities to explore gender and disciplinary differences in attrition.

Lescure, E. de. (2023). **Les « formateurs jeunes » en quête d'autonomie. Retour sur une aspiration contrariée à la qualification (1975-1988)**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(4), 17-36. https://doi.org/10.3917/lsdle.564.0017

Loizon, A., David, M., & de Bisschop, H. (2025). **Faire dire le travail aux apprentis L'activité d'ingénieurs pédagogiques dans un dispositif de retour d'expérience en école d'ingénieur**. *Phronesis*, *14*(HS1), 154-177. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2025-5-page-154

Loua, S. (2025). **L'éducation en situation de crise au Mali : la résilience des enseignants de deux communes de Gao**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146vv
Cet article sur l'éducation en temps de crise au Mali identifie les difficultés rencontrées par les acteurs de l'école durant la crise sécuritaire dans la région de Gao et les stratégies de résilience qu'ils ont pu mettre en œuvre pour la continuité des activités pédagogiques. L'entretien semi-directif a été utilisé comme principale technique d'enquête. Les résultats montrent que les acteurs de l'école de Bourem et d'Ansongo de l'académie d'enseignement (AE) de Gao, en pleine crise sécuritaire, ont fait face à des difficultés de diverses natures. Malgré les contraintes, ils ont pu développer des stratégies qui ont permis aux enfants, tant bien que mal, d'aller à l'école.

Ma, A. S. (2025). **Faculty Members' Perspective on the Internationalization of Higher Education in Taiwan**. *Asia Pacific Education Review*, *26*(2), 277-290. https://doi.org/10.1007/s12564-024-10016-z
Faculty members are a key stakeholder group in the internationalization of higher education. However, there is scant research on faculty in higher education internationalization, especially in the non-English-speaking world. Taking Taiwan as a case study, this study examines faculty's perspective on and role in internationalization. Based on the data collected through in-depth interviews with faculty members and participant observation at four universities, the study shows that while faculty unanimously agreed on internationalizing higher education, they held divergent imaginaries on internationalization and different perspectives on internationalization strategies. Furthermore, university internationalization affected faculty's work lives through performancism in faculty evaluations, the emphasis on international publications for research output, and using English as a medium of instruction (EMI). In response, faculty either took an active role in internationalization by embracing the changes, or a passive role by avoiding, questioning, or resisting internationalization initiatives. Faculty's imaginaries of internationalization and seniority ranking were crucial in shaping their responses to and roles taken in the internationalization of higher education. This study discusses the impact of higher education internationalization on faculty's academic profession and illuminates the challenges that universities and faculty face in non-English-speaking countries that aspire to compete in the global market of higher education.

Mazereau, P. (2023). **Entre l'école, l'hôpital et le secteur médicosocial, enquête sociohistorique sur les méandres de la conquête d'autonomies professionnelles**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(4), 77-95. https://doi.org/10.3917/lsdle.564.0077

Mazereau, P., & Figueira, C. (2023). **La recherche d'autonomie et de reconnaissance professionnelles dans les champs de l'éducation et de la formation : exemples sociohistoriques**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(4), 2-134. Consulté à l'adresse https://shs.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2023-4
La recherche d'autonomie et de reconnaissance professionnelles dans les champs de l'éducation et de la formation : exemples sociohistoriques

Milot, É., Ouellet, L., Couvrette, R., Gendron, K., Maltais, M., Caouette, M., & Raymond, É. (2024). **Composer avec les enjeux éthiques et méthodologiques d'une recherche-action : le cas du mentorat actif en soutien à l'inclusion sociale des personnes aînées ayant une déficience intellectuelle**. *Recherches qualitatives*, *43*(2), 85-107. https://doi.org/10.7202/1118451ar
La recherche-action a pour finalité de résoudre un problème tangible en jumelant une démarche scientifique à la mise en place d'une action concrète, et ce, avec les personnes directement concernées. Ce type de recherche favorise des apprentissages riches et variés, tant sur le plan pratique que sur le plan scientifique. Toutefois, à travers ses différentes étapes, plusieurs enjeux éthiques et méthodologiques peuvent survenir. Cet article porte sur les enjeux rencontrés à travers une recherche-action ayant mené à la mise en place d'une nouvelle pratique visant à soutenir la participation d'adultes vieillissants ayant une déficience intellectuelle à des activités de loisirs et de bénévolat dans la communauté. Il porte aussi sur les enseignements tirés de cette expérience et propose des recommandations pour les équipes engagées dans une recherche-action.

Murier, É., Progin, L., & Ria, L. (2025). **Les personnels de direction et le leadership pédagogique : représentation, légitimité et empêchement**. *Administration & Éducation*, *185*(1), 41-49. https://doi.org/10.3917/admed.185.0041

Nison, C. (2025). **Le quotidien du chef d'établissement : cadre responsable ou simple exécutant**. *Administration & Éducation*, *185*(1), 51-56. https://doi.org/10.3917/admed.185.0051

Normand, R. (2025). **Le leadership du chef d'établissement : management scolaire ou pilotage pédagogique ?** *Administration & Éducation*, *185*(1), 57-64. https://doi.org/10.3917/admed.185.0057

Pérez, J.-M., & Suau, G. (2025). **Université inclusive, résistances aux changements et enjeux d'une formation des maîtres de conférences stagiaires**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 139-151. https://doi.org/10.3917/nresi.102.0139

Polychroni, F., Antoniou, A.-S., & Kofa, O. (2025). **Job satisfaction, occupational stress and self-efficacy of Greek mainstream and special school education teachers**. *Educational Research for Policy and Practice*, *24*(2), 327-343. https://doi.org/10.1007/s10671-024-09387-2

This study examines the specific sources of job satisfaction and occupational stress in Greek special and mainstream school teachers, testing the role of self-efficacy as mediating variable between stress and job satisfaction. The sample consisted of 498 teachers employed in special and mainstream primary schools mainly in Athens. The Job Satisfaction Scale, the Occupational Stress Scale for teachers and the Teachers' Sense of Efficacy Scale were administered to the participants. While special education teachers reported lower job satisfaction levels that they attributed to working hours and work flexibility, teachers working in mainstream schools attributed their lower job satisfaction to administrative factors and balanced relationships with colleagues. Administration and favoritism, resources and equipment, and social support from parents were significant predictors for both mainstream and special education teachers' job satisfaction, while time pressure and pupils' behavior significantly predicted special education teachers' job satisfaction. Teachers' self-efficacy did not mediate the relationship between teachers' stress and job satisfaction for any of the groups. This study sheds light on the differences between special education and mainstream school teachers' sources of job satisfaction. The importance of external rather than internal sources of job satisfaction for these two groups may imply that a greater focus needs to be placed on organizational changes in order to establish employee-friendly workplaces with reduced stress and increased job satisfaction.

Resnik, J. (2025). **Échanger en ligne pour améliorer l'éducation à la citoyenneté mondiale des futurs enseignants : le projet Global Sense (Allemagne, Belgique, France, États-Unis, Israël)**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wj
À une époque de montée de l'ethno-nationalisme et de la xénophobie, les enseignants endossent la responsabilité d'aborder des questions socio-politiques complexes et controversées pour le développement de l'esprit critique chez les élèves. Cet article présente un projet de recherche qui porte sur les échanges en ligne entre étudiants dans les métiers de l'enseignement de cinq pays, dans l'objectif d'améliorer l'éducation à la citoyenneté mondiale (ECM) de ces futurs éducateurs et de les préparer à introduire des questions d'ECM dans leurs classes. Les étudiants concernés ont conçu des projets pédagogiques sur les enjeux mondiaux, participé à des échanges en ligne et partagé leurs réflexions. L'analyse qualitative de ces données montre que les échanges ont laissé une forte impression, autour de trois thèmes principaux : les engagements politiques des participants, les approches pédagogiques et les identités professionnelles en tant qu'éducateurs. Ces résultats suggèrent que les échanges internationaux peuvent non seulement favoriser une sensibilisation au thème de la citoyenneté mondiale, mais aussi renforcer les identités professionnelles locales ainsi que la capacité à « affronter les incertitudes » en classe.

Saclarides, E. S., Jones, A. L., & Kessler, M. A. (2025). **Who Takes Care of the Superheroes?: Exploring How Coaches and Principals Cared for Teachers during the COVID-19 Pandemic**. *The Elementary School Journal*, *125*(4), 644-674. https://doi.org/10.1086/735409
Although research has documented the buffering potential of supportive work environments, school leaders, and colleagues, more research is needed to understand how school leadership structures can support teachers. Drawing upon 24 qualitative interviews that were collected at two time points during the COVID-19 pandemic, we analyzed teachers' expressed needs and school leaders' enactments of care for teachers during the pandemic. We identified five categories of teacher need, as well as

five ways in which school leaders enacted care to address teachers' needs. Implications for practice and research are discussed.

Savoie-Zajc, L. (2024). **Relecture de l'article « Comment construire un échantillonnage scientifiquement valide ? »**. *Recherches qualitatives*, *43*(2), 15-24. https://doi.org/10.7202/1118446ar
Un article de la revue Recherches qualitatives, diffusée par la plateforme Érudit.

Solvason, C. (2025). **Accountability, scapegoating and encouraging rebellious joys: Teaching in England**. *British Journal of Special Education*, *52*(2), 210-215. https://doi.org/10.1111/1467-8578.70013
This article suggests that the rise in referrals for children seen as having specific educational needs in England is the inevitable outcome of a system with ever-rising expectations and accountability. It suggests two key reasons for this. The first is that the increased pressures upon teachers lead to them needing a 'scapegoat' to point the finger at when they fail to meet those unreasonable expectations. The child being 'unable to perform' is the last get-out clause available to them. The second is that the toxicity created by the mounting pressure on teachers significantly impacts teacher well-being. Tired, fraught and harried teachers are not in a position to offer a safe and secure learning environment for the children that they teach. The optimal conditions for the successful performance of both teacher and child—based upon potential, unconditional positive regard and care—have been eroded from the heart of education. Children are not failing; the system is failing them. In light of this, this article encourages all educators to rebelliously see the positive potential of all the children they work with and to be strengthened by those 'moments of light' that can be celebrated in even the smallest steps taken towards positive development.

Summers, C. (2025). **Changing Thoroughly? A Playwright / Researcher Reflection on Research-based Theatre and « Being Frank »**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *59*(1), 39-59. Consulté à l'adresse https://mje.mcgill.ca/article/view/10267
This paper explores the educational possibilities and limitations of Deakin University's CHASE (Centre for Health through Action on Social Exclusion) trans and gender diverse Research-based Theatre project, Being Frank, in Victoria, Australia, 2016-2020. Adopting the perspective of the playwright / researcher, this paper documents the tensions between playwriting as artistic practice and Research-based Theatre within scholarly and educational contexts. The paper critically outlines the advisory group sessions, workshops, and presentations of the project - including within secondary school, tertiary and community-based programs - raising questions related to ethics / representation when seeking to dramatise complex issues. This paper offers Research-based Theatre practitioners, educational workers and artist / researchers insights into using theatre to advocate for inclusion and diverse perspectives.

Törley, K. (2025). **Un témoignage sur la dérive autocratique en Hongrie et la résistance des enseignants**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146vu
En Hongrie, les changements dans le monde de l'enseignement ont été mis en œuvre à petits pas, brique après brique, presque imperceptiblement, même pour les plus directement concernés – qui étaient comme la grenouille qui se fait gaiement cuire sans

s'enfuir, si l'on débute la cuisson dans de l'eau agréablement tiède. Après un bref rappel de la chronologie, l'article montre comment le gouvernement hongrois illibéral a « cuit » l'éducation et ses acteurs, en diminuant les ressources, en centralisant, en supprimant la liberté des enseignants et en les intimidant.

Vanover, C. (2025). **Performing the Possibilities of First-Year Teaching**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *59*(1), 153-177. Consulté à l'adresse https://mje.mcgill.ca/article/view/10256
In this article I describe the development of an ethnodrama intended to investigate relationships between 1st-year teachers and students of colour. Excerpts from the script, photographs of performers, and artists' interviews communicate the sensations of life in school. The show evokes the power of the classroom to hurt and to heal. It is intended to help the audience imagine the power of strong classroom relationships and the damage of negative connections. These efforts seek to deepen understandings of the ambiguous nature of beginning teachers' work and provide a guide for future investigations of schools and classrooms. In the conclusion, I share implications of the performance for educational policy and Research-based Theatre (RbT).

Zouhair, M. (2024). ***L'influence des conseillères pédagogiques pour un contexte inclusif au secteur de la formation générale des adultes*** (Essai (document diplômant), Université du Québec à Montréal). Consulté à l'adresse https://archipel.uqam.ca/18361/
L'amélioration des compétences et la transmission du savoir sont encore des enjeux majeurs au sein du système d'éducation québécois dans les années 90. L'objectif de réussite scolaire pour le plus grand nombre d'élèves est au coeur de ce mouvement. Dans cet essai, nous nous intéresserons particulièrement au rôle des conseiller.ères pédagogiques (CP) en raison de leurs statuts d'ancien.ne enseignant.e et de personne de soutien auprès des acteurs/actrices du milieu scolaire. Il s'agira plus précisément des CP oeuvrant en formation générale des adultes (FGA) au Québec, un contexte encore peu étudié comparativement à celui de la formation générale des jeunes (FGJ). Cette recherche a pour objectif d'étudier les contributions des CP aux stratégies cohésives et inclusives dans le défi qu'implique la diversité. Plusieurs constats apparaissent à la suite de l'exposition de la problématique: il existe peu ou pas d'informations pour décrire l'ensemble des facettes de la diversité en milieu scolaire; l'expérience des enseignant.e.s peut s'avérer plus importante que les formations théoriques pour gérer la diversité dans leurs classes ; le soutien des CP devient important dans ce contexte, étant donné que ces dernier.e.s ont un statut mouvant dans le système et peuvent donc avoir affaire à plusieurs acteurs/actrices dans différents contextes ; les CP n'ont pas de formation comme telle, notamment sur le plan de la prise en compte de la diversité. Il s'agit d'ancien.ne.s enseignant.e.s d'expérience. C'est pour aller au-delà de ces constats que l'essai, de type élaboration d'un projet de recherche, va tenter de répondre à la question de recherche suivante: comment les CP peuvent contribuer à de meilleures stratégies cohésives et inclusives dans le défi qu'implique la diversité? L'objectif étant d'étudier les contributions des CP aux stratégies cohésives et inclusives dans le défi qu'implique la diversité au sein du secteur des adultes.

Numérique et éducation

Ahad, M. T., Ahmed, F., Bhowmik, A. C., Mim, Z. M., Anu, A. D., & Busch, P. (2025). **Exploring micro-credential affordances in Bangladeshi higher education**. *Education and Information Technologies*, *30*(10), 13565-13597. https://doi.org/10.1007/s10639-025-13317-x

The concept of affordance is helpful to understand the advantages that can be offered to users. However, little is known about the affordable Micro-Credential courses (MC) offered by Higher education (HE) providers. This study utilizes Gibson's affordance theory as a lens and aims to validate the affordances of MCs for HE. Furthermore, this study provides an MC implementation plan in HE. Utilizing two focus group studies, this study explores micro-meso-macro-centric affordances. These affordances include financial governance of the guardian, flexibility in education, lower course fees, more certificates and recognition, the opportunity to gain in-depth industry-related knowledge, industry networking and expansion of job opportunities, the ability to fulfill employer needs, rapid skill acquisition, the lifelong learning system, competitive advantages of HE, the opportunity to improve HE courses, industry-university collaboration, country-wide dynamic learning environment creation and the opportunity of joint research opportunities. Among these, the affordance of guardians and countries is rarely identified in prior studies. The novelty of this study is that the affordances are observed from student-centric—rather than micro-centric student to macro-level employer and country-level affordances; this approach is rarely identified in prior studies. The study presented here offers significant practical value, as the identified affordances can aid the education system in contemplating how MC can be created and used to promote engagement and smooth integration into contemporary HE systems. From a national perspective, the findings are expected to contribute to sustainable development goals, particularly emphasizing high-quality education.

Ahalya, V., & C., S. (2025). **Bringing inclusive education through the 'White Board project': a study of online education during COVID-19 among the special educators in Kerala, India**. *Education and Information Technologies*, *30*(10), 13191-13212. https://doi.org/10.1007/s10639-025-13354-6

COVID-19 triggered a worldwide shutdown of educational institutions, leading to the adoption of virtual modalities of learning to enforce social distancing in practice. This sudden transition has however posed considerable challenges for special educators tutoring students with special educational needs. This study investigates how effective online teaching was for students with special needs during the pandemic-induced lockdowns in the state of Kerala with special stress on the effectiveness of the White Board project. This study utilized both qualitative and quantitative research methods, employing structured questionnaires and in-depth interviews for data collection. The study found that the experimental White Board project assisted considerably in alleviating certain degrees of cognitive dissonance triggered by mainstream means of virtual tutoring in the special education sector. However, this pilot project faced hindrances due to limited trials and special educators lacked adequate equipment to manage online classes. They also struggled to develop individualized educational plans (IEP) for their students without the comfort of in-person contact. The study also proposes recommendations for improving modes of virtual education in the future.

André, M.-C., Chartraire, C., Rolland, C., & Vigneau, C. (2025a). ***GTnum ScienceXGames #CreaJV - État de l'art sur la prise en main des ateliers de création de jeu vidéo par les enseignants*** (G. thématiques numériques de la D. du numérique pour l'éducation (GTnum) & de l'Enseignement supérieur et de la R. Ministère de l'Education nationale, Éd.). Consulté à l'adresse https://hal.science/hal-05133549
The GTnum CreaJV (Groupe thématique numérique 2021 - 2024 - "Apprendre avec le jeu numérique" - #CreaJV) has implemented and observed video game creation workshops in the classroom, from primary school to BTS. In this newsletter, we take a look at the state of the art in terms of how teachers are using these workshops, to observe any difficulties and the solutions that can be found.

André, M.-C., Chartraire, C., Rolland, C., & Vigneau, C. (2025b). ***GTnum ScienceXGames #CreaJV - État de l'art sur l'impact des ateliers de création de jeu vidéo sur la mixité*** (de l'Enseignement supérieur et de la R. Ministère de l'Education nationale & G. thématiques numériques de la D. du numérique pour l'éducation (GTnum), Éd.). Consulté à l'adresse https://hal.science/hal-05133537
The GTnum CreaJV (Groupe thématique numérique "Apprendre avec le jeu numérique" 2021-2024 #CreaJV) has implemented and observed video game creation workshops in the classroom, from primary to BTS. These workshops are experimental grounds for observing whether the experiential learning pedagogy that underpins these workshops can be used to engage all students, including young girls, who are less numerous in IT and digital streams. In this newsletter, we offer a state-of-the-art review of the impact of video game creation workshops on the issue of gender diversity.

André, M.-C., Lancien, P., Ménard, O., Rolland, C., & Vigneau, C. (2025). ***GTnum ScienceXGames #CreaJV - État de l'art sur l'impact des ateliers de création de jeu vidéo sur l'apprentissage des compétences scolaires*** (G. thématiques numériques de la D. du numérique pour l'éducation (GTnum) & de l'Enseignement supérieur et de la R. Ministère de l'Education nationale, Éd.). Consulté à l'adresse https://hal.science/hal-05133482
The GTNum CreaJV (Groupe thématique numérique "Apprendre avec le jeu numérique" 2021-2024 #CreaJV) focuses on video game creation activities carried out in the classroom. These workshops can have a direct impact on the learning of academic skills. To analyze this impact, the working group carried out a state-of-the-art review of this activity in different classes and countries.

André, M.-C., Lancien, P., Menard, O., Rolland, C., & Vigneau, C. (2025). ***GTnum ScienceXGames #CreaJV - Etat de l'art sur l'impact des ateliers de création de jeu vidéo sur l'apprentissage des compétences transversales*** (G. thématiques numériques de la D. du numérique pour l'éducation (GTnum) & de l'Enseignement supérieur et de la R. Ministère de l'Education nationale, Éd.). Consulté à l'adresse https://hal.science/hal-05133516
The GTNum CreaJV (Groupe thématique numérique "Apprendre avec le jeu numérique" 2021-2024 #CreaJV) focuses on video game creation activities carried out in the classroom. These workshops can have a direct impact on the learning of academic skills.
The GTnum CreaJV (Groupe thématique numérique "Apprendre avec le jeu numérique" 2021 -2024 €CreaJV) has implemented and observed video game creation workshops in the classroom, from primary school to BTS. In the course of this activity, students work on a variety of cross-disciplinary skills (creativity, communication, problem-solving, etc.). In

this newsletter, we present a state-of-the-art report on the impact of these workshops on the learning of these skills.

Benbouzid, B. (2025, juillet 15). **IA génératives et éducation - AOC media**. Consulté 16 juillet 2025, à l'adresse AOC media - Analyse Opinion Critique website: https://aoc.media/analyse/2025/07/15/ia-generatives-et-education/
Une récente étude du MIT sur les effets cognitifs de ChatGPT a suscité un vif débat, suivi d'appels à fonder les politiques éducatives sur des preuves scientifiques qui évalueraient les risques pour les utilisateurs. Pourtant les travaux de psychologie cognitive révèlent des résultats contradictoires : les IA génératives peuvent autant stimuler que nuire aux processus d'apprentissage.

Bergey, J.-L. P. (2025). **Requestionner l'évaluation à l'aune de l'IA**. *Conférence et table ronde : Evaluer les apprentissages à l'ère des IA*. Présenté à Tours (Indre-et-Loire), France. Consulté à l'adresse https://hal.science/hal-05137681
Organised around a conference followed by a round-table discussion, this half-day event is designed to get participants thinking about the transformations in the assessment of student learning brought about by the use of AI.

Berson, I. R., Berson, M. J., & Luo, W. (2025). **Innovating responsibly: ethical considerations for AI in early childhood education**. *AI, Brain and Child*, *1*(1), 2. https://doi.org/10.1007/s44436-025-00003-5
The rapid integration of artificial intelligence (AI) into early childhood education (ECE) presents transformative possibilities but raises urgent ethical challenges that demand immediate attention. This scoping review examines 42 studies to explore key ethical concerns in four interconnected areas: data privacy, impacts on child development, algorithmic bias, and regulatory frameworks. Findings reveal significant gaps in safeguarding children's sensitive data, with inadequate protections against breaches, profiling, and misuse. Emotional AI tools, such as social robots and emotion-recognition technologies, offer novel learning opportunities but risk undermining relational learning and fostering overreliance, manipulation, or loss of autonomy. The lack of developmentally appropriate design in AI systems further exacerbates these risks, failing to align technological solutions with the unique needs of young learners. Algorithmic bias, driven by non-representative datasets, perpetuates systemic inequities, disproportionately affecting marginalized communities and eroding fairness. Regulatory frameworks are fragmented and inconsistent, often lacking provisions tailored to the vulnerabilities of children or mechanisms for global enforcement. To address these challenges, this study highlights the urgency of establishing global frameworks that prioritize transparency, data minimization, and cultural inclusivity. Engaging educators, parents, and children in participatory governance is essential to align AI design with developmental needs and uphold children's rights. These findings underscore the need for immediate and sustained efforts to ensure that AI systems in ECE foster equitable and ethical learning environments, safeguarding the well-being of young learners while advancing innovation responsibly.

Blanchard, C. (2025, juillet 4). **L'IA est déjà entrée à l'école, quelle place lui donner ?** Consulté 8 juillet 2025, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/cecile-blanchard/lia-deja-entree-a-lecole-place-lui-donner/00115409

L'intelligence artificielle générative, est-ce cet outil magique, cette technologie indispensable vantée par Emmanuel Macron ?

Castellano-Beltran, A., Carballo, R., & Moriña, A. (2025). **Benefits and challenges of inclusive emerging technologies in universities: Analysis of the voice of students**. *Education and Information Technologies*, *30*(10), 14539-14559. https://doi.org/10.1007/s10639-025-13374-2
The use of technology in higher education has been shown to have multiple learning benefits, providing great help to all students. However, more evidence is needed on the benefits of technology for inclusive higher education through the analysis of classroom practices. This study aimed to analyse the advantages and limitations identified by students, after their faculty members used emerging technologies from an integrative perspective after receiving training in this field. A qualitative evaluation of the impact of the teaching practice was carried out to analyse their experiences with emerging technologies and study their effects on the learning of 49 students. The data were gathered using focus groups. The data analysis was conducted through an inductive system of categories and codes. The results showed benefits derived from the use of technologies in the university classroom, such as the increase of motivation, participation and learning, educational inclusion, and a better relationship between faculty and students. The students also pointed out difficulties linked to the use of technology and made recommendations for improvement. This article then discusses the obtained results and compares them with those of previous studies. It concludes by highlighting the benefits and importance of faculty training in technologies to advance toward a more inclusive higher education.

Cerisier, J.-F. (2025). **Pratiques numériques informelles juvéniles et réussite scolaire en France**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wc
Si le rôle de l'École et des familles est central dans l'éducation, les apprentissages des jeunes s'enrichissent d'expériences numériques informelles effectuées dans les domaines variés : cognitif, social, culturel ou citoyen. Ces apprentissages expérientiels, volontairement invisibilisés par les élèves, sont ignorés par l'École, alors même qu'ils concourent à la réussite scolaire et sont porteurs d'iniquité sociale. Leur importance était déjà décrite à l'arrivée de la télévision mais ils prennent des formes nouvelles avec les ressources et services numériques intensément utilisés par les jeunes. L'École se doit désormais de valorisent les apprentissages numériques informels et de lutter contre les inégalités sociales numériques.

Chanda, R. C., Vafaei-Zadeh, A., Hanifah, H., & Ramayah, T. (2025). **Artificial intelligence teaching assistant adoption in university education: Key drivers through the ability, motivation and opportunity framework**. *Education and Information Technologies*, *30*(10), 14123-14164. https://doi.org/10.1007/s10639-025-13360-8
Artificial intelligence (AI) is reshaping university education by offering personalized teaching assistance tailored to each student's cognitive needs. Despite its global rise, AI's adoption in higher education in developing nations like Bangladesh is sparse. This study, gathering 363 responses from Bangladeshi universities, employed PLS-SEM, ANN, and fsQCA to identify key antecedents influencing students' intentions to use AI teaching aids. Findings highlight that interactivity, positive attitudes towards AI, hedonic motivation, perceived benefits, and compatibility significantly drive students' adoption

intentions. In contrast, facilitating conditions, social identity, and self-efficacy showed no significant effect. This research provides a roadmap for integrating AI in teaching, emphasizing the need for stakeholder engagement to foster AI adoption in environments lacking personalized instruction. The multi-method analytical approach not only bolsters the study's predictive accuracy but also sets a precedent for future AI adoption research in education. The results are particularly relevant for developing countries, offering strategies to overcome educational constraints and improve learning outcomes.

Chen, J. J. (2025). **From Turing's conception of machine intelligence to the evolution of AI in early childhood education: conceptual, empirical, and practical insights**. *AI, Brain and Child*, *1*(1), 1. https://doi.org/10.1007/s44436-025-00002-6
Artificial intelligence (AI) is rapidly permeating many aspects of our everyday lives and nearly every sector of society. In education, AI innovations are increasingly recognized for their transformative potential for enhancing teaching and student learning. In this article, I focus specifically on the evolution of AI in early childhood education (ECE), serving children from birth to age 8. To shed light on this phenomenon, I synthesize pertinent literature to yield conceptual, empirical, and practical insights. I begin with a historical perspective, tracing the origins of Turing's conception of machine intelligence and the term "AI" to the current practical applications of AI in ECE and AI use by, for, and with children. I then examine developmental appropriateness and ethical considerations surrounding AI use. Next, I identify new opportunities and challenges for early childhood teachers, offering practical recommendations for education leaders and proposing future research directions. Finally, I conclude by reimagining an AI-powered future of ECE, emphasizing the need for supportive practices, active engagement, and the cultivation of positive dispositions among all key stakeholders, who must keep pace with the evolving AI landscape by navigating new opportunities, emerging challenges, and innovative developments. Additionally, I reimagine a transformative educational landscape enriched by student-centered, innovative teaching practices that catalyze learning in an AI-child interactive environment. In this reimagined and progressive educational landscape, the children are empowered with equal opportunities and equitable resources to naturally learn about and from developmentally appropriate AI tools as well as leverage them in ethical and responsible ways to enhance their learning.

Chen, Z., Zeng, J., Liao, J., & Guo, C. (2025). **The Association between Academic Stress and Problematic Internet Use among Adolescents: A Three-Level Meta-Analysis**. *Journal of Youth and Adolescence*, *54*(7), 1779-1799. https://doi.org/10.1007/s10964-025-02151-6
Despite previous studies examining the relationship between problematic Internet use and academic stress in adolescents, significant limitations remain, especially in terms of the nature of the stress and moderators. This study systematically examines the association between academic stress and problematic Internet use in adolescents, using a three-level meta-analysis. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses guidelines, it conducted a comprehensive database search including 49 studies, with 166 effect sizes and 189,483 adolescents. The results indicate a positive correlation between academic stress and problematic Internet use in adolescents. Additionally, moderation analysis revealed that both sources of academic stress and academic stress measurement tools significantly moderated the association. The association between mixed academic stress (intrapsychic and external stressors) and problematic Internet use was significantly stronger than that between external academic

stress and problematic Internet use. The association was weaker when using the Academic Expectations Stress Inventory than other scales. These findings highlight that problematic Internet use is often an maladaptive coping strategy for adolescents under academic stress, and this behavior does not vary with the specific use of the Internet. However, it also suggests that under certain cultural contexts, external academic stress can be transformed into motivation for learning. This study deepens our understanding of how academic stress influences adolescent Internet use and underscores the need for improved measurement tools to capture the complexity of academic stress.

Chiu, M.-S., Seah, W. T., Chen, H.-M., & Wan, I.-P. (2025). **Valuing pedagogy in implementing an affect-focused mathematics teaching with technology support: Valuing playful teaching vs. game technology**. *Education and Information Technologies*, *30*(10), 14511-14538. https://doi.org/10.1007/s10639-025-13363-5
This study aims to identify teachers' selection/adoption of valuing pedagogy (VP) to implement an affect-focused mathematics teaching design with technological support. Valuing pedagogy is defined as teaching methods to address educational values and operationally defined as perceived, implemented, and received curricula, manifested by teacher perception, implementation, and assessment used to gain student responses to the teaching or learning outcomes. This study focused on two teachers. They were interviewed for their perceived curricula, interviewed and videotaped their teaching for implemented curricula, and students' responses to teacher assessments for perceived curricula. Qualitative data analysis with quantitative data support found three teacher roles for VP (VP's ABC): Affective human players, Behavioral socializing facilitators, and Cognitive knowledge guides. The analysis also identified two distinct valuing pedagogies. Valuing playful teaching mixes VP's ABC, teachers viewing students as natural learners, supported by teacher playful emotions and intensive social interactions to help students gain cognitive knowledge. Valuing game technology focuses on letting students make sense of game technology and VP's BC; thereby students become testers for technology. The VP of playful teaching generates a positive class atmosphere, while that of game technology generates a neutral one. A slight infusion of playful emotions into gamification technology may be the key to positivity in serious play for learning mathematics.

Claro, M., & Castro-Grau, C. (2025). **Developing teacher digital competencies in the age of AI. Chile case study**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146vo
Since the 1990s, Chile has prioritized digital technologies in education, but the rise of AI presents new challenges for educators. The Observatory of Digital Educational Practices (OPED) at Universidad Católica de Chile has developed a training model with four dimensions – Personal and Social Development, Digital Learning and Creation, Digital Disciplinary Skills, and Active Digital Methodologies – to prepare future teachers for a digital society. OPED is also designing new curriculum modules to foster critical engagement with AI and align with international trends and institutional policies, and analysing their ability to enhance or redefine teaching practices. The paper highlights that intentional design, ethical considerations, and institutional support are essential for leveraging AI's potential in education.

Devauchelle, B. (2025). **Les enseignants, les formateurs et les cadres éducatifs français face à l'intelligence artificielle**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146vm
Cet article explore l'impact de l'intelligence artificielle (IA) sur l'enseignement et la formation, mettant en lumière les tensions entre fascination, crainte, et adaptation. En France, l'IA générative reste marginale en classe, mais est utilisée en périphérie par les élèves et enseignants pour des tâches comme la préparation des cours ou les travaux scolaires. Les enseignants reconnaissent son potentiel tout en redoutant les risques, notamment en matière d'éthique et de tricherie. L'IA adaptative, en phase d'expérimentation, pourrait personnaliser les apprentissages, mais l'accès limité aux équipements reste un obstacle. Les formateurs et cadres éducatifs voient dans l'IA un outil pour optimiser la gestion et soutenir pédagogiquement les enseignants sans les remplacer. Toutefois, des préoccupations éthiques et juridiques, notamment sur la collecte des données, freinent son intégration. La « liberté pédagogique » reste essentielle pour les enseignants, qui souhaitent conserver leur autorité et leur rôle décisionnel. L'intégration généralisée de l'IA nécessitera du temps et un cadre d'usage clair.

Dille, M. H., & Buhl, M. (2025). **Digital marginalisation: "Everything, everywhere, all at once": A study of digital transformation from a lifelong learning perspective**. *International Review of Education*, *71*(3), 519-532. https://doi.org/10.1007/s11159-024-10121-6
This article discusses the digital divide from the perspective of lifelong learning. Building on extant empirical findings related to digital transformation in the Nordic region, the authors develop a relational approach to explore the ways in which digitalisation has become meaningful and influential in everyday life, producing moments of marginalisation that concern us all. The authors argue that marginalisation can be viewed as a performative effect of digitalisation that flows across bodies, spaces and times as a situated conditioning of the subject. This means that marginalisation is "everywhere" and concerns everything at all times. Thus, there is no subject position free from marginalisation. This article contributes to research on the digital divide as well as on lifelong learning. In terms of the latter, its contribution goes beyond situated perspectives on learning by unfolding the dynamics of "the situated" as relations that create marginalisation, thereby producing insights into the conditions needed for lifelong learning processes to succeed.

Ding, G., Li, M., Li, S., & Wu, H. (2025). **Exploring the impact of feedback timing on student performance in online testing**. *Asia Pacific Education Review*, *26*(2), 303-315. https://doi.org/10.1007/s12564-024-10024-z
This study investigated the optimal feedback intervals for tasks of varying difficulty levels in online testing and whether task difficulty moderates the effect of feedback intervals on student performance. A pre-experimental study with 36 students was conducted to determine the delayed time for providing feedback based on student behavioral data. A formal experiment with 80 students was then conducted to explore the joint effects of feedback interventions and task difficulty on student performance improvement. The findings revealed that feedback conditions had no significant impact on student learning gains in easy or difficult tasks. However, for medium difficulty tasks, feedback delays of 23 and 30 s led to greater academic improvement compared to immediate feedback, while feedback with a 35-s delay resulted in worse performance. Overall, the study highlights the importance of considering task difficulty when determining optimal

feedback intervals and suggests that well-timed feedback can significantly enhance student learning, especially for tasks of moderate complexity. This challenges the common practice of providing immediate feedback, which may not always be optimal. Moreover, the findings of this study provide valuable insights for educators and instructional designers when designing online assessments and feedback mechanisms.

Doleck, T., Agand, P., & Pirrotta, D. (2025). **Predicting data science performance from log data: using machine learning**. *Education and Information Technologies*, *30*(10), 14561-14575. https://doi.org/10.1007/s10639-025-13370-6
As is rapidly becoming clear, data science increasingly permeates many aspects of life. Educational research recognizes the importance and complexity of learning data science. In line with this imperative, there is a growing need to investigate the factors that influence student performance in data science tasks. In this paper, we aimed to apply machine learning algorithms to predict students' data science performance using a set of features related to problem-solving behavior logged by the DaTu system. In terms of predictive power, our results indicate that AdaBoost achieved the best performance. The use of AdaBoost in this context highlights the potential of ensemble methods to enhance predictive accuracy. The key contribution of this study lies in its demonstration of how machine learning can uncover the underlying relationships between students' problem-solving behaviors and their proficiency in data science tasks. This knowledge has implications forinforming the design of adaptive learning environments that cater to individual learners' needs.

Douaihy, L., & Stannard, L. (2025). **Scaling and adapting digital personalised learning in crisis-affected areas: a comparison of the Can't Wait to Learn programme in Lebanon and Ukraine**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146vx
Can't Wait to Learn is a digital personalised learning programme designed for children in crisis-affected settings, supporting access to quality education through contextualised, curriculum-aligned content. This personalised, self-paced, game-based platform developed by War Child is not just an education tool — it's a lifeline for children facing the most difficult situations, whether conflicts or climate shocks. This article examines its implementation and scaling in Lebanon and Ukraine, highlighting its adaptability to different modalities and contexts. It highlights critical enablers such as context-driven design, educator support, and strong partnerships.

Dueñas, Z. D., Rodriguez, V. R., & Collado, Z. C. (2025). **Learning management systems are great but can they guarantee the acceptability of pure online classes in post-pandemic scenario?** *Educational Research for Policy and Practice*, *24*(2), 297-311. https://doi.org/10.1007/s10671-024-09384-5
The study aims to determine whether the pleasing experience of learning management systems (LMS) during the pandemic can translate into the desirability of pure online classes even post-pandemic. Drawing from the insights of the Technology Acceptance Model, this qualitative study initially argues that student's positive perceptions of the usefulness of LMS may lead them to favor the mainstreaming of pure online classes even after the COVID-19 pandemic. Through convenience participant-recruitment, the study involved 27 college students enrolled in different higher learning institutions in Metro Manila, Philippines. They were requested to provide narrative responses on the written interview form sent online. The qualitative data were then organized and subjected to

thematic analysis. The results indicate three significant themes: the usefulness of LMS and its power to facilitate quality learning (and teaching), the acceptability or likability of LMS on account of its usefulness, and finally, that despite the LMS likability, it fails to translate into the acceptability of pure online classes in a post-pandemic scenario. Core findings suggest that the LMS cannot guarantee the acceptability of pure online classes in post-pandemic scenarios due to technical and material limitations (internet and other related costs), personal preferences in the learning setup, and specific course demand. Should such direction be pursued, improvement in information and communication technology infrastructures and subsidizing online education among poor students must be explored. The potential implications of the study extend to policy development, infrastructure improvement, financial support mechanisms, and a global perspective on the challenges and opportunities associated with the widespread acceptance of online education post-pandemic.

Tessier, L., & Bourgatte, M. (2025). ***Eduquer à un humanisme numérique: Approches critiques de l'innovation pédagogique***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/eduquer-a-un-humanisme-numerique/79411
Au cours des dernières décennies, les technologies numériques ont pénétré massivement les pratiques scolaires. De l'école maternelle à l'université, les technologies sont aujourd'hui mises au service de la collaboration, de l'exploration ou du partage de connaissances, mais aussi du développement de pratiques hybrides ou à distance.Ces pratiques numériques, souvent qualifiées d'innovantes, génèrent des attentes fortes de la part des institutions scolaires et universitaires. Pour autant, les usages scolaires et universitaires du numérique sont loin de faire consensus : des débats et des tensions demeurent.Cet ouvrage collectif est consacré à l'exploration des pratiques éducatives innovantes et à la place occupée par les enseignants et les éducateurs qui se saisissent de la perspective des humanités numériques dans ces nouveaux rapports aux savoirs.

Eitel, A., Krebs, M.-C., & Schöne, C. (2025). **Introducing the FoRe-Squares Model: Focus Support and Reward as Key Predictors of Effective Technology-Augmented Instruction**. *Educational Psychology Review*, *37*(3), 67. https://doi.org/10.1007/s10648-025-10045-z
Given the many opportunities for technology use in education nowadays (e.g., Large language models, explainer videos, digital quizzing), teachers should know and rely on evidence-based answers to questions about when, how, and why technology-augmented instruction helps or hinders learning. To date, finding these answers requires integrating theories and concepts from multiple research fields (e.g., multimedia learning, intelligent tutoring systems, gamification) and perspectives on learning (cognition, motivation), which makes evidence-based answers less likely to be found in practice. To address this problem, we drafted a simple model (i.e., FoRe-Squares model) that synthesizes evidence-based concepts from various research fields and both cognitive and motivational theory. The FoRe-Squares model predicts that technology-augmented instruction is effective only when it provides both Focus support (cognitive factor) and Reward (motivational factor) to enable and motivate active goal-directed processing. Technology-augmented instruction is thus more effective when it does not just apply cognitive techniques (e.g., signaling, contiguity) to increase focus support, but also motivational techniques (e.g., choice, gamification) to increase reward. Furthermore, cognitive-motivational techniques (e.g., elaborative feedback, intrinsic integration) are most likely effective for learning because they increase both focus support and reward at the same time; they should be prioritized when only a few

techniques can be applied. Since just the two factors of focus support and reward predict learning outcomes across a broad range of situations, the FoRe-Squares model aims to provide a simple but evidence-based guide to technology-augmented instruction that should help instructional practice and inspire further research including instruction without technology.

Faruque, S. H., Khushbu, S. A., & Akter, S. (2025). **Decision support system to reveal future career over students' survey using explainable AI**. *Education and Information Technologies*, *30*(10), 14471-14509. https://doi.org/10.1007/s10639-025-13361-7
A career is crucial for anyone to fulfill their desires through hard work. During their studies, students cannot find the best career suggestions unless they receive meaningful guidance tailored to their skills. Therefore, we developed an AI-assisted model for early prediction to provide better career suggestions. Although the task is difficult, proper guidance can make it easier. Effective career guidance requires understanding a student's academic skills, interests, extracurricular activities, internships, courses or training, research background, and skill-related activities. In this research, we gathered key data from Computer Science (CS) and Software Engineering (SWE) students to train machine learning (ML) and neural network (NN) models for career path prediction based on career-related information. To adequately train the models, we applied Natural Language Processing (NLP) techniques and completed dataset pre-processing. For comparative analysis, we utilized multiple classification ML algorithms and deep learning (DL) algorithms. This study contributes valuable insights to educational advising by providing specific career suggestions based on the unique features of CS and SWE students. The research also helps individual CS and SWE students find suitable industrial roles, research fields, and higher study fields that match their skills, interests, and skill-related activities. Furthermore, we developed an AI-driven career prediction website system, transforming how students receive career information and ensuring they make educated decisions about their future.

Ferrara, A., Desoche, C., Clement, V., Clave, A., Kostyleva-Leborgne, Y., Mazza, S., … Gomez, A. (2025). **Inclusive Education in the Digital Age: Enhancing University Teaching Through IVR and Online Learning**. *iLRN 2025: 11th International Conference of the Immersive Learning Research Network*. Présenté à Chicago & Virtual, United States. Consulté à l'adresse https://hal.science/hal-05151043
Recent advancements in pedagogical research underscore the need for accelerated digital transformation to foster inclusiveness in higher education. This conceptual study explores whether immersive virtual reality (IVR), paired with an online training program, can enhance inclusive teaching practices among university educators, particularly in supporting students with cognitive difficulties. Students with learning difficulties face significant barriers, including heightened stress, lower self-esteem, and poor academic performance. However, university staff often lack sufficient knowledge of legal frameworks, resources, and strategies to create inclusive environments. In France, educators frequently cite inadequate training to address special educational needs (SEN), perpetuating cycles of academic struggles and declining mental health among students, which often result in dropouts. To address these issues, we propose the development of an online training program complemented by an IVR simulation that replicates academic challenges faced by students, such as reading difficulties, visuospatial issues, and cognitive overload. Ninety university educators will participate, divided into three groups: 1) IVR and online training, 2) online-only training, and 3) a

control group. Participants' knowledge of SEN and teaching practices will be assessed before and six months post-intervention. This research aims to evaluate the effectiveness of IVR in fostering inclusive teaching by immersing educators in realistic learning scenarios. By bridging the gap between theory and practice, this study contributes to the ongoing discourse on innovative training methods, their ethical implications, and their potential to transform higher education.

Folny, V. (2025). **Les enjeux du recours à une intelligence artificielle pour la correction d'un test de langues : l'exemple du test de connaissance du français (TCF)**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146vt
En 2019, France Éducation International a lancé un projet d'automatisation de la correction des écrits du test de connaissance du français (TCF), en partenariat avec l'Université catholique de Louvain. FEI a développé un modèle basé sur l'apprentissage profond (Deep Learning). Cette solution améliore l'équité, réduit les coûts et optimise le processus grâce à l'intelligence artificielle. L'introduction d'un système de correction automatisé améliore le service aux utilisateurs sans changer fondamentalement le travail des organismes certificateurs. Le temps gagné permet d'améliorer les outils et leur surveillance. Toutefois, il est crucial de mettre en place des mesures de contrôle, de validité, de fidélité et d'éthique, avec des analyses régulières pour assurer la pertinence des résultats

Gal, A. (2025). **Holistic Education through Hackathon: Enhancing Twenty-First-Century Skills among Fifth Graders**. *The Elementary School Journal*, *125*(4), 549-575. https://doi.org/10.1086/735411
This study explores the impact of a hackathon as a pedagogical tool to promote twenty-first-century skills among fifth-grade students in a rural elementary school in northern Israel. The research question focuses on the extent to which a hackathon can develop these skills from the students' own perspective. Utilizing a case-study approach, the methodology involved three research tools: students' drawings and explanations, open-ended questionnaires, and focus groups. Data analysis followed a deductive approach, categorizing information based on twenty-first-century skills. The findings reveal that the hackathon effectively enhanced students' creativity, critical thinking, communication, collaboration, information literacy, and life skills. In addition, it fostered holistic education, while integrating technical, cognitive, social, environmental, and ethical values. The study concludes that hackathons can be a powerful tool for comprehensive skill development, preparing students for the complexities of the modern world.

Gul, S., & Yalinkilic, F. (2025). **Teaching of the subject 'Biomolecules in Living Organisms' using 3D printing models**. *Education and Information Technologies*, *30*(10), 13213-13248. https://doi.org/10.1007/s10639-025-13355-5
In recent years, 3D printing technology or 3D printing models have become a powerful educational tool used in many fields such as medicine, engineering and science. However, research on the integration of these technologies into formal educational environments and the researches examining their effect on students' learning biology is quite limited. The aim of this study is to examine the effect of using 3D printing models on students' learning the subject 'Biomolecules in Living Organisms'. In the study, the students were also interviewed, and the usefulness of 3D printing models was evaluated. For this aim, a quasi-experimental design was used in the study. The study group consisted of 61 ninth grade students (37 females, 24 males), 32 students in the control group and 29

students in the experimental group, attending a public high school during the academic year 2023–2024. The findings indicated that the achievement levels of the students in the experimental group (3D printing models) were statistically higher than those in the control groups (non-3D printing models) after a 9-week instruction. The findings also indicated that there is a statistically important difference in students' scores on retention tests in favour of the experimental group. Similarly, as a result of student interviews, it was determined that 3D models were evaluated by most of the students as materials that were interesting, arousing curiosity, increased the memorability of information, concretized the subject and facilitated learning. Despite these positive effects of 3D printing models on learning, some limitations, such as small sample selection, reduced the generalizability of the study results. Considering these limitations, some suggestions for future research were made.

Guo, S., Shi, L., & Zhai, X. (2025). **Developing and validating an instrument for teachers' acceptance of artificial intelligence in education**. *Education and Information Technologies*, *30*(10), 13439-13461. https://doi.org/10.1007/s10639-025-13338-6
As artificial intelligence (AI) receives wider attention in education, examining teachers' acceptance of AI (TAAI) becomes essential. However, existing instruments measuring TAAI reported limited validity evidence and faced some design challenges, such as missing informed definitions of AI to participants. To fill this gap, this study developed and validated a TAAI instrument. Based on the literature, we first identified five dimensions of TAAI, including perceived usefulness, perceived ease of use, behavioral intention, self-efficacy, and anxiety. Then we developed items to assess each dimension. We examined the face and content validity using expert review and think-aloud with pre-service teachers. Using the revised instrument, we collected responses from 274 pre-service teachers and examined the item discriminations to identify outlier items. We employed the confirmatory factor analysis and Cronbach's alpha to examine the construct validity, convergent validity, discriminant validity, and reliability. Results confirmed the dimensionality of the scale, resulting in 27 items distributed in five dimensions. The study exhibits robust validity and reliability evidence for TAAI, thus affirming its usefulness as a valid measurement instrument.

Gyekye, E. K. (2025). **Perceived effective online learning pedagogies and middle schoolers online learning: A qualitative study**. *Education and Information Technologies*, *30*(10), 14023-14042. https://doi.org/10.1007/s10639-025-13356-4
This qualitative study explores middle school students' perceptions of effective online learning pedagogies. I draw on eight semi-structured interviews with two students, 12 interviews with teacher participants, ongoing, open-ended ethnographic interviews with students and teachers, student artifacts, and field notes from over 300 h of synchronous classroom observations. Findings suggest that middle schoolers first prioritize teachers' use of Student-Centered Pedagogies, including providing formative feedback, fostering student connections and collaboration, implementing a culturally responsive curriculum, and conveying teachers' personality and humanity within the online learning environment. Secondly, middle school students value Students' Agency, including Socioemotional Learning, Students Choice, and Metacognition, in fostering a supportive online learning environment. The study underscores the pivotal role of educators in facilitating effective online learning, emphasizing the importance of adaptability, empathy, and clear communication. These insights contribute to understanding how to optimize online learning environments for middle school students, providing valuable

guidance for educators and policymakers in designing and implementing effective online learning pedagogical practices tailored to the needs of this demographic.

Heiser, L., Drouot, C., Raynault, A., Bonjour, A., Mouren, D., & Céci, J. F. (2025). **La typologie des « Prudences numériques », un outil didactique au service d'une intégration d'une éducation au numérique en Anthropocène**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mu
Le concept de « numérique pour l'éducation » se doit de dépasser une approche technocentrée, afin d'intégrer les enjeux sociétaux, éthiques et environnementaux induits par le numérique. La formation des enseignants, dans ce contexte, est primordiale pour intégrer ces enjeux au sein des pratiques pédagogiques sans bouleverser leur activité professionnelle. Pour répondre à cet enjeu, nous avons mis en place un outil didactique, la Typologie des Niveaux de Prudences Numériques (TNPN), centré sur le concept philosophique de prudence, lors de sessions de formation des enseignants. Mené dans le cadre d'un projet de développement et d'innovation pédagogiques impliquant un Inspé en France, une faculté des sciences de l'éducation au Québec et une autre en Belgique, le dispositif de formation-enquête a permis de dégager quatre grandes catégories qui renvoient à quatre niveaux principaux de la TNPN (la prudence individuelle, infocommunicationnelle, sociale et sanitaire), révélant deux niveaux supérieurs où la conscientisation des problématiques et enjeux est quasi inexistante (la prudence environnementale et terrienne). Nous soulignons que cela doit désormais permettre de relever un défi majeur : renforcer les dispositifs de formation des enseignants et des cadres, en mettant l'accent sur la pertinence d'une analyse systémique qui intègre tous les niveaux de prudences numériques pour élever l'éducation au numérique en intégrant les enjeux de l'anthropocène.

Hu, Y.-H. (2025). **Advancing asynchronous pre-class learning in flipped classrooms: Generative AI companions in business ethics**. *Education and Information Technologies*, *30*(10), 14367-14391. https://doi.org/10.1007/s10639-025-13379-x
Flipped classroom pedagogy, primarily focused on in-person classroom settings, emphasizes pre-class independent learning where students engage asynchronously with online materials and self-assessments. However, traditional pre-class learning methods, such as watching pre-recorded instructional videos and completing multiple-choice self-assessments, often fail to prepare students for in-person peer debates, which are crucial in business ethics education for developing higher-order thinking and ethical reasoning. This study addresses this issue by developing a generative AI learning companion system tailored for an asynchronous business ethics course. The system enables students to practice ethical debates with AI partners during the pre-class phase, improving their readiness and confidence for in-person peer debates. We implemented this system with sixty-two third-year students from a national university in Taiwan, divided into experimental and control groups. Our findings demonstrate that the AI-supported debate method significantly enhanced students' pre-class preparation and ethical learning confidence without increasing their autonomous learning task load. This approach offers a novel solution for flipped classroom pedagogy, particularly in courses requiring intensive peer interaction such as business ethics.

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

Intégration de scénarios de réalité virtuelle en sciences au postsecondaire. (2024, mars 7). Consulté 9 juillet 2025, à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/histoire-et-rapport/integration-de-scenarios-de-realite-virtuelle-en-sciences-au-postsecondaire/
S'inscrivant dans le cadre d'une initiative mise sur pied à l'Université de Montréal et dans six établissements d'enseignement collégial, ce projet répond

Jung, J., You, J., & Kim, D. (2025). **Effective but sustainable? A case of a digital literacy program for older adults**. *Education and Information Technologies*, *30*(10), 13309-13330. https://doi.org/10.1007/s10639-025-13364-4
Digital technology is used to improve the quality of life for the growing number of older adults in the United States, but it also exacerbated the digital divide between generations and regions. Digital literacy programs effectively designed for older adults have a potential to mitigate this issue; however, sustaining an effectively designed program can be a challenge due to practical constraints. This case study-mixed methods study examined effectiveness and challenges of implementing a digital literacy program that is designed with six instructional strategies known to be effective for older adults. Data sources included surveys and interviews from learners, instructors, including teaching assistants, and an administrator involved in the project throughout three implementation cycles at a regional library. Overall, participants reported enhanced confidence in using digital literacy domains and satisfaction towards the program. Various implementation challenges identified are aligned to the instructional strategies used. The study emphasizes the importance of developing and sustaining an inclusive and flexible digital education for seniors aimed to reduce the digital divide and promote their engagement in an increasingly digital society.

Kim, L., Jitpakdee, R., Praditsilp, W., & Yeo, S. F. (2025). **Analyzing factors influencing students' decisions to adopt smart classrooms in higher education**. *Education and Information Technologies*, *30*(10), 14335-14365. https://doi.org/10.1007/s10639-025-13381-3
Smart classrooms which are facilitated by advanced technology have become a digital learning platform for all university students. Despite their significance in higher education, the number of students adopting the current technology has remained significantly low; thus, universities have to find new solutions to convince their students to quickly adopt smart classrooms. In response to this issue, this study aims to analyze students' intention to adopt smart classrooms by examining the associated sections between resource availability (technology readiness), technological advantages (perceived usefulness and ease of use), user attitudes (trust and perceived value), and user decisions (adoption intention). 630 students from different universities in Thailand were approached and asked for their consent to fill in the questionnaires with an approximate time of 10–15 min. Researchers applied the SEM technique to analyze the data. Results revealed that technology readiness positively affected ease of use in smart classrooms. Meanwhile, technology readiness and ease of use positively influenced students' perceived usefulness. In addition, perceived usefulness and ease of use had positive associations with perceived value. After that, only perceived value and usefulness were the key determinants of student trust. Finally, perceived value and trust showed significant impacts on students' intention to adopt smart classrooms. To fasten smart classroom adoption in higher education, universities should have technological resources available for advancing and upgrading their teaching facilities so that students can see more

technological advantages assisting their studies and have more positive attitudes toward the new technology which can strongly convince students' decision to immediate adopt the smart classrooms.

Kim, M., Kim, J., Knotts, T. L., & Albers, N. D. (2025). **AI for academic success: investigating the role of usability, enjoyment, and responsiveness in ChatGPT adoption**. *Education and Information Technologies*, *30*(10), 14393-14414. https://doi.org/10.1007/s10639-025-13398-8
Integrating generative artificial intelligence (AI) tools like ChatGPT into education has reshaped academic practices, offering students innovative ways to engage with learning tasks. This study examines the cognitive, emotional, and behavioral factors influencing undergraduate students' engagement with ChatGPT, guided by the technology acceptance model, the stimulus-organism-response framework, and attachment theory. Using a sample of 398 US undergraduates, the study employed confirmatory factor analysis and structural equation modeling to validate relationships among perceived usability, enjoyment, responsiveness, learning motivation, emotional attachment, satisfaction, and continuance intention. Results revealed that perceived responsiveness is a significant driver of learning motivation, emotional attachment, and satisfaction, while perceived enjoyment enhances learning motivation and satisfaction. Emotional attachment strongly predicts continuance intention, emphasizing the role of affective connections in sustained use. The findings indicate that successful AI tools must balance usability, responsiveness, and emotional engagement to foster long-term adoption. This research advances the theoretical understanding of human-AI interactions in education and provides practical recommendations for designing effective, student-centered AI tools.

Kirkpatrick, M., O'Guinn, K. N., Carrillo Vega, R., Akers, J. S., Davis, T. N., & Avery, S. K. (2025). **Systematic Review of Video Activity Schedules to Teach Autistic People**. *Journal of Behavioral Education*, *34*(2), 296-329. https://doi.org/10.1007/s10864-023-09535-3
Video activity schedules are a type of video-based instruction that combines video modeling with activity schedules. To the authors' knowledge, there has not been a comprehensive synthesis of this intervention for teaching autistic people. The purpose of this review was to synthesize the current single-case research and evaluate the methodological quality and rigor, and the outcomes, using the Single Case Analysis Review and Framework (SCARF; Ledford et al. http://ebip.vkcsites.org/scarfv2, 2016). A systematic search of three databases was conducted for studies evaluating the intervention with autistic participants. A total of 76 studies with 199 participants met our inclusion criteria. Results of the review indicated that research is primarily conducted with adolescent and adult aged males who were taught daily living skills. Race/ethnicity information was not reported for over half of the studies. Most of the studies were conducted in a school setting, but implemented by the researcher. Overall, the results of the SCARF indicated that the studies were of high quality. Identified areas for future research are to include younger autistic participants, teaching academic or play/leisure skills, and the inclusion of race/ethnic information to further understand for whom this intervention is most effective for. Limitations and further implications for research are discussed.

Kwangmuang, P., Somabut, A., Duangngern, P., Changpetch, S., Dhithjaroen, C., Techapornpong, O., … Samat, C. (2025). **Designing an AI-enhanced blockchain and**

FinTech curriculum for youth: a case study of educational and industrial collaboration. *Education and Information Technologies*, *30*(10), 13961-13997. https://doi.org/10.1007/s10639-025-13384-0
Despite the advancements in blockchain and FinTech, more research must be done on the strategies and processes used to develop curricula for advanced professions, particularly in collaboration with industry partners. This study investigates the methods and processes used to develop an online "Blockchain & FinTech" curriculum for youth aged 15–24. A mixed-method approach was employed, combining qualitative data from interviews with 6 industry professionals and 15 curriculum developers and quantitative data from pre- and post-course assessments of 100 learners. The findings reveal that close collaboration with industry experts, a comprehensive curriculum framework, engaging content, hands-on learning, continuous updating, and an accessible online platform were critical factors in the successful development and implementation of the curriculum. This study highlights the importance of industry-education partnerships, learner-centered design, and adaptability in creating high-quality online learning experiences, offering a model for future educational initiatives in rapidly evolving technological fields.

Latorre-Medina, M. J., Flores Almendárez, J. M., Fabiola Marquez Gómez, B., & Marquez Gómez, O. (2025). **Inteligencia artificial y Prácticum: análisis de su uso mediante anotaciones multimedia Artificial intelligence and Practicum: analysis of its use through multimedia annotations**. *Revista Prácticum*, *10*(1), 33-50. https://doi.org/10.24310/rep.10.1.2025.20846
The importance of the use of technologies during practical university training has been documented in previous studies on the Prácticum. Now, in the current academic context, where emerging technologies, including artificial intelligence, have gained strength, it is worth considering their didactic potential. Investigating the role of AI in the different moments and/or dimensions of the Practicum thus gains strength and becomes a focus of research that demands attention within the field of teacher training. The present study is part of this recent line of work, providing scientific evidence of maximum interest to the academic community on the inclusion of AI in university education in general, analyzing the contributions made by experts in emerging technologies on the use of AI in this training experience. Multimedia annotation and social tagging methodology is used. The results obtained provide scientific evidence of great interest to the academic community regarding the inclusion of AI in university teaching, in general.

Lee, S.-M. (2025). **Explore and experience London: Learning literature and culture through immersive virtual reality in the EFL classroom**. *Education and Information Technologies*, *30*(10), 13539-13563. https://doi.org/10.1007/s10639-025-13341-x
Cultural understanding and awareness are crucial for English as a Foreign Language (EFL) learners, yet effective learning of the target culture often remains a challenge in traditional classrooms. Immersive virtual reality (iVR) introduces an innovative avenue for cultural learning by enabling learners to experience the target cultures in a more immersive and engaging way. This study developed an iVR environment of London (iVR London) based on the classic novel Around the World in 80 Days, incorporating several instructional principles, including contextualized learning, active and experiential learning, and the cognitive theory of multimedia learning. The aim was to increase EFL students' motivation and understanding of literature and British culture. A mixed methods approach was employed to evaluate the effects of using iVR for learning literature and

culture. Students' reflection papers (qualitative data, primary data sources) were analyzed inductively and deductively, and themes were identified in four domains, technical, behavioral, affective, and cognitive. The results indicated that iVR London significantly increased student motivation, engagement (behavioral, affective, and cognitive) and learning, which was corroborated by quantitative data (pre- and posttests, secondary data sources). The study also highlighted how the technological affordances of iVR supported experiential, contextualized, and affective-cognitive learning. Finally, the study provides pedagogical insights for the instructional design of educational iVR.

Li, K., Lun, L., & Hu, P. (2025). **Exploring student perceptions of language learning affordances of Large Language Models: A Q methodology study**. *Education and Information Technologies*, *30*(10), 13691-13711. https://doi.org/10.1007/s10639-025-13362-6
Amid the ongoing discussion about the potential of LLMs (Large Language Models) to facilitate language learning, there has been a broad spectrum of views in academia. However, little is known about the different viewpoints of students and what contributes to these differences. In light of this, this study adopts Q-methodology, a mixed-methods approach to examine human subjectivity, to investigate the perceived language learning affordances of LLMs among Chinese students. 26 undergraduates from two universities were asked to rank statements related to the potential affordances and limitations of LLMs in terms of language learning. Factor analysis of these ranks revealed three distinct viewpoints: prudent skeptics, enthusiastic embracers and conservative adopters. The skeptics question the learning opportunities that LLMs can provide and voice concerns regarding the absence of human element; the embracers are generally pro-LLMs and they advocate for personalized learning opportunities that LLMs can offer; the conservatives cautiously acknowledge the supplementary role of LLMs, with a focus on users' ability to ask proper questions. The findings highlight the need to address key issues such as scaffolding, AI literacy and individual difference when utilizing LLMs in language learning contexts. While the nature of Q methodology may limit the generalizability of the results, the study contributes valuable insights into student perceptions regarding LLM affordances for language learning. This in-depth and nuanced understanding of student perceptions can not only help address student concerns and expectations, but also inform the curriculum development, pedagogical practice, and educational policy for integrating LLM into language education.

Li, P. H., & Lee, J. C.-K. (2025). **AI, Brain, and Child: navigating the intersection of artificial intelligence, neuroscience, and child development**. *AI, Brain and Child*, *1*(1), 3. https://doi.org/10.1007/s44436-025-00004-4
In an era marked by rapid advancements in artificial intelligence (AI) and cognitive neuroscience, the intersection of these fields holds transformative potential for child development and educational practices. This launch editorial introduces AI, Brain and Child (ABC), an open-access journal dedicated to exploring the dynamic interplay between AI, neuroscience, and child education. By fostering an interdisciplinary dialogue among educators, researchers, clinicians, and policymakers, ABC aims to examine the multifaceted roles of AI and neuroscience in shaping cognitive, social, and emotional growth among children. The journal seeks to democratize access to high-quality research, addressing both the beneficial applications and ethical challenges posed by AI and neuroscience technologies. Through this platform, ABC aspires to

promote evidence-based practices, enhance educational outcomes, and tackle pressing developmental and educational issues. By welcoming diverse contributions—from empirical research to policy analysis—ABC endeavors to bridge the gaps between theory and practice, equipping stakeholders with the insights needed to navigate the complexities of educating children within a technologically enriched landscape. This new scholarly endeavor marks a new era of global community to partake in the crucial conversation surrounding the opportunities and responsibilities inherent in integrating AI and neuroscience into education.

Li, W., Wei, K., Xu, T., & Wang, J. (2025). **How goal clarity affects college students' perceived effectiveness of online self-directed learning: Evidence from China**. *Education and Information Technologies*, *30*(10), 13857-13883. https://doi.org/10.1007/s10639-024-13304-8

The importance of goal clarity in college students' online self-directed learning cannot be overstated. Using micro-survey data from 1018 Chinese college students, this paper empirically investigates how goal clarity affects college students' perceived effectiveness of online self-directed learning using an ordered logit model. Subsequently, this paper constructed a mediation model of « goal clarity–self-monitoring-perceived learning effectiveness » to examine the mediating role of self-monitoring. In addition, we introduced the adoption of e-resources and analyzed their moderating effect on the relationship between goal clarity and perceived learning effectiveness. Finally, this study examined whether there are differences in the effects of goal clarity on the perceived learning effectiveness of different characteristic groups. The findings indicate that goal clarity significantly enhances college students' perceived learning effectiveness in Online Self-directed Learning, with self-monitoring as a mediator and e-resource adoption as a positive moderator in this relationship. Heterogeneity analysis revealed that goal clarity has a more pronounced promotional effect on online self-directed learning among college students from non-poor and good network conditions. Consequently, university education should foster college students' intrinsic motivation for learning, enhance academic monitoring and management, and bolster their level of e-resource adoption, thereby enhancing students' online learning effectiveness.

Liu, B., & Liao, Y. (2025). **Integrating IBM Watson BEAT generative AI software into flute music learning: the impact of advanced AI tools on students' learning strategies**. *Education and Information Technologies*, *30*(10), 14577-14596. https://doi.org/10.1007/s10639-025-13394-y

The rapid advancement of generative AI technologies is increasingly accompanied by their broader application across various sectors, particularly within creative industries. In this study, IBM Watson BEAT software, based on generative AI technology, was tested as an educational tool in the process of teaching music composition theory to flute students. The Revised Two Factor Study Process Questionnaire (R SPQ 2 F) was employed to investigate predominant learning approaches among study participants. Comparison of pre-and post-test results using the paired and independent samples t-statistics demonstrated significant improvements among students in the experimental group in the deep motive index (increase from 11.74 to 12.86, t = -2.013, p = 0.000) and the surface motive index (decrease from 12.87 to 11.66, t = 2.213, p = 0.002), which correspond to motivational foundations for choosing learning strategies, as well as in the complexity index of the musical compositions created (increase from 3.56 to 4.79, t = -2.146, p = 0.000). However, no significant impact on indices corresponding to practical

strategies of learning behavior (deep strategy and surface strategy) was observed, indicating that the duration of the educational intervention may have been insufficient to induce lasting changes in study habits. The obtained results suggest a trend toward a positive influence of generative AI technologies on the formation of students' learning strategies. The results may prove beneficial to researchers investigating the integration of AI technologies into education and to those conducting studies aimed at modernizing and enhancing the effectiveness of current educational programs.

Liu, J., Chen, G., & Zhao, J. (2025). **Unpacking the synergistic relationship between the digital environment, administrative support, and pedagogical application in fostering teachers' digital competence**. *Education and Information Technologies*, *30*(10), 13885-13907. https://doi.org/10.1007/s10639-025-13365-3
Research on teachers' digital competence presents conflicting perspectives, posing a significant challenge to its enhancement. While researchers have explored the multifaceted factors influencing teachers' digital competence, the field has yet to develop a comprehensive factor model that can systematically analyze its development. This study introduces the digital competence, pedagogical application, administrative support, and digital environment (CASE) framework that based on Context-Input-Process-Product (CIPP) to systematically analyze the factors associated with the development of teachers' digital competence. Five hypotheses have been proposed to facilitate our comprehension of the relationships among these variables and their links to teachers' digital competence. Surveys containing 65 items was the main data collection technique used in this study. A structural equation modeling method was employed to investigate the links between digital environment, administrative support, pedagogical application, and teachers' digital competence. The sample comprised 14,970 primary and secondary school teachers from various areas (rural, town, and urban) within a province in China. The analysis results showed that administrative support and digital environment had a direct positive link to teachers' digital competence. Further, they were significantly related to pedagogical application, which further mediated the relationships between administrativce support and digital competence and between digital environment and teachers' digital competence. A multi-group analysis demonstrated that the model remained consistent across genders and regions, suggesting that the framework was applicable to both male and female teachers in various regions. It highlights the mediating role of pedagogical application and offers a framework for designing supportive environments, which has the potential to create ample opportunities for teachers to practice and enhance their digital competence.

Liu, N., Deng, W., & Ayub, A. F. M. (2025). **Exploring the adoption of AI-enabled English learning applications among university students using extended UTAUT2 model**. *Education and Information Technologies*, *30*(10), 13351-13383. https://doi.org/10.1007/s10639-025-13349-3
The rapid growth of technology has penetrated the realm of education, reshaping old teaching philosophies and improving educational approaches. Notably, the influence of Artificial Intelligence (AI) on English learning has become momentous. However, a critical issue is the lack of autonomy in AI-enabled English learning applications, leading to lower engagement of students. The study investigates students' adoption intention and usage behavior to embrace AI-enabled English learning applications in China. Leveraging the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) model, extended with Perceived Enjoyment and Personal Innovativeness, this study provides a

nuanced understanding of student adoption through delving into the applications' attractiveness and users' inherent tendencies toward technology adoption. Data from 1167 undergraduate students at Shandong University were collected using an online survey with simple random sampling and analyzed through the partial least square-structure equation modeling (PLS-SEM) technique. The results highlight the positive influence of performance expectancy (β = 0.294), perceived enjoyment (β = 0.186), personal innovativeness (β = 0.341), and price value (β = 0.159) on adopting AI-enabled English learning applications, accentuating that students with a greater propensity for exploring new technologies are more likely to adopt these applications. However, mediating effect analysis indicates that only performance expectancy (β = 0.075), personal innovativeness (β = 0.087), and perceived enjoyment (β = 0.048) significantly influence usage behavior through adoption intention, suggesting the primacy of innovative features and engaging content in the applications. This study provides a theoretical expansion of UTAUT2, leading to a refined and education focused version of UTAUT2. Future research is suggested to involve gender and frequency of app usage into the study, and conduct longitudinal studies to scrutinize the long-term impact and sustainability of AI-enabled learning applications.

Liu, R., & Jia, H. (2025). **Effects of instructional video playback speed and pre-embedded questions on learning**. *Asia Pacific Education Review*, *26*(2), 383-395. https://doi.org/10.1007/s12564-024-09964-3
Instructional video has become an important teaching resource. In related studies, researchers have found that the playback speed of instructional videos affects learning effect. However, it is not clear whether the learning effect obtained when learners choose different playback speeds is affected by the interactive design of the video (e.g., such as pre-embedded questions). Therefore, in this study, behavioral tests and eye-movement techniques were used to investigate the learning outcomes and cognitive processing of 90 participants based on instructional video playback speed (1.0×, 1.25×, and 1.5×) and question embedding types (no-question embedding and pre-embedded questions). The results showed that the pre-embedded questions not only improved learners' attention to the main content of the video, but also enhanced learning performance. An appropriate increase in playback speed (1.25× speed) is beneficial to learners' cognitive processing and learning depth, but excessive speed (1.5× speed) can be detrimental. Pre-embedding questions can broaden the range of speed acceptable to learners while maintaining learning efficiency. There was no significant difference in learning outcomes between 1.0, 1.25, and 1.5 times speed when questions were pre-embedded. However, the learning effect of 1.5 times speed was considerably lower than that of 1.0 times and 1.25 times speed when no questions were embedded. This study not only provides a new research perspective for the related research of instructional videos, but also provides a reference for the design and development of teaching video, so as to meet learners' individual needs and improve the effectiveness of online learning.

Looi, C.-K., & Jia, F. (2025). **Personalization capabilities of current technology chatbots in a learning environment: An analysis of student-tutor bot interactions**. *Education and Information Technologies*, *30*(10), 14165-14195. https://doi.org/10.1007/s10639-025-13369-z
Since the advent of chatbots enabled by Generative AI such as ChatGPT, their application in the domain of education has been linked to promises of personalizing learning (PL). Through a study of conversational interactions of graduate students with

such chatbots, this paper provides an empirical study of how current ChatGPT technologies can enable PL. We introduce a framework of levels of PL affordances enabled by the current state of ChatGPT technology. The case study uses multi-methods to analyze graduate student interactions with a ChatGPT tutor bot in discussions about the topic of educational reforms. Tutoring conversations of 51 students with the tutor bot are collected, and then analyzed to probe whether and how ChatGPT creates an individualized growth area for students, tailoring interactions to individual needs and supporting students to have a deeper understanding of the topic. This study contributes to the limited body of research on the evidence-based application of Generative AI to PL.

López-Castro, L., López-Ratón, M., & Rodríguez-Llorente, C. (2025). **Risk Factors of Cybervictimization Associated with the Use of Technologies in Elementary Education**. *The Elementary School Journal*, *125*(4), 625-643. https://doi.org/10.1086/735472
The link between technology use and cybervictimization in elementary education is less explored than in secondary education. Increased technology use since COVID-19 and high rates of cybervictimization among elementary students highlight the need to identify early risk factors. This study surveyed 1,169 families of fifth and sixth graders using a self-administered questionnaire ($\alpha = .84$). Binary logistic regression was used to analyze risk factors. Bivariate analysis revealed that mobile phone use, number of technological devices, frequency of internet connection, and the purpose of internet use were significant individual risk factors ($p < .05$). The multivariate model identified using a mobile phone with internet access, frequent internet connection, and families being unaware of the purpose of the child's internet use as joint predictors of cybervictimization. These findings underscore the importance of parental mediation in elementary students to mitigate the risk of cybervictimization.

Lu, W., & Lin, C. (2025). **How do artificial intelligence literacy constructs work—based on a survey of university non-expert students**. *Education and Information Technologies*, *30*(10), 13779-13805. https://doi.org/10.1007/s10639-025-13323-z
Artificial intelligence is increasingly integrated into daily life, and modern educated individuals should have the ability to use AI tools correctly to improve work, study, and life efficiency. In this context, artificial intelligence literacy has been proposed. Due to the lack of consensus on the constructs of artificial intelligence literacy, this study used the scoping review to summarize the AI literacy constructs, including recognize AI, know AI, AI ethics, AI empowerment, AI self-competence and apply AI. In order to further explore the relationship between these six constructs, this study distributed an artificial intelligence literacy questionnaire to 276 non-expert university students (referring to students who have not received formal artificial intelligence education) and used structural equation modeling to verify the hypothesis. Research has found that recognize AI, know AI, AI ethics, AI empowerment, and AI self-competence all have significant positive predictive effects on apply AI. Know AI also has a significant positive predictive effect on AI ethics, AI empowerment, and AI self-competence. AI ethics, AI empowerment, and AI self-competence play a mediating role in the relationship between know AI and apply AI. The findings further improve the constructs exploration of artificial intelligence literacy in current research and provide some inspiration for teaching practice.

Lui, A., Womack, C., & Orton, P. (2025). **Collaborative online international learning as a third space to improve students' awareness of cybersecurity**. *Education and Information Technologies*, *30*(10), 13835-13856. https://doi.org/10.1007/s10639-025-13336-8
This article critically evaluates the effects of the ACU Virtual Mobility (VM) Project Digital Information Security Course (DISC) programme on improving students' awareness of cyber security skills, pre and post the educational intervention. Our selected VM tool is Collaborative Online International Learning (COIL). Building on a conceptual framework of COIL as a Third Space for teaching students from different countries, we show that COIL has a positive effect on glocalising cybersecurity. This enabled students to share their local experiences but work towards global solutions, since cybersecurity threats are global concerns. A cross-sectional survey design was used, with data collected using online questionnaires. The research was conducted at the Durban University of Technology (DUT), South Africa and at Liverpool John Moores University (LJMU), United Kingdom. Census sampling identified programme participants from DUT and LJMU, registered at the respective universities in 2024. Data were analysed statistically using descriptive statistics, Chi-square test of independence, One sample t-test and independent samples t-test. Results indicated that students reported cyber security as a high priority. This study confirms that students who are aware of cyber bullying have a greater ability to ensure their cyber security. An interesting finding was the difference between DUT and LJMU students on collaboration skills ($M = 4.84$, $t=(48.301)$ 2.478, $p = .017$). The major contribution is the use of COIL as an educational intervention to increase students' cyber security awareness and enrich their learning experiences. Educators should consider adopting COIL as a pedagogical tool to educate students on cybersecurity and AI. This project has policy impact on social mobility and educational policies of the UK. We provide evidence to the ongoing dialogue in South Africa regarding student mobility and a stronger emphasis on short-term virtual mobility exchanges. This study focused on students who participated in the ACU virtual mobility project, DISC; therefore, the results may not be generalised to other projects of a similar nature. This study does not consider the long-term effects of this intervention on increasing cyber security awareness because it was of a cross-sectional design.

Luo, G., Gu, H., Dong, X., & Zhou, D. (2025). **HA-LPR: A highly adaptive learning path recommendation**. *Education and Information Technologies*, *30*(10), 14597-14627. https://doi.org/10.1007/s10639-025-13395-x
In the realm of e-learning, supporting personalized learning effectively necessitates recommending sequences of learning items that maximize learning efficiency while minimizing cognitive load, all tailored to the learner's goals. These recommendations must account for the prerequisite relationships among learning items and the learner's characteristics to create highly adaptive learning paths. Current methods encounter two primary challenges in recommending such adaptive learning paths. Firstly, they fail to formulate reasonable learning goals by integrating established learning principles. Secondly, they struggle to balance the trade-offs between improving learning performance (P), reducing learning time (T), and smoothing the transition of learning item difficulty (D), hindering optimization for both high learning efficiency and low cognitive load. To address these issues, we propose a novel Highly Adaptive Learning Path Recommendation model (HA-LPR). Specifically, the learning goals and characteristics acquisition component first determines each learner's knowledge level based on their historical interaction records, then formulates reasonable learning goals by considering their knowledge level, historical interactions, and the prerequisite relationships among

learning items. The learning items recommendation component generates a candidate action space aligned with each learner's goals. It then selects an action from this candidate space that maximizes the overall P-T-D gain in the learner's learning path by employing a multi-critic actor-critic reinforcement learning network. Extensive experiments on three real-world datasets demonstrate that HA-LPR significantly outperforms current state-of-the-art baselines.

Marchena Sekli, G., & Portuguez-Castro, M. (2025). **Fostering entrepreneurial success from the classroom: unleashing the potential of generative AI through technology-to-performance chain. A multi-case study approach**. *Education and Information Technologies*, *30*(10), 13075-13103. https://doi.org/10.1007/s10639-025-13316-y
This study presents an in-depth examination of the role of Generative Artificial Intelligence in enhancing entrepreneurial success, situated within the educational context of a leading business school in Peru. Utilizing the Technology-to-Performance Chain framework, the research integrates both qualitative and quantitative methodologies to explore the alignment and impact of Generative AI on entrepreneurial tasks. Through a multi-case study approach involving 78 early-stage entrepreneurs, the study delves into how Generative AI tools influence individual performance outcomes in entrepreneurial endeavors. The qualitative findings reveal a consensus among entrepreneurs about the positive influence of Generative AI on task performance, highlighting aspects such as Work Compatibility, Ease of Use, and Information Quality. Complementing this, the quantitative analysis quantifies the relationships between these dimensions of Generative AI use and outcomes like tool utilization and performance impact, corroborating and enriching the qualitative insights. The study discovers that Work Compatibility is a significant predictor of Generative AI tool utilization, indicating that when entrepreneurs perceive a strong alignment between their tasks and the AI tools' capabilities, they are more likely to use these tools extensively. Furthermore, the research elucidates the positive correlations between tool Utilization and Performance Impact, underlining the importance of user-friendly technology and high-quality information output in entrepreneurial ventures. This study contributes significantly to the literature on entrepreneurship and Generative AI, offering valuable insights for educators, policymakers, and entrepreneurs. It emphasizes the need for aligning technology with tasks for enhancing performance, laying the groundwork for integrating advanced technologies into entrepreneurship education and practice. The findings highlight the immense potential of Generative AI in shaping the future of entrepreneurship, advocating for its strategic inclusion in educational curricula and entrepreneurial ventures.

Martin, P., Feuilladieu, S., & Assude, T. (2025). **Évaluer l'inclusivité d'un dispositif numérique dans l'éducation (GTnum):Comparaison des usages numériques d'enseignants et d'enseignants spécialisés en contexte d'enseignement distanciel**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 249-265. https://doi.org/10.3917/nresi.102.0249

McGrath, C., Farazouli, A., & Cerratto-Pargman, T. (2025). **Generative AI chatbots in higher education: a review of an emerging research area**. *Higher Education*, *89*(6), 1533-1549. https://doi.org/10.1007/s10734-024-01288-w
Artificial intelligence (AI) chatbots trained on large language models are an example of generative AI which brings promises and threats to the higher education sector. In this study, we examine the emerging research area of AI chatbots in higher education (HE),

focusing specifically on empirical studies conducted since the release of ChatGPT. Our review includes 23 research articles published between December 2022 and December 2023 exploring the use of AI chatbots in HE settings. We take a three-pronged approach to the empirical data. We first examine the state of the emerging field of AI chatbots in HE. Second, we identify the theories of learning used in the empirical studies on AI chatbots in HE. Third, we scrutinise the discourses of AI in HE framing the latest empirical work on AI chatbots. Our findings contribute to a better understanding of the eclectic state of the nascent research area of AI chatbots in HE, the lack of common conceptual groundings about human learning, and the presence of both dystopian and utopian discourses about the future role of AI chatbots in HE.

Mues, A., Birtwistle, E., Wirth, A., Schiele, T., & Niklas, F. (2025). **Supporting children's numeracy competencies and families' HNE: Exploring the role of apps and digital parent information in STEM vs. Non-STEM families**. *European Journal of Psychology of Education*, *40*(2), 53. https://doi.org/10.1007/s10212-025-00953-7
Early numeracy competencies are of great importance for children's competency development. Here, early digital intervention approaches offer the potential to support all children and their families. We investigated whether the provision of specific numeracy learning apps and parent information about children's numeracy development improves both, children's numeracy competencies and the quality of families' home numeracy environment (HNE) while considering the potential impact of parental (STEM) occupation. Children's numeracy competencies were measured twice in two cohorts (N1 = 190 children; M1age = 63.6 months; SD1 = 4.4; N2 = 310 children; M2age = 59.4 months; SD2 = 3.9) with a six-month interval between t1 and t2. Parents were surveyed about the family characteristics and the HNE. Families in the numeracy intervention group (Ntotal = 151) received tablet computers with specific numeracy learning apps and parent information. No significant intervention effect on the quality of the HNE was found. However, children from intervention families showed significantly greater numeracy competency gains, even when considering child and family characteristics and independent of parental occupations. Consequently, high-quality learning apps can support the development of children's numeracy competencies already at preschool age. Further ideas on how to reach families and enhance the HNE are discussed.

Muyambi, G. C., & Ramorola, M. Z. (2025). **Unveiling educators' readiness to teach through Digital Media (DM): The case of South Africa**. *Education and Information Technologies*, *30*(10), 13807-13834. https://doi.org/10.1007/s10639-024-13310-w
South African schools are increasingly integrating digital technology into their curricula to enhance educational outcomes. This study aims to evaluate educators' readiness to teach using digital media (DM) and the effectiveness of the e-learning policy in addressing disparities across schools. The hypothesis is that disparities in access to digital resources, training, and policy implementation hinder equitable integration of DM in teaching. Eleven secondary schools in Tshwane North District, Gauteng Province, were purposively selected. Data from 180 educators were collected using structured questionnaires designed around the Technological, Pedagogical, and Content Knowledge (TPACK) framework and the ICT Competency for Teachers framework (ICT-CFT version 3). The findings revealed significant discrepancies in educators' access to digital resources, technical skills, and knowledge of e-learning policies. Many educators lacked digital subject-specific knowledge, hindering effective technology integration.

Schools in underprivileged areas faced acute shortages of digital resources, limited upskilling opportunities, severe time constraints, and reluctance from educators to adopt digital technology. The study establishes a direct relationship between the successful use of DM in teaching and the availability of resources, training, and educators' competence. It underscores the urgent need for equitable funding, access to digital tools, and targeted professional development for educators. Furthermore, the research advocates for stakeholder collaboration—including parents, learners, government, businesses, and NGOs—to promote DM integration. It proposes developing a tailored digital framework and a Digital Readiness Index to help schools measure progress in embedding digital resources into teaching practices.

OCDE. (2024). ***Perspectives de l'OCDE sur l'éducation numérique 2023: Vers un écosystème numérique efficace***. https://doi.org/10.1787/78afb124-fr

OECD. (2024). ***Education Policy Outlook 2024: Reshaping Teaching into a Thriving Profession from ABCs to AI***. https://doi.org/10.1787/dd5140e4-en

Organisation de Coopération et de Développement Économiques. (2025). **Présentation des indicateurs de l'OCDE sur les capacités de l'IA**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4105* (p. 59) [Report]. Consulté à l'adresse OCDE website: https://doi.org/10.1787/d321ba78-fr
Avec le lancement de ChatGPT en novembre 2022, les conséquences potentielles de l'intelligence artificielle (IA)1 sur les activités humaines se sont emparées de l'imaginaire collectif. Pourtant, si l'IA progresse rapidement, la compréhension de ses implications par le grand public ne suit pas. Il reste beaucoup à faire pour appréhender la manière dont l'IA pourrait transformer les activités humaines. Le présent rapport décrit les nouveaux indicateurs élaborés par l'OCDE pour évaluer les capacités des systèmes d'IA. Ces indicateurs visent à fournir aux décideurs un cadre factuel leur permettant de comprendre les capacités de l'IA et de les comparer aux aptitudes humaines. Élaborés sur cinq ans, ces indicateurs s'appuient sur un vaste réseau de chercheurs en IA, de psychologues et d'autres experts. Les chapitres du rapport technique complémentaire (OECD, 2025[1]) ont été rédigés par 32 experts et examinés par 25 autres. Les neuf indicateurs couvrent un éventail d'aptitudes humaines décrivant l'évolution de l'IA vers une équivalence parfaite avec l'humain : langage, interactions sociales, résolution de problèmes, créativité, métacognition/esprit critique, connaissance/apprentissage/mémoire, vision, manipulation et intelligence robotique. Ils se présentent sous la forme d'échelles à cinq niveaux, les plus hauts niveaux correspondant aux capacités les plus difficiles à atteindre pour les systèmes d'IA. Pour chaque niveau, une brève description des types de tâches que les systèmes d'IA sont capables d'accomplir avec exactitude et constance est fournie. Les performances de l'IA sur chaque échelle sont notées sur la base des données disponibles. Ces indicateurs sont publiés ici dans une version bêta, sur laquelle deux groupes essentiels de parties prenantes sont invités à fournir un retour d'information : les chercheurs en IA et les décideurs. Le travail d'évaluation mené par les chercheurs livre des données probantes pour les indicateurs, tandis que la capacité à interpréter et à exploiter les données issues des échelles est cruciale pour éclairer les politiques publiques. Les retours d'autres parties prenantes sont également les bienvenus. L'OCDE publiera la première version complète des indicateurs après avoir reçu les retours de ses parties prenantes et élaboré un protocole de mise à jour systématique. Conclusions L'OCDE occupe une position unique

en tant qu'organisation intergouvernementale ayant une responsabilité envers le public. Grâce à son expertise en matière d'évaluations comparatives des compétences à l'échelle internationale, elle est en mesure de fournir à la communauté mondiale des résultats faisant autorité sur l'évaluation de l'IA. La méthodologie de l'OCDE utilise les données disponibles pour produire des indicateurs relatifs aux capacités des systèmes d'IA qui reflètent les dernières études tout en étant accessibles à un public non technique. Ceux-ci décrivent la progression des capacités de l'IA jusqu'à une équivalence parfaite avec l'humain. Ce rapport présente les neuf indicateurs dérivés de la psychologie humaine et leur élaboration par l'équipe IA et compétences de demain de l'OCDE et plus de 50 spécialistes extérieurs. Les indicateurs sont illustrés par des échelles à cinq niveaux décrivant plusieurs dimensions et tâches que les systèmes d'IA doivent maîtriser pour atteindre l'équivalence avec l'humain. Des données probantes sont fournies pour étayer chaque niveau et décrire les capacités des systèmes d'IA actuels, qui se situent entre les niveaux 2 et 3 des différentes échelles. Ces indicateurs peuvent être utilisés pour cartographier la progression de l'IA vers les aptitudes humaines requises au travail. Cette cartographie et l'analyse des écarts entre les compétences humaines et les capacités de l'IA peuvent constituer le point de départ pour évaluer la manière dont certaines professions sont susceptibles d'évoluer à mesure que l'IA deviendra capable d'aider ou de remplacer les humains sur certaines tâches. Les indicateurs peuvent aussi favoriser des discussions de fond sur la façon dont, à chaque niveau des échelles, il conviendrait de déployer ces capacités au sein des professions, dans l'ensemble de l'économie. En outre, les indicateurs peuvent servir à mieux comprendre les répercussions de l'IA sur l'enseignement, en fournissant un cadre permettant de déterminer où les systèmes d'IA sont susceptibles d'initier des changements transformateurs dans l'enseignement et en aidant à décider quelles tâches peuvent être remodelées et quels objectifs pédagogiques pourraient devoir évoluer. Si ces indicateurs ne prescrivent pas de décisions fondées sur des valeurs, ils mettent en évidence les domaines où des changements dans l'offre et la finalité de l'enseignement sont techniquement faisables et, par conséquent, éclairent les discussions futures sur les programmes scolaires, les attributions des enseignants et les compétences des élèves. Références[1] OECD (2025), AI and the Future of Skills Volume 3: The OECD AI Capability Indicators, OECD Publishing. [2] OECD (2024), « Explanatory memorandum on the updated OECD definition of an AI system », OECD Artificial Intelligence Papers, vol. No. 8, https://doi-org.acces.bibliotheque-diderot.fr/10.1787/623da898-en. Note1. Est adoptée ici la définition du terme « système d'IA » proposée par l'OCDE, à savoir : « Un système d'intelligence artificielle est un système automatisé qui, pour des objectifs explicites ou implicites, déduit, à partir d'entrées reçues, comment générer des résultats en sortie tels que des prévisions, des contenus, des recommandations ou des décisions qui peuvent influer sur des environnements physiques ou virtuels. Différents systèmes d'IA présentent des degrés variables d'autonomie et d'adaptabilité après déploiement. » (OECD, 2024[2])

Oroni, C. Z., Xianping, F., Ndunguru, D. D., & Ani, A. (2025). **Cyber safety in e-learning: The effects of cyber awareness and information security policies with moderating effects of gender and experience levels among e-learning students**. *Education and Information Technologies*, *30*(10), 14197-14236. https://doi.org/10.1007/s10639-025-13366-2
In recent times, the rapid growth of e-learning has brought about increased concerns regarding cybersecurity risks within digital learning environments. Despite the growing importance of cybersecurity awareness among e-learning students, there is limited

research on the factors that influence students' understanding and adherence to cyber safety practices. This study investigates the relationship between e-learning engagement, cybersecurity awareness, and cyber safety practices, with a focus on the moderating roles of gender and e-learning experience. The research emphasizes the need to consider demographic factors such as gender and experience level when designing cybersecurity interventions for online learners. The investigation uses structural equation modeling to analyze how engagement in e-learning platforms influences students' cybersecurity awareness and their adherence to security protocols. Among the key findings from SEM, the study reveals that e-learning engagement positively impacts cybersecurity awareness, with gender and experience level acting as significant moderators. However, the study also found that experienced learners may initially face challenges in applying security protocols effectively, though their understanding improves over time with continued engagement. In addition, the research found that students with higher e-learning engagement are more likely to adopt cyber safety practices and comply with information security policies. Interestingly, the results suggest that educational institutions should tailor cybersecurity programs to address the unique needs of students based on their gender and experience levels. Furthermore, our research can inform future policies and interventions aimed at promoting cybersecurity awareness among e-learning students, ultimately contributing to safer and more secure digital learning environments.

Othman, M. K., Mat, R., & Zulkiply, N. (2025). **WVREA heuristics: A comprehensive framework for evaluating usability in wearable virtual reality educational applications (WVREA)**. *Education and Information Technologies*, *30*(10), 13599-13662. https://doi.org/10.1007/s10639-024-13234-5
This research addresses the critical need for robust usability evaluation tools in Wearable Virtual Reality Educational Applications. We developed a comprehensive set of Wearable Virtual Reality Educational Applications usability heuristics through a multi-stage process. Initial heuristics were established through a literature review. Validation occurred in three phases, first with academics and industry practitioners (n = 25), second with experts in academics and industry (n = 15), and third with end-user schoolteachers (n = 15) and finally, refinement based on feedback from all phases. Expert validation surveys refined the heuristics based on feedback regarding utility, clarity, ease of use, and the need for additional checklists. The revised heuristics received positive feedback from experts in human–computer interaction and virtual reality, as well as school teachers, indicating their effectiveness in addressing usability issues. This research establishes a foundation for standardised WVREA usability practices, providing a valuable tool for the WVREA development community. Future exploration could involve longitudinal studies and developing additional user interface-focused heuristics.

Ouattara, B. (2025). **Les facteurs de succès d'ImaginEcole, un lieu partagé entre États d'Afrique de l'Ouest et du centre pour réunir des ressources numériques d'enseignement**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146we
Au lendemain de la pandémie liée à la Covid-19 qui a durement affecté le monde de l'éducation, l'initiative ImaginEcole est apparue comme un projet novateur pour l'amélioration de l'accès aux ressources pédagogiques numériques dans dix pays d'Afrique francophone au sud du Sahara. Cet article porte sur la contribution d'Imaginecole à la réduction des inégalités numériques. À travers des entretiens et des études de cas, il s'est agi d'identifier les facteurs de succès de cette initiative

transnationale, en s'intéressant non seulement à la contribution des ressources numériques à l'amélioration de la qualité des apprentissages, mais également à celle de leur adaptation aux contextes locaux. Le retour d'expérience recueilli auprès des participants du concours Créathon dans les dix pays permet d'affirmer qu'ImaginEcole s'inscrit dans une stratégie visant à réduire les fractures éducatives et numériques, en permettant aux enseignants et aux apprenants d'accéder à des ressources éducatives adaptées aux programmes scolaires nationaux. Le Burkina Faso fait l'objet d'une attention particulière.

Oved, O., & Alt, D. (2025). **Teachers' technological pedagogical content knowledge (TPACK) as a precursor to their perceived adopting of educational AI tools for teaching purposes**. *Education and Information Technologies*, *30*(10), 14095-14121. https://doi.org/10.1007/s10639-025-13371-5
As AI increasingly permeates education, understanding teachers' perceptions and interactions with these technologies is essential. The Technological Pedagogical Content Knowledge (TPACK) framework provides a comprehensive lens to examine these interactions with educational AI tools (EAITs). This study explored the factors influencing teachers' intentions to use EAITs, focusing on their TPACK profiles. It investigated how the components of TPACK—technological, pedagogical, and content knowledge—interact to shape teachers' perceptions and willingness to integrate EAITs into their teaching. Structural equation modeling analyses of quantitative data gained from 514 teachers revealed that the intention to use EAITs was positively related to the core TPACK factor, while actual use was primarily driven by the Technological Pedagogical Knowledge factor, which measures understanding of how various technologies can be applied in teaching. This study extends the TPACK framework to EAITs, offering insights into AI adoption in education. It informs professional development, guiding targeted interventions to enhance teachers' technological and pedagogical skills for effective AI integration in classrooms.

Palop, B., Díaz, I., Rodríguez-Muñiz, L. J., & Santaengracia, J. J. (2025). **Redefining computational thinking: A holistic framework and its implications for K-12 education**. *Education and Information Technologies*, *30*(10), 13385-13410. https://doi.org/10.1007/s10639-024-13297-4
In the realm of K-12 Education, the growing significance of Computational Thinking has sparked extensive inquiry into its nature and instructional methodologies. Despite a wealth of literature on the subject, ongoing debates persist regarding its fundamental components. Across global educational landscapes, Computational Thinking is being incorporated into curricula with varying degrees of emphasis, ranging from robotics to computer coding to broader algorithmic problem-solving approaches. This article aims to reassess established definitions of Computational Thinking and propose a nuanced understanding that highlights the necessity and importance of data in contemporary problem-solving contexts. Additionally, we present a comprehensive framework aimed at cultivating Computational Thinking skills in students, encompassing technical competencies alongside cognitive and metacognitive processes. Subsequently, we offer (1) a refined definition emphasizing the importance of data, (2) a comprehensive framework outlining essential components to foster Computational Thinking skills in students, and (3) a discussion of these concepts within the context of K-12 education.

Pandya, D., Rana, K., & Padhiyar, A. (2025). **Comparative analysis of deep learning approach to identify usage of mobile phone in the classroom environment**. *Education and Information Technologies*, *30*(10), 13105-13128. https://doi.org/10.1007/s10639-025-13351-9
With the advent of closed-circuit television systems (CCTV) in the era of technology, a massive amount of video data is generated daily. CCTV are installed at several educational institutions to monitor students' behavior and ensure their safety. Human activity monitoring is done manually. Abnormal human actions refer to rare or unusual actions in a particular environment. One of the observed abnormal actions in a classroom is the usage of mobile phones by students. The frequent usage of mobile phones in the classroom environment will make students lose their attention and lead to a degradation in their academic performance. There is a high need for a system to monitor the students' abnormal behavior in the classroom environment. To solve this problem, we have proposed a methodology to recognize whether or not the students use mobile phones in the classroom. To achieve the desired results, we have trained the deep learning architecture ResNet50 using the concept of transfer learning on real-time data collected from various educational institutions. We have achieved a remarkable accuracy of 96% with proposed RTLModel-Based in the research work. With the proposed methodology, academic institutions can monitor students' attention in the classroom and take necessary actions.

Pérez Echeverría, M. del P., Cabellos, B., & Pozo, J.-I. (2025). **The use of ICT in classrooms: The effect of the pandemic**. *Education and Information Technologies*, *30*(10), 14069-14093. https://doi.org/10.1007/s10639-024-13124-w
Although various studies advocate for the integration of information and communication technologies in education, the forced digitization caused by the pandemic has yielded contradictory results on student learning. Conversely, research has shown that when students manage ICT, they achieve better learning outcomes but when teacher-centered approaches are employed, their effects on learning tend to be negative. Has the pandemic crisis served to promote or hinder the integration of ICT in classrooms? Have the uses of ICT changed? This article focuses on whether changes after the mandatory use of ICT in classrooms during the pandemic have favored the integration of digital technologies in classrooms. The analysis of these results has not only practical implications but also theoretical, since they allow us to test the influence of different variables on the change in teaching conceptions and practices. 731 primary and secondary Spanish teachers responded to a questionnaire investigating the frequency with which they used ICT in their classrooms, the type of use they made, and the learning outcomes they promoted. The results showed that teachers reported a higher use of ICT than in previous periods. Also, similar to studies before and during the pandemic, these results indicated a higher frequency of teacher-centered activities, mainly oriented towards the transmission of verbal content. However, this effect seems to have been moderated after the pandemic. There were, however, different teacher profiles reflecting different styles in the educational use of ICT. A critical variable for making student-centered use of ICT seems to be the frequency of use. Those teachers more familiar with ICT tended to make more complex and varied uses, suggesting that their inclusion in teacher training should be an essential step to promote the integration of ICT in classrooms.

Pouzergues, P. (2025a). **L'intelligence artificielle générative en classe de FLE : retour sur un atelier et ses effets en formation continue d'enseignants en République tchèque**. *Didactique du FLES : Recherches et pratiques*, *4*(1). https://doi.org/10.57086/dfles.1646
This article explores the integration of generative artificial intelligence (GAI) in teaching French as a Foreign Language (FFL) in the Czech Republic. Based on a survey conducted with 60 teachers, it provides an overview of initial practices and perceptions regarding the use of GAI. A three-hour training session, organized by the French Institute in Prague in August 2024, addressed the capabilities and limitations of these tools, as well as practical methods for pedagogical integration. The impact of this training was assessed through a follow-up questionnaire, revealing a significant shift in perceptions: improved understanding of the challenges, increased confidenc, and a stronger willingness to integrate these technologies into the classroom. The analysis also highlights unmet needs, such as a lack of concrete examples and ongoing support. The article concludes with recommendations to optimize future training sessions and promote a sustainable and ethical integration of GAI in FFL teaching.

Pouzergues, P. (2025b). **Prendre en compte les hétérogénéités grâce l'intelligence artificielle générative : vers de nouvelles formes de différenciation pédagogique**. *NéALA 2025 Naturel et Artificiel en Linguistique Appliquée : une époque de paradoxes*. Présenté à Nancy, France. Consulté à l'adresse https://hal.science/hal-04892945
Les classes hétérogènes, constituées d'apprenants aux niveaux et besoins variés, posent un défi constant aux enseignants de langues étrangères. Répondre à cette diversité de profils nécessite de mettre en place une pédagogie différenciée, c'est-à-dire une approche qui permet à chaque apprenant de progresser à son propre rythme, tout en maintenant une cohésion du groupe classe. Cette différenciation se traduit par la mise en œuvre de supports variés et d'activités personnalisées, adaptés aux besoins spécifiques de chaque apprenant. Toutefois, il est impossible pour les enseignants de répondre individuellement à tous les apprenants simultanément (Puren, 2001) C'est dans ce contexte que l'intelligence artificielle générative (IAG) se présente comme un outil potentiel pour palier à cette difficulté, en s'appuyant sur l'autonomie d'apprentissage des apprenants. En effet, grâce à l'IAG, il devient possible d'exploiter les données issues des traces d'apprentissage des apprenants pour leur fournir des rétroactions ciblées (Holmes & Hamel, 2025), des stratégies ou des ressources ajustées à leur niveau et style d'apprentissage (Baskara & Mukarto, 2023). Cette étude vise ainsi à explorer comment l'IAG peut faciliter la mise en œuvre d'une différenciation pédagogique dans des contextes d'apprentissage hétérogènes. L'étude s'est déroulée dans le cadre de deux cours de 30 heures, dispensés à raison de 3 heures hebdomadaires, auprès de groupes multi-niveaux et hétérogènes de 15 apprenants dont les niveaux variaient de A2 à B2. L'IAG a été intégrée de façon régulière dans les activités pédagogiques, permettant notamment aux apprenants de développer leurs compétences dans la formulation de prompts adaptés à leurs besoins (Hwang et al., 2023). Le corpus de cette étude est constitué d'écrits réflexifs et de questionnaires administrés avant et après l'expérimentation. Les résultats obtenus indiquent que l'IAG a contribué à répondre aux besoins des apprenants. Néanmoins, l'analyse met également en lumière certaines limites inhérentes à ces outils. Cette communication s'achèvera par la formulation de recommandations en matière d'ingénierie pédagogique, fondées sur les résultats obtenus, pour soutenir la différenciation en contexte hétérogène. Baskara, R., & Mukarto. (2023). Exploring the Implications of Chatgpt for Language Learning in Higher Education. Indonesian Journal of English Language Teaching and Applied Linguistics,

7(2), 343-358. Holmes, T., & Hamel, M.-J. (2025). Analyse des interactions d'apprenants de FLS avec ChatGPT pour la rétroaction corrective écrite. Alsic. Apprentissage des Langues et Systèmes d'Information et de Communication, 1(28), Article 28. https://doi.org/10.4000/13f6h Hwang, Y., Lee, J. H., & Shin, D. (2023). What is prompt literacy? An exploratory study of language learners' development of new literacy skill using generative AI (arXiv:2311.05373). arXiv. https://doi.org/10.48550/arXiv.2311.05373 Puren, C. (2001). Entre « pédagogie différenciée » et « apprentissage autonome ». Les Langues modernes, 4, 38-44.

Ren, H. (2025). **Virtual training system for distance dance learning**. *Education and Information Technologies*, *30*(10), 13909-13929. https://doi.org/10.1007/s10639-025-13376-0
The article described the study of possibilities and prospects of teaching dance choreographic skills in a virtual educational environment. The researchers compared the educational achievements in the control and experimental groups and determined the influence of additional educational practices in the virtual interactive dance online studio (STEEZY Studio) on the learning outcomes. The vast majority of the students (97%) assessed online dance education as comfortable and productive. An advanced level of choreographic mastery in a solo performance was demonstrated by 70.8% of the experimental group students and 45.8% in the control group; their scores were between 90 and 100. The practical educational experience shown in the article can be valuable in the context of dance training. Dance choreographic instructors can use the findings to choose optimal and effective tools that improve their teaching practice in the online environment.

Rohan, R., Chutimaskul, W., Roy, R., Hautamäki, J., Funilkul, S., & Pal, D. (2025). **Developing a scale for measuring the information security awareness of stakeholders in higher education institutions**. *Education and Information Technologies*, *30*(10), 13713-13777. https://doi.org/10.1007/s10639-024-13307-5
The field of information security is experiencing growing popularity within Higher Education Institutions (HEIs), reflecting the increasing recognition of its importance in safeguarding sensitive data, and mitigating cyber risks. This shift highlights the critical need for effective security practices within educational environments, where data protection and compliance are essential. Information Security Awareness (ISA) stands out as a pivotal technique in this regard; thus, measuring ISA becomes paramount for HEIs. In this work, we developed a measurement scale called the Academia InfoSec Awareness Scale (AIAS), which serves as a comprehensive tool designed to assess user ISA. Employing standard scale development procedures, we conducted five studies involving qualitative and quantitative methodologies to identify ISA dimensions and measurement items, establishing the reliability, and construct validity of the AIAS. By developing the ISA scale, we provide HEIs, practitioners, and policymakers with a valuable tool for measuring ISA among their key stakeholders. This study specifically targets key stakeholders of HEIs: students, academic staff, and non-academic staff, addressing the diverse perspectives and needs of these groups within the institution's security landscape. Through initial Exploratory Factor Analysis (EFA), we unveiled the factor structure, which was subsequently confirmed by Confirmatory Factor Analysis (CFA), resulting in a final AIAS scale containing 16 items across five dimensions: knowledge, attitude, behavior, individual responsibility, and social influence. Identifying these dimensions provides a foundation for HEIs to develop targeted interventions that

promote security awareness. Additionally, this research addresses a gap in the existing literature by investigating external influences, such as social influence and individual responsibility, on ISA. By integrating these factors, the AIAS offers a more comprehensive understanding of ISA and allows HEIs to tailor awareness programs to fit institutional needs effectively. To further evaluate the diversity of ISA perceptions within HEIs, Multigroup Analysis (MGA) was conducted, revealing significant differences among stakeholder groups. This analysis offers insights for policy development that is sensitive to user-specific requirements within HEIs, ensuring that all stakeholders' perspectives are adequately addressed. In addition, Importance Performance Map Analysis (IPMA) highlighted critical ISA dimensions for each group, enabling policymakers and HEIs to prioritize resources towards the most impactful areas. These findings present valuable guidance for HEIs in implementing targeted, impactful security awareness interventions that foster an informed and resilient academic environment.

Saini, M., Sengupta, E., & Sharma, N. (2025). **AI-assisted hand gestures based smart feedback system for educators**. *Education and Information Technologies*, *30*(10), 13281-13308. https://doi.org/10.1007/s10639-025-13358-2
To be an effective teacher, one must possess strong learning abilities. Developing lesson planning, pursuing learning objectives, and assessing post-lesson accomplishments all these depend on reflection and ongoing learning. As education is context-specific, the iterative process of preparing, reflecting, and improving is what makes teaching effective. The scarcity of long-term as well as intense professional development is a problem, and educational institutions have indicated that staff-led professional development has to be of a higher caliber. Considering the difficulties involved in conducting classroom observations, instructors barely get any constructive criticism—a critical component of improvement. The goal of this study is to provide teachers with thorough and insightful automated feedback, therefore eliminating a major barrier to their pedagogical efficacy. We propose an Artificially Intelligent Smart Teacher Feedback System (AISTFS) in this study. The proposed framework demonstrates competence in evaluating the delivery of pedagogy by providing teachers with performance ratings that are derived from detailed analysis. Notably, the proposed model shows an astounding 97% recall rate and a high precision score of 95%, indicating that the model is effective at picking up on variations in teaching. A comparison with state-of-the-art algorithms illustrates the prevalent performance of the proposed framework. Its remarkable real-time processing speed and detection accuracy mark it as a significant headway in the field of education technology.

Sanusi, I. (2025). **Artificial intelligence in school education: the case of Nigeria**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146vp
In line with global trends, the integration of artificial intelligence (AI) into the Nigerian school system has begun to take shape. However, efforts related to instructional and pedagogical design, professional learning programmes, and guidelines for best practices remain limited, given the inherent contextual features. Although the recently launched draft of the National AI Strategy shows promising development in building an AI ecosystem in the country, additional considerations are necessary to ensure the effective integration of AI into teaching and learning practices. This paper provides insights into teaching about AI and utilising AI in the classroom within the Nigerian school system. It further highlights the Nigerian government's initiatives on AI, including ethics,

professional development needs, the state of instructional design, and the way forward for effective AI integration in the school system.

Selvam, B., & Gnana Piragasam, G. A. (2025). **Augmented reality's potential for addressing writing challenges in students with learning disabilities**. *British Journal of Special Education*, *52*(2), 147-156. https://doi.org/10.1111/1467-8578.70005
The increasing use of mobile devices in educational settings is mainly attributable to the significant contributions made by technological advancements. These devices now make it possible to incorporate mobile applications, such as augmented reality (AR), in order to provide students with learning disabilities with assistance in improving their writing skills. A qualitative semi-structured interview was conducted with 12 expert special education teachers who specialised in learning disabilities to identify the challenges faced by students with learning disabilities in improving writing skills and the prospects of using AR to improve writing skills among these students. This study examines the specific challenges faced by students with learning disabilities in improving writing skills and explores the potential of AR to enhance their learning experiences. The research seeks to establish a foundation for designing and developing AR writing interventions designed to meet the distinct requirements of students with learning disabilities, based on analysis of the feedback and observations provided by special education teachers. The results emphasise the importance of incorporating cutting-edge educational technology, such as AR, to facilitate learning in special education settings. Interviews with special education teachers revealed themes related to students' challenges in improving their writing skills. Simultaneously, the study explores the potential of AR in delivering targeted interventions that actively involve students and enhance educational achievements. The findings of this research improve our understanding of how to effectively incorporate AR tools into special education settings to promote the development of students' writing skills.

Seraji, F., & Rahnemo, S. S. (2025). **Fostering self-directed learning skills of medical students in an e-learning environment: disciplinary and interdisciplinary design methods**. *Education and Information Technologies*, *30*(10), 13331-13349. https://doi.org/10.1007/s10639-025-13387-x
Due to the continuous evolution of society's health needs, medical students must acquire Self-Directed Learning(SDL) skills. researchers have increasingly focused on finding suitable designs for teaching students self-directed learning (SDL) skills. This study aimed to compare the effectiveness of disciplinary and interdisiplinary design methods in improving the self-directed learning skills of medical students. The research method used in this study was quasi-experimental with a pre-and post-test design, involving two experimental groups and a control group. The statistical population consisted of medical students from Hamadan University of Medical Sciences. A total of 90 students were selected using available sampling, with 30 students in each group. The first and second quasi-experimental groups received the instructional intervention in a disciplinary and interdisiplinary design over ten one-hour sessions, respectively.The control group did not receive any instruction on SDL skills. An eight-component questionnaire entitl of self-directed learning of medical students, was used to collect data. Implementing mixed covariance analysis and Ben-Feroni's post hoc test indicated that disciplinary and interdisiplinary design methods were significantly more effective than the control group in the post-test and follow-up stages. Ben Feroni's post hoc test indicated that the interdisiplinary design had a more significant effect on improving the self-directed

learning skills of medical students compared to the disciplinary design(P-Value = 0.001). The findings of this research provide a suitable basis for designing self-directed courses for medical students in a Interdisiplinary manner.

Sperling, E., Inwood, H., Sims, L., & Elliott, P. (2025). **Exploring Ecojustice & Environmental Learning through Online Preservice Teacher Education**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 145-173. https://doi.org/10.53967/cje-rce.7233
As teacher education can help communities transition to sustainable, just ways of being, this study reports on the development of, and research on, a national E-course for preservice teachers focused on Environmental and Sustainability Education (ESE). This collaborative initiative brought together academics, community educators, and K-12 teachers to offer participatory, locally-relevant online ESE learning. By facilitating learning centred on concepts of indigenization, ecojustice, and place-based learning, the E-course aimed to ensure equitable access to ESE for preservice teachers across Canada. We ask, what are participants' experiences and the impact of their involvement in this E-course? Using a socio-critical lens, the authors draw on survey data to report on the outcomes of the E-course. We hope that it may serve as a new model for online ESE for preservice teacher education, and more broadly highlight the capacity for building understanding about ecojustice education and community connections through virtual learning spaces.

Sun, H., Tan, J., & Lim, M. C. (2025). **AI and early language learning: A scoping review**. *AI, Brain and Child*, *1*(1), 4. https://doi.org/10.1007/s44436-025-00005-3
In recent years, researchers have started exploring possibilities of AI in early language education to personalize young children's language input. This study tries to investigate these explorations from five aspects: (1) common AI tools in early language education, (2) theoretical foundations adopted by these studies, (3) the effectiveness of AI for children's early language and literacy development, (4) moderating factors in these AI interventions (e.g., AI type and outcome measures), and (5) limitations of current studies on AI and early language learning. A scoping review search was conducted using six databases: PsycINFO, Academic Search Complete, Computer Source via Ebscohost, ProQuest: ProQuest Dissertations and Theses, Education database, and EBSCOHost Eric. 1296 records were initially identified through applying our search string to the databases and after the entire screening process, 12 papers remained. The results demonstrate that AI tools for language learning, particularly social robots and unique applications, are primarily developed based on concepts from developmental and educational psychology, as well as human–computer interaction. These tools are useful for language learning, regardless of the intervention language, the type of AI (general or narrow) used, or the outcome measures studied. Key factors influencing their effectiveness include personalization and the role of the robot as a peer. However, current research has limitations related to study design, interventions, and sampling. Altogether, understanding the five aspects can guide future research to address current gaps in the field and to be mindful of potential pitfalls due to issues arising from AI tool use and research design.

Tlili, A. (2025). **Artificial intelligence in Higher Education in China: policy, case study, and challenges**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146vq

This paper aims to describe the national policies related to Artificial Intelligence in Education (AIED) in China. It then presents an innovative case study on the use of AI in teaching and learning, focusing on Peking University's Intelligent Teaching Platform, PKU Wenxue. Finally, this study concludes by presenting the challenges faced in implementing and using this platform, namely data integration and unification, overcoming resistance to change, multilingual support, curriculum integration, performance, security and privacy, and reducing costs.

Vani, R. K., & Jayashree, P. (2025). **Multimodal emotion recognition system for e-learning platform**. *Education and Information Technologies*, *30*(10), 13507-13538. https://doi.org/10.1007/s10639-024-13279-6
Emotions of learners are fundamental and significant in e-learning as they encourage learning. Machine learning models are presented in the literature to look at how emotions may affect e-learning results that are improved and optimized. Nevertheless, the models that have been suggested so far are appropriate for offline mode, whereby data for emotional categorization is saved accessible at any time. However, the model can only observe the data once, thus necessitating a real-time response for real-time emotion categorization. A new MERS in EP model using DC-SSA (Dwarf Combined Squirrel Search Algorithm) is proposed in this work that comprises of following steps: In the first phase, the multimodal inputs (text, audio, and video) are pre-processed. Then, the features are extracted from all the input modalities. From the text, improved BOW and thematic features are extracted. From the video, AAM, improved LBP feature and SLBT are extracted. From the audio, improved MFCC, chroma and spectral features are extracted. The features are fused under IFLF to determine the final features. The emotion recognition process takes place via EC combines RNN, Bi-GRU and CNN, respectively. To make the recognition process more accurate, the weights of CNN are tuned by the algorithm introduced, DC-SSA. Based on the recognition, the performance of the learners is validated.

Viéville, T. (2025). ***Tu feras de l'IA avec Intelligence mon enfant***. Consulté à l'adresse https://inria.hal.science/hal-05158854
Parmi toutes les initiatives des organisations internationales en lien avec l'IA, la Commission européenne et de l'Organisation de Coopération et de Développement Économiques, s'associentcavec Code.org pour proposer un référentiel d'apprentissage de l'IA et de son usage en éducation (learning with and about IA), ouvert et surtout en cours de construction participative, invitant chacune et chacun à donner son avis. Voyons cela.

Wilson, C. S., Skinner, C. H., Price, C., Wilhoit, B., & Coleman, M.-B. (2025). **The Effects of a Computer-Based Phrase Reading Intervention on Isolated Word Reading in Post-secondary Students with Disabilities**. *Journal of Behavioral Education*, *34*(2), 433-453. https://doi.org/10.1007/s10864-023-09533-5
The effects of a computer-based reading intervention on whole word reading in three post-secondary students with intellectual and/or developmental disability were evaluated using a multiple baseline across tasks (i.e., word sets) design. Words were selected from each student's elective undergraduate social science course materials. During this stimulus–response–stimulus–response intervention, the computer presented target words embedded within short phrases and the student had 3 s to read the phrase before a recording of the phrase was played. The student then repeated the phrase,

and the computer screen provided a new word phrase and the next trial began. During assessment, students read target words in isolation. These words had to be read correctly within 3 s across two consecutive assessments to be considered acquired. Visual analysis of the repeated measures graphs suggests nine demonstrations of a treatment effect and provides evidence of experimental control across all three students. The current results showed that learning to read content-specific words when they were embedded in phrases resulted in generalization (i.e., allowed students to read the words in isolation). Discussion focuses on implications, limitations, and future research.

Wu, C.-H., & Ho, V. T. (2025). **Critical factors for why ChatGPT enhances learning engagement and outcomes**. *Education and Information Technologies*, *30*(10), 14415-14446. https://doi.org/10.1007/s10639-025-13346-6
The present study investigated the potential of ChatGPT in enhancing the learning outcomes and engagement. Data were gathered from a survey of 687 university personnel and higher education students who utilized ChatGPT for educational purposes. The conceptual framework of the study was validated and analyzed using partial least squares structural equation modeling (PLS-SEM). The results demonstrated that ARCS played a mediating role in linking Self-Efficacy to Engagement and Mental Load to Engagement. Furthermore, Mental Load mediated the relationship between Self-Efficacy and self-reported outcomes, whereas Engagement influenced the association between ARCS and self-reported measures. Additionally, perceptions of Self-Efficacy and Attitude functioned as moderating variables, thereby influencing the relationships of ARCS with Mental Load and Engagement. The theoretical and educational implications of these findings for the integration of AI into education have been discussed.

Wu, H., Li, D., & Mo, X. (2025). **Understanding GAI risk awareness among higher vocational education students: An AI literacy perspective**. *Education and Information Technologies*, *30*(10), 14273-14304. https://doi.org/10.1007/s10639-024-13312-8
The risks posed by artificial intelligence (AI) in the education sector have been widely acknowledged in existing research. However, the factors influencing generative artificial intelligence (GAI) risk awareness among higher vocational education students remain unclear. Therefore, this study explores the impact of AI literacy—comprising AI knowledge, AI skills, and AI attitudes—on GAI risk awareness, with GAI self-efficacy acting as a mediating factor. The research is conducted at a higher vocational education institution, where students' AI literacy is measured before they began an AI course titled "Introduction to Artificial Intelligence". After four weeks of learning and using GAI tools, students' GAI self-efficacy and GAI risk awareness are assessed. The study employs Partial Least Squares Structural Equation Modeling (PLS-SEM) to analyze the relationships among these constructs. The results indicate that while components of AI literacy do not directly influence GAI risk awareness, and statistical results indicate no significance at conventional levels (p-values: knowledge = 0.67, skills = 0.58, attitudes = 0.51). On the contrary, AI literacy significantly impacts GAI self-efficacy, which in turn positively affects GAI risk awareness. The mediation analysis confirms that GAI self-efficacy serves as a full mediator between AI literacy and GAI risk awareness, with significant indirect effects ($p < .05$, $t > 1.96$). These findings suggest that increasing self-efficacy enables students to engage more confidently and critically with GAI technologies, enhancing their ability to recognize and respond to associated risks. This study extends previous research on AI literacy by empirically demonstrating its indirect pathways to influencing risk awareness and contributes to risk awareness studies by focusing on higher vocational education

students within the context of GAI tool use. By addressing these gaps, this study provides valuable insights for educators and GAI tool developers seeking to promote responsible AI use in vocational education.

Xia, L., Shen, K., Sun, H., An, X., & Dong, Y. (2025). **Developing and validating the student learning agency scale in generative artificial intelligence (AI)-supported contexts**. *Education and Information Technologies*, *30*(10), 13999-14021. https://doi.org/10.1007/s10639-024-13137-5
While generative artificial intelligence (AI) empowers students in their learning, it may also have the potential to undermine their learning agency. Understanding student learning agency in the generative AI-supported contexts (SLA-GAI) has become critical for educators. However, student learning agency is a domain-specific construct, current scales neglect the specific generative AI situations. Therefore, current scales are considered inapplicable for measuring SLA-GAI. This study aims to conceptualize the student learning agency and develop and validate the SLA-GAI scale. We conducted an exploratory sequential design with two stages. In the first stage, a literature review and group interview with experts were conducted to conceptualize the student learning agency and generate initial items. 268 valid samples from university students were then collected and exploratory factor analysis (EFA) was employed to adjust the initial items. In the second stage, 425 valid samples were collected and randomly split into two subsamples (n1 = 268, n2 = 245) to conduct EFA and confirmatory factor analysis (CFA), respectively. The findings indicate that the SLA-GAI scale includes ten factors with 34 items. Four of these – self-cognition, goal setting, self-adjustment and self-reflection – represent the key ability dimension of the SLA-GAI scale. The other three factors – selective action, responsible action and participative action represent the active action dimension of the SLA-GAI scale. Finally, self-efficacy and volition present the essential mental characteristics of the SLA-GAI scale. The developed SLA-GAI scale can reflect the latest and abundant meaning of the student learning agency in generative AI-supported contexts. It can help educators assess and develop student learning agency in the generative AI-supported contexts and explore related theories.

Xiang, S., Li, J. W., & Yang, W. (2025). **Developing a robot-based computational thinking assessment for young children**. *Education and Information Technologies*, *30*(10), 14447-14469. https://doi.org/10.1007/s10639-025-13377-z
This study aims to develop and validate an age-appropriate, easily manipulated, and robot-based assessment named Computational Thinking Observational Scale (CTOS) for 3- to 5-year-olds. The study sample included 46 preschoolers (Mage = 3.57 years, SD = 0.36). Expert judgment confirmed excellent content validity, yielding a Scale-level Content Validity Index of 1.00. Criterion validity showed a strong positive correlation between CTOS scores and interaction quality in children's coding with robots (r = 0.81), with significant correlations across all dimensions, particularly debugging (r = 0.86). Inter-rater reliability, assessed using the Intraclass Correlation Coefficient, was 0.89, demonstrating good reliability. Internal consistency was high, with a Cronbach's alpha of 0.94 for the full scale and split-half reliability of 0.89. Gender differences revealed that boys scored higher on debugging and expressing & creating dimensions, while age analysis indicated significant score increases with age, especially in hardware and choices of conduct dimensions. Socioeconomic status showed no significant correlation with CTOS scores. These findings support CTOS as a reliable and valid tool for evaluating children's CT in coding robotic interactions. Implications and limitations of CTOS are also

discussed to shed light on the future directions of CT assessment and CT education in early childhood.

Yee, J., Lim, F. V., Ng, B., Pan, Q., Koh, E., & Sindoni, M. G. (2025). **The student digital literacies profiling tool: Instrument validation**. *Education and Information Technologies*, *30*(10), 13129-13165. https://doi.org/10.1007/s10639-025-13343-9
In an era of rapid technological change, digital literacies now extend beyond basic technical skills to include the ability to combine digital tools, features, and semiotic resources to convey meaning across diverse contexts. This paper presents a framework and validated survey tool to assess the digital literacies of primary and secondary school students, broadly adapted from the Common Framework of Reference for Intercultural Digital Literacies (CFRIDiL). The survey, designed on a 5-point Likert scale, evaluates students' skills, preferences, and beliefs across four dimensions that reflect the contemporary demands of the digital landscape: multimodal orchestration, digital technologies, intercultural communication, and transversal skills. Validation through exploratory and confirmatory factor analyses with 838 primary and secondary students were conducted. This study's findings challenge the traditional, technically-centric view of digital literacies, advocating for a more integrated approach that also considers social dimensions. The survey instrument offers educators a valuable resource to assess and enhance students' digital literacies, inform curriculum development, and track changes over time.

Yeung, R. C. Y., Sun, D., & Yeung, C. H. (2025). **Integrating drone technology in STEM education: Curriculum, pedagogy and learning outcomes**. *Education and Information Technologies*, *30*(10), 14237-14272. https://doi.org/10.1007/s10639-025-13368-0
This study explores the integration of drone technology into STEM education through the development and evaluation of the Drone Technology Enabled STEM Curriculum (DTESC). Grounded in "dronagogy", a pedagogical framework that utilizes drones to enhance learning, DTESC effectively incorporates drone technology within science, mathematics, technology, and the humanities. The curriculum is structured to progress from multidisciplinary exploration to interdisciplinary integration, ultimately culminating in transdisciplinary applications. Sixteen Grade 9–10 students from a secondary school in Hong Kong participated in the study, engaging in activities such as designing drone-assisted water sampling systems and formulating entrepreneurial proposals for future applications. Employing mixed research methods, the study assessed the curriculum's impact across cognitive, psychomotor, and affective learning domains. Results indicated high levels of student engagement and satisfaction, alongside significant improvements in psychomotor and affective skills. However, enhancements in cognitive learning outcomes, particularly in mathematics and programming, are necessary. This research offers valuable insights into the implementation of dronagogy to foster cross-disciplinary STEM education.

Yeung, S. S., Ma, M., & Law, T. S.-T. (2025). **Let's listen and tell a story together: social robot and multidimensional learning engagement among young learners**. *AI, Brain and Child*, *1*(1), 5. https://doi.org/10.1007/s44436-025-00006-2
Storytelling activities delivered by social robots have not been adequately studied in the existing literature. Prior work has mainly investigated the use of social robots in telling stories to young children. Our study examined the effects of both storytelling and story co-telling facilitated by a social robot on children's learning engagement and story

comprehension, comparing to the same activities facilitated by a human and a tablet. Adopting an experimental design, the levels of emotional, behavioral and cognitive engagement and story comprehension of 77 children (aged 5–7) who participated in two storytelling activities (listening to a story and co-telling a story) facilitated by either a robot, a tablet, or a human were measured. Changes in behavioral engagement between the two learning activities were also examined. Our results showed that the levels of behavioral and cognitive engagement in the social robot condition were comparable to the human condition, and better than the tablet condition. Interestingly, behavioral engagement was maintained from listening to a story to co-telling the story in the social robot condition and the human condition but not the tablet condition. However, no significant differences were found in emotional engagement and story comprehension across conditions. The findings suggest that social robots are effective educational tools to engage young children in storytelling activities.

Yu, S., Hou, Y., & Li, H. (2025). **Suitability of Chinese GenAI platforms for early childhood education: A multifaceted evaluation**. *AI, Brain and Child*, *1*(1), 7. https://doi.org/10.1007/s44436-025-00008-0
Generative artificial intelligence (GenAI) offers transformative potential for early childhood education (ECE), yet concerns remain regarding its suitability and ethical implications for young children. This study evaluated 10 freely available Chinese GenAI platforms for suitability in ECE, considering technical performance, pedagogical adaptability, and ethical/safety considerations. Using mixed methods (quantitative scoring and qualitative content analysis), platforms were assessed on multimodal support, response speed, teaching content generation, activity organization, personalization, ethical compliance, content appropriateness, and algorithmic fairness. Results showed significant variability in performance, with some platforms excelling in technical aspects while others demonstrated stronger pedagogical adaptability. Doubao and iFlytek Spark demonstrated strong technical performance, while DeepSeek excelled in pedagogical adaptability. However, all platforms presented areas for improvement, particularly in multimodal support and the transparency of ethical guidelines. This research offers a novel framework for evaluating GenAI in ECE, which allows for a more nuanced and context-specific assessment compared to existing frameworks. This framework highlights the need for specialized ECE datasets, algorithmic transparency, and robust ethical guidelines to protect young learners. Findings provide practical guidance for educators, developers, and policymakers navigating GenAI's potential in early childhood development.

Yurchenko, V., & Nalyvaiko, O. (2025). **Comment ChatGPT fabrique une nouvelle réalité dans l'écriture** (R. Étienne, Trad.). *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148n0
Cette recherche explore l'impact de la production de textes par l'intelligence artificielle (IA) sur la reconnaissance de la paternité et ses implications pour l'éducation. Plus précisément, elle examine comment des personnes ayant différents niveaux d'expérience dans l'utilisation de ChatGPT perçoivent les textes produits par l'IA. Elle essaie de déterminer si l'édition de ces textes a un impact sur la reconnaissance de la paternité du texte, si elle a un effet sur leur capacité à faire la distinction entre un contenu humain et un contenu partiellement ou totalement « rédigé » par l'IA. La recherche vise à éclairer les stratégies d'intégration de la maîtrise de l'IA dans l'enseignement tout en relevant les défis de l'attribution de la paternité. Une recherche

quantitative a été menée auprès de 85 participants, classés en fonction de leur utilisation de ChatGPT : aucune expérience (n =22), utilisation occasionnelle (n =31) et utilisation quotidienne (n =32). Les participants ont évalué des textes dans cinq genres stylistiques (littéraire, journalistique, scientifique, philosophique et publicitaire) et ont tenté de déterminer l'auteur (humain, produit par l'IA ou édité par l'IA). Les données ont été analysées à l'aide de méthodes statistiques, notamment le test de Kruskal-Wallis, l'ANOVA et l'analyse de corrélation de Pearson. Les résultats indiquent que les participants ont eu du mal à faire la différence entre les textes produits par l'homme et ceux produits par l'IA, avec une précision moyenne de 5,48 sur 15. La capacité à identifier l'auteur varie selon le genre, les textes philosophiques étant les plus faciles à reconnaître et les textes journalistiques posant le plus grand défi. L'expérience avec ChatGPT n'a pas amélioré de manière significative la précision de la reconnaissance. L'édition de textes produits par l'IA a rendu encore plus floue la distinction entre l'auteur humain et l'auteur machine. Les résultats soulignent la nécessité d'adopter des approches éducatives qui renforcent la culture critique et la sensibilisation au contenu produit par l'IA. Les outils d'IA peuvent servir d'aides à la rédaction collaborative, mais leur intégration dans l'apprentissage nécessite des considérations éthiques et des stratégies d'évaluation adaptées. Les recherches futures devraient élargir la taille de l'échantillon et étudier les effets de l'exposition à long terme à l'IA sur la perception de l'écriture.

Zahedi, S., Kimmons, R., & Venkat, P. (2025). **"This wouldn't be possible in a 40-student classroom": A case study of transformative 1:1 device integration in India**. *Education and Information Technologies*, *30*(10), 13663-13690. https://doi.org/10.1007/s10639-025-13372-4

This case-study analyzed the pedagogical uses of 1:1 devices at a mid-cost private school in India. Relying on interviews, classroom observations, and naturalistic qualitative approaches, we categorized classroom technology use according to the PICRAT model of technology—Passive-Interactive-Creative and Replacement-Amplification-Transformation. We attempted to understand how 1:1 devices were being used in 10 Indian classrooms at a single school and how this use influenced pedagogy and student learning experiences. Results indicated that devices were generally being used (a) to promote learner-content and learner-teacher interactive learning experiences and (b) to enable transformative pedagogical activities via feedback mechanisms in large classes. With regard to previous research, the most important outcome of the study related to the articulation of what makes technology integration efforts transformative and how this determination may be heavily context-specific (i.e., what is transformative in North America may not be transformative in India and vice-versa). Results are also of importance to policymakers and practitioners in India and in other parts of the world where class sizes are large and technological resources may be more constrained in guiding 1:1 efforts toward being more effective and transformational for all learners.

Zhai, S., Zhang, S., Rong, Y., & Rong, G. (2025). **Technology-driven support: exploring the impact of artificial intelligence on mental health in higher education**. *Education and Information Technologies*, *30*(10), 13931-13959. https://doi.org/10.1007/s10639-025-13352-8

Mental well-being holds paramount importance and its relevance within the realm of higher education is undeniable. The academic journey often brings about unique challenges, stressors, and transitions that can impact students' mental health (MH). This

study explores the impact of Artificial Intelligence (AI) and MH education within higher education institutions, focusing on the intersection between Deep Learning (DL), MH education, and policy. The research aims to assess how AI can enhance MH support systems in educational settings and whether a combination of DL and MH education can contribute to a psychologically healthy community. The study tests hypotheses regarding the fundamental need for MH education to cope with stress, the role of AI in diagnosing mental health issues, the potential for AI to predict and reduce anxiety and depression, and the impact of policies in making MH education a mandatory component. A quantitative, cross-sectional survey was conducted with 600 valid responses from students, faculty members, educational technologists, and MH professionals across 12 universities in China. The data were analyzed using SPSS, revealing strong support for the integration of AI and MH education in promoting a psychologically healthy academic environment. The novelty of this study lies in its innovative integration of DL, MH education, and policy, offering a unique model for supporting mental health in higher education. The findings contribute to the broader understanding of how technology, education, and policy can collectively enhance student well-being and inform future strategies for integrating AI into educational and mental health practices.

Zhang, F., Xia, Y., Wang, Y., Liu, J., Xia, J., & Chen, C.-C. (2025). **A mixed methods study of adult learners' online learning motivation profiles**. *Education and Information Technologies*, *30*(10), 14043-14068. https://doi.org/10.1007/s10639-025-13382-2
Open universities can improve learning outcomes and overall satisfaction among adult learners by addressing and enhancing online learning motivation. By applying latent profile analysis (N = 494) and adult learner interviews (n = 16), this mixed methods study aimed to better understand adult learners' motivation profiles in online learning distinguished by relatedness, mastery and performance goal, and intrinsic and utility value. Quantitative results showed four profiles characterized by unique configurations of motivation. Specifically, three profiles (Highly Motivated, Average Motivation, Below Average Motivation) demonstrated level effects and one that demonstrated shape effects (Highly Motivated, Low Performance) emerged. Furthermore, the study showed motivational discrepancies in terms of adult learners' age and gender. Qualitative findings provided insight into how profile indicators manifest in adult online learning including how the various motivation dimensions co-occur as learners participate in various online learning activities. Integrating quantitative profiles and qualitative themes contributes to our understanding of not only how adult learners differ in their motivation, but also what these profile indicators look like in situ and relate to online courses design and activities. Practical implications for instructors, such as differentiated approaches to support adult learners' unique motivation goals and needs, are discussed. Finally, suggestions for future research are outlined, underscoring longitudinal trends in profile membership in adult learning research work.

Zhou, Q., Hashim, H., & Sulaiman, N. A. (2025). **Supporting english speaking practice in higher education: the impact of AI chatbot-integrated mobile-assisted blended learning framework**. *Education and Information Technologies*, *30*(10), 14629-14660. https://doi.org/10.1007/s10639-025-13401-2
Amid globalization, the demand for English oral proficiency continues to grow. This study employs a quasi-experimental design to investigate the integration of an AI chatbot into the mobile-assisted blended learning (MABL) framework. It examines the impact of this approach on the spoken English abilities of Chinese non-English major university students

learning English as a foreign language (EFL). A total of 72 students participated in the study, with 36 students in the experimental group and 36 in the control group. The AI chatbot, integrated into the MABL framework, offers learners real-time feedback and interactive dialogue in a flexible learning environment not bound by time or space. Over an eight-week intervention, the framework's effectiveness was evaluated using pre- and post-tests and a modified Technology Acceptance Model (TAM) questionnaire. Results indicated that students in the experimental group significantly enhanced their fluency and appropriateness in spoken English after using the framework. Additionally, students' positive feedback on the AI chatbots' usefulness, ease of use, and learning process, coupled with their high engagement and satisfaction, signifies strong acceptance of this innovative learning framework. These findings underscore the potential of AI chatbots to enhance English oral proficiency in education, offering new insights for similar educational contexts.

Orientation scolaire et professionnelle

Dain, A. (2025). **Des parcours de vie rythmés par la reconversion:Bifurcations vers l'artisanat et ajustements temporels**. *L'Année sociologique*, *75*(1), 187-219. https://doi.org/10.3917/anso.251.0187

Desclaux, B. (2025). **Les Centres d'information et d'orientation (CIO) : histoire et disparition progressive de leurs utilités**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148n3
Les Centres d'information et d'orientation (CIO) en France sont régulièrement remis en question, notamment sur leur maintien au niveau national. Historiquement, leur rôle a évolué selon trois utilités : publiques (politiques d'orientation), fonctionnelles (gestion des informations scolaires notamment) et opportunistes (adaptations aux besoins émergents). Avec la dématérialisation et la montée en autonomie des établissements, leurs missions ont progressivement disparu. La baisse du nombre de CIO et de leurs personnels fragilise leur pérennité. Toutefois, ils conservent un rôle d'accompagnement et de médiation, notamment grâce à leur position extérieure aux établissements, ce qui pourrait justifier leur maintien.

Echenique, F., & Olabisi, M. (2025). ***Prestige in Numbers: How Test Scores and Choices Reveal School Rankings*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2505.21063
This paper introduces a novel revealed-preference approach to ranking colleges and professional schools based on applicants' choices and standardized test scores. Unlike traditional rankings that rely on data supplied by institutions or expert opinions, our methodology leverages the decentralized beliefs of potential students, as revealed through their application decisions. We develop a theoretical model where students with higher test scores apply to more selective institutions, allowing us to establish a clear relationship between test score distributions and school prestige. Using comprehensive data from over 490,000 GMAT test-takers applying to U.S. full-time MBA programs, we implement two ranking methods: one based on monotone functions of test scores across schools, and another using score-adjusted tournaments between school pairs. Our approach has distinct advantages over traditional rankings: it reflects the collective judgment of the entire applicant pool rather than a small group of experts, and it utilizes

data from an independent testing organization, making it resistant to manipulation by institutions. The resulting rankings correlate strongly with leading published MBA rankings ($rho = 0.72$) while offering the additional benefit of being customizable for different student subgroups. This method provides a transparent alternative to existing ranking systems that have been subject to well-documented manipulation.

Gassama, E. H. B. (2025). **Le professeur principal de 3e dans l'orientation scolaire et professionnelle des adolescents**. In *Adolescence en milieu scolaire. Savoirs pour gérer les apprenants qui grandissent*. Consulté à l'adresse https://hal.science/hal-05130176
Although guidance for teenagers at the end of 3rd is essentially the responsibility of the head teachers, the results of our research indicate that they are not trained for this role. Lacking all the resources and skills they need to carry out their duties, with no specific training in gender issues and very limited guidance training, headteachers contribute to deepening and transforming social inequalities into inequalities in schooling and guidance. In fact, analysis of the mechanisms at work in the formation of social inequalities in 3rd grade guidance reveals the existence of social biases, both on the part of families and pupils, linked mainly to social origin and gender, and on the part of head teachers, in the same way as final guidance decisions are rooted in social stereotypes. It is therefore essential for general education policies to more include the issue of teacher training in relation to guidance, and social and educational inequalities in their prescriptions, in order to build practices to make education more egalitarian.

Herbaut, E. (2025). **Différenciation et dé-standardisation des parcours étudiants selon l'origine sociale**. *XXXe Journées Du Longitudinal*. Présenté à Dijon, France. Consulté à l'adresse https://hal.science/hal-05144344

Ilardi, C., Personnaz, E., & Sawadogo, A. W. F. (2025). ***Rester en QPV après le bac, en partir ou venir y résider : incidences sur les parcours scolaires et professionnels***. Consulté à l'adresse https://www.cereq.fr/qpv-bac-insertion

Julhe, S., Leclercq, E., & Roux, N. (2025). **Penser et observer les transformations des vies professionnelles**. *L'Année sociologique*, *75*(1), 43-67. https://doi.org/10.3917/anso.251.0043

Kim, S., & Kim, N. (2025). **Unveiling the evolving educational inequality from upper secondary to higher education in South Korea: from effectively maintained inequality theory perspective**. *Higher Education*, *89*(6), 1637-1657. https://doi.org/10.1007/s10734-024-01301-2
Using nationally representative data from South Korea, this study tracks cumulative educational inequality at key educational transitions from lower to upper secondary education and from upper secondary to higher education. Using the effectively maintained inequality (EMI) theory, this paper firstly finds that high-socioeconomic status (SES) students take advantages of attending high-quality high schools, namely autonomous and special-purpose high schools. In addition, the findings reveal that the benefits of attending these high-caliber high schools manifest in the form of enhanced academic achievements and provide increased prospects for students to gain admission to 4-year universities in capital areas anticipated to experience future income growth. Furthermore, greater socioeconomic advantage is consistently associated with ascending the school hierarchy at each transition. The study's findings highlight the

persistent and cumulative influence of parental SES on students' educational trajectories, reinforcing educational stratification. Overall, this study contributes to a deeper understanding of the heightening educational inequality across students' educational pathways and offers insights into the ramifications of recent educational policy reforms in South Korea.

Li, X., & Jung, J. (2025). **Motivations for pursuing a master's degree and changing expectations of its returns: mainland Chinese students in Hong Kong**. *Higher Education*, *89*(6), 1679-1698. https://doi.org/10.1007/s10734-024-01304-z
In recent years, there has been a rapid expansion of master's education worldwide. Using a mixed methods research design, this paper explores the factor structure of students' motivation for pursuing a master's degree and their changing expectations of its returns, with a focus on mainland Chinese students in Hong Kong. We first distributed an online survey to students enrolled in various kinds of coursework-based master's programmes; we collected 302 responses. The survey data were subjected to an exploratory factor analysis from which four factors emerged: positional advantage, educational pursuit, intrinsic motivation, and career progression. Twenty-six interviewees participated in follow-up, semi-structured interviews. The content analysis of the interview data corroborated and supplemented the interpretations of the exploratory factor analysis. The declining expectations of economic returns upon graduation suggest that master's degrees were not necessarily viewed as guaranteeing career progression. Furthermore, students' changing expectations of non-monetary returns, including social benefits and self-growth as viewed retrospectively, contributed to students' overall satisfaction level on master's education. The study has implications for understanding and responding to the increasing demand for master's education and rethinking the value of master's education.

Murat, M. (2025). **Citizenship, Math and Gender: Exploring Immigrant Students' Choice of Majors**. *Kyklos*, *78*(3), 874-895. https://doi.org/10.1111/kykl.12447
This study examines the impact of host-country citizenship on immigrant students' choice of academic majors, using data from an Italian university and incorporating characteristics of students' countries of origin. The analysis focuses on enrolment in fields of study categorized by mathematical content. The findings reveal three main points: First, obtaining citizenship reduces the likelihood of choosing math-related disciplines; second, this effect is more pronounced among women, further widening the gender gap in math-intensive fields; and third, these gaps are larger among students from more gender-equal countries but are less affected by the acquisition of citizenship. These results are supported by matching techniques, two-stage least squares, and robustness and sensitivity analyses. Given that math-intensive fields are linked to higher earning potential, the findings suggest that investment in mathematical skills may serve as a safeguard against labour market risks—a necessity that lessens upon acquiring citizenship, especially for women. Although this shift could adversely affect future earnings, it also contributes to a more even distribution of students across disciplines, potentially enhancing diversity in occupations where immigrants are traditionally under-represented.

Piednoir, S. ***Réguler l'accès à l'enseignement supérieur***. (2025). https://www.senat.fr/dossier-legislatif/ppl24-792.html
proposition de loi visant à réguler l'accès à l'enseignement supérieur

Robicquet, P. (2025). **La déstandardisation des parcours de psychiatres salariés:Logiques d'adaptation dans une organisation sous contraintes**. *L'Année sociologique*, *75*(1), 69-96. https://doi.org/10.3917/anso.251.0069

Politique de l'éducation et système éducatif

Ahalya, V., & C., S. (2025). **Bringing inclusive education through the 'White Board project': a study of online education during COVID-19 among the special educators in Kerala, India**. *Education and Information Technologies*, *30*(10), 13191-13212. https://doi.org/10.1007/s10639-025-13354-6
COVID-19 triggered a worldwide shutdown of educational institutions, leading to the adoption of virtual modalities of learning to enforce social distancing in practice. This sudden transition has however posed considerable challenges for special educators tutoring students with special educational needs. This study investigates how effective online teaching was for students with special needs during the pandemic-induced lockdowns in the state of Kerala with special stress on the effectiveness of the White Board project. This study utilized both qualitative and quantitative research methods, employing structured questionnaires and in-depth interviews for data collection. The study found that the experimental White Board project assisted considerably in alleviating certain degrees of cognitive dissonance triggered by mainstream means of virtual tutoring in the special education sector. However, this pilot project faced hindrances due to limited trials and special educators lacked adequate equipment to manage online classes. They also struggled to develop individualized educational plans (IEP) for their students without the comfort of in-person contact. The study also proposes recommendations for improving modes of virtual education in the future.

Al Harballeh, S., Opoku, M. P., & Al Murshidi, G. (2025). **'Where Art Thou' in the implementation of inclusive education? Parental assessment of practices**. *Educational Research for Policy and Practice*, *24*(2), 169-193. https://doi.org/10.1007/s10671-024-09379-2
The important role of parents in efforts to promote accessible education for all children cannot be overemphasized. However, the current literature has mainly focused on parental perceptions of the implementation of inclusive education without extending the discussion to the effectiveness of inclusive practices in schools. Ainscow and Miles developed an inclusive education measurement model which was used in the current research as a framework for studying parental assessments of inclusive practices in schools in Jordan and the United Arab Emirates. A total of 550 parents completed a survey on inclusive education. The results were then subjected to confirmatory factor and moderation analyses using SPSS AMOS, as well as multivariate analysis of variance using SPSS, to understand the association between parents' profiles and measurement indicators. The findings indicate interrelationships between the inclusive education measurement indicators (concept, policy, structure and system, and practice). In addition, parents' country of origin was used as a moderator and was demonstrated to have an effect on the relationship between child type, inclusive policy and all the indicators. The study concludes with the recommendation that policymakers should consider each of the indicators in future reforms towards inclusive education.

Anikina, Z., Girfanova, K., & Goncharova, L. (2025). **"Writing for English-medium publication is a journey to nowhere — no route and no tools": Russian academics' perceptions of the existing publication support**. *Higher Education*, *89*(6), 1587-1602. https://doi.org/10.1007/s10734-024-01292-0
Publishing research in English-medium international journals has become highly valued in various academic contexts. The Russian academic context is part of this trend, which puts new pressures on Russian academics. Although a range of measures has been undertaken as publication support, Russian academics' ability to produce high-quality papers for English-medium international journals remains low. In this paper, we present a study conducted to gain a better understanding of the possible reasons for this phenomenon. It draws on documentary sources produced by 139 academics working at 26 Russian universities. The findings of the study indicate that a large number of Russian academics remain under-represented; the existing publication support is still not focusing appropriately on publishing in English-medium international journals, and is insufficiently diverse to satisfy Russian academics' individual needs. We conclude by suggesting that wider audiences of Russian academics should be engaged in publication efforts; higher education policymakers and institutional leaders should reconsider the role that higher education institutions play in preparing academics for publishing in English-medium international journals; publication support should focus appropriately on publishing in these journals. This paper will make a useful contribution to the literature by providing fresh insights into the issues experienced by Russian academics along their publication path and determining the areas that need to be addressed. In particular, this may be useful for academics from post-Soviet countries since many of them share common research traditions. However, potential beneficiaries are not limited to them.

Ansell, N. (2025). **Innovating for the Anthropocene in rural Lesotho schools**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146w2
Since Western-style education was introduced to Africa in the 19th century, it has played a central role in producing the Anthropocene, shaping the attributes and aspirations of young people, and facilitating their incorporation into the global bioeconomy. In rural areas of the contemporary Global South, however, many young people find themselves surplus to the needs of today's global economy, but also alienated from rural life – both by schooling and by an increasingly hostile climate. In this paper, we describe the outcomes of an intervention in which 34 student teachers conducted action research in rural Lesotho schools, seeking to make education more meaningful to rural learners. While the student teachers found ways to engage learners in the curriculum, their interventions tended to reinforce the conventional role of schooling, rather than offering a more transformative pathway.

Aunay, T. (2025). **Les crédits budgétaires pour la recherche de la Mires en 2025**. *Note Flash du SIES*, (15), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-credits-budgetaires-pour-la-recherche-de-la-mires-en-2025-99481
En 2025, la mission interministérielle recherche et enseignement supérieur (Mires) regroupe 16,7 Md€ de crédits budgétaires pour la recherche, en diminution de 2,4 % par rapport à 2024.

Aung, T. Y. (2025). **"It's like giving candy to a crying child": ethnic language policies in Myanmar as a power struggle**. *Educational Research for Policy and Practice*, *24*(2), 217-233. https://doi.org/10.1007/s10671-024-09381-8
In Myanmar, with languages and dialects of one hundred and thirty-five national races officially recognized by the government, language is highly politicized. The country is still struggling to get a peace agreement to end the seventy-year long civil war between the Burmese-speaking majority group and the ethnic minorities and to establish a federal state. Part of this political crisis has been manifested as the marginalization of minority languages by successive majority-led governments. Since ethnic groups speak languages different from Burmese, the official language of the nation, the current and future status of minority languages is intertwined with the peace process. The struggle of minority languages mainly manifests in education around issues related to teaching and learning those languages and their use as the language of instruction. Myanmar saw some progress in policy and implementation of teaching minority languages in public schools. Moreover, the most recent semi-democratic government led by the National League for Democracy established a new ministry called the Ministry of Ethnic Affairs. However, the progress of ethnic language education was incremental. Through a critical inquiry, this paper examines the historical and current situation of minority languages in Myanmar's education as a power struggle.

Baby-Collin, V., & Russo, L. (2024). **The Persistence of Marginalization? Policies of Compulsory Schooling for Recently Arrived Migrant Students Facing the Challenges of their Implementation in Southern Europe**. *Scuola democratica. Learning for Democracy*, *1*, 47. https://doi.org/10.12828/113483
This article analyses the implementation challenges of compulsory schooling policies for recently arrived migrant students, questioning the tensions between projects and practices in several Southern European countries (France, Spain, Greece, Italy), where the arrivals of migrant children of compulsory school age have significantly increased since the beginning of the 21st century. It moves away from nationally centered perspectives, dominant in existing studies, and integrates the contributions of both social sciences on migration and compulsory education. While inequalities between native and migrant students in schools remain significant, we consider how national educational policies have been constructed and the tensions they reveal in debates and in the face of practices, balancing trends toward the separation of students and generalized injunctions for inclusion, implemented differently. We emphasize the persistence of forms of marginalization of migrant students, drawing from certain paradigms of emergency management.

Boissinot, A. (2025). **Les paradoxes de l'autonomie**. *Administration & Éducation*, *185*(1), 33-39. https://doi.org/10.3917/admed.185.0033

Briffaut, O. (2025). **La collectivité de rattachement : alliée pédagogique ?** *Administration & Éducation*, *185*(1), 107-114. https://doi.org/10.3917/admed.185.0107

Bruckmeyer, S. (2025). **Is country leaders' education relevant for policy making? The case of the Covid-19 pandemic**. *Public Choice*, *203*(3), 503-522. https://doi.org/10.1007/s11127-024-01214-9
This paper examines the impact of a country leader's education on policy responses and policy outcomes during the onset of the Covid-19 pandemic. Relying on a quasi-

experimental event-study approach, I find that political leaders with a graduate education responded more stringently to the first nationally registered infection than political leaders with lower educational attainment. Subsequently, political leaders with a graduate education reported fewer Covid-19 infections and Covid-19 related deaths at the onset of the pandemic. The results suggest that the education of political leaders can explain policy differences, particularly in countries with low electoral accountability. The low level of accountability allowed political leaders with a graduate education to implement stringent, evidence-based policies to contain the pandemic without fear of electoral punishment.

Brufermann, C. (2025). ***Langues et cultures dans les alliances d'universités européennes***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/langues-et-cultures-dans-les-alliances-duniversites-europeennes/79173
Découvrez l'ouvrage Langues et cultures dans les alliances d'universités européennes - Cédric Brudermann aux Editions L'Harmattan

Butzbach, M. (2025, juillet 1). **Pourquoi l'enseignement privé est-il si mal contrôlé ?** Consulté 8 juillet 2025, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/lenseignement-prive-mal-controle/00115248
La commission parlementaire sur les violences à l'école, lancée à la suite de l'affaire Bétharram, a publié un rapport qui recommande de renforcer le contrôle de l'enseignement privé par l'Etat. Après des années de laxisme.

Cabral, L. S. A. (2025). **Accessibilité et handicap dans l'enseignement supérieur brésilien**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 65-75. https://doi.org/10.3917/nresi.102.0065

Cahon, J. (2025, juin 10). **Les vacances scolaires en France : deux siècles de réformes et de controverses**. Consulté 16 juillet 2025, à l'adresse The Conversation website: http://theconversation.com/les-vacances-scolaires-en-france-deux-siecles-de-reformes-et-de-controverses-257196
L'organisation des temps de l'enfant, au centre d'une convention citoyenne de juin à novembre 2025, fait débat depuis deux siècles dans la société française.

Canat, S., & Boucquemont, J. (2025). **Comprendre le collectif inclusif à l'université de Montpellier Paul-Valéry**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 13-26. https://doi.org/10.3917/nresi.102.0013

Costes, M., Jouët, F., Brousse, E., & Delaveau, A. (2025). **Associations et handicap en France : des parcours collectifs au service de l'inclusion à l'université**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 111-123. https://doi.org/10.3917/nresi.102.0111

Cour des comptes. (2025). **L'instruction dans la famille**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4101* [Report]. Consulté à l'adresse Cour des comptes (France) website: https://www.ccomptes.fr/sites/default/files/2025-06/20250626-S2025-0795-Instruction-dans-la-famille.pdf
L'instruction dans la famille, connue sous les termes d'« enseignement à domicile » ou d'« école à la maison », a fait l'objet d'une réforme en 2021 avec la mise en place d'un

régime d'autorisation préalable (loi du 24 août 2021). Si celui-ci a contribué à la diminution des effectifs et a permis une plus grande sécurisation du recours à cette modalité d'instruction, des marges de progrès existent en matière d'informations statistiques, d'harmonisation des examens de demandes d'autorisation, de connaissance du niveau d'instruction de ces enfants et d'instruments de lutte contre l'évitement scolaire. Quatre ans après le vote de la loi du 24 août 2021, la Cour publie un rapport inédit sur le sujet qui a permis d'établir un premier bilan de la mise en œuvre de cette réforme mais aussi d'examiner les modalités de contrôle de l'instruction dans la famille.

Delpech, J. ***Renforcer le parcours inclusif des enfants à besoins éducatifs particuliers***. , (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

Demongeot, A., & Orzoni, M. (2025). **L'apprentissage au 31 décembre 2024**. *Note d'Information*, (25.44), 1-2. Consulté à l'adresse https://www.education.gouv.fr/l-apprentissage-au-31-decembre-2024-450768
Au 31 décembre 2024, les centres de formation d'apprentis accueillent 1 050 000 apprentis, soit une augmentation de 2,8 % par rapport à 2023. Au total, 8,8 % des 16-29 ans sont en apprentissage.

Desclaux, B. (2025). **Les Centres d'information et d'orientation (CIO) : histoire et disparition progressive de leurs utilités**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148n3
Les Centres d'information et d'orientation (CIO) en France sont régulièrement remis en question, notamment sur leur maintien au niveau national. Historiquement, leur rôle a évolué selon trois utilités : publiques (politiques d'orientation), fonctionnelles (gestion des informations scolaires notamment) et opportunistes (adaptations aux besoins émergents). Avec la dématérialisation et la montée en autonomie des établissements, leurs missions ont progressivement disparu. La baisse du nombre de CIO et de leurs personnels fragilise leur pérennité. Toutefois, ils conservent un rôle d'accompagnement et de médiation, notamment grâce à leur position extérieure aux établissements, ce qui pourrait justifier leur maintien.

Di Paolo, A., & Shidiqi, K. A. (2024). ***Education and Ethnic Intermarriage: Evidence from Higher Education Expansion in Indonesia*** (Working paper N° 202409). Consulté à l'adresse University of Barcelona, Research Institute of Applied Economics website: https://EconPapers.repec.org/RePEc:ira:wpaper:202409
In this paper, we analyse the effect of educational attainments on interethnic marriages in Indonesia, a multi-ethnic emerging country. The empirical analysis is based on data from the Java Island obtained from the 2014 wave of the Indonesian Family Life Survey, combined with administrative data about the location and year of establishment of Higher Education Institutions (HEI). To estimate causal effects, we exploit variation in exposure to HEI by birth year and district of residence in an IV/TSLS framework. Specifically, we employ as instrument for education the number of HEI located in a radius of 10 kilometres from the centroid of the district of residence at age 18. The analysis is carried out at the individual level, with separate estimations for males and females. The results indicate that years of schooling, college attendance and completion positively

affect the likelihood of exogamy, i.e. having a partner from a different ethnicity. The estimated coefficients are somewhat larger for females than for males, and all the robustness checks provide stable results, supporting their causal interpretation. The effect of schooling does not appear to be heterogeneous depending on parental education, and mixed parental ethnicity. However, it is lower for individuals with Javanese ethnicity compared to those belonging to other ethnic groups. We also analyse potential mechanisms, highlighting that migration/residential location and changes in social norms could be significant channels underlying the causal chain between higher education expansion, educational attainments, and interethnic marriages. Overall, the results reported in this paper point out that the increase in educational attainments induced by the expansion of higher education could contribute to the reduction of ethnic segregation.

Douaihy, L., & Stannard, L. (2025). **Scaling and adapting digital personalised learning in crisis-affected areas: a comparison of the Can't Wait to Learn programme in Lebanon and Ukraine**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146vx
Can't Wait to Learn is a digital personalised learning programme designed for children in crisis-affected settings, supporting access to quality education through contextualised, curriculum-aligned content. This personalised, self-paced, game-based platform developed by War Child is not just an education tool — it's a lifeline for children facing the most difficult situations, whether conflicts or climate shocks. This article examines its implementation and scaling in Lebanon and Ukraine, highlighting its adaptability to different modalities and contexts. It highlights critical enablers such as context-driven design, educator support, and strong partnerships.

Dubreuil, D. (2025a). **Le lycée pilote innovant international en France (LP2I) : quand innovation, inclusion et compétences de vie transforment l'apprentissage**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wo
Le lycée pilote innovant international (LP2I) se distingue par une pédagogie valorisant l'autonomie, la collaboration et le bien-être. Son projet éducatif repose sur une démarche transformative, intégrant les compétences psychosociales, l'innovation numérique et une ouverture à l'international. Son ambition est de former des jeunes capables de relever les défis contemporains et d'imaginer des solutions inédites pour répondre aux transformations futures.

Dubreuil, D. (2025b). **L'innovation, à la fois objet et levier de pilotage**. *Administration & Éducation*, *185*(1), 115-121. https://doi.org/10.3917/admed.185.0115

Dueñas, Z. D., Rodriguez, V. R., & Collado, Z. C. (2025). **Learning management systems are great but can they guarantee the acceptability of pure online classes in post-pandemic scenario?** *Educational Research for Policy and Practice*, *24*(2), 297-311. https://doi.org/10.1007/s10671-024-09384-5
The study aims to determine whether the pleasing experience of learning management systems (LMS) during the pandemic can translate into the desirability of pure online classes even post-pandemic. Drawing from the insights of the Technology Acceptance Model, this qualitative study initially argues that student's positive perceptions of the usefulness of LMS may lead them to favor the mainstreaming of pure online classes even after the COVID-19 pandemic. Through convenience participant-recruitment, the study

involved 27 college students enrolled in different higher learning institutions in Metro Manila, Philippines. They were requested to provide narrative responses on the written interview form sent online. The qualitative data were then organized and subjected to thematic analysis. The results indicate three significant themes: the usefulness of LMS and its power to facilitate quality learning (and teaching), the acceptability or likability of LMS on account of its usefulness, and finally, that despite the LMS likability, it fails to translate into the acceptability of pure online classes in a post-pandemic scenario. Core findings suggest that the LMS cannot guarantee the acceptability of pure online classes in post-pandemic scenarios due to technical and material limitations (internet and other related costs), personal preferences in the learning setup, and specific course demand. Should such direction be pursued, improvement in information and communication technology infrastructures and subsidizing online education among poor students must be explored. The potential implications of the study extend to policy development, infrastructure improvement, financial support mechanisms, and a global perspective on the challenges and opportunities associated with the widespread acceptance of online education post-pandemic.

Dugas, É. (2025). **De l'inclusion à l'inclusivité. L'exemple de la construction du schéma directeur du handicap à l'université**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 27-43. https://doi.org/10.3917/nresi.102.0027

Echenique, F., & Olabisi, M. (2025). ***Prestige in Numbers: How Test Scores and Choices Reveal School Rankings*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2505.21063
This paper introduces a novel revealed-preference approach to ranking colleges and professional schools based on applicants' choices and standardized test scores. Unlike traditional rankings that rely on data supplied by institutions or expert opinions, our methodology leverages the decentralized beliefs of potential students, as revealed through their application decisions. We develop a theoretical model where students with higher test scores apply to more selective institutions, allowing us to establish a clear relationship between test score distributions and school prestige. Using comprehensive data from over 490,000 GMAT test-takers applying to U.S. full-time MBA programs, we implement two ranking methods: one based on monotone functions of test scores across schools, and another using score-adjusted tournaments between school pairs. Our approach has distinct advantages over traditional rankings: it reflects the collective judgment of the entire applicant pool rather than a small group of experts, and it utilizes data from an independent testing organization, making it resistant to manipulation by institutions. The resulting rankings correlate strongly with leading published MBA rankings ($rho = 0.72$) while offering the additional benefit of being customizable for different student subgroups. This method provides a transparent alternative to existing ranking systems that have been subject to well-documented manipulation.

Équipe cse. (s. d.). **La complexité du système éducatif sous le regard du Conseil supérieur de l'éducation**. Consulté 9 juillet 2025, à l'adresse CSE website: https://www.cse.gouv.qc.ca/publications/complexite-systeme-educatif-50-0811/
Dans un contexte où les systèmes éducatifs nationaux se sont complexifiés, le gouvernement du Québec a besoin plus que jamais d'organismes indépendants qualifiés pour le conseiller en prenant en considération le contexte d'une société contemporaine plurielle.

Falconí, F. (2025). **L'éducation et ses défis à l'âge de l'Anthropocène en Équateur** (P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146w0
L'objectif de cet article est d'analyser les défis que doit relever l'éducation en Équateur face aux implications de l'Anthropocène ou, dans un sens plus vaste, du Capitalocène, marqué par un impact humain indéniable sur la planète. L'Équateur, pays d'une très grande diversité et richesse culturelle, qui a été le premier à reconnaître les droits de la nature dans sa constitution de 2008, doit surmonter sa dépendance à l'égard des ressources naturelles non renouvelables, mener à bien une transition pour sortir de l'extractivisme, freiner la perte de biodiversité et la déforestation due aux changements d'usage des sols, et réduire la pauvreté et les inégalités sociales. Pour faire face à ces défis, il est nécessaire d'adopter une vision intégrale de l'environnement éducatif, avec une gestion adaptée aux nouvelles réalités écologiques, le développement de la conscience environnementale dans la salle de classe et une amélioration des connaissances des enseignants dans ce domaine.

Garner, P. (2025). **Curriculum in alternative provision: Conversations with senior leaders**. *British Journal of Special Education*, *52*(2), 228-233. https://doi.org/10.1111/1467-8578.70016
Over the last four to five years, I've increasingly been reflecting on the role of what were formerly referred to as offsite or pupil referral units. These are now subsumed within a more generic grouping known as alternative provision. My interest has been triggered by the recent publication of 'Alternative provision in local areas in England: a thematic review', which, among other things, 'sets out good practice and highlights particular areas requiring further attention'. This was sufficient stimulus for me to continue my conversations with a small group of school leaders, working in both specialist and mainstream settings, regarding their views on what might best represent effective provision for learners at risk of disengaging from formal education or who have already been excluded from the system.

Gérard, É., Kuri, R. G., & Noûs, C. (2023). **Enseignement supérieur et recherche au Mexique:Les réformes de la « quatrième transformation » (2019-2023) en question**. *Sociétés contemporaines*, *131*(3), 145-159. https://doi.org/10.3917/soco.131.0145

Germein, S. (2025). **Agentic education for the Anthropocene: an example from Himalayan India**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146w5
The current and emerging uncertainties of the Anthropocene pose a challenge for education. How can we best educate our children to survive and thrive, with optimism for the future? We need to rethink education at a paradigmatic level. A small school in India, operating for over 75 years, offers such a paradigm-shifting education, based on Gandhian principles. This education, with its holistic approach to learning and ethical engagement with the community, provides an exemplar of a relational process of ethico-onto-epistemology. The resulting transdisciplinary and transformative pedagogic principles are transferable to other schools, within their own cultural contexts.

Goutte, S., Restoy, A., Cury, P., & Simar, C. (2025). **Co-construction d'un outil d'accompagnement issu de données probantes pour la labellisation des écoles**

promotrices de santé:Élaboration de la première version du prototype. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 185-211. https://doi.org/10.3917/nresi.102.0185

Granger, N., & Tardif, J. (2025). **La pénurie des enseignants au Québec : vers des changements de politiques**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wn
Au Québec, les politiques ministérielles ont été assouplies pour soutenir la professionnalisation et la certification professionnelle des enseignants sans brevet. Ces changements visaient à favoriser l'accessibilité à la formation de ces personnes qui bénéficient d'une tolérance de recrutement. Parmi les différents enjeux, la méconnaissance de la reconnaissance des acquis et des compétences extrascolaires limite les admissions en contexte universitaire et nuit à l'optimisation du parcours, pour les personnes en situation d'emploi qui doivent conjuguer travail, études et responsabilités familiales. Une « matrice virtuelle » a été créée pour soutenir le développement d'un portfolio utilisable pour la reconnaissance des acquis et des compétences et en phase avec les compétences requises pour enseigner.

Gyimah, E. M., Dassah, E., Opoku, M. P., Nketsia, W., & Mensah, P. A. (2025). **'I prefer to be alone than to be among them': In-school experiences of learners with disabilities and their caregivers in inclusive schools in Ghana**. *British Journal of Special Education*, *52*(2), 126-136. https://doi.org/10.1111/1467-8578.12572
Inclusive education affords all learners, particularly learners with disabilities, access to equitable educational services. Despite the widespread recognition and extensive scholarly attention of the 2015 Inclusive Education Policy, learners with disabilities in Ghana continue to struggle to fully participate in inclusive schools. Guided by provisions in the Disability Act of Ghana, Act 715 of 2006—a key legal framework protecting the rights of people with disabilities—this study seeks to evaluate the experiences of learners with disabilities and their families in navigating and accessing inclusive education. Employing the critical disability theory lens, the study adopted a qualitative descriptive design and purposively recruited learners with physical disabilities and visual impairments (n = 25) and their families (n = 20). Content analysis was subsequently applied to the data. Despite legal provisions for inclusive education, participants experienced financial barriers, inadequate inclusive education resources, difficulties with the built environment and labelling. This study calls for a multisectoral approach, including policy reforms, improved resource allocation, infrastructural investments and expedited public education, aimed towards promoting access to inclusive education for learners with disabilities.

Havet, N., de Marco, M., & Brossel, C. ***Place de la nature et de la transition écologique à l'école***. , Pub. L. No. 762 (2024-2025) (2025). https://www.senat.fr/dossier-legislatif/ppl24-762.html
proposition de loi visant à reconnaître l'éducation au dehors et en contact avec la nature et à réaffirmer la place de la transition écologique à l'école

Kern, A. (2025). **Perceptions of inclusion among parent members of school governing bodies in South Africa**. *British Journal of Special Education*, *52*(2), 171-179. https://doi.org/10.1111/1467-8578.70003
School governing bodies (SGBs) are expected to be channels for democracy, equity and equality. The literature, however, suggests that SGBs in South Africa perpetuate

apartheid-era practices by excluding learners from schools. While a large volume of literature describes the important role parents play in implementing inclusion at schools, there is a dearth of literature regarding the role of parents as SGB members. This qualitative study ascertained the perceptions of parent members of SGBs towards inclusion and how these perceptions impact the parents' role in the implementation of inclusion within the context of South African mainstream primary schools. This was achieved using nine semi-structured interviews and 40 surveys. Five core themes emerged from Braun and Clark's content analysis. The study revealed that parent members of SGBs do not fully understand the concept of inclusion, focusing instead on tangible elements to the exclusion of more abstract elements of inclusion. This narrow focus may impede parents' ability to promote inclusion within their role as SGB members.

Kirca Demirbaga, K. (2025). **Building a sustainable culture of giftedness: the organizational model of giftedness (OMoG)**. *Asia Pacific Education Review*, *26*(2), 317-332. https://doi.org/10.1007/s12564-024-10030-1
Over the past few decades, as the number of extraordinary achievements by research teams and science and technology companies has increased, the power behind the justification of only individual-dimension giftedness theories has decreased. This conceptual paper reveals the organizational dimension of giftedness in the background of scientific and technological developments in the twenty-first century and shows how it has become a necessary result of today's world. In this paper, the emergence of the organizational model of giftedness (OMoG), its four foundational components (supportive and nurturing mentors, individuals with high performance, interdisciplinary collaboration, and innovative outcomes), its structure, and how it functions are explained, inspired by Eyre's (2016) high-performance learning pedagogy and Amabile and Pratt's (2016) dynamic componential model of creativity and innovation in organizations. By moving beyond the typical approaches in the field, this innovative model extends the boundaries of giftedness and shifts our giftedness understanding from the individual dimension to the organizational dimension. The model encourages empirical studies in the field to understand better and advance the organizational dimension of giftedness, intending to contribute to educational policy and practices.

Knight, C. (2025). **Dyslexia: Identity, labelling and its place in inclusive education**. *British Journal of Special Education*, *52*(2), 251-257. https://doi.org/10.1111/1467-8578.70028
This article explores the role of dyslexia identification within the broader shift toward inclusive education. While dyslexia is widely recognised as a neurobiological condition, ongoing debates question its validity, diagnostic criteria, and the fairness of access to support. Additionally, research presents conflicting findings on the impact of the dyslexia label on an individual's self-perception and academic outlook, with some studies highlighting its benefits in providing clarity and access to resources, while others suggest it may lower expectations and reinforce a deficit perspective. As countries increasingly prioritise inclusive education, the necessity of labelling students with dyslexia may be called into question. Inclusive education frameworks advocate for universal high-quality teaching practices without the need for formal diagnoses. However, education systems still rely on categorical diagnoses to determine access to specialist support, creating tensions between inclusive education ideals and traditional special education models. This article examines these tensions and argues for a fundamental shift in both mindset and practice – moving away from targeted provisions for those identified with dyslexia

toward learning environments that are designed to accommodate and support all students.

Kouakou, K. C., & Yeo, T. Y. (2025). **Les déterminants de la qualité de l'éducation de base : évidence sur dix pays de l'Afrique subsaharienne**. *International Review of Education*, *71*(3), 433-459. https://doi.org/10.1007/s11159-024-10102-9
Determinants of quality in basic education: Evidence from ten sub-Saharan African countries – In Africa, less than 20% of pupils achieve scores above the minimum competency threshold. This article attempts to identify the factors that explain the quality of education. The average score of pupils on proficiency tests was used as a measure of the quality of primary education, based on survey data from the Programme for the Analysis of Educational Systems of the Conference of Ministers of Education of French-speaking States and Governments (PASEC). Estimation of a multilevel model using the restricted maximum likelihood method reveals the importance of contextual factors, classroom organisation, school textbooks, teacher training and country stability in explaining differences in pupil proficiency. The results also show that 39.38% of the differences in performance between pupils are due to differences between schools. These differences in performance are also explained by individual student characteristics and differences between countries, at 33.33% and 27.0% respectively. The school environment thus has the greatest influence on differences in performance between pupils.

Kwangmuang, P., Somabut, A., Duangngern, P., Changpetch, S., Dhithjaroen, C., Techapornpong, O., … Samat, C. (2025). **Designing an AI-enhanced blockchain and FinTech curriculum for youth: a case study of educational and industrial collaboration**. *Education and Information Technologies*, *30*(10), 13961-13997. https://doi.org/10.1007/s10639-025-13384-0
Despite the advancements in blockchain and FinTech, more research must be done on the strategies and processes used to develop curricula for advanced professions, particularly in collaboration with industry partners. This study investigates the methods and processes used to develop an online "Blockchain & FinTech" curriculum for youth aged 15–24. A mixed-method approach was employed, combining qualitative data from interviews with 6 industry professionals and 15 curriculum developers and quantitative data from pre- and post-course assessments of 100 learners. The findings reveal that close collaboration with industry experts, a comprehensive curriculum framework, engaging content, hands-on learning, continuous updating, and an accessible online platform were critical factors in the successful development and implementation of the curriculum. This study highlights the importance of industry-education partnerships, learner-centered design, and adaptability in creating high-quality online learning experiences, offering a model for future educational initiatives in rapidly evolving technological fields.

Le Chanu, A. (2025). **Les docteurs diplômés en 2024**. *Note Flash du SIES*, (14), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-docteurs-diplomes-en-2024-99452
En 2024, le nombre de docteurs diplômés baisse de 3,0 %, après une progression de 9,6 % en 2023 en raison d'un rattrapage suite à la pandémie.

Leterme, F., Barthes, A., & Mencacci, N. (2025). **Une méthode pour évaluer les curricula d'éducation au changement climatique dans une visée transformative**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mw
Au temps de l'Anthropocène (Wallenhorst et Wulf, 2024), nous partons de l'hypothèse que des quatre finalités éducatives possibles proposées par Lange (2020), la transformation sociétale est celle nécessaire pour atteindre les objectifs de l'accord de Paris. De ce fait, nous proposons une méthode pour évaluer les curricula d'éducation au changement climatique appuyée sur un exemple transformateur tiré d'un dossier de simulation d'une négociation climatique porté par l'agence française pour le développement et l'Office for Climate Education (AFD et OCE, 2023). Traditionnellement, les évaluations en contexte scolaire s'effectuent au travers des compétences centrées sur les apprenant.e.s. Nous postulons que, face à l'urgence climatique au temps de l'Anthropocène, un changement de paradigme évaluatif s'avère nécessaire. Nous proposons un nouveau modèle d'évaluation basé sur les externalités (Barthes et al., 2024) relatives à la lutte contre le changement climatique où l'apprenant.e est évalué.e par ses effets sur le monde. Nous montrons également comment les dispositions de Lahire (2005, 2012) permettent à la fois d'évaluer le potentiel transformatif des curricula sur le climat, mais également d'y associer des critères d'évaluation des apprenant.e.s plus larges et plus appuyés sur les externalités en contexte d'urgence climatique. Ce travail se situe dans la recherche sur les nécessaires changements de paradigmes de l'évaluation des « éducations à » (Mencacci et Barthes, 2023, 2024).

Loua, S. (2025). **L'éducation en situation de crise au Mali : la résilience des enseignants de deux communes de Gao**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146vv
Cet article sur l'éducation en temps de crise au Mali identifie les difficultés rencontrées par les acteurs de l'école durant la crise sécuritaire dans la région de Gao et les stratégies de résilience qu'ils ont pu mettre en œuvre pour la continuité des activités pédagogiques. L'entretien semi-directif a été utilisé comme principale technique d'enquête. Les résultats montrent que les acteurs de l'école de Bourem et d'Ansongo de l'académie d'enseignement (AE) de Gao, en pleine crise sécuritaire, ont fait face à des difficultés de diverses natures. Malgré les contraintes, ils ont pu développer des stratégies qui ont permis aux enfants, tant bien que mal, d'aller à l'école.

Ma, A. S. (2025). **Faculty Members' Perspective on the Internationalization of Higher Education in Taiwan**. *Asia Pacific Education Review*, *26*(2), 277-290. https://doi.org/10.1007/s12564-024-10016-z
Faculty members are a key stakeholder group in the internationalization of higher education. However, there is scant research on faculty in higher education internationalization, especially in the non-English-speaking world. Taking Taiwan as a case study, this study examines faculty's perspective on and role in internationalization. Based on the data collected through in-depth interviews with faculty members and participant observation at four universities, the study shows that while faculty unanimously agreed on internationalizing higher education, they held divergent imaginaries on internationalization and different perspectives on internationalization strategies. Furthermore, university internationalization affected faculty's work lives through performancism in faculty evaluations, the emphasis on international publications for research output, and using English as a medium of instruction (EMI). In response, faculty either took an active role in internationalization by embracing the changes, or a passive

role by avoiding, questioning, or resisting internationalization initiatives. Faculty's imaginaries of internationalization and seniority ranking were crucial in shaping their responses to and roles taken in the internationalization of higher education. This study discusses the impact of higher education internationalization on faculty's academic profession and illuminates the challenges that universities and faculty face in non-English-speaking countries that aspire to compete in the global market of higher education.

Mamatzakis, E. C. (2025). **Assessing the Influence of Education Efficiency in the European Union**. *Kyklos*, *78*(3), 1124-1141. https://doi.org/10.1111/kykl.12461
This study aims to evaluate the efficiency of education in the EU using an optimisation approach based on a directional distance function and stochastic nonparametric data envelopment analysis. In the second stage, it explores how GDP per capita responds to education efficiency through a panel VAR model. The results show that education efficiency is lower than previously reported in the literature but remains higher than the efficiency of general government expenditure. On average, the EU's education efficiency score is 0.6, indicating a notable inefficiency of 0.4. Increasing government spending and lowering student-to-teacher ratios across EU countries could enhance education efficiency. Furthermore, the response of GDP per capita to improvements in education efficiency is positive. These findings have important policy implications under the new EU economic governance framework, suggesting that EU countries should prioritise education spending within the scope of the new multi-year government expenditure targets.

Mathieu, T., & Waiss, G. (2025). **Le pilotage pédagogique par le budget : la face cachée de la lune ?** *Administration & Éducation*, *185*(1), 83-90. https://doi.org/10.3917/admed.185.0083
Matura, M. (2025). **Přírodní škola Secondary School: a "nature school". A case study**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146w6
A significant part of the work at Přírodní škola Secondary School (Prague, Czech Republic) takes place out of the classroom, through interdisciplinary and exploratory projects, artwork, and voluntary activities. Pupils are encouraged to use their skills and abilities not only for their own benefit, but in service of others. They are also required to present their views and opinions publicly, through which they learn to lead discussions and become used to public performance. The school has a relatively strict policy regarding the use of smart devices during school hours, and places a strong emphasis on the mental wellbeing of all participants. While these principles contribute meaningfully to addressing the challenges of the Anthropocene, the school's demanding curriculum and intensive schedule make it difficult to transfer some of its practices to other contexts.

McLarnon, M. (2025). **Expanding the Just Transition to Include Teachers: Composting, Zero Waste and Climate Action in Montreal Schools**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 94-119. https://doi.org/10.53967/cje-rce.7137
In the context of the current climate emergency, governments are implementing important climate policies promoting zero waste, carbon neutrality, increased greening, and protection of biodiversity. While climate policies are created with the best of intentions, they obscure the lived experiences of front-line workers attempting to implement these policies in a rapidly changing environment. This article proposes a nuanced understanding of a "just transition" as a promising proposal for climate justice and labour politics. Through drawing on institutional ethnographic approaches to

conducting interviews, gathering fieldnotes during observations, and conducting textual analysis, this article connects educational workers' experiential knowledge with climate policies that shape educational possibilities both locally and extra-locally. By interrogating the enactment of recent zero waste policy from the perspectives of teachers, a principal, and a school board employee, the research findings and discussion increase understanding of how climate change mitigation efforts and policies can produce unequal and unintended effects.

Merveilleux, D. (2025, juillet 8). **Le succès controversé des écoles privées de science politique, « avec des stratégies qui vont de la confusion organisée à la publicité mensongère »**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/07/08/l-experience-montre-que-ces-etudiants-ont-une-formation-de-qualite-inferieure-l-essor-controverse-des-ecoles-privees-de-science-politique_6619866_4401467.html
Les instituts d'études politiques attirent de plus en plus de bacheliers alors des écoles privées profitent elles aussi de cette demande en forte hausse. Mais la plupart délivrent des diplômes non contrôlés par les pouvoirs publics.

Michel, C. (2025). **Piloter le conseil de classe**. *Administration & Éducation*, *185*(1), 99-105. https://doi.org/10.3917/admed.185.0099

Morgan, J., Marsh, H., & Clark, C. (2025). **The (In)visibilisation of Gypsies, Roma, and Travellers in higher education equality, diversity, and inclusion (EDI) initiatives in England and Wales**. *Higher Education*, *89*(6), 1551-1567. https://doi.org/10.1007/s10734-024-01289-9
Gypsies, Roma and Travellers are under-represented as students in higher education in England and Wales. Moreover, the communities rarely feature in equality, diversity and inclusion (EDI) strategies and practices including race equality initiatives. Drawing upon the reflections and experiences of 14 equality, diversity and inclusion staff across 11 universities (7 post-1992 and 4 pre-1992) in England and Wales, we explore the technologies through which Gypsies, Roma and Travellers are made (in)visible in university EDI discursive spaces. Interview participants included Gypsy, Roma and Traveller academics; subject librarians; Deans of EDI; Widening Participation Managers; Inclusion and Equality Advisors and Managers; and Researchers and Leads on Race Equality Charters and Decolonising the Curriculum. Through inductively analysing our findings, we suggest that the normalisation of neoliberalism across the higher education academy in England and Wales has resulted in Gypsies, Roma and Travellers being constructed as 'irregular' in higher education EDI discourse. We demonstrate how neoliberal-informed discursive rules, acting as 'systems of exclusion', control what is seen as a legitimate concern and support higher education institutions to intentionally 'look through' inequality issues affecting the communities. Informational difficulties, institutional focus on 'value for money' and numbers of students which prioritise the market-driven 'business case' over social justice, act as technologies of invisibilisation, positioning these diverse communities as not being 'within the true' in relation to institutional neoliberal discourses and 'regimes of truth'. This culminates in 'institutional inertia' and neglect towards EDI issues, further contributing to the under-representation of Gypsies, Roma and Travellers in higher education.

Muyambi, G. C., & Ramorola, M. Z. (2025). **Unveiling educators' readiness to teach through Digital Media (DM): The case of South Africa**. *Education and Information Technologies*, *30*(10), 13807-13834. https://doi.org/10.1007/s10639-024-13310-w
South African schools are increasingly integrating digital technology into their curricula to enhance educational outcomes. This study aims to evaluate educators' readiness to teach using digital media (DM) and the effectiveness of the e-learning policy in addressing disparities across schools. The hypothesis is that disparities in access to digital resources, training, and policy implementation hinder equitable integration of DM in teaching. Eleven secondary schools in Tshwane North District, Gauteng Province, were purposively selected. Data from 180 educators were collected using structured questionnaires designed around the Technological, Pedagogical, and Content Knowledge (TPACK) framework and the ICT Competency for Teachers framework (ICT-CFT version 3). The findings revealed significant discrepancies in educators' access to digital resources, technical skills, and knowledge of e-learning policies. Many educators lacked digital subject-specific knowledge, hindering effective technology integration. Schools in underprivileged areas faced acute shortages of digital resources, limited upskilling opportunities, severe time constraints, and reluctance from educators to adopt digital technology. The study establishes a direct relationship between the successful use of DM in teaching and the availability of resources, training, and educators' competence. It underscores the urgent need for equitable funding, access to digital tools, and targeted professional development for educators. Furthermore, the research advocates for stakeholder collaboration—including parents, learners, government, businesses, and NGOs—to promote DM integration. It proposes developing a tailored digital framework and a Digital Readiness Index to help schools measure progress in embedding digital resources into teaching practices.

Norwich, B. (2025). **How to make schools more inclusive for children and young people with special education needs/disabilities: A deliberative democratic approach**. *British Journal of Special Education*, *52*(2), 234-241. https://doi.org/10.1111/1467-8578.70010
This article starts by reviewing the position that inclusion is a contested and difficult term to define and that there have been no attempts to link the policy challenges of inclusive education with the issues of democratic policymaking. The article then summarises contemporary ideas and practices about deliberative approaches to policymaking and politics (deliberative democratic approaches). This provides the context for an overview of a citizens' panel project that aimed to (i) obtain information about modifying a citizens' panel process to enhance the participation of young people with special educational needs and disabilities and (ii) generate more nuanced, grounded and integrated policy ideas about inclusion than can be found in recent English education policy. The organisation of the citizens' panel is then presented. It was planned as a two-stage process comprising a panel of young people with and without special educational needs and disabilities, their parents and education professionals. The panel was evaluated through interviews. The results show the importance of meticulously preparing a differentiated and strengths-based approach to running the panel. Almost all of the ideas about improving school inclusion were general school changes for all pupils, with some aspects pertinent to special educational needs and disabilities. The significance of the project is discussed in terms of preparing all young people for participation in democratic processes as a basic aspect of democratic citizenship.

OECD. (2024). ***Education Policy Outlook 2024: Reshaping Teaching into a Thriving Profession from ABCs to AI***. https://doi.org/10.1787/dd5140e4-en

OECD. (2025). ***Advancing Adult Skills through Individual Learning Accounts: A Step-by-Step Guide for Policymakers***. https://doi.org/10.1787/08e1bdaf-en

Oroni, C. Z., Xianping, F., Ndunguru, D. D., & Ani, A. (2025). **Cyber safety in e-learning: The effects of cyber awareness and information security policies with moderating effects of gender and experience levels among e-learning students**. *Education and Information Technologies*, *30*(10), 14197-14236. https://doi.org/10.1007/s10639-025-13366-2
In recent times, the rapid growth of e-learning has brought about increased concerns regarding cybersecurity risks within digital learning environments. Despite the growing importance of cybersecurity awareness among e-learning students, there is limited research on the factors that influence students' understanding and adherence to cyber safety practices. This study investigates the relationship between e-learning engagement, cybersecurity awareness, and cyber safety practices, with a focus on the moderating roles of gender and e-learning experience. The research emphasizes the need to consider demographic factors such as gender and experience level when designing cybersecurity interventions for online learners. The investigation uses structural equation modeling to analyze how engagement in e-learning platforms influences students' cybersecurity awareness and their adherence to security protocols. Among the key findings from SEM, the study reveals that e-learning engagement positively impacts cybersecurity awareness, with gender and experience level acting as significant moderators. However, the study also found that experienced learners may initially face challenges in applying security protocols effectively, though their understanding improves over time with continued engagement. In addition, the research found that students with higher e-learning engagement are more likely to adopt cyber safety practices and comply with information security policies. Interestingly, the results suggest that educational institutions should tailor cybersecurity programs to address the unique needs of students based on their gender and experience levels. Furthermore, our research can inform future policies and interventions aimed at promoting cybersecurity awareness among e-learning students, ultimately contributing to safer and more secure digital learning environments.

Paul, B. (2025). **L'évaluation des élèves : boîte noire ou vrai outil ?** *Administration & Éducation*, *185*(1), 91-97. https://doi.org/10.3917/admed.185.0091

Pavone, M., & Ferrucci, F. (2025). **Un nouveau scénario pour l'université inclusive en Italie : changements institutionnels, diversité des étudiants et pratiques pédagogiques**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 45-63. https://doi.org/10.3917/nresi.102.0045

Pérez, J.-M., & Suau, G. (2025). **Université inclusive, résistances aux changements et enjeux d'une formation des maîtres de conférences stagiaires**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 139-151. https://doi.org/10.3917/nresi.102.0139

Perry, J. (2025). **Scotland: Audit Scotland scrutiny**. *British Journal of Special Education*, *52*(2), 183-187. https://doi.org/10.1111/1467-8578.70031
Petrus, A. ***Contrôle des établissements privés hors contrat et droits des élèves***. , (2025).

Proposition de loi visant à renforcer le contrôle des établissements privés hors contrat et à garantir les droits des élèves

Piednoir, S. ***Réguler l'accès à l'enseignement supérieur***. , (2025). https://www.senat.fr/dossier-legislatif/ppl24-792.html
proposition de loi visant à réguler l'accès à l'enseignement supérieur

Potapoff, I., & Hervé, N. (2025). **Enseigner la transition énergétique en école d'ingénieur par le design fiction : une approche prospective et politique**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mn
La transition énergétique (TE) se situe au carrefour des sciences et des techniques et constitue pour les activités d'ingénierie un défi de taille. Former les élèves-ingénieurs à imaginer et concevoir des futurs énergétiques au moyen d'un dispositif pédagogique de design fiction constitue le point central de l'article. Nous cherchons à comprendre les images du futur énergétique que les étudiants génèrent dans ce dispositif. Au cours d'un module de quatre séances thématisées sur la TE, nous avons recueilli les productions écrites de huit groupes d'étudiants. Après analyse du corpus, nous mettons en exergue les éléments qui participent à nourrir les représentations et les images du futur que forment les élèves-ingénieurs sur la TE. Celles-ci se caractérisent par des imaginaires anthropocentrés, souvent pessimistes qui s'appuient sur un présentisme exacerbé. Les narratifs associés à la TE font plusieurs impasses au profit d'un ordre scientifique high tech et apolitique.

Rahmat, L., Yousefi, M. H., & Rezvani, P. (2025). **Neither dichotomy nor continuum: Iranian EFL teachers' cognitions on research–practice relationship**. *Educational Research for Policy and Practice*, *24*(2), 151-167. https://doi.org/10.1007/s10671-024-09378-3
The present qualitative study explored Iranian EFL (English as a Foreign Language) teachers' attitudes toward research–practice relationship. The participants were selected based on snowball sampling. They were 15 male and female teachers who had from 6 months to 1 year of teaching experience. All the participants held B.A. in English Language Teaching field. To collect the data, in-depth interviews were conducted with the participants. The data were analyzed through reflexive thematic analysis. The results of the study suggest that four different types of research–practice relationships exist: they are either complementary or dichotomous. The third relationship leans towards the dominancy of research over practice. Yet, the fourth condition shows that research–practice relationship is of mutable one. Overall, the results indicated that the theory and practice relationship should more be regarded as a fluid continuum rather than a fixed binary. The implications of the findings of the study are discussed for the international audience and local ones including applied linguists and teacher educators.

Redondo, C., Ferrand, M., Mutabazi, É., Hétier, R., & Wallenhorst, N. (2025). **Le rapport au savoir en Anthropocène entre problématisation et coopération**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mo
L'événement Anthropocène (Bonneuil et Fressoz, 2016), par l'ampleur de ses effets et par son urgence, vient bousculer nos possibilités de vivre en société dans un monde habitable. La menace se dédouble : sur la vie, mais aussi sur la démocratie. Sur ce dernier point, l'autoritarisme et l'illibéralisme peuvent sembler plus efficaces que le débat (et parfois l'indécision) démocratiques. Pour autant, l'éducation formelle réclame du temps, un temps long, notamment pour prendre le temps d'apprendre à problématiser, à

construire les problèmes (et non à recevoir des vérités immédiates). Face au problème complexe qu'est l'Anthropocène, le défi est de se donner les moyens d'une didactique de l'enquête et d'une véritable co-construction enseignants-élèves. L'exemple de la pédagogie Freinet sera ainsi décrit et analysé selon les exigences spécifiques de la problématisation afin de relever le défi d'une éducation en Anthropocène.

Reid, C., Sutherland, M., & Alves, I. (2025). **Additional support for learning in Scotland: Rhetoric and reality**. *British Journal of Special Education*, *52*(2), 202-209. https://doi.org/10.1111/1467-8578.70017
Scotland is one of four nations that make up the UK. Its education system's roots lie within an inclusive and egalitarian approach to the education of young people. Subsequent legislation, policies and curriculum frameworks reflect this stance, and so the route that Scotland has taken towards supporting young people has differed from that of neighbouring nations. This article examines the current policy aspirations and reflects on the tensions that arise when these laudable documents are translated into practice.

Robertson, C. (2025). **Ofsted and its 'new' approach to ensuring accountability for inclusive education**. *British Journal of Special Education*, *52*(2), 180-182. https://doi.org/10.1111/1467-8578.70037

Roué, M. (2025). **Diversité des lieux d'apprentissage décolonisés chez les Premières Nations du Québec**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wf
Au Québec, les Inuit, tout comme les Eeyou/Indiens Cris, ont leur propre commission scolaire, leurs propres écoles et programmes. Si nombre de professeurs sont de jeunes allochtones sans expérience, une nouvelle génération d'autochtones commence aussi à enseigner. Les Anciens participent également à l'enseignement, emmenant leurs élèves hors de l'école, par exemple pour leur apprendre à poser des pièges. Mais le hiatus entre la jeune génération, sédentaire, plongée dans les médias modernes et n'ayant jamais vécu le semi-nomadisme de ses aînés rend souvent le lien et l'apprentissage difficiles. D'autres lieux de savoir et d'apprentissage existent, en particulier pour les jeunes « décrocheurs », avec des camps de chasse où un couple d'aînés accepte de recevoir l'un de ces jeunes pour lui enseigner par la pratique. C'est alors progressivement que le jeune reprend pied dans une autre réalité, acquiert de l'autonomie, et surtout répond aux questions qu'il se posait sur sa propre identité et son lien avec le territoire dans toute sa dimension spirituelle.

Savage, G. C., & de Carvalho, D. (2025). **Hybridity as a governmental technique for designing and delivering NAPLAN in Australian schools**. *Australian Journal of Public Administration*, *84*(2), 362-380. https://doi.org/10.1111/1467-8500.12673
This paper explores the utility of hybrid governance as an analytical lens for understanding policy design and delivery in Australian schooling reform. Using the National Assessment Program in Literacy and Numeracy (NAPLAN) as a case study, we argue that its design and delivery processes exemplify hybridity in myriad dimensions. In a federal system in which national schooling reform relies upon negotiation and consensus building amongst a multiplicity of government and non-government stakeholders, we argue that NAPLAN's hybridity serves as a governmental technique for managing and sustaining collaborative governance arrangements. Hybridity also supports the standardised implementation of the assessment across diverse schooling

systems and sectors. While NAPLAN's hybridity generates strategic benefits for Australian governments, it also produces risks. A challenge for policymakers is to harness its benefits while ensuring transparent decision-making and clear responsibilities and accountabilities. To address risks and leverage opportunities, we argue there are benefits to having a convening agency with authority to manage and sustain hybrid networks at the national scale. Points for practitioners Hybrid governance offers productive insights into how Australian governments work collaboratively to design and deliver national schooling reforms. The National Assessment Program in Literacy and Numeracy (NAPLAN) is an exemplary case study for examining hybrid governance in the Australian federation. Hybrid governance serves as a technique for managing and sustaining collaborative governance arrangements at the national scale and for ensuring NAPLAN's implementation is standardised across Australia's diverse subnational schooling systems and sectors. Hybridity creates risks and opportunities. A challenge for policymakers is to harness its benefits while ensuring transparent decision-making and clear responsibilities and accountabilities. There are benefits to having a convening agency with authority to manage and sustain hybrid networks at the national scale.

Squires, G. (2025). **The problem is that inclusion in England is simply rhetoric with no real substance**. *British Journal of Special Education*, *52*(2), 192-196. https://doi.org/10.1111/1467-8578.70012
This article reflects on government statistics that show that an increasing number of learners are being marginalised from mainstream education despite the UK's commitment to inclusion. Unclear definitions, rhetoric and a focus on placing the problem within the learner lead to an increasing demand for compensatory approaches. Instead, recognition is needed that the mainstream education system is not working and that this leads to school failure. Policy should be directed at building capacity, removing barriers to participation and shifting funding and resources towards prevention, thus reducing the need for individualised compensatory approaches.

Stein, S., & Andreotti, V. (2025). **Repurposing the University in Times of Social and Ecological Breakdown: From the Ivory Tower to the Nurse Log**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 120-144. https://doi.org/10.53967/cje-rce.7069
This article considers how universities might be repurposed to fulfill their responsibilities to future generations in the context of accelerating social and ecological breakdown. To do so, we invite readers into an inquiry about how educators might prepare ourselves and our students to navigate current and coming disruptions in ways that interrupt enduring cycles of violence and unsustainability through processes of redistribution, reparation, restitution, and regeneration. We propose shifting metaphors from universities as elitist ivory towers to humble nurse logs that could support the composting of the current system and nourish emerging possibilities for education and existence. To illustrate this possibility, we consider two experimental efforts to repurpose higher education toward intergenerational and interspecies responsibility. Keywords: higher education, crisis, reparation, regeneration, responsibility

Sung, M.-C., Wang, Y., & Vong, K. I. P. (2025). **Multiple voices and multiple interests: students' lived experiences and understanding of university internationalization**. *Asia Pacific Education Review*, *26*(2), 347-358. https://doi.org/10.1007/s12564-024-09947-4

With internationalization of higher education (HE) a worldwide trend in the past decades, a bulk of research has investigated various related issues, yet students' voices have been largely absent from the current discussion of university internationalization. This study explored Chinese students' constructive understandings of internationalization based on their actual experiences in one university of Greater China. Applying Habermas's framework of knowledge-constitutive human interests to the focus-group interview data, the study uncovered students' diversified voices, expressing views of internationalization as their "future business card(s)" and as cross-cultural learning experiences. Other views were represented by the metaphor of "neritic fish," used to describe a university who lost its identity in pursuing internationalization, and by criticism of their own institution on "being internationalized" in the current wave of global HE internationalization, rather than, "internationalizing", with suggestions of building a university's internal strengths as the pre-condition for genuine internationalization. While some of these views showed congruence with the dominant discourse of internationalization in East Asia, the dissenting voices expressed a mismatch between students' understanding of internationalization and that embraced by the policy direction of the focal university. Students' views expressed new insights into some long-standing issues of internationalization in non-Western societies, which are crucial for HE researchers and policy-makers in re-thinking the fundamental purposes and ultimate goals of contemporary higher education harnessed by the leading force of internationalization.

Taddei, F., & Luksha, P. (2025, juillet 8). **Réinventer les universités : et si nous leur donnions une mission planétaire ?** Consulté 9 juillet 2025, à l'adresse The Conversation website: http://theconversation.com/reinventer-les-universites-et-si-nous-leur-donnions-une-mission-planetaire-255541
Le modèle universitaire est à bout de souffle. Pour servir de laboratoires face aux transitions à venir, les établissements doivent se réinventer.

Taisne, M., Bougenies, F., & Leleu-Merviel, S. (2025). **La place de l'autisme dans la politique publique du handicap en France : de sa reconnaissance à son intégration dans la stratégie 2023-2027**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 169-184. https://doi.org/10.3917/nresi.102.0169

Tallec, C. (2025). **Le projet d'établissement : une stratégie collective en faveur de la réussite des élèves, de l'établissement et des missions de l'école**. *Administration & Éducation*, *185*(1), 67-73. https://doi.org/10.3917/admed.185.0067

Tenne, Y. (2025). **Quand une crise climatique amplifie une situation extrême : l'exemple du rétablissement des services scolaires à Mayotte**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146vw
La possibilité d'une gestion de crise après un épisode climatique hors norme peut permettre d'analyser les enjeux d'une éducation dans des situations extrêmes. L'île de Mayotte, département français d'outre-mer, représente un cas récent de ce type de situations. Permettre la reprise scolaire à une majorité d'élèves, alors que les conditions d'accueil n'étaient pas réunies, que la surpopulation scolaire est un obstacle important à une scolarité banale, que l'absence d'une partie des personnels était un élément du contexte, a nécessité de trouver dans un temps contraint des solutions immédiates et durables. Cette situation de crise interroge durablement la capacité de pilotage d'un système éducatif.

Thomas, M. (2025). **Is it time to ditch the notion of 'core subjects'?** *British Journal of Special Education*, *52*(2), 265-271. https://doi.org/10.1111/1467-8578.70023
Wales is in the middle of a fundamental reform of its curriculum and consequent assessment design. There is a welcome broadening of the range of subjects offered at levels 1 and 2, yet the notion that some subjects are more important than others persists. Furthermore, the 'core' subjects of language, mathematics and science are seeing the biggest changes: English language and literature will be merged; Welsh language and literature will be merged; physics, chemistry and biology will be merged; and separate mathematics qualifications (mathematics and numeracy) will be combined. The tension between the demands of industry on the one hand and the needs of learners on the other often means that schools are caught in the middle, trying to do the best for their individual learners while being held accountable for attainment data decided by Government. Yet in a system created for externally decided grade boundaries and standardised scores in which a certain proportion of 'failure' is 'baked in' by the statistics, how can we ensure the flourishing of all our children, even those who fall below one standard deviation from the mean? How much of an influence can the idea be that the inherent benefit to an individual is sufficient justification for an education without the need to pander to the requirements of a capitalist influence on policymakers? Furthermore, can GCSE English (or Welsh) be used as a reliable proxy for literacy? This article imagines the outcomes for learners, schools and employment if the power of the notion of core subjects were drained from metrics such as Attainment 8/Capped 9 and any best grades were counted instead.

Törley, K. (2025). **Un témoignage sur la dérive autocratique en Hongrie et la résistance des enseignants**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146vu
En Hongrie, les changements dans le monde de l'enseignement ont été mis en œuvre à petits pas, brique après brique, presque imperceptiblement, même pour les plus directement concernés – qui étaient comme la grenouille qui se fait gaiement cuire sans s'enfuir, si l'on débute la cuisson dans de l'eau agréablement tiède. Après un bref rappel de la chronologie, l'article montre comment le gouvernement hongrois illibéral a « cuit » l'éducation et ses acteurs, en diminuant les ressources, en centralisant, en supprimant la liberté des enseignants et en les intimidant.

Tribet, H., Amathieu, J., Laurent, D., & Sébastien, C. (2025). **Scolarisation du yoga dans l'enseignement secondaire : étude des tensions vécues par les enseignants face aux prescriptions institutionnelles**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148n1
L'article traite des modalités singulières d'appropriation des prescriptions éducatives en matière d'enseignement dans le processus de scolarisation de nouvelles pratiques physiques comme le yoga en éducation physique et sportive (EPS). L'étude s'inscrit dans un programme de recherche mené en anthropologie culturaliste (Chaliès et Bertone, 2017 ; 2021), mobilisé pour comprendre les problématiques de transformation des pratiques des enseignants lorsqu'ils sont confrontés à de nouvelles prescriptions institutionnelles. Le recueil de données issus d'une étude de cas a été obtenu à partir « d'instruction au sosie » (Scheller, 2001) permettant d'accéder aux expériences considérées comme « marquantes » par des acteurs ayant introduit le yoga dans leurs enseignements. Les principaux résultats de l'article mettent en évidence les distensions

existantes entre la « prescription » et « l'appropriation » dans le processus de scolarisation du yoga. Ce processus s'accompagne de tensions qui s'expriment à travers l'étanchéité de l'appropriation du yoga en EPS et par la création d'espaces intermédiaires de pratique ayant permis cette appropriation.

Yamamoto, R. (2025). **The enigma of collegiality: collegiality frames and institutional logics in US higher education**. *Higher Education*, *89*(6), 1569-1586. https://doi.org/10.1007/s10734-024-01290-2
The principle of collegiality is one of the philosophical backbones of academic tradition. However, in the USA, institutional policies that aim to enforce collegiality have met strong opposition. This paper examines the framings of collegiality in American higher education and underlying institutional logics through qualitative content analysis of the Chronicle of Higher Education articles published between 2013 and 2022. The analysis identified six collegiality frames: Communal Ties, Collective Responsibilities, Likability/Interpersonal Skills, Cultural Fit, Willingness to Serve, and Coerced Conformity. Most typically, collegiality is portrayed as a characteristic of the faculty community marked by collaborative interactions. The framing of collegiality as communal ties is often accompanied by a "narrative of loss" (Kligyte & Barrie, 2014). Career advice articles targeting academic job seekers and faculty review candidates frame collegiality as a desirable individual quality and an implicit yet crucial criterion in peer evaluation. In contrast, articles discussing institutional policies and employment disputes offer a more critical framing, presenting a view of collegiality as an euphemism for coerced conformity and an instrument for managerial control. This paper contends that the divergent collegiality framings reflect the interplay of competing institutional logics and logic casting within the higher education landscape.

Yeung, R. C. Y., Sun, D., & Yeung, C. H. (2025). **Integrating drone technology in STEM education: Curriculum, pedagogy and learning outcomes**. *Education and Information Technologies*, *30*(10), 14237-14272. https://doi.org/10.1007/s10639-025-13368-0
This study explores the integration of drone technology into STEM education through the development and evaluation of the Drone Technology Enabled STEM Curriculum (DTESC). Grounded in "dronagogy", a pedagogical framework that utilizes drones to enhance learning, DTESC effectively incorporates drone technology within science, mathematics, technology, and the humanities. The curriculum is structured to progress from multidisciplinary exploration to interdisciplinary integration, ultimately culminating in transdisciplinary applications. Sixteen Grade 9–10 students from a secondary school in Hong Kong participated in the study, engaging in activities such as designing drone-assisted water sampling systems and formulating entrepreneurial proposals for future applications. Employing mixed research methods, the study assessed the curriculum's impact across cognitive, psychomotor, and affective learning domains. Results indicated high levels of student engagement and satisfaction, alongside significant improvements in psychomotor and affective skills. However, enhancements in cognitive learning outcomes, particularly in mathematics and programming, are necessary. This research offers valuable insights into the implementation of dronagogy to foster cross-disciplinary STEM education.

Zhang, W. (2025). **Changing tides of shadow education in China: trends and opportunities**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wa

The so-called shadow education system of private supplementary tutoring became a highly significant phenomenon in China during the 2000s and 2010s. Families viewed shadow education as a strategy to preserve their children's chances in highly competitive environments characterised by increasing uncertainty. In 2021, the government cracked down on the industry but addressed only the symptoms rather than the causes. Families still felt the need to compete in these uncertain environments, and many continued to seek tutoring, albeit through underground channels. The government crackdown also impacted the industry itself, but entrepreneurs responded by finding ways around the regulations, developing new curricula, and harnessing emerging technologies. Families still face considerable uncertainty, and future patterns will reflect a complex web of contradictions with ongoing shifts in power relations.

Zhang, Y. (2025). **Higher education regionalization in East and Southeast Asia: between decolonization, recolonization, and self-colonization**. *Higher Education*, *89*(6), 1603-1618. https://doi.org/10.1007/s10734-024-01295-x
Research in higher education often focuses on a single-level influence (local, national, regional, or global), while neglecting the interrelatedness of different levels and its impact on higher education. This study focuses on the supranational regional processes in higher education in the Global South and theorizes how higher education regionalization (HER) in the Global South is linked to coloniality in global higher education. Drawing from 15 semi-structured interviews with university leaders in East and Southeast Asia, this study examines why regional engagement is important and how it is different from global engagement with universities from other world regions. Findings suggest that HER in the Global South serves as a decolonial approach delegitimizing the enduring Western dominance in global higher education. Yet, enduring coloniality in global higher education, manifested in recolonization and self-colonization, poses threats to HER as a decolonial approach. Theoretically, the findings point out that HER in the Global South is linked to coloniality in global higher education, specifically through the complex entanglement of decolonization, recolonization, and self-colonization. In practice, this study urges higher education institutions in Global North and Global South to reflect on the current approach to internationalization that may reinforce coloniality in higher education.

Zhu, Y., Shen, Y., & Yang, R. (2025). **Transforming traditions into academic resources: a study of Chinese scholars in the humanities and social sciences**. *Higher Education*, *89*(6), 1619-1635. https://doi.org/10.1007/s10734-024-01297-9
The asymmetrical global higher education and knowledge systems ordered by Euro–American hegemony have been increasingly interrogated, especially by scholars in the humanities and social sciences (HSS). With gathering awareness, growing HSS scholars from non-Western backgrounds have called for global intellectual pluriversality. Responding to such a trend, this article sheds new light on the status quo of East Asian and other non-Euro–American intellectual traditions by taking Chinese intellectual traditions as a case. Since the nineteenth century, generations of Chinese intellectuals have strived to transform their intellectual traditions into modern resources. This historical mission has been carried on by contemporary scholars and become even more complex in the current global era. By unpacking the real perceptions and recent experiences of Chinese HSS scholars, this study demonstrates that Chinese intellectual traditions deeply influence today's knowledge production and have been transformed into three kinds of academic resources: approaches, methodologies/paradigms, and theories. However,

the transformation process has never been smooth. Domestically, the great endeavours of Chinese HSS scholars are often impeded by the dominant intellectual extraversion and coercive audit culture; internationally, they feel constrained by epistemic injustice. This article proposes an empirical approach to examining and presenting intellectual traditions in the individual experiences of scholars. It reveals the high complexities of navigating through asymmetrical globalisation to achieve intellectual pluriversality.

Pratiques enseignantes

André, M.-C., Chartraire, C., Rolland, C., & Vigneau, C. (2025). ***GTnum ScienceXGames #CreaJV - État de l'art sur la prise en main des ateliers de création de jeu vidéo par les enseignants*** (G. thématiques numériques de la D. du numérique pour l'éducation (GTnum) & de l'Enseignement supérieur et de la R. Ministère de l'Education nationale, Éd.). Consulté à l'adresse https://hal.science/hal-05133549
The GTnum CreaJV (Groupe thématique numérique 2021 - 2024 - "Apprendre avec le jeu numérique" - #CreaJV) has implemented and observed video game creation workshops in the classroom, from primary school to BTS. In this newsletter, we take a look at the state of the art in terms of how teachers are using these workshops, to observe any difficulties and the solutions that can be found.

Bahari, A., Han, F., & Strzelecki, A. (2025). **Integrating CALL and AIALL for an interactive pedagogical model of language learning**. *Education and Information Technologies*, *30*(10), 14305-14333. https://doi.org/10.1007/s10639-025-13388-w
Given the great potential of integrating Computer-Assisted Language Learning (CALL) and Artificial Intelligence-Assisted Language Learning (AIALL) to enhance language learning outcomes, there is a growing interest in exploring their combined effects. In this vein, the present study aimed to develop and test an interactive pedagogical model of language learning (IPMLL) by integrating CALL and AIALL elements in a combined module. To further investigate the effects of this model, a comprehensive evaluation was conducted, considering various aspects such as learner motivation, personalized learning experiences, and feedback effectiveness. The results indicate that (1) the integration of CALL and AIALL in the IPMLL positively influenced learner motivation, leading to greater involvement and active participation in language learning activities; (2) the personal learning interactions facilitated by the IPMLL, including adaptive instruction and intelligent feedback, contributed to improved language proficiency and learner satisfaction. Theoretically, this integration aligns with established pedagogical theories and frameworks, such as cognitive theories of multimedia learning, emphasizing the significance of interactive and technology-enhanced learning environments. Pedagogically, the IPMLL offers practical implications for teachers, highlighting the benefits of incorporating CALL and AIALL elements in language teaching methodologies. This study contributes to the growing body of research on technology-enhanced language learning and provides insights for future developments in this field.

Barbier, C. (2024). ***Développer l'esprit critique des élèves : analyse des conceptions, des pratiques déclarées et des choix de ressources d'enseignants de collège.*** (Phdthesis, Université Paris Cité). Consulté à l'adresse https://theses.hal.science/tel-05150814
Dans la majorité des pays, développer l'esprit critique (EC) des élèves apparait comme l'une des finalités de l'éducation et la France ne fait pas exception. La notion d'EC est ainsi présente dans tous les programmes scolaires de l'école élémentaire à la classe de

terminale. Néanmoins, ses contours sont flous et les conceptions de l'EC des enseignants et leurs pratiques en la matière restent peu étudiées. Cette thèse vise à interroger les manières dont les enseignants de collège envisagent le développement de l'EC des élèves. Quelles sont leurs conceptions de cette notion ? Comment essaient-t-ils de favoriser l'EC des élèves ? Sur quelles ressources éducatives s'appuient-ils ? En quoi le contenu de ces ressources influencent-ils leurs conceptions ? Afin d'apporter des éléments de réponse à ces questions une enquête qualitative par entretiens a été menée auprès de 25 enseignants exerçant en collège (enseignants de sciences, d'histoire-géographie et professeurs-documentalistes), ainsi qu'une analyse de ressources éducatives étiquetées « EC ». Ces données ont fait l'objet d'une analyse de contenu afin de dégager les diverses conceptions de l'EC des enseignants et les comparer à celles développées dans la littérature scientifique. Les résultats montrent qu'une partie des conceptions des enseignants sont proches de celles proposées par des chercheurs, qu'ils s'agissent de conceptions générales ou de conceptions ancrées dans une approche disciplinaire, mais cela ne se traduit pas toujours par des mises en pratique pédagogiques. Certains enseignants présentent une conception spécifique au cadre scolaire, cohérente avec les discours institutionnels mais en décalage avec les travaux universitaires. En outre, les analyses révèlent la place importante des ressources issues du mouvement de la zététique, qui sont une source d'inspiration et d'auto-formation pour plusieurs enseignants. Les enseignants concernés adoptent une conception de l'EC centrée sur la science et empreinte de positivisme, similaire à celle proposée par la zététique, et développent de nouvelles pratiques pédagogiques en conséquence. La thèse aboutit sur une proposition de typologie des différentes conceptions de l'EC et de son enseignement basée à la fois sur l'examen de la littérature et les résultats de l'enquête

Barblan, Y., & Rossi, F. (2025). **Le milieu didactique au-delà des sentiers battus et des représentations : Une place pour l'autonomie et la créativité**. *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (1). https://doi.org/10.5077/journals/aiufe.2025.e2264
This article presents the content of one of the workshops held during the "L'hôte (in)attendu" study day. It explores the possibilities of using socio-culturally anchored, textbook-independent objects in the classroom. This particular pathway can help students develop broad, differentiated skills, presenting a surprising perspective on how to apprehend and mobilize knowledge objects in the classroom. Because taking a different path means confronting new issues and challenges in order to enter the task differently and mobilize broader competencies. The workshop, led by Yves Barblan and Federica Rossi, proposed a discussion of possible "authentic" environments, with a view to identifying convergences and differences in the various didactics.

Beauchamp, M., & Lakhal, S. (2025). **Modélisation d'un processus d'évaluation des compétences qui prend en compte le savoir-être et s'appuie sur le jugement professionnel**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 198-224. https://doi.org/10.53967/cje-rce.6917
The assessment of soft skills assessment is a challenge for teaching teams in higher education, particularly during internships in technical training programs. To adapt to an ever-changing and increasingly demanding job market (Bellier, 2004; Faure, 2023), innovative practices are emerging in the field. However, these practices present various difficulties for teaching teams: defining the concept of soft skills (which is polysemic),

understanding the job market's expectations regarding these skills, and using professional judgement to assess professional competencies by taking soft skills into account. An action-research-training project (Guay et al., 2016) was conducted with a team of six teachers from a college-level program related to the health care sector. Preceded by a training needs analysis (Roussel, 2011), the establishment of a learning community as a support system (Savoie-Zajc, 2010) aimed to put into practice a skills assessment process that considers soft skills and is based on professional judgement (Beauchamp, 2020). This article aims to present a model for documenting soft skills development during internships to support professional judgement regarding the achievement of the expected level of skills development.

Bergey, J.-L. P. (2025). **Requestionner l'évaluation à l'aune de l'IA**. *Conférence et table ronde : Evaluer les apprentissages à l'ère des IA*. Présenté à Tours (Indre-et-Loire), France. Consulté à l'adresse https://hal.science/hal-05137681
Organised around a conference followed by a round-table discussion, this half-day event is designed to get participants thinking about the transformations in the assessment of student learning brought about by the use of AI.

Blouin, M., Marzouk, A., & Dion, A. (2025). **Analyse exploratoire d'un instrument d'évaluation des compétences professionnelles à l'enseignement en contexte de stage au préscolaire et au primaire**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 322-351. https://doi.org/10.53967/cje-rce.6905
The Reference Framework for Professional Competencies for Teachers serves as the foundation for the professional development of interns in teaching programs. The update of this framework (MEQ, 2020) required the revision of the assessment tools used in internship settings to ensure their alignment with the new development axes proposed by the ministry. As part of this project, we present the results of a consultation conducted with 42 associate teachers and supervisors, aimed at assessing the clarity and validity of an assessment tool implemented during a first-year internship in the preschool education and primary teaching program. The results show that, in general, the tool contains clear statements and allows for a fair evaluation of the full range of competencies suggested by the updated version of the competency framework.

Botello, M., Dyson, N., Rutherford, T., & Jordan, N. C. (2025). **Teachers' Use of Motivational Messages While Teaching Fractions**. *The Elementary School Journal*, *125*(4), 601-624. https://doi.org/10.1086/735431
In this study, our team observed sixth-grade teachers as they taught fractions to students in their mathematics intervention classes to see whether they were including motivational-supportive messages within the framework of Situated Expectancy–Value Theory. Messages in the intervention lessons and teacher transcripts were explored and analyzed, comparing teachers taking part in the experimental fractions intervention and teachers teaching business-as-usual. The fraction lessons and motivational messages were coded via teachers' audio recordings over the span of 15 weeks (24 lessons). Findings revealed that teachers in the experimental group used significantly more motivationally supportive messages than the teachers in the control group, and they made deeper connections between content and students' lives. These results imply that the use of an intervention including motivational messages can further promote teachers' use of motivational strategies while teaching mathematical content.

Brederode, M. V. (2025). **Observer, s'entretenir, réfléchir : à quoi s'attendre ?** *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (1). https://doi.org/10.5077/journals/aiufe.2025.e2259
This article reports on one of the workshops held during the study day on the subject of « the (un)expected guest ». It was organised by Christophe Bouillot and Marion van Brederode, both lecturers at the IUFE in legal didactics and interdisciplinary dimensions respectively. It focused on the "post-visit interview", which is a regular activity for CEs who visit classes where trainee teachers are doing their placements.

Briole, S. (2025). ***From Teacher Quality to Teaching Quality: Instructional Productivity and Teaching Practices***. Consulté à l'adresse https://shs.hal.science/halshs-01993616
This paper estimates the causal effects of math instructional time on student achievement using within-student variation across math topics in the TIMSS 2011 data. Based on the assessment's detailed measurement of math skills, it shows that each weekly hour of math instruction increases student test scores by 4.3% of a SD. However, the productivity of instructional time varies significantly based on the implementation of teaching practices that prioritize student active participation: teachers emphasizing these practices are more than twice as productive as other teachers. This result holds true regardless of student gender, social origin, and is observed internationally in 42 countries.

Broux, N., & Deniset, T. (2025). **L'enseignement par la cartographie des controverses : un exemple en France**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wm
L'enseignement par la cartographie des controverses, initié par Bruno Latour est un projet développé au lycée Germaine Tillion qui permet aux élèves d'explorer des questions contemporaines complexes et non résolues. Une controverse est définie comme une question médiatisée opposant plusieurs acteurs aux arguments divergents, croisant différents enjeux et des savoirs scientifiques. Cette approche pédagogique vise à montrer aux élèves les liens entre savoirs scolaires et société, à dépasser les cloisonnements disciplinaires, à développer l'esprit critique face à la profusion d'informations et l'éducation à la citoyenneté dans un monde incertain et polarisé. Elle constitue ainsi une éducation à la démocratie.

Buttier, J.-C., & Waltermann, E. (2025). **L'intégration des questions sensibles en formation enseignante : Obstacle ou levier pour agir ?** *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (1). https://doi.org/10.5077/journals/aiufe.2025.e2257
Addressing sensitive issues in the classroom is a challenging task for teachers, especially during their training. These topics can be highly controversial, often engaging both teachers' and students' personal values. While some educators incorporate such themes into their lessons, others, fearing controversy or disruption, adopt a stance of « exclusive neutrality »—avoiding the subject altogether. However, this approach risks diminishing the richness of their teaching and reinforcing the idea that school is a sanctuary disconnected from reality. This highlights the need to develop strategies for handling the emergence of sensitive topics in the classroom, not only to navigate them effectively but also to consider them as valuable teaching content. It is equally important to reflect on how to manage their sometimes unexpected appearance in class.

Canat, S., Monthubert, B., & Benoit, H. (153apr. J.-C.). **Vers une université inclusive : les processus collectifs, pédagogiques et technologiques à mettre en œuvre**. *La nouvelle*

revue - Éducation et société inclusives, (102), 1-168. Consulté à l'adresse https://shs.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2025-1
Vers une université inclusive : les processus collectifs, pédagogiques et technologiques à mettre en œuvre

Caroff, C. (2024). ***Motifs d'engagement et motivations d'enseignants dans un projet de transformation pédagogique. Le cas du projet DUNE-DESIR*** (Phdthesis, Université Rennes 2 ; Université Laval (Québec, Canada)). Consulté à l'adresse https://theses.hal.science/tel-05156856
Des projets de soutien des initiatives de transformations pédagogiques sont lancés par les politiques nationales, comme le projet DUNE-DESIR lancé par l'ANR en 2016, qui vise à inciter les enseignants à proposer des projets de transformation pédagogique, tout en les soutenant, accompagnant et valorisant. Cette recherche étudie les motifs d'engagement et les motivations d'enseignants engagés dans le projet DUNE-DESIR. Un cadre théorique intégrateur croisant le modèle descriptif des motifs d'engagement de Carré (2001) et la théorie de l'autodétermination de Ryan et Deci (2017) a été constitué. Des entretiens semi-directifs auprès de 10 enseignants engagés dans le projet ont été menés. Des analyses thématiques et diachroniques du discours des enseignants ont été réalisées. Des tableaux motivationnels des enseignants et des analyses comparées au regard des données socio-démographiques ont été réalisées pour rendre compte de l'évolution des motifs d'engagement et des motivations relevés tout au long du projet. Les résultats indiquent l'influence positive des motifs opératoire professionnel, socio-affectif, identitaire et vocationnel, et l'influence négative des motifs prescrit, dérivatif et économique. Nous avons pu relever que la motivation extrinsèque par régulation identifiée et la motivation intrinsèque semblent liées à l'engagement et au maintien de l'engagement des enseignants tout au long du projet. À l'inverse, les motivations extrinsèques par régulation introjectée et externe semblent empêcher le maintien de l'engagement des enseignants dans le projet DUNE-DESIR.

Chauvigné, C., & Fabre, M. (2025). **Les questions socialement vives, quel dispositif dans la formation des enseignants et conseillers principaux d'éducation au temps de l'Anthropocène ? Le cas de la matrice problématique**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mv
La porosité entre les questions de société et l'école oblige à une évolution curriculaire dans beaucoup de disciplines scolaires avec, bien souvent, une approche transversale que sous-tendent la présence des éducations à (santé, environnement, etc.) et les questions socialement vives qui les accompagnent. Véritable défi pour certains enseignants, les questions socialement vives font l'objet d'un module de formation en INSPE s'appuyant sur un modèle didactique et pédagogique élaboré par des chercheurs. Cet article a pour objectif de décrire, comprendre et analyser comment les enseignants en devenir s'approprient cet outil de formation à travers le témoignage des formateurs qui le mettent en œuvre. Cette démarche ne va pas de soi et l'enquête met en lumière les conditions, les difficultés, les obstacles et les réussites d'une telle entreprise.

Cheutin, B., Mesloub, S.-A., & Castaing, C. (2025). **Les simulations de conférences des Nations unies sur les changements climatiques : une expérience pédagogique originale en France**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146w1

Depuis 2023, l'Agence française de développement (AFD) et le ministère de l'éducation nationale se sont associés avec l'ONG Office for Climate Education pour développer des simulations de conférences des Nations unies sur les changements climatiques (COP). Les élèves sont invités à incarner différents acteurs de ces négociations : États, ONG, entreprises privées, journalistes. Ce dispositif éducatif et pédagogique innovant propose une expérience originale, à la confluence de plusieurs enjeux éducatifs majeurs : notamment l'ouverture à la complexité des thématiques du développement durable, l'esprit critique et le rapport à l'information. En octobre 2024, 75 lycéens venus de France et de plusieurs pays ont ainsi participé à une grande simulation de COP climat.

Chiu, M.-S., Seah, W. T., Chen, H.-M., & Wan, I.-P. (2025). **Valuing pedagogy in implementing an affect-focused mathematics teaching with technology support: Valuing playful teaching vs. game technology**. *Education and Information Technologies*, *30*(10), 14511-14538. https://doi.org/10.1007/s10639-025-13363-5
This study aims to identify teachers' selection/adoption of valuing pedagogy (VP) to implement an affect-focused mathematics teaching design with technological support. Valuing pedagogy is defined as teaching methods to address educational values and operationally defined as perceived, implemented, and received curricula, manifested by teacher perception, implementation, and assessment used to gain student responses to the teaching or learning outcomes. This study focused on two teachers. They were interviewed for their perceived curricula, interviewed and videotaped their teaching for implemented curricula, and students' responses to teacher assessments for perceived curricula. Qualitative data analysis with quantitative data support found three teacher roles for VP (VP's ABC): Affective human players, Behavioral socializing facilitators, and Cognitive knowledge guides. The analysis also identified two distinct valuing pedagogies. Valuing playful teaching mixes VP's ABC, teachers viewing students as natural learners, supported by teacher playful emotions and intensive social interactions to help students gain cognitive knowledge. Valuing game technology focuses on letting students make sense of game technology and VP's BC; thereby students become testers for technology. The VP of playful teaching generates a positive class atmosphere, while that of game technology generates a neutral one. A slight infusion of playful emotions into gamification technology may be the key to positivity in serious play for learning mathematics.

Chue, K. L., Wong, E., Seng, Y. B. G., Chye, S. Y. L., Koh, C., & Goh, G. (2025). **The role of achievement emotions in team-based learning**. *Educational Research for Policy and Practice*, *24*(2), 313-325. https://doi.org/10.1007/s10671-024-09386-3
Team-based learning (TBL) is an alternative instructional method that has been shown to lead to positive concrete academic performance outcomes. However, whilst academic performance is important, we should also not neglect other non-tangible student outcomes such as the emotions experienced during the TBL sessions and improvements in student's learning. Hence, in the current study, we aim to examine (1) the academic performance of TBL vs traditional lessons, (2) the differences in achievement emotions of student in TBL vs traditional lessons and (3) the perceived effectiveness of TBL lessons. A within-subjects research design was employed in which students participated in sessions using the TBL approach followed by sessions using the normal approach. Participants were 239 postgraduate students (81 men and 158 women) enrolled in the field of education. Measures used were the achievement emotions questionnaire, a perceived effectiveness of TBL questionnaire and the students performance on a quiz at the end of

the module. Results indicated that students had a higher level of enjoyment and a lower level of boredom and anger in TBL lessons. From both the individual and team perspective, students had positive perceptions about the effectiveness of TBL. However, students performed better for topics that were taught via traditional methods compared to topics taught via TBL.

Claro, M., & Castro-Grau, C. (2025). **Developing teacher digital competencies in the age of AI. Chile case study**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146vo
Since the 1990s, Chile has prioritized digital technologies in education, but the rise of AI presents new challenges for educators. The Observatory of Digital Educational Practices (OPED) at Universidad Católica de Chile has developed a training model with four dimensions – Personal and Social Development, Digital Learning and Creation, Digital Disciplinary Skills, and Active Digital Methodologies – to prepare future teachers for a digital society. OPED is also designing new curriculum modules to foster critical engagement with AI and align with international trends and institutional policies, and analysing their ability to enhance or redefine teaching practices. The paper highlights that intentional design, ethical considerations, and institutional support are essential for leveraging AI's potential in education.

Corre, G. L. (2024). ***Analyse de l'activité collective d'un enseignant et des élèves se préparant à une situation inédite de certification en EPS : contribution au programme écologique de l'agir humain en éducation et formation*** (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse https://theses.hal.science/tel-05065369
Cette thèse s'inscrit dans une approche écologique de l'agir humain (Guérin, et Al., 2023) plaçant l'activité humaine comme concept organisateur. Elle ambitionne d'analyser l'activité collective d'un enseignant et de six élèves dans le cadre d'une préparation à une évaluation certificative comprenant une situation inédite en EPS. Pour y parvenir, le programme du Cours d'Action (Theureau, 2015) est articulé à l'approche sociotechnique des environnements de formation (Albero, 2010a, b, c) afin d'identifier des configurations d'activité documentant ce qui fait dispositif chez l'enseignant et les élèves. L'objectif est d'identifier les transformations de l'activité des sujets induites par l'instrumentation visée par les artéfacts définissant l'inédit, et d'analyser la dynamique d'apprentissage pour rendre compte des conditions favorables et/ou défavorables à la typification de connaissances et au processus d'appropriation. Les résultats caractérisent l'inédit comme le vécu d'un étonnement (Thiévenaz, 2017), suivi d'une mise en enquête (Dewey, 1938) par l'appropriation des artéfacts d'outils à instruments. Ils mettent également en évidence que l'inédit est vécu à la fois chez les élèves et chez l'enseignant. En effet, l'enseignant doit réorganiser son activité en fonction des propositions des élèves répondant à l'inédit. Cet environnement de formation inédit a fait ainsi ressortir l'émergence d'une activité collective interprétée en termes de configurations mettant en évidence des convergences et divergences entre les expériences des élèves et de l'enseignant et des transformations conjointes. Il met en lumière de nouvelles perspectives à la fois scientifiques et professionnelles sur l'intérêt de ce type de pédagogie active pour développer chez les élèves leur aptitude à juger et utiliser les savoirs (Reboul, 1980).

Cox, S., Smithdeal, M., & Lee, M. (2025). **A script for change: Using theatre to facilitate difficult conversations about graduate supervision: un script transformateur :Utiliser le**

théâtre pour faciliter les conversations difficiles sur la supervision des étudiants aux cycles supérieurs. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *59*(1), 111-130. Consulté à l'adresse https://mje.mcgill.ca/article/view/10277
Graduate supervision profoundly impacts graduate student, faculty, and staff wellbeing. Tensions within supervisory relationships are further complicated by equity and inclusion related barriers facing marginalized communities within academia. To address this situation, we created Rock the Boat, an open access educational resource that uses Research-based Theatre to provoke dialogue about supervisory relationships. Rock the Boat includes four professionally acted scenes plus a facilitator's guide and supplementary resources. Our online piloting process supports the effectiveness of Rock the Boat in generating dialogue and enhancing perspective-taking, empathy, and reflective practice among participants. This paper offers a narrative review of the process of creating Rock the Boat, detailing many decisions made during the transition from live theatre workshops to film and online discussion.

Dahmouche, H. (2025). **Restituer les résultats d'une recherche aux participants : un levier ou une impasse pour le questionnement didactique ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mt
La présente contribution vise à discuter de la restitution des résultats d'une recherche aux participant·e·s dans le but de provoquer de nouveaux résultats sur le plan des renoncements qu'ils opèrent dans leurs enseignements. Nous nous appuyons sur quatre enseignant·e·s des sciences de la Vie et de la Terre (SVT) nous ayant présenté des leçons prestées. La confrontation à nos interprétations vise à changer la participation des praticien·ne·s à la recherche. D'une part, le·la chercheur·e accède aux renoncements opérés par les enseignant·e·s, d'autre part, pour ces dernier·ères, un droit de réponse fondé sur les raisons de leurs renoncements leur est dégagé. Nous montrerons que le projet sociodidactique proposé ici, le droit de réponse, dans le cadre de l'anthropocène, est susceptible de constituer une étape-bilan pour envisager des révisions curriculaires avant de déployer des dispositifs pédagogico-didactiques ou professionnalisants.

Daro, S., Hindryckx, M. N., & Poffé, C. (2025). **Construire des vigilances pour un enseignement scientifique qui mène aux apprentissages pour tous**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148ms
En Belgique francophone, les prescriptions récentes pour l'école sont surtout envisagées en fonction de l'efficacité de l'apprentissage, mesurée à partir des performances des élèves. Pourtant, à l'ère de l'Anthropocène, les pédagogies où l'élève est sujet et associé à la construction des connaissances pour plus de pouvoir d'action sur les idées et sur le monde, seraient plus appropriées au développement de démarches critiques et créatives chez les élèves. Une tension apparait alors entre méthodes centrées sur l'enseignement, efficaces mais normatives, dont fait partie l'enseignement explicite, et méthodes centrées sur l'élève, émancipatrices, mais aux acquis peu définis, sous la forme, par exemple, des pédagogies actives. Par ailleurs, l'épistémologie contemporaine de la didactique des sciences entre bien en résonance avec le rapport à l'apprentissage prôné dans les pédagogies actives. Nous tenterons donc de caractériser l'enseignement des sciences pratiqué en pédagogie active lors d'une recherche collaborative pour croiser ses caractéristiques avec les finalités émancipatrices annoncées et nécessaires dans la société actuelle. Plutôt que de se tourner vers un enseignement dit explicite, questionner les pédagogies actives décriées

et leur apporter un regard didactique constructif pour l'enseignement des sciences pourrait aider tous les élèves à développer des modes de pensée et des manières de faire utiles pour faire face à des problèmes complexes et participer aux débats de la société actuelle.

Delévaux, O. (2025). **Les manifestations de discrimination dans l'évaluation informelle des compétences professionnelles de futur[e]s enseignant[e]s du primaire issu[e]s de la migration en contexte de stage**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 174-197. https://doi.org/10.53967/cje-rce.6909
Les futur[e]s enseignant[e]s du primaire issu[e]s de la migration (FEIM) constituent une population peu observée. Nous intéressant à des étudiant[e]s de la Haute école pédagogique du canton de Vaud en Suisse, nous avons choisi d'apporter un éclairage sur certains aspects peu visibles de l'évaluation de leurs compétences en contexte de stage. Nous souhaitons en particulier mettre en évidence la distance parfois observée, d'une part, entre les impératifs de l'évaluation et les tentatives pour lui conférer une certaine objectivité et, d'autre part, la réalité des jugements portés sur leurs compétences apparemment influencés par leurs origines migratoires. Les résultats, issus d'une recherche qualitative s'appuyant sur des entretiens semi-directifs, montrent — du moins dans le cadre des évaluations formatives et informelles des FEIM en contexte de stage — que ceux[celles]-ci se retrouvent exposé[e]s à des stéréotypes et à l'expression de doutes quant à leurs compétences de même acabit que ceux rencontrés dans leur parcours scolaire antérieur. Leur parcours de formation en enseignement ne semble donc pas les mettre à l'abri de l'expression de doutes liés au fait d'être issus de la migration.

Développer des pratiques d'enseignement de l'oral pragmatique et coconstruire des ressources pour favoriser le développement de la compétence à communiquer oralement d'élèves du secondaire : une recherche collaborative. (2025, mai 7). Consulté 9 juillet 2025, à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/histoire-et-rapport/developper-des-pratiques-denseignement-de-loral-pragmatique-et-coconstruire-des-ressources-pour-favoriser-le-developpement-de-la-competence-a-communiquer-oralement-deleves-du-secondaire-une/
L'oral est essentiel pour la réussite scolaire et sociale des élèvesCependant, au secondaire québécois, son enseignement est limité. Il est souvent

Ding, G., Li, M., Li, S., & Wu, H. (2025). **Exploring the impact of feedback timing on student performance in online testing**. *Asia Pacific Education Review*, *26*(2), 303-315. https://doi.org/10.1007/s12564-024-10024-z
This study investigated the optimal feedback intervals for tasks of varying difficulty levels in online testing and whether task difficulty moderates the effect of feedback intervals on student performance. A pre-experimental study with 36 students was conducted to determine the delayed time for providing feedback based on student behavioral data. A formal experiment with 80 students was then conducted to explore the joint effects of feedback interventions and task difficulty on student performance improvement. The findings revealed that feedback conditions had no significant impact on student learning gains in easy or difficult tasks. However, for medium difficulty tasks, feedback delays of 23 and 30 s led to greater academic improvement compared to immediate feedback, while feedback with a 35-s delay resulted in worse performance. Overall, the study highlights the importance of considering task difficulty when determining optimal

feedback intervals and suggests that well-timed feedback can significantly enhance student learning, especially for tasks of moderate complexity. This challenges the common practice of providing immediate feedback, which may not always be optimal. Moreover, the findings of this study provide valuable insights for educators and instructional designers when designing online assessments and feedback mechanisms.

Donald, D., Tait, L., & Moostoos-Lafferty, E. (2025). **Unlearning Colonialism by Attending to the Wisdom of Relational Renewal**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 1-28. https://doi.org/10.53967/cje-rce.7071
This article hinges on the conviction that the centuries-long dominance of colonial worldview has resulted in the creation of educational practices that perpetuate colonial forms of relationship denial in mostly subtle and unquestioned ways. As part of an ongoing effort to honour knowledge systems and ways of being that are not fully circumscribed by such colonial logics, we participated in a unique graduate course offered at the University of Alberta. The intention of the course is to engage with the wisdom teachings of relational renewal for the duration of the 13 Moon calendar, which shapes and characterizes the patterns of life and living that have been followed by Indigenous peoples in the northern plains region of North America for millennia. We share reflective insights from course participants, bring focus to three nêhiyaw (Cree) wisdom concepts, and conceptualize a model for unlearning colonial forms of relationship denial that emerges from our engagement with the course experience.

Dong, L. (2025). **Development of and interplay between grit and peer learning among adolescent English-as-a-foreign-language learners in China: a time series analysis study**. *Asia Pacific Education Review*, *26*(2), 397-410. https://doi.org/10.1007/s12564-024-09968-z
This study utilized time series analysis to investigate the development of and the longitudinal relationship between grit and peer learning among high school students in an EFL classroom over a 36-week period. Based on autocorrelation, partial correlation, and developmental trajectories, we found the dynamic development of the two constructs, which however, developed in contrasting fashions. The findings based on cross-correlation and vector autoregressive model revealed that persistence of effort (PE) positively influenced peer learning, while the effects of consistency of interest (CI) on peer learning were not significant. Interestingly, negative lagged effects of both PE and CI on peer learning were also observed, indicating that the relationship between grit and peer learning is complex and context-dependent. This study highlights the importance of meticulously designing peer-learning activities to meet individual student needs and providing appropriate pedagogical support, while also recognizing the critical role of PE in promoting peer learning.

Dos Santos, L. M., Kwee, C. T. T., & Lo, H. F. (2025). **How to teach STEM in increasingly multicultural contexts: the Korean case**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wq
This study investigates the development of culturally responsive self-efficacy among female pre-service STEM (Science, Technology, Engineering, and Mathematics) teachers in South Korea. Based on qualitative research, this study focused on 14 South Korean female pre-service teachers and their understanding of the personal and environmental factors that contribute to cultural responsiveness and self-efficacy. Findings indicated several challenges, including institutional barriers, an examination-oriented curriculum,

and professional identity conflicts. However, participants reported positive engagement through reflective practices and bilingual teaching approaches aimed at both domestic and international student populations. The study contributes to our understanding of how to prepare teachers for increasingly diverse classrooms, while indicating the shortages of human resources in STEM education.

Ehlert, M., Grunschel, C., & Koehler, F. (2025). **The Role of Teachers' Emotions and Their Assessment in Professional Development Research: A Systematic Review**. *Educational Psychology Review*, *37*(3), 69. https://doi.org/10.1007/s10648-025-10048-w
Professional development (PD) both influences and is influenced by teachers' emotions, yet emotions remain unaddressed in PD frameworks. This study pursues three objectives: (1) to offer a theoretical framework illustrating how PD processes influence and are influenced by teachers' emotions, (2) to systematically review how empirical studies have assessed teacher emotions in PD, and (3) to synthesize recommendations on how teacher educators can attend to emotions in PD. The literature review identified 25 studies, most of which assessed emotions as secondary outcomes (e.g., general emotional experiences) without a consistent theoretical framework. Assessments predominantly relied on interviews and focused on emotions related to implementation objects or general job experiences. Emotions were typically captured as current or retrospective emotions, with limited focus on prospective emotions. Key recommendations included promoting emotional awareness, supportive environments, and collaboration. For future directions, we propose a more systematic approach to theorizing and measuring teacher emotions in PD.

Fan, X., Hardie, S., Liu, J., & Jiang, N. (2025). **Teachers' views on the ethical issues in educational assessment practices: a comparative mixed-methods study**. *Asia Pacific Education Review*, *26*(2), 539-552. https://doi.org/10.1007/s12564-025-10039-0
Educational assessment is a part of accountability in K-12 education, and teachers often face ethical dilemmas in assessment practices. We conducted a comparative mixed-methods study of teachers' perspectives on educational assessment practices in the United States and China. A survey with 255 teachers based on 14 assessment scenarios within seven categories revealed that American teachers and Chinese teachers had consistent views on five scenarios, and they referenced common assessment guidelines in their justifications for whether they view certain practices as ethical or not. They disagreed on nine scenarios, prioritizing different guidelines to support their views about whether certain practices were ethical or not. Within each culture, teachers' views of certain scenarios differed based on gender, academic degree, years of experience, and grade levels taught in certain scenarios. The differences in teachers' views and reasoning were shaped by their cultural backgrounds, educational and professional experiences, and educational systems and policies. The findings can help raise educators' awareness of assessment practices shaped by cultural contexts, guide teaching, learning, and assessment, and inform educational policymaking and program development.

Ferrara, A., Desoche, C., Clement, V., Clave, A., Kostyleva-Leborgne, Y., Mazza, S., … Gomez, A. (2025). **Inclusive Education in the Digital Age: Enhancing University Teaching Through IVR and Online Learning**. *iLRN 2025: 11th International Conference of the Immersive Learning Research Network*. Présenté à Chicago & Virtual, United States. Consulté à l'adresse https://hal.science/hal-05151043

Recent advancements in pedagogical research underscore the need for accelerated digital transformation to foster inclusiveness in higher education. This conceptual study explores whether immersive virtual reality (IVR), paired with an online training program, can enhance inclusive teaching practices among university educators, particularly in supporting students with cognitive difficulties. Students with learning difficulties face significant barriers, including heightened stress, lower self-esteem, and poor academic performance. However, university staff often lack sufficient knowledge of legal frameworks, resources, and strategies to create inclusive environments. In France, educators frequently cite inadequate training to address special educational needs (SEN), perpetuating cycles of academic struggles and declining mental health among students, which often result in dropouts. To address these issues, we propose the development of an online training program complemented by an IVR simulation that replicates academic challenges faced by students, such as reading difficulties, visuospatial issues, and cognitive overload. Ninety university educators will participate, divided into three groups: 1) IVR and online training, 2) online-only training, and 3) a control group. Participants' knowledge of SEN and teaching practices will be assessed before and six months post-intervention. This research aims to evaluate the effectiveness of IVR in fostering inclusive teaching by immersing educators in realistic learning scenarios. By bridging the gap between theory and practice, this study contributes to the ongoing discourse on innovative training methods, their ethical implications, and their potential to transform higher education.

Fiset, A. (2024). ***Portrait des pratiques enseignantes susceptibles de soutenir les fonctions exécutives des enfants mises en oeuvre par dix enseignantes de maternelle 4 ans*** (Masters, Université du Québec à Rimouski). Consulté à l'adresse https://semaphore.uqar.ca/id/eprint/3204/

RÉSUMÉ : Les fonctions exécutives [FE] sont une fondation sur laquelle s'appuie le développement global de l'enfant d'âge préscolaire (Moreno et al., 2017). Puisqu'elles sont au cœur de son développement et qu'elles exercent une influence sur sa réussite scolaire et éducative (Bailey et Jones, 2019), le ministère de l'Éducation du Québec fait des FE l'un des éléments constitutifs de son récent Programme-cycle de l'éducation préscolaire (2023d); un ajout témoignant de la responsabilité des enseignantes de les soutenir à travers les situations de classe quotidiennes. Parallèlement, le Ministère lance le déploiement universel de la maternelle 4 ans à temps plein, une réalité peu documentée et étudiée à ce jour (Beaudry et al., 2022). Bien qu'il soit maintenant connu que l'environnement éducatif et les pratiques enseignantes contribuent au développement des FE des enfants (Diamond et Lee, 2011; Muir et al., 2023), les pratiques effectives des enseignantes demeurent peu documentées. Devant ce besoin de connaissances, la présente étude visait à répondre à l'objectif général suivant : documenter les pratiques enseignantes effectives susceptibles de soutenir les FE des enfants de maternelle 4 ans à travers les situations de classe quotidiennes. Pour ce faire, un devis descriptif mixte a été retenu, permettant d'abord d'identifier les pratiques susceptibles de soutenir les FE des enfants mises en œuvre par les enseignantes, et ensuite, de décrire la manière dont ces pratiques ont été déployées. Les données collectées à l'aide d'une grille d'observation élaborée pour les besoins de la recherche ont révélé que les dix enseignantes de maternelle 4 ans composant l'échantillon de l'étude ont mis en œuvre une quantité importante de pratiques susceptibles de soutenir les FE des enfants au courant d'un avant-midi, lesquelles ont principalement été déployées en grand groupe ainsi qu'en contexte de jeu libre. Malgré ces constats

encourageants, les données suggèrent qu'une plus grande diversité de pratiques susceptibles de soutenir les FE des enfants aurait pu être mobilisée par les enseignantes observées. Dans cette optique, les conclusions de la présente étude pointent vers l'avenue de la formation et du développement professionnel pour soutenir les enseignantes dans leur pratique. -- Mot(s) clé(s) en français : éducation préscolaire; maternelle 4 ans; pratiques enseignantes; fonctions exécutives; programme-cycle de l'éducation préscolaire. -- ABSTRACT : Executive functions [EF] are fundamental to the overall development of preschool-aged children (Moreno et al., 2017). Given their pivotal role in child development and their influence on academic and educational success (Bailey & Jones, 2019), the Quebec Ministry of Education has incorporated EF as a key element in its recent Preschool Education Cycle Program (2023d). This integration underscores teachers' responsibility to support EF through daily classroom activities. Concurrently, the Ministry has initiated the universal implementation of full-time kindergarten for four-year-olds, a reality that remains largely unexplored in research (Beaudry et al., 2022). While it is well-established that the educational environment and teaching practices contribute to the development of children's EF (Diamond & Lee, 2011; Muir et al., 2023), there is limited understanding of the actual practices employed by kindergarten teachers. To address this knowledge gap, the present study aimed to document the effective teaching practices that potentially support the EF of four-year-old kindergarten children in daily classroom settings. A mixed-method descriptive design was employed, first identifying the practices likely to support children's EF implemented by teachers and then describing how they were deployed. Data collected using an observation grid developed for the study indicate that the ten four-year-old kindergarten teachers in the study's sample utilized a significant number of practices likely to support children's EF throughout the morning. These practices were primarily deployed during free play. Despite these promising findings, the data suggest that the observed teachers could have employed a greater variety of practices to support children's EF. Consequently, the study's conclusions underscore the need for professional development and training to better equip teachers in their practice. -- Mot(s) clé(s) en anglais : preschool education; four-year-old kindergarten; teaching practices; executive functions; preschool education cycle program.

Floress, M. T., Evans, M. D., Conoyer, S. J., & Jenkins, K. (2025). **Exploring Pre-service, Early Childhood Educators' Use of Praise: A Preliminary Investigation**. *Journal of Behavioral Education*, *34*(2), 252-271. https://doi.org/10.1007/s10864-023-09537-1
When early childhood educators are not adequately trained in evidence-based behavior management strategies or do not have access to consultation supports, preschool students are at an increased risk of school failure and expulsion. Research suggests that supporting in-service teachers with praise training increases their use of praise and positively impacts student behavior. However, it is unclear to what extent preservice early childhood teachers use praise, in the absence of training. This study examined 13, preservice, early educators' natural use and acceptability of praise. Praise and reprimand rates were collected during preservice educators' field-based practicum via direct observation. In addition, the Behavior Intervention Rating Scale for Praise (BIRS-P) was used to measure preservice educators' praise acceptability. On average, preservice educators reported high acceptability of praise; however, they used praise infrequently, compared to preschool, in-service teachers. Preservice educators used praise infrequently, suggesting they need direct training and support to use this evidence-based strategy. Implications and future research directions are offered.

Folny, V. (2025). **Les enjeux du recours à une intelligence artificielle pour la correction d'un test de langues : l'exemple du test de connaissance du français (TCF)**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146vt
En 2019, France Éducation International a lancé un projet d'automatisation de la correction des écrits du test de connaissance du français (TCF), en partenariat avec l'Université catholique de Louvain. FEI a développé un modèle basé sur l'apprentissage profond (Deep Learning). Cette solution améliore l'équité, réduit les coûts et optimise le processus grâce à l'intelligence artificielle. L'introduction d'un système de correction automatisé améliore le service aux utilisateurs sans changer fondamentalement le travail des organismes certificateurs. Le temps gagné permet d'améliorer les outils et leur surveillance. Toutefois, il est crucial de mettre en place des mesures de contrôle, de validité, de fidélité et d'éthique, avec des analyses régulières pour assurer la pertinence des résultats

Gal, A. (2025). **Holistic Education through Hackathon: Enhancing Twenty-First-Century Skills among Fifth Graders**. *The Elementary School Journal*, *125*(4), 549-575. https://doi.org/10.1086/735411
This study explores the impact of a hackathon as a pedagogical tool to promote twenty-first-century skills among fifth-grade students in a rural elementary school in northern Israel. The research question focuses on the extent to which a hackathon can develop these skills from the students' own perspective. Utilizing a case-study approach, the methodology involved three research tools: students' drawings and explanations, open-ended questionnaires, and focus groups. Data analysis followed a deductive approach, categorizing information based on twenty-first-century skills. The findings reveal that the hackathon effectively enhanced students' creativity, critical thinking, communication, collaboration, information literacy, and life skills. In addition, it fostered holistic education, while integrating technical, cognitive, social, environmental, and ethical values. The study concludes that hackathons can be a powerful tool for comprehensive skill development, preparing students for the complexities of the modern world.

Gassama, E. H. B. (2025). **Le professeur principal de 3e dans l'orientation scolaire et professionnelle des adolescents**. In *Adolescence en milieu scolaire. Savoirs pour gérer les apprenants qui grandissent*. Consulté à l'adresse https://hal.science/hal-05130176
Although guidance for teenagers at the end of 3rd is essentially the responsibility of the head teachers, the results of our research indicate that they are not trained for this role. Lacking all the resources and skills they need to carry out their duties, with no specific training in gender issues and very limited guidance training, headteachers contribute to deepening and transforming social inequalities into inequalities in schooling and guidance. In fact, analysis of the mechanisms at work in the formation of social inequalities in 3rd grade guidance reveals the existence of social biases, both on the part of families and pupils, linked mainly to social origin and gender, and on the part of head teachers, in the same way as final guidance decisions are rooted in social stereotypes. It is therefore essential for general education policies to more include the issue of teacher training in relation to guidance, and social and educational inequalities in their prescriptions, in order to build practices to make education more egalitarian.

Germann, B., & Panissal, N. (2025). **Le recours au dilemme éthico-professionnel pour enquêter sur l'identité professionnelle des enseignants de SVT lors de l'enseignement de**

la théorie de l'évolution. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148n2
Les programmes français préconisent l'enseignement de la théorie de l'évolution. Elle constitue un pilier de l'identité professionnelle des enseignants de SVT. Si cette théorie reçoit un consensus scientifique très robuste, elle présente une certaine vivacité sociale, susceptible de produire des tensions ou des difficultés en classe, en partie en raison des interférences entre le croire et le savoir : la laïcité française impose aux enseignants un devoir de neutralité, tout en exigeant de faire prévaloir le registre épistémique, ce qui peut sembler relever d'une injonction paradoxale. Nous soumettons dans cette étude des enseignants de SVT à un dilemme éthico-professionnel relatif à l'enseignement de la théorie de l'évolution. Nous nous demandons si le recours à ce dilemme est susceptible de faire émerger des tensions identitaires. Nos résultats montrent que la confrontation à ce dilemme éthico-professionnel bouscule leur identité professionnelle.

Gingras, F. (2024). ***Conceptions du développement de la compétence en compréhension de l'écrit chez des enseignants, des élèves et des accompagnateurs en milieu de stage de la formation menant à l'exercice d'un métier semi-spécialisé (FMS)*** (Phd, Université du Québec à Rimouski). Consulté à l'adresse https://semaphore.uqar.ca/id/eprint/3125/
« De récentes études portant sur le niveau de littératie des personnes québécoises âgées entre 16 et 65 ans révèlent que 85% de celles n'ayant pas obtenu de diplôme d'études secondaires (DES) ont un niveau de littératie insuffisant pour fonctionner en société (Langlois, 2022). Le développement de la compétence en compréhension de l'écrit représente ainsi un enjeu important dans le cadre de formations professionnalisantes ou professionnelles menant à des certifications autres que le DES. Les écoles secondaires québécoises offrent le parcours de formation axée sur l'emploi (PFAE) visant à faciliter l'insertion socioprofessionnelle des élèves en difficultés, dont fait partie la Formation menant à l'exercice d'un métier semi-spécialisé (FMS). Il propose un cheminement en alternance travail-études avec une formation pratique et une formation générale complémentaire. De récentes études portant sur la formation générale dans le PFAE indiquent qu'il existe une inadéquation entre les deux formations (Rousseau et Bergeron, 2017b; Rousseau, Samson et Ouellet, 2012). La formation en français dispensée à la FMS semble refléter l'inadéquation perçue, en plus de ne pas répondre aux besoins des élèves tels qu'ils les formulent (Gingras, 2018; Rousseau et Bergeron, 2017b). La compréhension de l'écrit est toutefois essentielle à l'insertion socioprofessionnelle (Ruel et al., 2018). Devant un problème similaire, les lycées professionnels français et les filières qualifiantes belges se sont tournés vers les conceptions des principaux acteurs pour comprendre la difficile articulation entre les formations professionnalisantes et les cours de français. Cette recherche exploratoire qualitative/interprétative vise, à travers la tenue d'entretiens semi-dirigés auprès d'acteurs de la FMS, à connaitre les conceptions qu'ils ont de leur rôle et du développement de la compétence en compréhension de l'écrit en les décrivant et faisant ressortir leurs ressemblances et leurs différences. Douze entretiens de recherche ont été menés auprès d'enseignantes, d'élèves et d'accompagnateurs en milieu de stage dans le but de faire émerger leurs conceptions. Ces dernières offrent un premier éclairage sur une meilleure compréhension de la difficile articulation entre la formation générale en français et la formation pratique. Entre autres, le développement de la compétence en compréhension de l'écrit n'est pas conçu par les acteurs du milieu scolaire et ceux du milieu de travail comme pouvant se réaliser dans une frange de travail commune aux deux volets de formation. Le partage des rôles dans

ce développement et l'implication mutuelle de chacun des milieux apparaissent ainsi complexes. -- Mot(s) clé(s) en français : Conceptions, compétence, compréhension de l'écrit, formation menant à l'exercice d'un métier semi-spécialisé, développement de compétence, rôle, littératie.»-- «Recent studies on literacy levels among Quebecers aged 16 to 65 reveal that 85% of people with no secondary school diploma (SSD) are not literate enough to function in society. Accordingly, the development of reading comprehension skills is a key part of vocational or work-oriented training programs leading to certifications other than SSDs. Secondary schools in Quebec offer the Work-Oriented Training Path (WOTP), which includes Training for a Semiskilled Trade (TSST), to promote social and professional integration of struggling students. The WOTP is a work-study program that provides complementary general education and practical training. Recent studies on general education in the WOTP reveal a mismatch between the general education and practical training components (Rousseau and Bergeron, 2017b; Rousseau, Samson and Ouellet, 2012). French language training provided in the TSST program appears to reflect this perceived mismatch and fails to address the needs expressed by students themselves (Gingras, 2018; Rousseau and Bergeron, 2017b). Yet reading comprehension is essential to social and professional integration (Ruel et al., 2018). Faced with a similar problem, French and Belgian schools that offer equivalent vocational or work-oriented training programs delved into the views of leading stakeholders to understand why integrating French classes with work-oriented training was so difficult. This exploratory qualitative/interpretive study aims to reveal, through semi-structured interviews with TSST stakeholders, how stakeholders see their roles and the development of reading comprehension skills. In addition to describing their views, this study highlights similarities and differences. Twelve research interviews with teachers, students and internship supervisors were conducted. The views that emerged provide preliminary insights into the difficulty of integrating general French language education with practical training. Among other findings, stakeholders in schools and workplaces do not conceive of reading comprehension skills development as a shared responsibility, which complicates role sharing and prevents mutual involvement of schools and workplaces. -- Mot(s) clé(s) en anglais : Views, skill, competency, reading comprehension, training for a semiskilled trade, skills development, role, literacy.»--

Gremion, C. (2025). **L'évaluation formatrice pour former dans l'incertitude. Le cas des photographes et des formateurs de formation professionnelle en Suisse**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146ws
Comment former des personnes qui devront faire apprendre des métiers qui n'existent pas encore ou des métiers qui ont subi, subissent et subiront des changements majeurs ? À la Haute école fédérale en formation professionnelle (HEFP), nous formons en alternance des formateurs pour une grande variété de métiers, tous en mutation dans le contexte actuel. Les besoins du terrain changent plus rapidement que les référentiels officiels. Aussi, pour pallier cela, nous les formons à l'utilisation d'un modèle de didactique (DPAS) qui se base sur la renégociation perpétuelle des référentiels métiers. Nous les formons à ce modèle, et nous les formons aussi avec celui-ci. Après avoir présenté la démarche en nous appuyant sur deux exemples, nous évoquerons ses effets sur la formation ainsi que les nouveaux défis qui se présentent.

Gul, S., & Yalinkilic, F. (2025). **Teaching of the subject 'Biomolecules in Living Organisms' using 3D printing models**. *Education and Information Technologies*, *30*(10), 13213-13248. https://doi.org/10.1007/s10639-025-13355-5

In recent years, 3D printing technology or 3D printing models have become a powerful educational tool used in many fields such as medicine, engineering and science. However, research on the integration of these technologies into formal educational environments and the researches examining their effect on students' learning biology is quite limited. The aim of this study is to examine the effect of using 3D printing models on students' learning the subject 'Biomolecules in Living Organisms'. In the study, the students were also interviewed, and the usefulness of 3D printing models was evaluated. For this aim, a quasi-experimental design was used in the study. The study group consisted of 61 ninth grade students (37 females, 24 males), 32 students in the control group and 29 students in the experimental group, attending a public high school during the academic year 2023–2024. The findings indicated that the achievement levels of the students in the experimental group (3D printing models) were statistically higher than those in the control groups (non-3D printing models) after a 9-week instruction. The findings also indicated that there is a statistically important difference in students' scores on retention tests in favour of the experimental group. Similarly, as a result of student interviews, it was determined that 3D models were evaluated by most of the students as materials that were interesting, arousing curiosity, increased the memorability of information, concretized the subject and facilitated learning. Despite these positive effects of 3D printing models on learning, some limitations, such as small sample selection, reduced the generalizability of the study results. Considering these limitations, some suggestions for future research were made.

Guo, S., Shi, L., & Zhai, X. (2025). **Developing and validating an instrument for teachers' acceptance of artificial intelligence in education**. *Education and Information Technologies*, *30*(10), 13439-13461. https://doi.org/10.1007/s10639-025-13338-6
As artificial intelligence (AI) receives wider attention in education, examining teachers' acceptance of AI (TAAI) becomes essential. However, existing instruments measuring TAAI reported limited validity evidence and faced some design challenges, such as missing informed definitions of AI to participants. To fill this gap, this study developed and validated a TAAI instrument. Based on the literature, we first identified five dimensions of TAAI, including perceived usefulness, perceived ease of use, behavioral intention, self-efficacy, and anxiety. Then we developed items to assess each dimension. We examined the face and content validity using expert review and think-aloud with pre-service teachers. Using the revised instrument, we collected responses from 274 pre-service teachers and examined the item discriminations to identify outlier items. We employed the confirmatory factor analysis and Cronbach's alpha to examine the construct validity, convergent validity, discriminant validity, and reliability. Results confirmed the dimensionality of the scale, resulting in 27 items distributed in five dimensions. The study exhibits robust validity and reliability evidence for TAAI, thus affirming its usefulness as a valid measurement instrument.

Gyekye, E. K. (2025). **Perceived effective online learning pedagogies and middle schoolers online learning: A qualitative study**. *Education and Information Technologies*, *30*(10), 14023-14042. https://doi.org/10.1007/s10639-025-13356-4
This qualitative study explores middle school students' perceptions of effective online learning pedagogies. I draw on eight semi-structured interviews with two students, 12 interviews with teacher participants, ongoing, open-ended ethnographic interviews with students and teachers, student artifacts, and field notes from over 300 h of synchronous classroom observations. Findings suggest that middle schoolers first prioritize teachers' use

of Student-Centered Pedagogies, including providing formative feedback, fostering student connections and collaboration, implementing a culturally responsive curriculum, and conveying teachers' personality and humanity within the online learning environment. Secondly, middle school students value Students' Agency, including Socioemotional Learning, Students Choice, and Metacognition, in fostering a supportive online learning environment. The study underscores the pivotal role of educators in facilitating effective online learning, emphasizing the importance of adaptability, empathy, and clear communication. These insights contribute to understanding how to optimize online learning environments for middle school students, providing valuable guidance for educators and policymakers in designing and implementing effective online learning pedagogical practices tailored to the needs of this demographic.

Hallez, A.-S., Nieuwenhoven, C. V., & Maes, O. (2025). **Prise en compte de la singularité du contexte lors des entretiens de supervision des stages en enseignement au primaire**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 225-255. https://doi.org/10.53967/cje-rce.6899
The supervision interview remains a complex moment requiring, among other things, the supervisor to consider elements of singularity that emerge from the context or the student. This contribution focuses on how the supervisor uses these elements to regulate their support and construct their evaluative judgement at the end of the interview. This study, anchored in the initial training of teachers in French-speaking Belgium, has a dual objective: on the one hand, to document the supervisor's evaluative activity during this interview, and on the other, to support reflection, in a context of reform, on the methods of organizing, supporting, and evaluating internships. We are attempting to answer the following research questions: How does the supervisor deal with elements of singularity linked to the internship context? How do these elements of singularity contribute to the construction of evaluative adjustments in the service of the final evaluative judgement? We have opted for a single case study (Dumez, 2013 ; Merriam, 1988) based on a qualitative approach with a comprehensive and interpretative aim. The content analysis shows how an element of singularity evoked by the student during the two supervision interviews is mobilized by each supervisor to produce an adjustment in the service of the final evaluative judgment.

Heppt, B., Schwarzenthal, M., & Scharf, J. (2025). **Discriminatory Climate and School Adjustment in Ethnically Minoritized Adolescents and Majority Adolescents: An Investigation of the Mediating Role of Teaching Quality**. *Journal of Youth and Adolescence*, *54*(7), 1732-1755. https://doi.org/10.1007/s10964-025-02147-2
Discriminatory teacher beliefs and behaviors, as reflected in a discriminatory climate, are negatively related to student adjustment, but little is known about the classroom processes contributing to this relationship. This study investigated the role of teaching quality as a mechanism behind the associations between a discriminatory climate at school and students' school adjustment. The study used PISA data collected in Germany in 2018 (N = 2947; Mage = 15.47 years, SD = 0.65; 48.4% girls) and included ninth graders (1) from ethnically minoritized groups that are highly stigmatized (i.e., with heritage from Turkey, the SWANA region, sub-Saharan Africa, and Kurdish areas; n = 198), (2) from other ethnically minoritized groups (n = 445), and (3) from the ethnic majority (n = 2304). The students in Group 1 reported a more discriminatory climate at school than the other student groups did. Multilevel analyses revealed that a discriminatory climate was negatively related to all three indicators of school adjustment (i.e., reading

comprehension, reading motivation, and school belonging). Adolescents who perceived a stronger discriminatory climate experienced lessons as less structured and more disruptive, highlighting the mediating role of classroom management in the relationship between discriminatory climate and adolescents' school adjustment. Thus, a discriminatory climate at school hampers adolescents' educational outcomes not only directly, but also via teachers' instructional behavior in class.

Hu, Y.-H. (2025). **Advancing asynchronous pre-class learning in flipped classrooms: Generative AI companions in business ethics**. *Education and Information Technologies*, *30*(10), 14367-14391. https://doi.org/10.1007/s10639-025-13379-x
Flipped classroom pedagogy, primarily focused on in-person classroom settings, emphasizes pre-class independent learning where students engage asynchronously with online materials and self-assessments. However, traditional pre-class learning methods, such as watching pre-recorded instructional videos and completing multiple-choice self-assessments, often fail to prepare students for in-person peer debates, which are crucial in business ethics education for developing higher-order thinking and ethical reasoning. This study addresses this issue by developing a generative AI learning companion system tailored for an asynchronous business ethics course. The system enables students to practice ethical debates with AI partners during the pre-class phase, improving their readiness and confidence for in-person peer debates. We implemented this system with sixty-two third-year students from a national university in Taiwan, divided into experimental and control groups. Our findings demonstrate that the AI-supported debate method significantly enhanced students' pre-class preparation and ethical learning confidence without increasing their autonomous learning task load. This approach offers a novel solution for flipped classroom pedagogy, particularly in courses requiring intensive peer interaction such as business ethics.

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

Jacquier, M. (2025). **L'intégration des dispositifs hybrides dans la formation des enseignant-es: Enjeux et perspectives pour les formateurs et formatrices d'enseignant-es du secondaire**. *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (1). https://doi.org/10.5077/journals/aiufe.2025.e2275
This text reveals the initial effects of a hybrid training system, alternating face-to-face, in-filed and distance learning sessions, based on the Moodle platform and active teaching approaches. Under this system, trainee teachers are expected to commit themselves autonomously and regularly, to participate actively and collaboratively, to reflect on their practices and to co-construct their training. The trainer is no longer simply a transmitter, but a guide, facilitator and coach in the learning process. The initial effects of this system are shared with the trainers to encourage a distanced analysis and enrich the evaluation.

Jiang, H., Vialle, W., & Woodcock, S. (2025). **Redesigning Check-In/Check-Out to Improve On-Task Behavior in a Chinese Classroom**. *Journal of Behavioral Education*, *34*(2), 371-398. https://doi.org/10.1007/s10864-023-09531-7
Check-in/check-out (CICO) is a Tier 2 behavioral management system in the School-wide Positive Behavior Support (SWPBS) framework, which is widely used in Western

schools. However, this system is not currently used in public schools in mainland China, mainly because of the large class sizes. This study redesigned CICO to facilitate its implementation in schools in mainland China. This new intervention, which we call team leader-mediated check-in and check-out (TLM-CICO), combines the CICO system and the Chinese team leader system. We used an ABAB reversal design to evaluate the effects of TLM-CICO for three fifth-grade students who exhibited off-task behavior and varying degrees of problem behavior. The results indicated that there were functional relationships between the intervention and on-task behavior in teachers' instruction and self-study. The three teachers who implemented the TLM-CICO generally accepted the intervention and expressed their intention to use this system in their future classroom management. We also discussed the implications of the results, limitations of the study, and future directions.

Kirca Demirbaga, K. (2025). **Building a sustainable culture of giftedness: the organizational model of giftedness (OMoG)**. *Asia Pacific Education Review*, *26*(2), 317-332. https://doi.org/10.1007/s12564-024-10030-1
Over the past few decades, as the number of extraordinary achievements by research teams and science and technology companies has increased, the power behind the justification of only individual-dimension giftedness theories has decreased. This conceptual paper reveals the organizational dimension of giftedness in the background of scientific and technological developments in the twenty-first century and shows how it has become a necessary result of today's world. In this paper, the emergence of the organizational model of giftedness (OMoG), its four foundational components (supportive and nurturing mentors, individuals with high performance, interdisciplinary collaboration, and innovative outcomes), its structure, and how it functions are explained, inspired by Eyre's (2016) high-performance learning pedagogy and Amabile and Pratt's (2016) dynamic componential model of creativity and innovation in organizations. By moving beyond the typical approaches in the field, this innovative model extends the boundaries of giftedness and shifts our giftedness understanding from the individual dimension to the organizational dimension. The model encourages empirical studies in the field to understand better and advance the organizational dimension of giftedness, intending to contribute to educational policy and practices.

Kirkpatrick, M., O'Guinn, K. N., Carrillo Vega, R., Akers, J. S., Davis, T. N., & Avery, S. K. (2025). **Systematic Review of Video Activity Schedules to Teach Autistic People**. *Journal of Behavioral Education*, *34*(2), 296-329. https://doi.org/10.1007/s10864-023-09535-3
Video activity schedules are a type of video-based instruction that combines video modeling with activity schedules. To the authors' knowledge, there has not been a comprehensive synthesis of this intervention for teaching autistic people. The purpose of this review was to synthesize the current single-case research and evaluate the methodological quality and rigor, and the outcomes, using the Single Case Analysis Review and Framework (SCARF; Ledford et al. http://ebip.vkcsites.org/scarfv2, 2016). A systematic search of three databases was conducted for studies evaluating the intervention with autistic participants. A total of 76 studies with 199 participants met our inclusion criteria. Results of the review indicated that research is primarily conducted with adolescent and adult aged males who were taught daily living skills. Race/ethnicity information was not reported for over half of the studies. Most of the studies were conducted in a school setting, but implemented by the researcher. Overall, the results of the SCARF indicated that the studies were of high quality. Identified areas for future

research are to include younger autistic participants, teaching academic or play/leisure skills, and the inclusion of race/ethnic information to further understand for whom this intervention is most effective for. Limitations and further implications for research are discussed.

Kneifel, E. J., Rizzotti, P., & Mosher, J. (2025). **Agreeing to be changed: Iterative theatremaking as decentralized pedagogy in English**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *59*(1), 195-207. Consulté à l'adresse https://mje.mcgill.ca/article/view/10200
Formatted as a conversation to reflect its collaborative nature, this article explores an iterative, symbiotic, and decentralized pedagogical paradigm developed at the University of British Columbia, preliminary data for which stemmed from a student-led, devised theatre project staged in July 2022. This article seeks to extrude and articulate the project's continuous incorporation of its own components — from student anecdotal experience, to the co-construction of language and design, to the accumulation of sheer time — so that similar processes might be reimagined in other pedagogical contexts.

Kohout-Diaz, M. (2025). **Approches inclusives de l'encadrement doctoral : de l'autre côté du miroir**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 153-168. https://doi.org/10.3917/nresi.102.0153

Krasner, J. B., Levisohn, J. A., & Avni, S. (Éd.). (2025). ***Teaching and Learning in Jewish Day Schools***. Consulté à l'adresse https://press.uchicago.edu/ucp/books/book/distributed/T/bo247033358.html
Examines how day schools are educating diverse Jewish youth in a variety of content areas. Teaching and Learning in Jewish Day Schools offers an important analysis of Jewish day school classrooms today. In light of difficulties initiating, evaluating, and sustaining educational innovation, this volume takes stock of what is happening among students and teachers in contemporary Jewish day school classrooms. The authors of this volume confront and question several bedrock principles of Jewish education to address how day schools intersect with broader societal issues including race and gender. They point to themes and topics that scholars and practitioners are grappling with to explore new potential pathways to evaluating student learning and learning outcomes: assessing core subject areas; understanding the ways social and environmental factors contribute to learning; and studying how race, ethnicity, class, and gender shape student learning and school culture. The chapters address topics relevant to educators working in contemporary Jewish day schools including Zionism, the outcomes of Israel education, Jewish engagement, the experience of Latinx students, community building, and more.

Lavoie, L. (2024). ***Perception du personnel enseignant en regard de l'autisme, de l'apport de la collaboration et de l'expertise parentale pour la réussite éducative des élèves autistes*** (Masters, Université du Québec à Chicoutimi). Consulté à l'adresse https://constellation.uqac.ca/id/eprint/10050/
Aujourd'hui, au Québec, plus de 22 400 élèves autistes fréquentent les écoles primaires et secondaires (MEES, 2022). Toutes les personnes enseignantes sont susceptibles de recevoir un élève autiste (ÉA) dans leur classe (Bolourian et al., 2021; Roberts & Webster, 2022; Soan et al., 2023). Il est donc pertinent de s'intéresser à la perception du personnel enseignant en regard de l'autisme, de l'apport de la collaboration parentale dans la

réussite éducative des ÉA. L'autisme est un concept qui a évolué de façon magistrale depuis les quatre dernières décennies. D'une vision très étroite à une vision beaucoup plus large, il est défini comme une condition neurodéveloppementale qui s'exprime à travers un prisme de différences sur le plan cognitif, émotionnel et sensoriel donnant accès à une conscience de soi variable d'une personne à l'autre (Frith, 2010). L'autisme a été autrefois très associé à la déficience intellectuelle. Depuis quelques années, des recherches font état d'une intelligence et d'un esprit différent chez les personnes autistes (Bourgeron, 2023; Dawson et al., 2007; Mottron, 2004; Soulières, 2012). L'autisme, qu'il soit visible ou non, conditionnera des modes d'apprentissage distincts dans plusieurs de ces domaines : interagir, développer des relations, traiter l'information, prendre et percevoir des informations sensorielles, communiquer, comprendre et utiliser le langage (Guldberg et al., 2017). Dans la présente étude, la méthodologie s'est inscrite dans le cadre d'une recherche qualitative/interprétative. Conséquemment, une collecte de données, constituée d'entretiens semidirigés d'une durée moyenne de 60 minutes a été réalisée au printemps 2021 auprès de sept personnes enseignantes de la région du Saguenay–Lac-Saint-Jean. L'analyse des résultats indique que la perception du personnel enseignant est façonnée par leur expérience personnelle, professionnelle, par leurs connaissances et leur formation sur le sujet. Par ailleurs, les personnes enseignantes souhaitent avoir une relation de qualité avec l'ÉA. Cependant, le manque de connaissances et de formation apporte parfois un sentiment d'inconfort, d'être mal habile, de ne pas savoir comment faire ou comment être avec l'ÉA. Leur méconnaissance de l'autisme empêche la personne enseignante d'aller au-delà de la simple identification des manifestations extérieures et des comportements de l'élève ayant un TSA, alors qu'elle tente souvent de les atténuer ou de les faire disparaître sans en comprendre la fonction. De plus, cette méconnaissance empêche la personne enseignante de développer des stratégies pédagogiques adaptées au fonctionnement de l'élève autiste et à ses modes d'apprentissage. En contexte d'autisme, le parent est la meilleure ressource pour la personne enseignante en regard de la réussite éducative de l'ÉA. Par le passé, plusieurs études sur la collaboration-écolefamille ont maintes fois démontré que les parents sont de loin les premiers et les plus importants enseignants pour leur enfant (Deslandes, 2019; Hoover-Dempsey et al., 1992). L'analyse des résultats de cette étude suggère que la plupart des personnes participantes considèrent la collaboration et la communication avec les parents comme des conditions essentielles et incontournables pour le bien-être et la réussite éducative de l'ÉA. Cependant, il semble que les personnes enseignantes font face à des défis spécifiques en contexte d'autisme. D'une part, la collaboration et l'accès à l'expertise parentale sont interdépendants au positionnement du parent dans le processus d'acceptation ou de non-acceptation du diagnostic de son enfant ou de son jeune. Et d'autre part, des défis supplémentaires s'ajoutent avec certains parents qui présentent eux-mêmes des particularités sur les plans communicationnel et relationnel (Rubenstein & Chawla, 2018) ou qui ont un diagnostic déclaré (Crane et al., 2021). Par ailleurs, les éléments de l'expertise parentale pouvant servir de levier pour la réussite éducative sont principalement les besoins de base (sommeil, routine de vie, etc.), les particularités sensorielles, émotionnelles et cognitives, ainsi que les intérêts spécifiques de l'ÉA. Connaître les particularités autistiques, les forces et les défis spécifiques de chaque jeune est un déterminant essentiel pour la réussite éducative et scolaire de ce dernier (White et al., 2023). Les ÉA eux-mêmes considèrent que la compréhension des forces individuelles par les personnes enseignantes, ainsi que leur écoute active, contribue de manière significative à leur réussite éducative (Hummerstone & Parsons, 2021).

Le Corre, G. (2024). **Analyse de l'activité collective d'un enseignant et des élèves se préparant à une situation inédite de certification en EPS : contribution au programme écologique de l'agir humain en éducation et formation** (Thesis). Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2938

Lecorre, T., & Ghedamsi, I. (2025). ***Le débat scientifique en classe– Étude d'un cas sur la modélisation et la définition***. Consulté à l'adresse https://hal.science/hal-03854635
This article aims to further investigate how the teaching of mathematics in the classroom/lecture hall can both enhance students' thinking and enable them to master the analysis of complex mathematical knowledge through scientific debate in the classroom.

Letouzey Pasquier, J., Blondin, S., & Wuichet, C. (2025). **Démarrage d'une communauté discursive de pratique entre enseignant·e·s et chercheur·se·s portant sur la pratique du terrain au cycle 1 : vers une pensée géographique expérientielle et émancipatrice**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mx
Si la méthodologie empirique de terrain a été largement utilisée, débattue et défendue dans l'histoire de la géographie, elle ne semble pas toujours aller de soi en géographie scolaire et surtout dans les premières classes de l'école obligatoire (à partir de 4 ans). Partant du constat que les avantages et enjeux du travail de terrain pour de jeunes élèves n'ont été que très peu discutés en didactique de la géographie francophone, cet article propose une discussion théorique sur la place du terrain en géographie scolaire et discute la mise en œuvre d'une « communauté discursive de pratique » (CDP) impliquant chercheuses et enseignantes autour de cette question. Après avoir évoqué les intérêts et objectifs de notre CDP, nous soulignons l'importance d'un apprentissage incarné, expérientiel et situé au cycle 1 dans la perspective d'une éducation en Anthropocène soucieuse d'intégrer la pluralité des savoirs et leur caractère situé, et leurs rôles pour répondre à des questions sociétales contemporaines (Barthes et Lange 2022). En nous appuyant sur nos expériences empiriques et sur la littérature dans ce domaine, nous défendons l'idée que le travail de terrain est un moyen d'entrer dans un mode de pensée géographique et réflexif, dès les premières années d'école. L'article se termine par une présentation de résultats de notre CDP, qui met en lumière la pertinence des activités en extérieur déjà mises en place par les enseignantes impliquées et la façon dont la CDP comme dispositif professionnalisant peut enrichir et influer sur leur activité professionnelle.

Letzel-Alt, V., & Pozas, M. (2025). **Fostering inclusive teaching competences: Concrete practice-oriented suggestions for teachers to deal with diverse learning groups in inclusive settings**. *British Journal of Special Education*, *52*(2), 221-227. https://doi.org/10.1111/1467-8578.70014
Diverse learning groups in schools are a reality. In inclusive classrooms, teachers have to deal with diverse demands and therefore must adjust their teaching to the individual needs of every learner. Even though many teachers agree that the implementation of inclusive education is necessary as well as beneficial, at the same time many teachers in school practice do not feel ready or adequately prepared to deal with heterogeneous learning groups. Thus, there is a demand for concrete practices that help to realise inclusive teaching and learning that allows everyone to succeed. This contribution

provides concrete practice-oriented suggestions of differentiated teaching practices that can be implemented by teachers in order to teach inclusively. In this article, the concept of differentiated instruction is clearly defined. A comprehensive overview of possible differentiation variants is also presented, and the practical suggestions are discussed in light of the increasing impact of digitisation.

Li, L., & Fernandez, F. (2025). **Mentoring matters: examining the relationship between adviser interactions and doctoral student publications**. *Higher Education*, *89*(6), 1659-1678. https://doi.org/10.1007/s10734-024-01302-1
For doctoral students, publications are often a key metric for evaluating academic success and career preparation in many fields. This article examined the influence between the frequency that doctoral students meet with their faculty advisers and their first-author publications. We analyzed data from the Canadian Graduate and Professional Survey (CGPSS) and focus on three key types of adviser-advisee interaction: adviser availability, the frequency of research discussions, and the mode of communication. Our results indicated that the mode of communication (in-person or remotely) does not relate to doctoral student publications. We find some evidence that adviser availability has a statistically significant, but small relationship in practical terms on publication output. Conversely, the frequency with which doctoral students meet with their advisers to discuss research is statistically significantly and positively correlated to the number of first-author publications. Weekly advising meetings have a large influence on graduate student research output. Additionally, our analysis revealed some variation in this relationship between STEM and non-STEM doctoral students. These findings complicate our understanding of doctoral mentoring relationships and highlight the need for further research and opportunities to improve doctoral education and increase research production.

Liang, W., To, J., & Lo, Y. Y. (2025). **A journey towards teacher empowerment in differentiated instruction: implications for a sustainable teacher professional development model**. *Asia Pacific Education Review*, *26*(2), 445-457. https://doi.org/10.1007/s12564-024-09977-y
This article reports a longitudinal case study examining how teachers were empowered to develop their professional capacity to cater for learner diversity through implementing differentiated instruction. Data were collected from multiple sources including lesson co-planning meetings, teacher interviews and lesson observations in a primary school in Hong Kong. The findings suggested a three-stage journey towards teacher empowerment mediated by both external and internal factors. The findings also highlighted the potential interplay of teacher empowerment, teacher professional development and its sustainability, shedding light on a sustainable model for teacher professional development.

Liu, J., Chen, G., & Zhao, J. (2025). **Unpacking the synergistic relationship between the digital environment, administrative support, and pedagogical application in fostering teachers' digital competence**. *Education and Information Technologies*, *30*(10), 13885-13907. https://doi.org/10.1007/s10639-025-13365-3
Research on teachers' digital competence presents conflicting perspectives, posing a significant challenge to its enhancement. While researchers have explored the multifaceted factors influencing teachers' digital competence, the field has yet to develop a comprehensive factor model that can systematically analyze its

development. This study introduces the digital competence, pedagogical application, administrative support, and digital environment (CASE) framework that based on Context-Input-Process-Product (CIPP) to systematically analyze the factors associated with the development of teachers' digital competence. Five hypotheses have been proposed to facilitate our comprehension of the relationships among these variables and their links to teachers' digital competence. Surveys containing 65 items was the main data collection technique used in this study. A structural equation modeling method was employed to investigate the links between digital environment, administrative support, pedagogical application, and teachers' digital competence. The sample comprised 14,970 primary and secondary school teachers from various areas (rural, town, and urban) within a province in China. The analysis results showed that administrative support and digital environment had a direct positive link to teachers' digital competence. Further, they were significantly related to pedagogical application, which further mediated the relationships between administrativce support and digital competence and between digital environment and teachers' digital competence. A multi-group analysis demonstrated that the model remained consistent across genders and regions, suggesting that the framework was applicable to both male and female teachers in various regions. It highlights the mediating role of pedagogical application and offers a framework for designing supportive environments, which has the potential to create ample opportunities for teachers to practice and enhance their digital competence.

Louviot, M. (2025). **Le curriculum émergeant au service des Éducations à : l'exemple de l'Éducation aux droits de l'enfant**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mm
La notion de curriculum émergeant est surtout mobilisée dans le contexte de la petite enfance. Toutefois, les pratiques pédagogiques inhérentes à l'émergence des Éducations à dans les plans d'études, en faisant appel aux intérêts et aux expériences des élèves pour donner sens aux thématiques abordées et pour éviter des contenus dogmatiques, font entrer de nouvelles sources de savoir dans la classe : les élèves et leur vécu. À l'ère de l'Anthropocène, renforçant la visée transformative de l'éducation, comment les enseignant·es appréhendent-ils et elles la place des élèves et quels enjeux identifient-ils et elles ? Cet article, en s'appuyant sur l'exemple de l'Éducation aux droits de l'enfant montre qu'en faisant entrer l'expérience des enfants dans la classe, les enseignant·es sont parfois confronté·es à des situations inattendues et complexes à gérer, mais aussi à la possibilité de développer une réflexion critique et éthique chez leurs élèves dans une visée transformative de justice sociale.

Mannion, A., Coyne, R., Ferrari, C., Neşeli, M., McGee, C., Mollaoglu, S., & Leader, G. (2025). **Personalized System of Instruction in Higher Education: A Systematic Review**. *Journal of Behavioral Education*, *34*(2), 330-370. https://doi.org/10.1007/s10864-023-09530-8
Personalized System of Instruction (PSI), also known as the Keller method, is a specific instructional design. There has been limited research focused on how this method has been used in teaching in higher education. The aim of this systematic review is to focus on how PSI has been applied to teaching in higher education in the last 20 years. Searches were conducted on the following databases: Educational Resources Information Center (ERIC), Psychology and Behavioral Sciences Collection (EBSCO), PsycINFO, Scopus and Web of Science. Hand searches were also conducted on a number of journals. Inclusion criteria were that articles (a) included the use of the PSI and

(b) included university students as participants. It was found that 27 studies met the inclusion criteria. Studies were divided into themes. Results were discussed in terms of how PSI can be used in teaching and learning, similarities between PSI and other approaches, and the ways PSI could be incorporated with other teaching approaches. Finally, future directions were given for the use of PSI in the area of teaching and learning in higher education.

Martin, P., Feuilladieu, S., & Assude, T. (2025). **Évaluer l'inclusivité d'un dispositif numérique dans l'éducation (GTnum):Comparaison des usages numériques d'enseignants et d'enseignants spécialisés en contexte d'enseignement distanciel**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 249-265. https://doi.org/10.3917/nresi.102.0249

Maulini, O. (2025). **Enseigner, former, chercher**. *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (1). https://doi.org/10.5077/journals/aiufe.2025.e2273
In Geneva, the University Institute for Teacher Training (IUFE) is responsible for studies leading to primary, secondary, and specialized teaching, and for the continuing education diplomas that can extend these. Its mission is to combine—and, where necessary, compare—experiences gained in the field with knowledge gained from educational research, to produce a robust pedagogical and didactic culture, resistant to fads and political vicissitudes.

McLarnon, M. (2025). **Expanding the Just Transition to Include Teachers: Composting, Zero Waste and Climate Action in Montreal Schools**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 94-119. https://doi.org/10.53967/cje-rce.7137
In the context of the current climate emergency, governments are implementing important climate policies promoting zero waste, carbon neutrality, increased greening, and protection of biodiversity. While climate policies are created with the best of intentions, they obscure the lived experiences of front-line workers attempting to implement these policies in a rapidly changing environment. This article proposes a nuanced understanding of a "just transition" as a promising proposal for climate justice and labour politics. Through drawing on institutional ethnographic approaches to conducting interviews, gathering fieldnotes during observations, and conducting textual analysis, this article connects educational workers' experiential knowledge with climate policies that shape educational possibilities both locally and extra-locally. By interrogating the enactment of recent zero waste policy from the perspectives of teachers, a principal, and a school board employee, the research findings and discussion increase understanding of how climate change mitigation efforts and policies can produce unequal and unintended effects.

Metz, M. M., Hobbs, K., & Ganesh, N. (2025). **Playbuilding as reflexive practice: Exploring implicit bias through participatory theatre**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *59*(1), 131-152. Consulté à l'adresse https://mje.mcgill.ca/article/view/10201
Implicit bias education in the health sciences is crucial for disrupting the individual and systemic oppressive values that contribute to inequitable access to healthcare. In short, implicit bias can kill. Through a Playbuilding approach, dramatic vignettes on implicit bias were shown to undergraduate health science students in a performance workshop entitled Haunting our Biases: Using Participatory Theatre to Interrupt Implicit Bias. Through Forum Theatre, the vignettes were explored, discussed, and re-made. Three project

members reflect on their roles, discussing Playbuilding, pedagogical potential, and the process of developing assessments of the project's efficacy. Conclusions are offered on the reflexive impact of the Playbuilding process and the potential for growth, for both researchers and participants, that can emanate from such work.

Monfette, O., & Malo, A. (2025). **Vers une compréhension commune des attentes en stages en enseignement par la coconstruction d'indicateurs de développement entre formateurs et formatrices de stagiaires**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 288-321. https://doi.org/10.53967/cje-rce.6901
The exercise of evaluative judgement in the context of an internship remains a challenge for student-teacher trainers (Tobola et Périsset, 2021). Although guidelines are provided to support their professional judgement, the large number of trainers involved in the evaluation of the student teacher's competencies leads to disparities in understanding the expected progression during each internship (Gouin et al., 2023). This article aims to document the development of a common understanding of the levels of mastery expected per internship among student-teacher trainers through the co-construction of development indicators. To achieve this, the developmental dimension of the professional competency assessment concept (Legendre, 2007; Tardif, 2006, 2017, 2019) is used to inform the research. The research material comes from seven group meetings held as part of a qualitative collaborative research study (Bourassa et al., 2007, 2013; Chevalier et Buckles, 2013). The data was analyzed using a deliberative inductive approach, considering two ways to operationalize the developmental dimension of professional competency assessment (Bélair et Talbot, 2023; Monfette et Malo, 2023). The results present the process of co-construction of indicators that demonstrate the development of a common understanding of the levels of mastery expected for each internship among the trainers.

Monthubert, B. (2025). **Atypie-Friendly : de la genèse d'un projet à celle d'un champ scientifique**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 93-110. https://doi.org/10.3917/nresi.102.0093

O'Connor, K. J., & Bartolini, S. (2025). **Effects of Teaching Practices on Life Satisfaction and Test Scores: Evidence From the Program for International Student Assessment (PISA)**. *Kyklos*, *78*(3), 749-774. https://doi.org/10.1111/kykl.12441
Schools present an ideal setting for intervention. We demonstrate that a greater prevalence of group discussion used in schools positively affects students' life satisfaction and noncognitive skills, and has no negative impact on test scores, based on a sample from the 2015 PISA, which includes more than 35 thousand students from approximately 1500 schools in 14 countries. We perform regressions of student life satisfaction on school-level group discussion and lecturing, including a battery of controls and random intercepts by school. For robustness, we use instrumental variables and methods to account for school-selection. The impact of group discussion is meaningful—a one-standard-deviation increase leads to an increase in life satisfaction that is about one-half of the negative-association with grade repetition. In contrast, lecturing does not have any effects. We are the first to show group discussion improves student life satisfaction and noncognitive skills, and thereby likely positively affects later-life outcomes.

OECD. (2024). ***Education Policy Outlook 2024: Reshaping Teaching into a Thriving Profession from ABCs to AI***. https://doi.org/10.1787/dd5140e4-en

Oved, O., & Alt, D. (2025). **Teachers' technological pedagogical content knowledge (TPACK) as a precursor to their perceived adopting of educational AI tools for teaching purposes**. *Education and Information Technologies*, *30*(10), 14095-14121. https://doi.org/10.1007/s10639-025-13371-5
As AI increasingly permeates education, understanding teachers' perceptions and interactions with these technologies is essential. The Technological Pedagogical Content Knowledge (TPACK) framework provides a comprehensive lens to examine these interactions with educational AI tools (EAITs). This study explored the factors influencing teachers' intentions to use EAITs, focusing on their TPACK profiles. It investigated how the components of TPACK—technological, pedagogical, and content knowledge—interact to shape teachers' perceptions and willingness to integrate EAITs into their teaching. Structural equation modeling analyses of quantitative data gained from 514 teachers revealed that the intention to use EAITs was positively related to the core TPACK factor, while actual use was primarily driven by the Technological Pedagogical Knowledge factor, which measures understanding of how various technologies can be applied in teaching. This study extends the TPACK framework to EAITs, offering insights into AI adoption in education. It informs professional development, guiding targeted interventions to enhance teachers' technological and pedagogical skills for effective AI integration in classrooms.

Packer, R., & Rhys, M. (2025). **Small but mighty: Challenging hegemonic discourses in developing literacy in a minority language**. *British Journal of Special Education*, *52*(2), 258-264. https://doi.org/10.1111/1467-8578.70030
Navigating support and seeking resources to support children and young people with additional learning needs (ALN) can be a challenge, but for those receiving state-funded education, the barriers to ensuring effective provision can be further compounded. This paper explores the challenges faced in Welsh-medium education by the hegemonic discourses of the dominant language, English. There is an intricate link between literacy in minority languages and issues of power, identity and cultural preservation and promotion. The success of Welsh-medium education highlights some of these tensions, particularly in providing support for learners with ALN. We explore attempts to redress this hegemony, while valuing the role that competence in both Welsh and English has for everyone. We focus on the current challenges faced in supporting learners with ALN in schools to develop literacy in Welsh, as their home or preferred language, and how these challenges might be overcome.

Paris, H. (2025). **L'enseignement des enjeux socio-écologiques en école d'ingénieurs : quelles pratiques de sélection et de transposition didactique des savoirs ?** *Séminaire Cultures d'Ingénieurs et Formations, session été 2025*. Présenté à à distance, France. Consulté à l'adresse https://hal.science/hal-05143050
Cette communication présentera les résultats d'un dispositif de recherche-intervention engagé autour de la conception pédagogique d'un module de formation aux enjeux socio-écologiques en école d'ingénieur·e·s. Nous étudierons ici le processus d'élaboration d'un projet sur le thème des futurs possibles et souhaitables par un groupe de cinq enseignant·e·s. En mobilisant des travaux conduits en sociologie du curriculum et en didactique, nous analyserons la dynamique de sélection des savoirs de référence et de transposition didactique à l'œuvre dans un contexte où les connaissances disponibles sont vives et non stabilisées. Cette communication s'appuie en particulier sur

un article co-écrit avec Fatma Saïd-Touhami et Caroline Ladage, à paraître dans le n°76 dans la revue SPIRALE.

Paula, L. T. de. (2025). **The Fake News Observatory: a teaching resource to cultivate an informed civic culture in Brazil**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wl
Inspired by Paulo Freire's Pedagogy of Freedom, this text advocates an educational paradigm that fosters critical awareness, curiosity, and ethical discernment in the context of online information. It presents an educational praxis grounded in information culture, utilising a news-checking methodology, termed the "Fake News Observatory", which aims to enhance the identification of fake news and cultivate critical digital competence within the domain of information culture. Information culture is of crucial importance for citizen education in a digital world, enabling individuals to become active, conscious participants in building a fairer and more democratic society in line with the Brazilian government's plans for digital education.

Pavone, M., & Ferrucci, F. (2025). **Un nouveau scénario pour l'université inclusive en Italie : changements institutionnels, diversité des étudiants et pratiques pédagogiques**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 45-63. https://doi.org/10.3917/nresi.102.0045

Pérez Echeverría, M. del P., Cabellos, B., & Pozo, J.-I. (2025). **The use of ICT in classrooms: The effect of the pandemic**. *Education and Information Technologies*, *30*(10), 14069-14093. https://doi.org/10.1007/s10639-024-13124-w
Although various studies advocate for the integration of information and communication technologies in education, the forced digitization caused by the pandemic has yielded contradictory results on student learning. Conversely, research has shown that when students manage ICT, they achieve better learning outcomes but when teacher-centered approaches are employed, their effects on learning tend to be negative. Has the pandemic crisis served to promote or hinder the integration of ICT in classrooms? Have the uses of ICT changed? This article focuses on whether changes after the mandatory use of ICT in classrooms during the pandemic have favored the integration of digital technologies in classrooms. The analysis of these results has not only practical implications but also theoretical, since they allow us to test the influence of different variables on the change in teaching conceptions and practices. 731 primary and secondary Spanish teachers responded to a questionnaire investigating the frequency with which they used ICT in their classrooms, the type of use they made, and the learning outcomes they promoted. The results showed that teachers reported a higher use of ICT than in previous periods. Also, similar to studies before and during the pandemic, these results indicated a higher frequency of teacher-centered activities, mainly oriented towards the transmission of verbal content. However, this effect seems to have been moderated after the pandemic. There were, however, different teacher profiles reflecting different styles in the educational use of ICT. A critical variable for making student-centered use of ICT seems to be the frequency of use. Those teachers more familiar with ICT tended to make more complex and varied uses, suggesting that their inclusion in teacher training should be an essential step to promote the integration of ICT in classrooms.

Perron, S. (2025). **Les sciences participatives à l'École : Un levier pour renouveler l'éducation scientifique et écologique**. *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (1). https://doi.org/10.5077/journals/aiufe.2025.e2262
Participatory sciences at school involve students in authentic research projects, renewing scientific and ecological education. They encourage cross-disciplinary learning, motivation and commitment by connecting students to real-life issues. However, there are still limitations, such as the complexity of the resources available to students and the limited involvement of students in the various stages of the scientific process. Projects such as EDU Oak bodyguards have shown the importance of co-constructing these projects with teachers and researchers to enhance pedagogical integration. To be successful, they require appropriate teacher training, institutional support and increased collaboration between educational and scientific players.

Pirard, F., Valentim, S., & Lambert, I. (2023). **Voyager et se former ensemble, professionnels de l'accueil de l'enfance, de la formation et de la gouvernance : regards croisés sur la démarche et l'expérience vécue dans un projet européen**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(4), 117-134. https://doi.org/10.3917/lsdle.564.0117

Plé, E., & Dedieu, L. (2025). **Développer des modes de pensée à travers un dispositif mettant en œuvre un jeu de rôle en Éducation au Développement Durable : une étude de cas**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mq
Le travail présenté ici s'appuie sur un dispositif original d'EDD dans lequel les élèves doivent concevoir un nouvel espace de vie, restant fictif, mais impliquant de transformer radicalement leur territoire pour le rendre agréable et durable. Après avoir rêvé ce territoire puis l'avoir transformé par l'introduction de contraintes et s'être posés des questions, les élèves rencontrent, lors d'un forum, des acteurs locaux, experts de leur domaine. Au cours d'un jeu de rôle, point d'orgue de ce dispositif, ils sont invités à endosser le rôle d'experts et à développer un argumentaire au sujet de l'implantation d'un parc d'attraction dans leur quartier. L'objectif de cet article est d'identifier dans le dispositif les conditions qui favorisent le développement d'une pensée créative et d'une pensée critique des élèves. L'analyse du processus créatif est exploré du point de vue des pensées divergente et convergente convoquées dans le dispositif. La pensée critique est abordée sous l'angle de l'argumentation dont elle en est la manifestation. Les conditions de l'argumentation et les savoirs mobilisables pour sa construction sont analysés.

Potapoff, I., & Hervé, N. (2025). **Enseigner la transition énergétique en école d'ingénieur par le design fiction : une approche prospective et politique**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mn
La transition énergétique (TE) se situe au carrefour des sciences et des techniques et constitue pour les activités d'ingénierie un défi de taille. Former les élèves-ingénieurs à imaginer et concevoir des futurs énergétiques au moyen d'un dispositif pédagogique de design fiction constitue le point central de l'article. Nous cherchons à comprendre les images du futur énergétique que les étudiants génèrent dans ce dispositif. Au cours d'un module de quatre séances thématisées sur la TE, nous avons recueilli les productions écrites de huit groupes d'étudiants. Après analyse du corpus, nous mettons en exergue les éléments qui participent à nourrir les représentations et les images du futur que forment les élèves-ingénieurs sur la TE. Celles-ci se caractérisent par des imaginaires

anthropocentrés, souvent pessimistes qui s'appuient sur un présentisme exacerbé. Les narratifs associés à la TE font plusieurs impasses au profit d'un ordre scientifique high tech et apolitique.

Pouzergues, P. (2025a). **L'intelligence artificielle générative en classe de FLE : retour sur un atelier et ses effets en formation continue d'enseignants en République tchèque**. *Didactique du FLES : Recherches et pratiques*, *4*(1). https://doi.org/10.57086/dfles.1646
This article explores the integration of generative artificial intelligence (GAI) in teaching French as a Foreign Language (FFL) in the Czech Republic. Based on a survey conducted with 60 teachers, it provides an overview of initial practices and perceptions regarding the use of GAI. A three-hour training session, organized by the French Institute in Prague in August 2024, addressed the capabilities and limitations of these tools, as well as practical methods for pedagogical integration. The impact of this training was assessed through a follow-up questionnaire, revealing a significant shift in perceptions: improved understanding of the challenges, increased confidenc, and a stronger willingness to integrate these technologies into the classroom. The analysis also highlights unmet needs, such as a lack of concrete examples and ongoing support. The article concludes with recommendations to optimize future training sessions and promote a sustainable and ethical integration of GAI in FFL teaching.

Pouzergues, P. (2025b). **Prendre en compte les hétérogénéités grâce l'intelligence artificielle générative : vers de nouvelles formes de différenciation pédagogique**. *NéALA 2025 Naturel et Artificiel en Linguistique Appliquée : une époque de paradoxes*. Présenté à Nancy, France. Consulté à l'adresse https://hal.science/hal-04892945
Les classes hétérogènes, constituées d'apprenants aux niveaux et besoins variés, posent un défi constant aux enseignants de langues étrangères. Répondre à cette diversité de profils nécessite de mettre en place une pédagogie différenciée, c'est-à-dire une approche qui permet à chaque apprenant de progresser à son propre rythme, tout en maintenant une cohésion du groupe classe. Cette différenciation se traduit par la mise en œuvre de supports variés et d'activités personnalisées, adaptés aux besoins spécifiques de chaque apprenant. Toutefois, il est impossible pour les enseignants de répondre individuellement à tous les apprenants simultanément (Puren, 2001) C'est dans ce contexte que l'intelligence artificielle générative (IAG) se présente comme un outil potentiel pour palier à cette difficulté, en s'appuyant sur l'autonomie d'apprentissage des apprenants. En effet, grâce à l'IAG, il devient possible d'exploiter les données issues des traces d'apprentissage des apprenants pour leur fournir des rétroactions ciblées (Holmes & Hamel, 2025), des stratégies ou des ressources ajustées à leur niveau et style d'apprentissage (Baskara & Mukarto, 2023). Cette étude vise ainsi à explorer comment l'IAG peut faciliter la mise en œuvre d'une différenciation pédagogique dans des contextes d'apprentissage hétérogènes. L'étude s'est déroulée dans le cadre de deux cours de 30 heures, dispensés à raison de 3 heures hebdomadaires, auprès de groupes multi-niveaux et hétérogènes de 15 apprenants dont les niveaux variaient de A2 à B2. L'IAG a été intégrée de façon régulière dans les activités pédagogiques, permettant notamment aux apprenants de développer leurs compétences dans la formulation de prompts adaptés à leurs besoins (Hwang et al., 2023). Le corpus de cette étude est constitué d'écrits réflexifs et de questionnaires administrés avant et après l'expérimentation. Les résultats obtenus indiquent que l'IAG a contribué à répondre aux besoins des apprenants. Néanmoins, l'analyse met également en lumière certaines limites inhérentes à ces outils. Cette communication s'achèvera par la formulation de

recommandations en matière d'ingénierie pédagogique, fondées sur les résultats obtenus, pour soutenir la différenciation en contexte hétérogène. Baskara, R., & Mukarto. (2023). Exploring the Implications of Chatgpt for Language Learning in Higher Education. Indonesian Journal of English Language Teaching and Applied Linguistics, 7(2), 343-358. Holmes, T., & Hamel, M.-J. (2025). Analyse des interactions d'apprenants de FLS avec ChatGPT pour la rétroaction corrective écrite. Alsic. Apprentissage des Langues et Systèmes d'Information et de Communication, 1(28), Article 28. https://doi.org/10.4000/13f6h Hwang, Y., Lee, J. H., & Shin, D. (2023). What is prompt literacy? An exploratory study of language learners' development of new literacy skill using generative AI (arXiv:2311.05373). arXiv. https://doi.org/10.48550/arXiv.2311.05373 Puren, C. (2001). Entre « pédagogie différenciée » et « apprentissage autonome ». Les Langues modernes, 4, 38-44.

Redondo, C., Ferrand, M., Mutabazi, É., Hétier, R., & Wallenhorst, N. (2025). **Le rapport au savoir en Anthropocène entre problématisation et coopération**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mo
L'événement Anthropocène (Bonneuil et Fressoz, 2016), par l'ampleur de ses effets et par son urgence, vient bousculer nos possibilités de vivre en société dans un monde habitable. La menace se dédouble : sur la vie, mais aussi sur la démocratie. Sur ce dernier point, l'autoritarisme et l'illibéralisme peuvent sembler plus efficaces que le débat (et parfois l'indécision) démocratiques. Pour autant, l'éducation formelle réclame du temps, un temps long, notamment pour prendre le temps d'apprendre à problématiser, à construire les problèmes (et non à recevoir des vérités immédiates). Face au problème complexe qu'est l'Anthropocène, le défi est de se donner les moyens d'une didactique de l'enquête et d'une véritable co-construction enseignants-élèves. L'exemple de la pédagogie Freinet sera ainsi décrit et analysé selon les exigences spécifiques de la problématisation afin de relever le défi d'une éducation en Anthropocène.

Richards, G. (2025). **Do you really know me? Providing effective support for young people: The impact of labels, intersectionality and belonging**. *British Journal of Special Education*, *52*(2), 216-220. https://doi.org/10.1111/1467-8578.70015
Schools work with large numbers of young people, some of whom appear to have more noticeable needs than others. In a busy environment, it can be easy to notice and respond to those needs, while others may be missed or assumed to be less relevant. This can create situations where there are some young people that schools should be very concerned about and are not, or alternatively, schools may not always be concerned about the 'real issues' for particular students. It can also lead to excellent initiatives not working for some students, causing them to struggle because these are not matched to their real needs and are compounding feelings of failure. This article explores the importance of understanding students' individual circumstances and what can happen when some young people choose to not disclose very relevant parts of their lives, despite these impacting on their learning and social behaviour in school. Examples of students' situations within schools demonstrate how teacher investigations led to the design of more successful support strategies and increased inclusive practice.

Roux, D. (2025). **Le sentiment d'appartenance : plus-value pédagogique ?** *Administration & Éducation*, *185*(1), 75-81. https://doi.org/10.3917/admed.185.0075
Roy, P., Schumacher, D., & Kolly, H. (2025). **Problématiser et modéliser le quartier durable par une enquête interdisciplinaire au temps de l'Anthropocène à l'école secondaire :**

quel espace interprétatif partagé entre divers acteurs sociaux ? *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mz
Une communauté discursive de pratiques professionnelles a engagé un collectif d'acteurs de la Suisse romande issus de différents mondes sociaux (professeurs en didactique disciplinaire, architectes, ingénieurs, enseignants du secondaire, etc.) dans la conception de situations d'enseignement-apprentissage et d'un dispositif de formation continue sur le quartier durable appréhendé comme objet d'une éducation à l'innovation technologique responsable. Cet article explore la question du potentiel de ce dispositif de recherche participative, médiatisé et instrumenté par un système d'outils culturels et sémiotiques, pour construire un espace interprétatif partagé sur l'enseignement de cet objet complexe en conjuguant les exigences d'une éducation MINT à celles d'une éducation en anthropocène. Une analyse des interactions discursives entre les acteurs sur 15 séances couplée aux situations de classe a été réalisée sur trois échelles de granularité (macroscopique-mésoscopique-microscopique). Les résultats montrent que si les acteurs s'adonnent à construire un espace interprétatif partagé sur la conduite d'une enquête interdisciplinaire articulant problématisation et modélisation tout en intégrant le processus de conception technique, la dimension du politique reste en marge des situations d'enseignement-apprentissage mises en œuvre dans les classes.

Saini, M., Sengupta, E., & Sharma, N. (2025). **AI-assisted hand gestures based smart feedback system for educators**. *Education and Information Technologies*, *30*(10), 13281-13308. https://doi.org/10.1007/s10639-025-13358-2
To be an effective teacher, one must possess strong learning abilities. Developing lesson planning, pursuing learning objectives, and assessing post-lesson accomplishments all these depend on reflection and ongoing learning. As education is context-specific, the iterative process of preparing, reflecting, and improving is what makes teaching effective. The scarcity of long-term as well as intense professional development is a problem, and educational institutions have indicated that staff-led professional development has to be of a higher caliber. Considering the difficulties involved in conducting classroom observations, instructors barely get any constructive criticism—a critical component of improvement. The goal of this study is to provide teachers with thorough and insightful automated feedback, therefore eliminating a major barrier to their pedagogical efficacy. We propose an Artificially Intelligent Smart Teacher Feedback System (AISTFS) in this study. The proposed framework demonstrates competence in evaluating the delivery of pedagogy by providing teachers with performance ratings that are derived from detailed analysis. Notably, the proposed model shows an astounding 97% recall rate and a high precision score of 95%, indicating that the model is effective at picking up on variations in teaching. A comparison with state-of-the-art algorithms illustrates the prevalent performance of the proposed framework. Its remarkable real-time processing speed and detection accuracy mark it as a significant headway in the field of education technology.

Sallis, R., & Wales, P. (2025). **Research-informed fictional histories: Dramatizing the stories of marginalised women**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *59*(1), 60-81. Consulté à l'adresse https://mje.mcgill.ca/article/view/10206
This article documents the work of two Research-based Theatre practitioners. The two case studies featured were written in different cultures, for different purposes and audiences. However, both share some common elements. They feature marginalized

and largely forgotten women. One tells of the plight of foreign domestic helpers in Singapore and East Asia. The second case documents the achievements of women painters whose contribution to the Australian en plein air movement has been undervalued. In both instances we included in our playwriting what we have come to refer to as research-informed fiction. The subject matter, the intended audience, and the real-life women on whom the plays were based necessitated including fictional elements into our respective plays.

Salvatore, J., Medeiros, L., & Stannard, L. (2025). **Contextualizing If You Wanna Switch Seats, We Could**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *59*(1), 225-233. Consulté à l'adresse https://mje.mcgill.ca/article/view/10266
The Verbatim Performance Lab (VPL) at New York University's Steinhardt School conducted a Research-based Theatre investigation entitled If You Wanna Switch Seats, We Could. The project involved secondary school students from across the US performing a section of the September 2020 presidential debate between Donald Trump and Joe Biden. The aim was to explore how perceptions change when the debate is performed by young people. The project used the ethnodramatic form of verbatim performance, where actors portray someone word for word and gesture for gesture and often of a different identity. The project culminated in a virtual public sharing of the filmed investigations, and offered students an opportunity to gain a better understanding of their place in the political landscape.

Sanz-Angulo, P., Galindo-Melero, J., De-Diego-Poncela, S., & Martín, Ó. (2025). **Promoting soft skills in higher engineering education: Assessment of the impact of a teaching methodology based on flipped learning, cooperative work and gamification**. *Education and Information Technologies*, *30*(10), 13463-13506. https://doi.org/10.1007/s10639-025-13322-0
In the dynamic and complex environment of industrial engineering, soft skills have become fundamental elements to achieve professional success. This work analyzes (i) how industrial engineering students at the University of Valladolid in Spain perceive the effect of a teaching methodology (characterized by a sound and systematic integration of Information and Communication Technologies (ICT) in all phases of the teaching–learning process and based on the combination of Flipped Learning, cooperative work and gamification), on the development of their soft skills, and (ii) the relationship between this development of soft skills and academic performance. Voluntary surveys were applied to students of seven engineering degrees during four academic years. Data collected have been analyzed by means of graphical and statistical techniques to obtain a deep and rigorous understanding of the impact of teaching methodology. The results show a positive perception by students of the effect of teaching methodology. It is not only a motivating element that improves participation but, moreover, students perceive that it significantly contributes to the development and enhancement of skills such as communication, teamwork, problem solving, critical thinking and the effective use of ICT. In addition, the positive influence of these competencies on academic performance was evidenced. This work identifies several key aspects related to the results obtained: (i) the synergies achieved by combining Flipped Learning with cooperative work and gamification; (ii) the importance of face-to-face activities and encouraging students' active participation; (iii) the outstanding effect of the appropriate integration of ICT on the results; (iv) the adaptation of teaching to the needs of each group of students; and (v) the fundamental role of monitoring and continuous improvement of

methodology as pillars to guarantee its long-term effectiveness and to overcome any challenges that may arise.

Sattin-Bajaj, C., Romo-González, L., & Hong, D. D. D. (2025). **Building Classroom Relationships Through Photovoice: What Immigrant-Origin Students Want Their Teachers to Know and Understand about Them**. *The Elementary School Journal*, *125*(4), 675-700. https://doi.org/10.1086/735473
Demographic differences between the educator workforce and students demand new ways to increase teachers' understanding of their students and facilitate authentic connections. In this study, we investigate the potential of photovoice to strengthen relationships between teachers and immigrant-origin students. Twenty upper elementary grades students of immigrant backgrounds were tasked with taking 20 Polaroid photographs of their lives outside of school that they believed would help their teachers understand them better. Interviews showed that students captured aspects of themselves that they felt they had few opportunities to share in the classroom, and they had clear ideas about how teachers' actions and understanding could be improved by seeing their photographs. We argue that photovoice holds promise as a strategy to expand teachers' knowledge and understanding of their students, inform practice, and increase cultural relevance in the classroom.

Schimmelpfennig, F. (2025). **Effects of the teacher-student relationship on the learning and achievement motivation of high-tracking school students in adolescence**. *European Journal of Psychology of Education*, *40*(2), 52. https://doi.org/10.1007/s10212-025-00952-8
Studies have investigated the beginning of the decline in motivation during the transition of students to secondary school, with a low point in year 9. However, there are only a few studies that have researched the course of learning and achievement motivation separately for high-tracking school students, although—following the stage-environment fit theory—the specific learning environment is essential for the development of learning and achievement motivation. In addition, teacher-student relationships play a decisive role in the social and motivational development of students.

Séguillon, D., Brier, P., Meziani, M., & Mazereau, P. (2023). **Autonomie ou quête de monopole : le cas des enseignants en activité physique adaptée**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(4), 97-115. https://doi.org/10.3917/lsdle.564.0097

Sherma, A. B. (2025). **Teachers' Feedback and Students' Emotional Wellbeing in Writing Courses**. *Journal of English Learner Education*, *17*(1), 1-20. Consulté à l'adresse https://hal.science/hal-05138640
This article explores the emotional and academic impacts of feedback in undergraduate ESL/EFL writing classes, particularly in the transition to university-level academic writing. Drawing on recent scholarship and a mixed-methods study involving 63 undergraduate EFL students in Nepal, the study examines students' perceptions of instructor feedback, their emotional reactions, and the role of peer review as a scaffolded support. Findings reveal that vague, overly negative, or generalized instructor feedback often leads to confusion, reduced motivation, and emotional distress. In contrast, specific, personalized feedback and structured peer review are more effective in improving writing skills and supporting students' psychological well-being. The article argues that feedback should be viewed as a sensitive, student-centered process requiring careful attention to

learners' mental states, cultural backgrounds, and individual learning needs. Recommendations include adopting processoriented pedagogies, increasing opportunities for peer review, and offering feedback that is clear, specific, and emotionally considerate.

Shigematsu, T., Göksel, E., Piazzoli, E., Belliveau, G., & Naud, P. (2025). **Find a home, lose a home: A research-based theatre journey into Acadian heritage**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *59*(1), 178-194. Consulté à l'adresse https://mje.mcgill.ca/article/view/10301
"Meet me in France to help me encounter my Acadian ancestors." The Acadians were French settlers who established a unique culture in Atlantic Canada before being forcibly removed by the British in the 18th century. Taking up the invitation, five disparate artist/scholars gathered in France, but all their approaches would fit under the bigger tent of Research-based Theatre (RbT), an arts-based methodology in which embodied performances are created through the systematic research of real-life events and social issues. How does RbT serve to help us navigate the liminal space between research questions and the creation of theatre itself? If RbT is a term that encompasses a variety of approaches, how would grafting disparate artistic techniques transform our understandings of research?

Shin, H. G., & Kim, D. (2025). **Effects of the English language intervention as a foreign language for struggling elementary readers in South Korea: a meta-analysis**. *Asia Pacific Education Review*, *26*(2), 503-517. https://doi.org/10.1007/s12564-024-09999-6
This meta-analysis comprehensively examined the effects of English language interventions on struggling elementary school learners in South Korea learning English as a foreign language. A total of 22 studies of experimental and quasi-experimental studies were separately analyzed by the study design using a random-effects model, and the mean effect size was medium (g = 0.68, SE = 0.26, CI95 = 0.18, 1.18, p < 0.01) for the experimental studies while the mean effect size was large (g = 1.39, SE = 0.67, CI95 = 0.08, 2.69, p < 0.05) for the quasi-experimental studies. Due to the large homogeneity statistics, subgroup analyses were additionally conducted for possible moderator effects contributing to the mean. The subgroup analyses indicated large effects in the affective (e.g., student's motivation) and achievement (e.g., reading comprehension) type of outcome measures and effective intervention components (e.g., shared reading). Other effective contextual characteristics including the total session numbers, intervention frequency, and classroom type are also discussed along with the study limitations and future directions for the struggling readers learning English as a foreign language.

Solis, M., & McKenna, J. W. (2025). **Reading Instruction for Students with Autism Spectrum Disorder: Comparing Observations of Instruction to Student Reading Profiles**. *Journal of Behavioral Education*, *34*(2), 399-419. https://doi.org/10.1007/s10864-023-09532-6
Despite a marked increase in the volume of research investigating issues about reading interventions for students with ASD (e.g., Bailey and Arciuli, Rev J Autism Dev Disord 7(2):127–150, 2020; Chiang and Lin, Focus Autism Other Dev Disab 22(4):259–267, 2007), very few studies have examined the current reading practices experienced by children with ASD in the schools. This mixed-method study reports on the observed reading instruction and reading performance of students (N = 39) with autism spectrum disorder (ASD) in grades 4–8 (ages 9–14 years.) across two separate geographic regions of the USA. Data collection included systematic observations of tier 1 and tier 2/3 reading

instruction. Students were also assessed with standardized measures of word recognition, language, and reading comprehension. The purpose of this investigation was to contribute to the limited corpus of observation research on reading instruction for students with ASD within the context of describing student performance on battery of standardized measures. A total of 168 lesson sessions totaling 7497 min of observed class time were completed and the battery of measures were administered to students. Results of the observations indicated that 44–48% of instructional time across different tiers of instruction were dedicated to comprehension monitoring consisting of answering teacher directed questions. Minimal amounts of time were dedicated to word recognition instruction. According to findings from the assessment battery, approximately 46% of students had below average scores on word recognition and reading comprehension measures. Study findings suggest a mismatch between student needs and the manner in which they were addressed.

Song, R.-J., & Ju, M.-K. (2025). **The trajectory of teachers' multicultural transformation: an analysis of teachers' beliefs about mathematics as a school subject**. *Asia Pacific Education Review*, *26*(2), 473-492. https://doi.org/10.1007/s12564-024-09986-x
As schools have become ethnically, culturally, and linguistically diversified, multicultural mathematics education is emerging as the paradigm of school mathematics reform. When considering that an enacted curriculum is a set of beliefs put into action by a teacher, it is important to understand teachers' beliefs for the successful implementation of multicultural mathematics education. From this perspective, this research analyzed mathematics teachers' narratives to describe the multicultural transformation of their beliefs about mathematics as a school subject in the context of a multicultural mathematics teacher education course. The analysis shows that through the course participation, the teachers came to see mathematics as a cultural construct and challenged the Eurocentric perspective of mathematics. This change facilitated the teachers to seek ways to make school mathematics inclusive and equitable. The analysis also revealed the teachers' contradicting beliefs, which led them to engage in dialogues for collective reflection to nurture their narratives of multicultural mathematics education. The results of this research imply that a multicultural teacher education program should be extended into a community to support teachers' lifelong learning within a collaborative network of sharing and nurturing their narratives by integrating theory and practice about multicultural mathematics education.

Sorgente, A., Pietrabissa, G., Antonietti, A., Bonanomi, A., Castelnuovo, G., Lanz, M., … Traficante, D. (2025). **How to select candidates for an undergraduate degree in psychology? Combining high-school GPA and admission test score**. *Asia Pacific Education Review*, *26*(2), 459-471. https://doi.org/10.1007/s12564-024-09978-x
The current study investigated whether the grade point average (GPA) of high school courses and the score on the test for admission to a bachelor's degree in Psychology—assessing logical reasoning, reading comprehension, and general knowledge—can predict student academic success (AS) and to what extent. Archival data from 5147 candidates (82.4% female) collected over six years (2010–2016) were used. For 2559 of these, indicators of AS (graduation marks, average weighted marks, completion of the degree on time, and dropout) were also available. A series of hierarchical regressions were performed, in which the high school GPA was included as the first predictor, and the scores of the three sections of the admission test were included as the second set of predictors. Findings indicated high school GPA as the best predictor of AS. However,

admission test scores predicted a portion of AS that the high school GPA was not able to account for. This result indicates that the administration of the admission test, which evaluates logical reasoning, reading comprehension, and general knowledge, can add relevant information to the high school GPA, thus increasing the efficacy in the selection of candidates, who can have the best chance to earn a bachelor's degree in psychology.

Sperling, E., Inwood, H., Sims, L., & Elliott, P. (2025). **Exploring Ecojustice & Environmental Learning through Online Preservice Teacher Education**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 145-173. https://doi.org/10.53967/cje-rce.7233
As teacher education can help communities transition to sustainable, just ways of being, this study reports on the development of, and research on, a national E-course for preservice teachers focused on Environmental and Sustainability Education (ESE). This collaborative initiative brought together academics, community educators, and K-12 teachers to offer participatory, locally-relevant online ESE learning. By facilitating learning centred on concepts of indigenization, ecojustice, and place-based learning, the E-course aimed to ensure equitable access to ESE for preservice teachers across Canada. We ask, what are participants' experiences and the impact of their involvement in this E-course? Using a socio-critical lens, the authors draw on survey data to report on the outcomes of the E-course. We hope that it may serve as a new model for online ESE for preservice teacher education, and more broadly highlight the capacity for building understanding about ecojustice education and community connections through virtual learning spaces.

Teke, B., & Çalışıcı, H. (2025). **Using inquiry-based learning approach in the teaching process of divisibility rules**. *Asia Pacific Education Review*, *26*(2), 519-538. https://doi.org/10.1007/s12564-025-10036-3
The aim of this study is to reveal the impact of Inquiry-Based Learning (IBL) on students' ability to come up with the rules of divisibility themselves and on their academic achievement in the 8th grade Mathematics course as well as to obtain students' views on the learning and teaching process, through the use of a mixed-methods sequential explanatory design. The quantitative part of the study was composed of a one-group pre-test–post-test design, while the qualitative part involved a case study design. The sample group consisted of 20 students studying in the 8th grade of a secondary school in the 2020/21 academic year. At the end of the procedure, interviews were held with four students. The relevant data analysis indicated that the students' level of readiness regarding the divisibility rules was not at a sufficient level, and that the difference between the pre-test and post-test scores was statistically significant with a high positive effect size on the students' academic achievement. The results based on student views revealed that the rules forgotten due to memorization turned out to become permanent with the use of the IBL activities for learning the divisibility rules, that the students understood the subject matter better, that they came up with the divisibility rules themselves during the implementation of the activities, and that they enjoyed such a learning process.

Theis, É., De Clercq, M., Jacquemart, J., & Galand, B. (2025). **Vers un enseignement engageant : une analyse multi-niveaux des pratiques enseignantes dans le supérieur**. *Les*

Cahiers de Recherche du Girsef, (137), 29. Consulté à l'adresse https://ojs.uclouvain.be/index.php/cahiersgirsef/issue/view/8743
L'enseignement supérieur est aujourd'hui confronté à un désengagement croissant des étudiants envers leur formation, comme en témoigne la baisse importante de la fréquentation des cours. Plusieurs modèles soutiennent l'idée que les pratiques enseignantes en classe pourraient constituer un levier pour favoriser l'engagement des étudiants. Cependant, les études permettant de tester cette hypothèse sont très rares dans l'enseignement supérieur. Pour pallier cette limite, cette étude quantitative, menée auprès de 15 enseignants et 664 étudiants en Belgique francophone, a analysé le rôle de quatre catégories de pratiques enseignantes sur six aspects de l'engagement étudiant. Les analyses multi-niveaux montrent que la structuration des apprentissages est positivement associée à l'engagement émotionnel et cognitif des étudiants. L'activation cognitive jouerait un rôle dans l'engagement cognitif mais menacerait l'engagement émotionnel et comportemental. Le soutien socio-affectif serait lié à l'engagement émotionnel et cognitif. La gestion de classe soutiendrait principalement l'engagement comportemental. Les implications des résultats et leurs limites sont également discutées.

Tribet, H., Amathieu, J., Laurent, D., & Sébastien, C. (2025). **Scolarisation du yoga dans l'enseignement secondaire : étude des tensions vécues par les enseignants face aux prescriptions institutionnelles**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148n1
L'article traite des modalités singulières d'appropriation des prescriptions éducatives en matière d'enseignement dans le processus de scolarisation de nouvelles pratiques physiques comme le yoga en éducation physique et sportive (EPS). L'étude s'inscrit dans un programme de recherche mené en anthropologie culturaliste (Chaliès et Bertone, 2017 ; 2021), mobilisé pour comprendre les problématiques de transformation des pratiques des enseignants lorsqu'ils sont confrontés à de nouvelles prescriptions institutionnelles. Le recueil de données issus d'une étude de cas a été obtenu à partir « d'instruction au sosie » (Scheller, 2001) permettant d'accéder aux expériences considérées comme « marquantes » par des acteurs ayant introduit le yoga dans leurs enseignements. Les principaux résultats de l'article mettent en évidence les distensions existantes entre la « prescription » et « l'appropriation » dans le processus de scolarisation du yoga. Ce processus s'accompagne de tensions qui s'expriment à travers l'étanchéité de l'appropriation du yoga en EPS et par la création d'espaces intermédiaires de pratique ayant permis cette appropriation.

Waite, J. (2025). **Trauma-informed education for pupils with adverse childhood experiences and social, emotional and mental health needs: Special school headteachers' lessons learned from the coronavirus pandemic**. *British Journal of Special Education*, *52*(2), 137-146. https://doi.org/10.1111/1467-8578.70001
This doctoral study explored headteachers' lived experiences of leading trauma-informed education in their special schools for pupils with adverse childhood experiences (ACEs) and social, emotional and mental health (SEMH) needs throughout and since the coronavirus (Covid-19) pandemic. Five headteachers of SEMH special day schools in England participated in semi-structured interviews in late 2023. Transcripts were examined using interpretative phenomenological analysis. The interviews focused on participants' perspectives on their leadership during and since the pandemic, including in light of Government policy and guidance, and their perceived impacts on their schools, pupils and themselves. Key lessons include recommending that policymakers

seek to understand the sector better by consulting those with lived experience of leading, working at, and attending SEMH special schools. In doing so, this understanding should inform smarter policy that better supports pupils with ACEs and SEMH needs in future emergencies. The research also identifies the need to provide more effective support to headteachers during times of crisis.

Warburton, E. J., Caldarella, P., Wills, H. P., & Winters, R. (2025). **Improving Behavior in Middle School Classes with Hispanic and English Language Learners: A Study of Class-Wide Function-Related Intervention Teams**. *Journal of Behavioral Education*, *34*(2), 272-295. https://doi.org/10.1007/s10864-023-09538-0
English language learners (ELL) and Hispanic students are at an increased risk for academic difficulty. Effective classroom management strategies may help these students, but teachers often report lack of training in such strategies. Class-wide Function-related Intervention Teams in Middle School (CW-FIT MS) is a research-based intervention that has helped teachers increase students' on-task behavior using group contingencies, rewards, and praise. We investigated the efficacy of CW-FIT MS in classes with high proportions of Hispanic and ELL students using an ABAB single-subject withdrawal design with maintenance probes. One middle school English teacher and two of her classes (language arts and language development) participated. The teacher implemented the intervention with adequate fidelity in both classes. Students were significantly more on task during CW-FIT MS. Teachers and students found the intervention to be socially valid. Some students specifically noted that CW-FIT MS was helpful because it taught respect, which was a response unique to Hispanic students. CW-FIT MS appears to be an appropriate classroom management strategy for classes with ELL and Hispanic students and merits further research into the cultural relevance of the intervention.

Wei, W., Zhu, B., & Ding, N. (2025). **Research on evaluation index system of IT teachers' programming literacy in primary and secondary schools**. *Education and Information Technologies*, *30*(10), 13167-13190. https://doi.org/10.1007/s10639-024-13313-7
The promotion and implementation of programming education in primary and secondary schools in the intelligent era are associated with high-quality information technology (IT) teachers who possess programming literacy. IT teachers' programming literacy requires a scientific and reasonable index system for quantitative evaluation. On the basis of literature review, this paper adopts Delphi method and constructs an evaluation index system of IT teachers' programming literacy after three rounds of expert consultation, including 5 first-level indicators such as programming awareness, programming knowledge, programming ability, programming teaching and programming ethics, and 13 related second-level indicators. Then, to facilitate the quantitative evaluation of the programming literacy of information teachers, the weight of each index is determined by the analytic hierarchy process (AHP) method. Among them, the top 3 first-level indicators with the largest weights are programming awareness, programming knowledge and programming ability. The top 5 second-level indicators are training consciousness, professional consciousness, basic knowledge, thinking ability and teaching ability. Finally, through the empirical research of small-scale questionnaire survey, the index system can evaluate and compare the programming literacy of IT teachers, and it is effective and feasible.

Yeung, R. C. Y., Sun, D., & Yeung, C. H. (2025). **Integrating drone technology in STEM education: Curriculum, pedagogy and learning outcomes**. *Education and Information Technologies*, *30*(10), 14237-14272. https://doi.org/10.1007/s10639-025-13368-0
This study explores the integration of drone technology into STEM education through the development and evaluation of the Drone Technology Enabled STEM Curriculum (DTESC). Grounded in "dronagogy", a pedagogical framework that utilizes drones to enhance learning, DTESC effectively incorporates drone technology within science, mathematics, technology, and the humanities. The curriculum is structured to progress from multidisciplinary exploration to interdisciplinary integration, ultimately culminating in transdisciplinary applications. Sixteen Grade 9–10 students from a secondary school in Hong Kong participated in the study, engaging in activities such as designing drone-assisted water sampling systems and formulating entrepreneurial proposals for future applications. Employing mixed research methods, the study assessed the curriculum's impact across cognitive, psychomotor, and affective learning domains. Results indicated high levels of student engagement and satisfaction, alongside significant improvements in psychomotor and affective skills. However, enhancements in cognitive learning outcomes, particularly in mathematics and programming, are necessary. This research offers valuable insights into the implementation of dronagogy to foster cross-disciplinary STEM education.

Zeng, X., Pansu, P., & Cojean, S. (2025, août). ***Impact of Elaborated Feedback on Vocational Students' Learning in Digital Environments***. Consulté à l'adresse https://hal.science/hal-04966181
Previous research has highlighted the importance of elaborated feedback in enhancing learning by promoting cognitive and metacognitive strategies (Hattie & Timperley, 2007; Shute, 2008). However, the effects of different types of elaborated feedback on vocational school learners, who often exhibit lower levels of self-regulation and prior knowledge, remains unclear. This study, therefore, investigates the effects of two feedback mechanisms— Answer-Until-Correct (AUC) and Explanations—on vocational students' learning outcomes in a digital environment. We hypothesize that both AUC and explanations will be beneficial for these learners, with their combination providing the greatest enhancement in self-regulation, self-efficacy, and performance. Three hundred thirty-nine Indonesian vocational students took part in this study. They were randomly assigned to four feedback conditions based on a 2x2 design: 1) Control (no AUC, no Explanation), 2) AUC, 3) Explanations, and 4) AUC with Explanations. Self-regulation, self-efficacy, and performance were measured as dependent variables, while students' prior knowledge and perceived feedback usefulness were measured as control variables. The findings revealed that the interaction of AUC with explanations significantly improved self-regulation and self-efficacy, whereas AUC alone enhanced self-regulation and performance. Surprisingly, explanations alone negatively affected self-regulation for vocational school learners. These results suggest that interactive and iterative feedback mechanisms like AUC are more effective for vocational learners (Narciss, 2008; Attali & Powers, 2010), while explanations may be detrimental for some students who may not know how to use them.

Zouhair, M. (2024). ***L'influence des conseillères pédagogiques pour un contexte inclusif au secteur de la formation générale des adultes*** (Essai (document diplômant), Université du Québec à Montréal). Consulté à l'adresse https://archipel.uqam.ca/18361/

L'amélioration des compétences et la transmission du savoir sont encore des enjeux majeurs au sein du système d'éducation québécois dans les années 90. L'objectif de réussite scolaire pour le plus grand nombre d'élèves est au coeur de ce mouvement. Dans cet essai, nous nous intéresserons particulièrement au rôle des conseiller.ères pédagogiques (CP) en raison de leurs statuts d'ancien.ne enseignant.e et de personne de soutien auprès des acteurs/actrices du milieu scolaire. Il s'agira plus précisément des CP oeuvrant en formation générale des adultes (FGA) au Québec, un contexte encore peu étudié comparativement à celui de la formation générale des jeunes (FGJ). Cette recherche a pour objectif d'étudier les contributions des CP aux stratégies cohésives et inclusives dans le défi qu'implique la diversité. Plusieurs constats apparaissent à la suite de l'exposition de la problématique: il existe peu ou pas d'informations pour décrire l'ensemble des facettes de la diversité en milieu scolaire; l'expérience des enseignant.e.s peut s'avérer plus importante que les formations théoriques pour gérer la diversité dans leurs classes ; le soutien des CP devient important dans ce contexte, étant donné que ces dernier.e.s ont un statut mouvant dans le système et peuvent donc avoir affaire à plusieurs acteurs/actrices dans différents contextes ; les CP n'ont pas de formation comme telle, notamment sur le plan de la prise en compte de la diversité. Il s'agit d'ancien.ne.s enseignant.e.s d'expérience. C'est pour aller au-delà de ces constats que l'essai, de type élaboration d'un projet de recherche, va tenter de répondre à la question de recherche suivante: comment les CP peuvent contribuer à de meilleures stratégies cohésives et inclusives dans le défi qu'implique la diversité? L'objectif étant d'étudier les contributions des CP aux stratégies cohésives et inclusives dans le défi qu'implique la diversité au sein du secteur des adultes.

Relation formation-emploi

Graveleau, S. (2025, juillet 1). **Les séjours étudiants à l'étranger, des accélérateurs de carrière, en particulier celle des cadres**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/07/01/les-sejours-etudiants-a-l-etranger-des-accelerateurs-de-carriere-en-particulier-celle-des-cadres_6617214_4401467.html
Dans sept professions de cadres sur dix, les séjours à l'étranger réalisés durant les études ont eu un impact sur le recrutement ou le salaire des diplômés, selon une récente enquête du Centre d'études et de recherches sur les qualifications.

Guo, Y., Tang, Y., Bai, Y., & Liu, C. (2025). **Long-term benefits of early childhood education on off-farm employment: evidence from rural China**. *Asia Pacific Education Review*, 26(2), 359-381. https://doi.org/10.1007/s12564-024-09950-9
This paper examines the long-term benefits of early childhood education (ECE) on off-farm employment of rural labors in China. Using panel data from the China Rural Development Survey, a nationally representative survey of 2000 rural households at 100 villages in 5 provinces, we employed two identification strategies (i.e., the FFE model and IV model) to overcome the endogeneity of ECE experience. Results show that individuals with any ECE (preschool) experience is 6–7 (7–8) percentage points more likely to engage in off-farm work at the first job than those without, while the impacts of kindergarten are insignificant. Conditional on being employed off-farm at the first jobs, ECE (including any ECE and preschool) has positive impacts on the probabilities of both being full-time off-farm employed and being employed outside of their home cities, but not on the probability of being self-employed. One possible mechanism underlying these research findings is that ECE significantly improves one's educational attainment. We also find that

most of these effects are more prominent for disadvantaged groups (females or individuals with less-educated parents).

Patrinos, H., & Psacharopoulos, G. (2025). ***The Effect of Raising School Quality on Earnings*** (Working paper N° 17939). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://EconPapers.repec.org/RePEc:iza:izadps:dp17939
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.

Zannad, H., & Baïada-Hirèche, L. (2025, juin 30). **Sans diplôme, quelle carrière en entreprise ?** Consulté 8 juillet 2025, à l'adresse The Conversation website: http://theconversation.com/sans-diplome-quelle-carriere-en-entreprise-258854
Pour contourner la tyrannie du diplôme en France, une étude montre la possibilité de contourner l'absence de réseaux ou de titres académiques en misant sur son capital psychologique.

Réussite scolaire

Andreu, S., Bernigole, V., Biarrotte-Sorin, A., Bret, A., Cannes, F.-X., Cheung Kivan Yeun, L., … Sathicq, V. (2025). ***Évaluations nationales et tests de positionnement 2024 : rapport sur les établissements agricoles*** (Document de travail N° 2025-E05; p. 68). Consulté à l'adresse DEPP website: https://www.education.gouv.fr/evaluations-nationales-et-tests-de-positionnement-2024-rapport-sur-les-etablissements-agricoles-450765
En plus des tests de positionnement passés par les élèves de seconde générale et technologique et les élèves de seconde professionnelle, les élèves relevant du Ministère de l'Agriculture ont passé à la rentrée 2024 des évaluations en quatrième et en première année de CAP en deux ans.

Andreu, S., Biarrotte-Sorin, A., Bret, A., Cannes, F.-X., de Monestrol, H., Garnero, M., … Rue, G. (2025). ***Évaluations de début de troisième 2024 - Premiers résultats*** (p. 46). Consulté à l'adresse DEPP website: https://www.education.gouv.fr/evaluations-de-debut-de-troisieme-2024-premiers-resultats-450811
Ce document présente les premiers résultats de l'évaluation de début de troisième qui s'est tenue à la rentrée scolaire 2024. Il décrit la démarche mise en œuvre ainsi que la méthodologie retenue pour concevoir les outils d'évaluation et définir les seuils de réussite pour chaque domaine.

Andreu, S., Biarrotte-Sorin, A., Bret, A., Cannes, F.-X., de Monestrol, H., Garnero, M., … Schmitt, P. (2025). ***Évaluations de début de cinquième 2024 - Premiers résultats*** (p. 45). Consulté à l'adresse DEPP website: https://www.education.gouv.fr/evaluations-de-debut-de-cinquieme-2024-premiers-resultats-450810
Ce document présente les premiers résultats de l'évaluation de début de cinquième qui s'est tenue à la rentrée scolaire 2024. Il décrit la démarche mise en œuvre ainsi que la

méthodologie retenue pour concevoir les outils d'évaluation et définir les seuils de réussite pour chaque domaine.

Burns, M. K. (2025). **Examining the Learning Hierarchy with Accuracy and Rate Scores for Reading Fluency Among Second- and Third-Grade Students**. *Journal of Behavioral Education*, *34*(2), 420-432. https://doi.org/10.1007/s10864-023-09536-2
Previous research used the learning hierarchy (LH) as a heuristic to select reading interventions based on the level of accuracy defined as the percentage of words read correctly. The current study examined the validity of the LH by reporting the prevalence of reading profiles proposed by the framework: Acquisition phase—inaccurate and slow, Proficiency phase—accurate and slow, and Generalization phase—accurate and fast to determine the extent to which the data could be used to drive reading interventions. The design also included a hypothetical phase of inaccurate and fast, which was not included in the LH. Reading fluency data from 223 second- and third-grade students were compared to accuracy (93%) and rate (national grade-level norms) criteria. When data were classified into the LH phases described above, 44.4% (n = 99) of the students were in the Acquisition phase, 23.8% (n = 53) were in the Proficiency phase, and 31.4% (n = 70) were in the Generalization phase. Less than 1% (n = 1) was in the hypothetical phase of inaccurate and fast, and the rarity of this occurrence was predicted by the LH. These data support the LH as a conceptual framework to drive diagnostic assessment, and the importance of examining accuracy data when designing reading fluency interventions.

Cerisier, J.-F. (2025). **Pratiques numériques informelles juvéniles et réussite scolaire en France**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wc
Si le rôle de l'École et des familles est central dans l'éducation, les apprentissages des jeunes s'enrichissent d'expériences numériques informelles effectuées dans les domaines variés : cognitif, social, culturel ou citoyen. Ces apprentissages expérientiels, volontairement invisibilisés par les élèves, sont ignorés par l'École, alors même qu'ils concourent à la réussite scolaire et sont porteurs d'iniquité sociale. Leur importance était déjà décrite à l'arrivée de la télévision mais ils prennent des formes nouvelles avec les ressources et services numériques intensément utilisés par les jeunes. L'École se doit désormais de valorisent les apprentissages numériques informels et de lutter contre les inégalités sociales numériques.

Cheesman, R., Borgen, N. T., Sandsør, A. M. J., Hufe, P., & Sandsør, A. M. J. (2025). ***The Genetic Lottery Goes to School: Better Schools Compensate for the Effects of Students' Genetic Differences*** (Working paper N° 11883). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_11883
In this paper, 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.

Dimiski, A. (2025). **Decomposing educational inequality in achievement test scores using ANOGI methodology**. *Educational Research for Policy and Practice*, *24*(2), 235-295. https://doi.org/10.1007/s10671-024-09383-6
This paper addresses the influence of ethnic and gender disparities on educational outcomes and recognizes the significance of maternal education in shaping students' academic achievements. The study aims to evaluate the efficacy of policies aimed at integrating maternal involvement in education among 15-year-old students from OECD countries. Specifically, it investigates whether students' mean performance is more aligned with their peers or their mothers. Employing the ANOGI methodology, which employs Gini coefficient decomposition, the research compares two classifications: One centered on students' test scores alone and another on students with mothers having high school education. The findings reveal that the latter classification shows greater stratification, particularly in countries with performance below the OECD mean. Furthermore, inequality trends across reading, mathematics and literacy vary based on gender and nationality. In conclusion, the study highlights the significance of tailored support, gender-specific interventions, promoting maternal education, teacher development and sustained research in enhancing student achievement.

Ding, G., Li, M., Li, S., & Wu, H. (2025). **Exploring the impact of feedback timing on student performance in online testing**. *Asia Pacific Education Review*, *26*(2), 303-315. https://doi.org/10.1007/s12564-024-10024-z
This study investigated the optimal feedback intervals for tasks of varying difficulty levels in online testing and whether task difficulty moderates the effect of feedback intervals on student performance. A pre-experimental study with 36 students was conducted to determine the delayed time for providing feedback based on student behavioral data. A formal experiment with 80 students was then conducted to explore the joint effects of feedback interventions and task difficulty on student performance improvement. The findings revealed that feedback conditions had no significant impact on student learning gains in easy or difficult tasks. However, for medium difficulty tasks, feedback delays of 23 and 30 s led to greater academic improvement compared to immediate feedback, while feedback with a 35-s delay resulted in worse performance. Overall, the study highlights the importance of considering task difficulty when determining optimal feedback intervals and suggests that well-timed feedback can significantly enhance student learning, especially for tasks of moderate complexity. This challenges the common practice of providing immediate feedback, which may not always be optimal. Moreover, the findings of this study provide valuable insights for educators and instructional designers when designing online assessments and feedback mechanisms.

Emam, M. M., & Omara, E. M. N. (2025). **Decolonising literacy assessments in Oman: Curriculum-based measurements and power dynamics**. *British Journal of Special Education*, *52*(2), 272-277. https://doi.org/10.1111/1467-8578.70029

This study examines the impact of curriculum-based measurements (CBMs) on literacy assessment in Omani schools, with a focus on how these tools affect Emergent and Proficient Readers. Grounded in the concepts of graphocentrism and ableism, the research highlights the systemic biases embedded within standard literacy practices that favour written language and normative learning trajectories. Through the analysis of literacy outcomes among Grade 1 students aged between six and seven years, the study reveals significant performance disparities, indicating that current assessment practices disproportionately benefit Proficient Readers while marginalising those with diverse learning needs. The findings underscore the need for a decolonising approach to literacy that incorporates multi-literacies and culturally relevant pedagogies, advocating for educational reforms that recognise and value the diverse linguistic and cultural backgrounds of students. By shifting toward more inclusive assessment methods, Oman can better address educational inequities and foster an environment where all students have the opportunity to succeed. This research contributes to the global discourse on educational equity, suggesting that literacy assessments be restructured to ensure inclusivity and fairness in the evaluation of student competencies.

Faundez, L., & Kaestner, R. (2025). **Wealth at birth and its effect on child academic achievement and behavioral problems**. *The Journal of Economic Inequality*, *23*(2), 397-431. https://doi.org/10.1007/s10888-024-09640-x
In this article, we examine the association between family wealth and academic achievement and socioemotional behaviors of children ages 5 to 12. We examine whether wealth prior to birth and at ages 4 or 5 affects academic test scores and behavioral problems during two periods of childhood, ages 5 to 8 and ages 9 to 12, for a large and relatively recent cohort of children. We also examine associations between different forms of wealth (e.g., home equity) and child achievement and behaviors. Finally, we assess whether wealth prior to birth mediates racial/ethnic disparities in child achievement and disparities in achievement by maternal education/ability (AFQT). Results of our analysis indicate that wealth, particularly financial wealth that is the most liquid, has a modest positive association with achievement test scores. We also find that wealth is associated with fewer behavioral problems, but these results are less robust.

Garner, P. (2025). **Curriculum in alternative provision: Conversations with senior leaders**. *British Journal of Special Education*, *52*(2), 228-233. https://doi.org/10.1111/1467-8578.70016
Over the last four to five years, I've increasingly been reflecting on the role of what were formerly referred to as offsite or pupil referral units. These are now subsumed within a more generic grouping known as alternative provision. My interest has been triggered by the recent publication of 'Alternative provision in local areas in England: a thematic review', which, among other things, 'sets out good practice and highlights particular areas requiring further attention'. This was sufficient stimulus for me to continue my conversations with a small group of school leaders, working in both specialist and mainstream settings, regarding their views on what might best represent effective provision for learners at risk of disengaging from formal education or who have already been excluded from the system.

González-Regalado, C. (2025). ***Teacher quality, family background and student performance in Ecuador***. Consulté à l'adresse https://hal.science/hal-05130196

This study investigates the influence of teacher quality and parental education on student performance in standardized tests across four subjects: math, natural science, social science, and language. Using student data from Ecuadorian students between 2015 and 2016, the analysis explores the differential impacts of socioeconomic factors and teaching resources. Findings highlight significant variances in the effects of teacher quality and parental education across subjects, with teacher quality positively influencing outcomes regardless of socioeconomic disparities. Additionally, cognitive skills and access to educational resources show varying levels of importance. The results emphasize the need for policies addressing teacher training and resource allocation.

Guenais, M. (2025). ***Évaluations nationales au CP en mathématiques en France : biais et impacts sur le traitement des données issues du dispositif Évalaide***. Consulté à l'adresse https://shs.hal.science/halshs-05141109
Des résultats récents issus des évaluations nationales de CP et CE1 en France font état de différences de réussite genrées en mathématiques dès la mi-CP (Martinot et al., 2021), semblant montrer des ancrages précoces des stéréotypes, jamais encore observés en France. Nous montrons, à partir d'observations en classe de CP, que ces différences pourraient être dues à des biais liés aux conditions de passation des tests cadrés par le dispositif ÉvalAide, dont les buts mal définis interrogent la pertinence des données produites et de leur exploitation.

Guo, D., Wright, K. L., Josbacher, L., & Son, E. H. (2025). **The Frequency, Type, and Function of Visual Displays in Upper Elementary Standardized Science Tests**. *The Elementary School Journal*, *125*(4), 576-600. https://doi.org/10.1086/735451
Limited research has explored the use of visual displays (ViDis) in science tests, making it challenging to know how these tests align with classroom instruction and what skills students need to be successful on these tests. Therefore, the current study aims to describe the use of ViDis in upper elementary grade standardized science tests. We quantified the frequency, types, and functions of ViDis in science tests in 23 states and Washington, DC. Findings show that in the 741 test items examined, 74.5% included ViDis. Tables, diagrams, and images are the most common ViDis. Importantly, 42.1% of the ViDis in the test questions and 59.3% of the ViDis in the test answers provide essential information for correctly answering the questions. We provide implications for teachers and researchers.

Hansen, B. A., Phipps, L. E., Andersen, A. S., Schissel, M. E., & Shillingsburg, M. A. (2025). **A Feasibility Study of Headsprout Reading Program in Children with Autism Spectrum Disorder and Reading Delay**. *Journal of Behavioral Education*, *34*(2), 454-477. https://doi.org/10.1007/s10864-023-09529-1
Headsprout is a commercially available, computer-based reading intervention that has been shown to be effective with children without disabilities and with children with ASD. Although recent studies that conducted a randomized clinical trial have demonstrated efficacy, they did not report specifically on feasibility. The current RCT evaluated the feasibility and preliminary efficacy of Headsprout in a sample of 16 children with ASD and reading delays (age 7. 0 to 10. 9 years). Due to the COVID-19 pandemic, some participants received in-person Headsprout intervention and other participants received telehealth Headsprout intervention. Therefore, the current study will report feasibility outcomes of conducting a RCT for both modalities. Feasibility benchmarks included accrual, attrition, attendance, data collection, treatment fidelity, and caregiver

satisfaction. Despite the global pandemic, all feasibility benchmarks in the current study were successfully met and caregiver satisfaction with the intervention was high. We found positive feasibility outcomes for both in-person and telehealth-delivered Headsprout instruction. The results of the current study in combination with previous studies lend support for future large-scale studies that can aide in accomplishing community dissemination.

Letouzey Pasquier, J., Blondin, S., & Wuichet, C. (2025). **Démarrage d'une communauté discursive de pratique entre enseignant·e·s et chercheur·se·s portant sur la pratique du terrain au cycle 1 : vers une pensée géographique expérientielle et émancipatrice**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mx
Si la méthodologie empirique de terrain a été largement utilisée, débattue et défendue dans l'histoire de la géographie, elle ne semble pas toujours aller de soi en géographie scolaire et surtout dans les premières classes de l'école obligatoire (à partir de 4 ans). Partant du constat que les avantages et enjeux du travail de terrain pour de jeunes élèves n'ont été que très peu discutés en didactique de la géographie francophone, cet article propose une discussion théorique sur la place du terrain en géographie scolaire et discute la mise en œuvre d'une « communauté discursive de pratique » (CDP) impliquant chercheuses et enseignantes autour de cette question. Après avoir évoqué les intérêts et objectifs de notre CDP, nous soulignons l'importance d'un apprentissage incarné, expérientiel et situé au cycle 1 dans la perspective d'une éducation en Anthropocène soucieuse d'intégrer la pluralité des savoirs et leur caractère situé, et leurs rôles pour répondre à des questions sociétales contemporaines (Barthes et Lange 2022). En nous appuyant sur nos expériences empiriques et sur la littérature dans ce domaine, nous défendons l'idée que le travail de terrain est un moyen d'entrer dans un mode de pensée géographique et réflexif, dès les premières années d'école. L'article se termine par une présentation de résultats de notre CDP, qui met en lumière la pertinence des activités en extérieur déjà mises en place par les enseignantes impliquées et la façon dont la CDP comme dispositif professionnalisant peut enrichir et influer sur leur activité professionnelle.

Mannion, A., Coyne, R., Ferrari, C., Neşeli, M., McGee, C., Mollaoglu, S., & Leader, G. (2025). **Personalized System of Instruction in Higher Education: A Systematic Review**. *Journal of Behavioral Education*, *34*(2), 330-370. https://doi.org/10.1007/s10864-023-09530-8
Personalized System of Instruction (PSI), also known as the Keller method, is a specific instructional design. There has been limited research focused on how this method has been used in teaching in higher education. The aim of this systematic review is to focus on how PSI has been applied to teaching in higher education in the last 20 years. Searches were conducted on the following databases: Educational Resources Information Center (ERIC), Psychology and Behavioral Sciences Collection (EBSCO), PsycINFO, Scopus and Web of Science. Hand searches were also conducted on a number of journals. Inclusion criteria were that articles (a) included the use of the PSI and (b) included university students as participants. It was found that 27 studies met the inclusion criteria. Studies were divided into themes. Results were discussed in terms of how PSI can be used in teaching and learning, similarities between PSI and other approaches, and the ways PSI could be incorporated with other teaching approaches. Finally, future directions were given for the use of PSI in the area of teaching and learning in higher education.

Mansouri, Z., & Bennaghmouch, N. (2024). ***Les défis de la déperdition étudiante dans les universités marocaines***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/les-defis-de-la-deperdition-etudiante-dans-les-universites-marocaines/77688
Découvrez l'ouvrage Les défis de la déperdition étudiante dans les universités marocaines - Zoulal Mansouri, Nabila Bennaghmouch aux Editions L'Harmattan

N'guia, G. (2025). **Diplôme national du brevet (DNB) 2025 – Session de juin**. *Note d'Information*, (25.46), 1-2. Consulté à l'adresse https://www.education.gouv.fr/diplome-national-du-brevet-dnb-2025-session-de-juin-450828
Lors de la session de juin 2025, 847 600 candidats se sont présentés au DNB (840 000 en 2024) : 760 200 en série générale (756 200 en 2024) et 87 500 en série professionnelle (83 800 en 2024). Le taux de réussite est de 85,5 % (724 700 admis), en diminution de 0,2 point par rapport à la session précédente.

Özbek, G., & Dağyar, M. (2025). **A longitudinal investigation of gifted students' creative project production and management for real-life problem solving**. *Asia Pacific Education Review*, *26*(2), 411-427. https://doi.org/10.1007/s12564-024-09970-5
The aim of this study is to investigate the production and dissemination of mathematical modeling-based projects by gifted students, intended to solve real-life problems, over the four-year Project Production and Management Program (PPMP). The longitudinal research methodology was utilized to examine the project production process among participants enrolled in the mathematical modeling-based PPMP at Science and Art Centers. Throughout the four-year period, while participants engaged in producing mathematical modeling-based projects within the PPMP, data were systematically collected on an annual basis from various sources. These included personal information forms, project logs, project forms, as well as observation and evaluation forms pertinent to the project production and management program, complemented by project follow-up forms.The study's findings indicated that, over the four-year PPMP, gifted students demonstrated significant improvements in project production and management. These enhancements were observed across various dimensions, including progress, real-life applicability, project value, planning, originality, final product quality, and dissemination efforts. The findings of this study offer practical guidelines for assisting gifted students in leveraging their talents and potential to create original products and solutions.

Shin, H. G., & Kim, D. (2025). **Effects of the English language intervention as a foreign language for struggling elementary readers in South Korea: a meta-analysis**. *Asia Pacific Education Review*, *26*(2), 503-517. https://doi.org/10.1007/s12564-024-09999-6
This meta-analysis comprehensively examined the effects of English language interventions on struggling elementary school learners in South Korea learning English as a foreign language. A total of 22 studies of experimental and quasi-experimental studies were separately analyzed by the study design using a random-effects model, and the mean effect size was medium ($g = 0.68$, $SE = 0.26$, $CI95 = 0.18$, 1.18, $p < 0.01$) for the experimental studies while the mean effect size was large ($g = 1.39$, $SE = 0.67$, $CI95 = 0.08$, 2.69, $p < 0.05$) for the quasi-experimental studies. Due to the large homogeneity statistics, subgroup analyses were additionally conducted for possible moderator effects contributing to the mean. The subgroup analyses indicated large effects in the affective (e.g., student's motivation) and achievement (e.g., reading comprehension) type of

outcome measures and effective intervention components (e.g., shared reading). Other effective contextual characteristics including the total session numbers, intervention frequency, and classroom type are also discussed along with the study limitations and future directions for the struggling readers learning English as a foreign language.

Solis, M., & McKenna, J. W. (2025). **Reading Instruction for Students with Autism Spectrum Disorder: Comparing Observations of Instruction to Student Reading Profiles**. *Journal of Behavioral Education*, *34*(2), 399-419. https://doi.org/10.1007/s10864-023-09532-6
Despite a marked increase in the volume of research investigating issues about reading interventions for students with ASD (e.g., Bailey and Arciuli, Rev J Autism Dev Disord 7(2):127–150, 2020; Chiang and Lin, Focus Autism Other Dev Disab 22(4):259–267, 2007), very few studies have examined the current reading practices experienced by children with ASD in the schools. This mixed-method study reports on the observed reading instruction and reading performance of students (N = 39) with autism spectrum disorder (ASD) in grades 4–8 (ages 9–14 years.) across two separate geographic regions of the USA. Data collection included systematic observations of tier 1 and tier 2/3 reading instruction. Students were also assessed with standardized measures of word recognition, language, and reading comprehension. The purpose of this investigation was to contribute to the limited corpus of observation research on reading instruction for students with ASD within the context of describing student performance on battery of standardized measures. A total of 168 lesson sessions totaling 7497 min of observed class time were completed and the battery of measures were administered to students. Results of the observations indicated that 44–48% of instructional time across different tiers of instruction were dedicated to comprehension monitoring consisting of answering teacher directed questions. Minimal amounts of time were dedicated to word recognition instruction. According to findings from the assessment battery, approximately 46% of students had below average scores on word recognition and reading comprehension measures. Study findings suggest a mismatch between student needs and the manner in which they were addressed.

Tallec, C. (2025). **Le projet d'établissement : une stratégie collective en faveur de la réussite des élèves, de l'établissement et des missions de l'école**. *Administration & Éducation*, *185*(1), 67-73. https://doi.org/10.3917/admed.185.0067

Thomas, F. (2025). **Le baccalauréat 2025 - Session de juin**. *Note d'Information*, (25.45), 1-2. Consulté à l'adresse https://www.education.gouv.fr/le-baccalaureat-2025-session-de-juin-450806
À la session du baccalauréat de juin 2025, le taux de réussite global s'élève à 91,8 % en France. Il est en hausse de 0,4 point par rapport à celui de juin 2024.

Thomas, M. (2025). **Is it time to ditch the notion of 'core subjects'?** *British Journal of Special Education*, *52*(2), 265-271. https://doi.org/10.1111/1467-8578.70023
Wales is in the middle of a fundamental reform of its curriculum and consequent assessment design. There is a welcome broadening of the range of subjects offered at levels 1 and 2, yet the notion that some subjects are more important than others persists. Furthermore, the 'core' subjects of language, mathematics and science are seeing the biggest changes: English language and literature will be merged; Welsh language and literature will be merged; physics, chemistry and biology will be merged; and separate mathematics qualifications (mathematics and numeracy) will be combined. The tension

between the demands of industry on the one hand and the needs of learners on the other often means that schools are caught in the middle, trying to do the best for their individual learners while being held accountable for attainment data decided by Government. Yet in a system created for externally decided grade boundaries and standardised scores in which a certain proportion of 'failure' is 'baked in' by the statistics, how can we ensure the flourishing of all our children, even those who fall below one standard deviation from the mean? How much of an influence can the idea be that the inherent benefit to an individual is sufficient justification for an education without the need to pander to the requirements of a capitalist influence on policymakers? Furthermore, can GCSE English (or Welsh) be used as a reliable proxy for literacy? This article imagines the outcomes for learners, schools and employment if the power of the notion of core subjects were drained from metrics such as Attainment 8/Capped 9 and any best grades were counted instead.

Wilson, C. S., Skinner, C. H., Price, C., Wilhoit, B., & Coleman, M.-B. (2025). **The Effects of a Computer-Based Phrase Reading Intervention on Isolated Word Reading in Post-secondary Students with Disabilities**. *Journal of Behavioral Education*, *34*(2), 433-453. https://doi.org/10.1007/s10864-023-09533-5
The effects of a computer-based reading intervention on whole word reading in three post-secondary students with intellectual and/or developmental disability were evaluated using a multiple baseline across tasks (i.e., word sets) design. Words were selected from each student's elective undergraduate social science course materials. During this stimulus–response–stimulus–response intervention, the computer presented target words embedded within short phrases and the student had 3 s to read the phrase before a recording of the phrase was played. The student then repeated the phrase, and the computer screen provided a new word phrase and the next trial began. During assessment, students read target words in isolation. These words had to be read correctly within 3 s across two consecutive assessments to be considered acquired. Visual analysis of the repeated measures graphs suggests nine demonstrations of a treatment effect and provides evidence of experimental control across all three students. The current results showed that learning to read content-specific words when they were embedded in phrases resulted in generalization (i.e., allowed students to read the words in isolation). Discussion focuses on implications, limitations, and future research.

Yang, Z., & Yu, C. (2025). **Is the use of multiple-choice items and a holistically-scored paragraph translation task fair? Examining a large-scale translation subtest**. *Asia Pacific Education Review*, *26*(2), 493-502. https://doi.org/10.1007/s12564-024-09993-y
This study investigated the test fairness of the translation section of a large-scale English test in China by examining its Differential Test Functioning (DTF) and Differential Item Functioning (DIF) across gender and major. Regarding DTF, the entire translation section exhibits partial strong measurement invariance across female and male test takers, while exhibiting full measurement invariance across test takers in (1) arts & humanities and social sciences (A&HSS) and (2) science, technology, engineering or mathematics (STEM) majors. No major-based DIF was detected in this study. Objective test items tend to favor male test takers, while direct translation test task was more favorable to females. Combining the DIF and DTF results, there may be a cancelation effect in our case. However, the effect size of DIF is either negligible or slight to moderate, indicating minimal impact on the overall fairness of the translation test task. This study further discusses the

necessity of exploring the source of DIF and the importance of combining DIF and DTF for test fairness research.

Zhang, Z., Yu, Q., Chen, Y., Zou, L., Ludyga, S., Mavilidi, M., … Paas, F. (2025). **A Dual-Process Framework for Understanding How Physical Activity Enhances Academic Performance Through Domain-General and Domain-Specific Executive Functions**. *Educational Psychology Review*, *37*(3), 68. https://doi.org/10.1007/s10648-025-10049-9
Physical activity (PA) is well-documented to benefit students' executive function (EF) and academic performance. However, prevailing research has predominantly focused on domain-general EF (across academic domains) while overlooking domain-specific EF (within specific subjects). To address this gap, this opinion article proposes an integrative framework uniting domain-general and domain-specific EF to illuminate the cognitive mechanisms linking PA with academic achievement. Drawing on hierarchical and parallel models of EF interaction, this synthesis highlights how PA interventions can simultaneously strengthen broad self-regulatory skills and specialized cognitive processes to offer a complementary pathway to academic success. The opinion article also synthesizes emerging evidence that PA interventions enhance both broad EF capacities and targeted domain-specific skills (e.g., math-related working memory), offering dual pathways to improved academic outcomes. Accordingly, we propose a research agenda integrating psychometrically validated behavioral and neuroimaging assessments to capture domain-general and domain-specific EF, alongside multidimensional mediation and moderation models to clarify contextual influences (e.g., age, and socioeconomic status). Longitudinal PA interventions targeting both EF types are recommended to optimize cognitive and academic outcomes to inform evidence-based educational strategies.

Valeurs

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

Berson, I. R., Berson, M. J., & Luo, W. (2025). **Innovating responsibly: ethical considerations for AI in early childhood education**. *AI, Brain and Child*, *1*(1), 2. https://doi.org/10.1007/s44436-025-00003-5
The rapid integration of artificial intelligence (AI) into early childhood education (ECE) presents transformative possibilities but raises urgent ethical challenges that demand immediate attention. This scoping review examines 42 studies to explore key ethical concerns in four interconnected areas: data privacy, impacts on child development, algorithmic bias, and regulatory frameworks. Findings reveal significant gaps in safeguarding children's sensitive data, with inadequate protections against breaches, profiling, and misuse. Emotional AI tools, such as social robots and emotion-recognition technologies, offer novel learning opportunities but risk undermining relational learning and fostering overreliance, manipulation, or loss of autonomy. The lack of developmentally appropriate design in AI systems further exacerbates these risks, failing to align technological solutions with the unique needs of young learners. Algorithmic bias, driven by non-representative datasets, perpetuates systemic inequities, disproportionately affecting marginalized communities and eroding fairness. Regulatory frameworks are fragmented and inconsistent, often lacking provisions tailored to the

vulnerabilities of children or mechanisms for global enforcement. To address these challenges, this study highlights the urgency of establishing global frameworks that prioritize transparency, data minimization, and cultural inclusivity. Engaging educators, parents, and children in participatory governance is essential to align AI design with developmental needs and uphold children's rights. These findings underscore the need for immediate and sustained efforts to ensure that AI systems in ECE foster equitable and ethical learning environments, safeguarding the well-being of young learners while advancing innovation responsibly.

Cadei, L. (2025). **Le Service-Learning en Italie ou apprendre en s'engageant au service de son environnement**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wd
En Italie, le Service-Learning intègre l'engagement communautaire à l'apprentissage, favorisant le développement de compétences sociales, citoyennes et disciplinaires. Cette approche permet aux élèves et étudiants de répondre aux besoins réels de leurs environnements, tout en appliquant leurs connaissances théoriques. Service-Learning promeut une réflexion critique, une participation active et un engagement solidaire, transformant les élèves et étudiants en citoyens responsables et conscients des enjeux sociaux. Loin d'une simple activité bénévole, le Service-Learning crée des ponts entre la classe et l'environnement, tout en développant des compétences essentielles pour un avenir durable.

Cheutin, B., Mesloub, S.-A., & Castaing, C. (2025). **Les simulations de conférences des Nations unies sur les changements climatiques : une expérience pédagogique originale en France**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146w1
Depuis 2023, l'Agence française de développement (AFD) et le ministère de l'éducation nationale se sont associés avec l'ONG Office for Climate Education pour développer des simulations de conférences des Nations unies sur les changements climatiques (COP). Les élèves sont invités à incarner différents acteurs de ces négociations : États, ONG, entreprises privées, journalistes. Ce dispositif éducatif et pédagogique innovant propose une expérience originale, à la confluence de plusieurs enjeux éducatifs majeurs : notamment l'ouverture à la complexité des thématiques du développement durable, l'esprit critique et le rapport à l'information. En octobre 2024, 75 lycéens venus de France et de plusieurs pays ont ainsi participé à une grande simulation de COP climat.

Collinson, C., Emam, M. M., & Packer, R. (2025). **British Journal of special education special issue: Literacy and power**. *British Journal of Special Education*, *52*(2), 242-243. https://doi.org/10.1111/1467-8578.70034

Coutant, M. (2025, juillet 7). **L'école face aux fake news : apprendre à décrypter les discours pour former des citoyens avertis**. Consulté 8 juillet 2025, à l'adresse The Conversation website: http://theconversation.com/lecole-face-aux-fake-news-apprendre-a-decrypter-les-discours-pour-former-des-citoyens-avertis-258036
Dans un monde où les discours circulent de plus en plus vite, il importe plus que jamais d'apprendre aux élèves à décrypter les textes qu'ils reçoivent.

Alpe, Y., Barthes, A., & Bonnet, S. (2025). ***Crise des savoirs scolaires et réponses aux défis globaux***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/crise-des-savoirs-scolaires-et-reponses-aux-defis-globaux/79074
Cet ouvrage examine en profondeur l'actuelle crise des savoirs scolaires à l'ère des défis globaux (environnement, sécurité, interculturalité, inégalités, énergies, laïcité, fake news, etc.). D'une part, ces savoirs manquent de légitimité scientifique en l'absence de cursus universitaire capable de prendre en charge les enjeux précédents dans leur globalité et, d'autre part, ils apparaissent comme trop « empilés » face aux urgences politiques et sociétales, c'est-à-dire sans être appuyés sur une vraie réflexion épistémologique. Pour autant, l'institution scolaire continue d'évaluer, d'orienter et de délivrer des diplômes dont la valeur s'érode peu à peu. Il y a donc urgence à repenser la pertinence des savoirs scolaires dans nos sociétés contemporaines afin de pouvoir aborder les problèmes dont on ne connaît pas encore les solutions. En explorant les enjeux actuels de plusieurs « éducations à », les auteurs proposent des pistes de réflexion et des réponses concrètes pour former les élèves à une véritable pensée critique et créative. Ils donnent les clefs d'une « éducation au politique » susceptible de préparer les futurs citoyens aux défis auxquels ils auront à faire face, immanquablement. Un ouvrage essentiel pour tous ceux qui s'intéressent aux évolutions de l'éducation et à la manière dont les savoirs peuvent répondre aux défis du XXIe siècle.

Ebersold, S., Camps, J.-F., & McEwen, L. (2025). **Rendre l'université plus accessible aux étudiants:Évaluer Atypie-Friendly sur la base des droits pédagogiques**. *La nouvelle revue - Éducation et société inclusives*, *102*(1), 125-138. https://doi.org/10.3917/nresi.102.0125

Erduran, S. (2025). **The post-truth era and how science education keeps ignoring it**. *Science*, *388*(6746), eadx5458. https://doi.org/10.1126/science.adx5458

Falconí, F. (2025). **L'éducation et ses défis à l'âge de l'Anthropocène en Équateur** (P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146w0
L'objectif de cet article est d'analyser les défis que doit relever l'éducation en Équateur face aux implications de l'Anthropocène ou, dans un sens plus vaste, du Capitalocène, marqué par un impact humain indéniable sur la planète. L'Équateur, pays d'une très grande diversité et richesse culturelle, qui a été le premier à reconnaître les droits de la nature dans sa constitution de 2008, doit surmonter sa dépendance à l'égard des ressources naturelles non renouvelables, mener à bien une transition pour sortir de l'extractivisme, freiner la perte de biodiversité et la déforestation due aux changements d'usage des sols, et réduire la pauvreté et les inégalités sociales. Pour faire face à ces défis, il est nécessaire d'adopter une vision intégrale de l'environnement éducatif, avec une gestion adaptée aux nouvelles réalités écologiques, le développement de la conscience environnementale dans la salle de classe et une amélioration des connaissances des enseignants dans ce domaine.

Fan, X., Hardie, S., Liu, J., & Jiang, N. (2025). **Teachers' views on the ethical issues in educational assessment practices: a comparative mixed-methods study**. *Asia Pacific Education Review*, *26*(2), 539-552. https://doi.org/10.1007/s12564-025-10039-0
Educational assessment is a part of accountability in K-12 education, and teachers often face ethical dilemmas in assessment practices. We conducted a comparative mixed-methods study of teachers' perspectives on educational assessment practices in the

United States and China. A survey with 255 teachers based on 14 assessment scenarios within seven categories revealed that American teachers and Chinese teachers had consistent views on five scenarios, and they referenced common assessment guidelines in their justifications for whether they view certain practices as ethical or not. They disagreed on nine scenarios, prioritizing different guidelines to support their views about whether certain practices were ethical or not. Within each culture, teachers' views of certain scenarios differed based on gender, academic degree, years of experience, and grade levels taught in certain scenarios. The differences in teachers' views and reasoning were shaped by their cultural backgrounds, educational and professional experiences, and educational systems and policies. The findings can help raise educators' awareness of assessment practices shaped by cultural contexts, guide teaching, learning, and assessment, and inform educational policymaking and program development.

Figueira, C. (2023). **Théologie de la Libération et mouvements sociaux au Brésil : le devenir d'une « Option préférentielle pour les pauvres »**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *56*(4), 59-76. https://doi.org/10.3917/lsdle.564.0059

Germann, B., & Panissal, N. (2025). **Le recours au dilemme éthico-professionnel pour enquêter sur l'identité professionnelle des enseignants de SVT lors de l'enseignement de la théorie de l'évolution**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148n2
Les programmes français préconisent l'enseignement de la théorie de l'évolution. Elle constitue un pilier de l'identité professionnelle des enseignants de SVT. Si cette théorie reçoit un consensus scientifique très robuste, elle présente une certaine vivacité sociale, susceptible de produire des tensions ou des difficultés en classe, en partie en raison des interférences entre le croire et le savoir : la laïcité française impose aux enseignants un devoir de neutralité, tout en exigeant de faire prévaloir le registre épistémique, ce qui peut sembler relever d'une injonction paradoxale. Nous soumettons dans cette étude des enseignants de SVT à un dilemme éthico-professionnel relatif à l'enseignement de la théorie de l'évolution. Nous nous demandons si le recours à ce dilemme est susceptible de faire émerger des tensions identitaires. Nos résultats montrent que la confrontation à ce dilemme éthico-professionnel bouscule leur identité professionnelle.

Grewal, R. K., & Berger, P. (2025). **Nurturing Identity, Shaping Communities, and Forging New Pathways: Racially Minoritized Youth Climate Justice Activists' Perspectives**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 29-70. https://doi.org/10.53967/cje-rce.7153
This study explores the experiences of racially minoritized youth activists involved in the climate justice movement. From July to October of 2023, I conducted semi-structured narrative interviews with 15 Black, Indigenous, and youth of colour in Ontario, aged 18 to 29, who had been affiliated with a climate justice organization for at least six months. Through timeline mapping and semi-structured interviews, participants highlighted pivotal life events that shaped their justice-oriented values. Three overarching themes emerged: nurturing identity, shaping communities and schools, and forging new pathways for racially minoritized youth leaders. The findings underscore the empowerment youth experience through local action and community engagement. With a grounding in relational solidarity and ethical relationality, this study emphasizes the imperative for Canadian education systems to integrate robust climate justice

pedagogies as well as interdisciplinary, action-oriented climate justice learning that fosters student efficacy and leadership. The study also aims to highlight the ways educators, policy makers, and stakeholders can engage with climate justice, informed by racially minoritized activists.

Havet, N., de Marco, M., & Brossel, C. ***Place de la nature et de la transition écologique à l'école***. , Pub. L. No. 762 (2024-2025) (2025). https://www.senat.fr/dossier-legislatif/ppl24-762.html
proposition de loi visant à reconnaître l'éducation au dehors et en contact avec la nature et à réaffirmer la place de la transition écologique à l'école

Houlden, S., & Lange, E. (2025). **Bridging Local Concerns and Systemic Change: A Design-Based Approach to Transformative Climate Education**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 71-93. https://doi.org/10.53967/cje-rce.7205
This article presents the initial research and development phases of a transformative climate education program for adults in a semi-rural community on southern Vancouver Island. Using design-based research (DBR), we developed a workshop series informed by adult and lifelong education (ALE), transformative learning, and the theoretical frameworks of the Gesturing Towards Decolonial Futures Collective and its members, including Vanessa Machado de Oliveira. Our research began with a community needs assessment (n = 183), identifying key concerns such as affordability, climate anxiety, and social cohesion. We articulate six design principles emerging from these insights, which highlight the importance of pedagogical entry points, the role of worldview transformation, and the integration of localized climate solutions with broader systemic critiques. This study contributes to climate education by offering a model that moves beyond information dissemination, and instead cultivates critical, justice-oriented engagement with climate action in ways that are both locally relevant and globally situated.

Leterme, F., Barthes, A., & Mencacci, N. (2025). **Une méthode pour évaluer les curricula d'éducation au changement climatique dans une visée transformative**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mw
Au temps de l'Anthropocène (Wallenhorst et Wulf, 2024), nous partons de l'hypothèse que des quatre finalités éducatives possibles proposées par Lange (2020), la transformation sociétale est celle nécessaire pour atteindre les objectifs de l'accord de Paris. De ce fait, nous proposons une méthode pour évaluer les curricula d'éducation au changement climatique appuyée sur un exemple transformateur tiré d'un dossier de simulation d'une négociation climatique porté par l'agence française pour le développement et l'Office for Climate Education (AFD et OCE, 2023). Traditionnellement, les évaluations en contexte scolaire s'effectuent au travers des compétences centrées sur les apprenant.e.s. Nous postulons que, face à l'urgence climatique au temps de l'Anthropocène, un changement de paradigme évaluatif s'avère nécessaire. Nous proposons un nouveau modèle d'évaluation basé sur les externalités (Barthes et al., 2024) relatives à la lutte contre le changement climatique où l'apprenant.e est évalué.e par ses effets sur le monde. Nous montrons également comment les dispositions de Lahire (2005, 2012) permettent à la fois d'évaluer le potentiel transformatif des curricula sur le climat, mais également d'y associer des critères d'évaluation des apprenant.e.s plus larges et plus appuyés sur les externalités en contexte d'urgence climatique. Ce travail

se situe dans la recherche sur les nécessaires changements de paradigmes de l'évaluation des « éducations à » (Mencacci et Barthes, 2023, 2024).

Louviot, M. (2025). **Le curriculum émergeant au service des Éducations à : l'exemple de l'Éducation aux droits de l'enfant**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mm
La notion de curriculum émergeant est surtout mobilisée dans le contexte de la petite enfance. Toutefois, les pratiques pédagogiques inhérentes à l'émergence des Éducations à dans les plans d'études, en faisant appel aux intérêts et aux expériences des élèves pour donner sens aux thématiques abordées et pour éviter des contenus dogmatiques, font entrer de nouvelles sources de savoir dans la classe : les élèves et leur vécu. À l'ère de l'Anthropocène, renforçant la visée transformative de l'éducation, comment les enseignant·es appréhendent-ils et elles la place des élèves et quels enjeux identifient-ils et elles ? Cet article, en s'appuyant sur l'exemple de l'Éducation aux droits de l'enfant montre qu'en faisant entrer l'expérience des enfants dans la classe, les enseignant·es sont parfois confronté·es à des situations inattendues et complexes à gérer, mais aussi à la possibilité de développer une réflexion critique et éthique chez leurs élèves dans une visée transformative de justice sociale.

McLarnon, M. (2025). **Expanding the Just Transition to Include Teachers: Composting, Zero Waste and Climate Action in Montreal Schools**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 94-119. https://doi.org/10.53967/cje-rce.7137
In the context of the current climate emergency, governments are implementing important climate policies promoting zero waste, carbon neutrality, increased greening, and protection of biodiversity. While climate policies are created with the best of intentions, they obscure the lived experiences of front-line workers attempting to implement these policies in a rapidly changing environment. This article proposes a nuanced understanding of a "just transition" as a promising proposal for climate justice and labour politics. Through drawing on institutional ethnographic approaches to conducting interviews, gathering fieldnotes during observations, and conducting textual analysis, this article connects educational workers' experiential knowledge with climate policies that shape educational possibilities both locally and extra-locally. By interrogating the enactment of recent zero waste policy from the perspectives of teachers, a principal, and a school board employee, the research findings and discussion increase understanding of how climate change mitigation efforts and policies can produce unequal and unintended effects.

Micollet, P. (2025, juillet 1). **Éducation à la sexualité : Sur les réseaux sociaux, apprendre à protéger son intimité**. Consulté 8 juillet 2025, à l'adresse The Conversation website: http://theconversation.com/education-a-la-sexualite-sur-les-reseaux-sociaux-apprendre-a-proteger-son-intimite-259740
Alors que les adolescents investissent de plus en plus tôt les réseaux sociaux, l'éducation à la vie affective et sexuelle va de pair avec l'éducation aux médias.

Milot, É., Ouellet, L., Couvrette, R., Gendron, K., Maltais, M., Caouette, M., & Raymond, É. (2024). **Composer avec les enjeux éthiques et méthodologiques d'une recherche-action : le cas du mentorat actif en soutien à l'inclusion sociale des personnes aînées ayant une déficience intellectuelle**. *Recherches qualitatives*, *43*(2), 85-107. https://doi.org/10.7202/1118451ar

La recherche-action a pour finalité de résoudre un problème tangible en jumelant une démarche scientifique à la mise en place d'une action concrète, et ce, avec les personnes directement concernées. Ce type de recherche favorise des apprentissages riches et variés, tant sur le plan pratique que sur le plan scientifique. Toutefois, à travers ses différentes étapes, plusieurs enjeux éthiques et méthodologiques peuvent survenir. Cet article porte sur les enjeux rencontrés à travers une recherche-action ayant mené à la mise en place d'une nouvelle pratique visant à soutenir la participation d'adultes vieillissants ayant une déficience intellectuelle à des activités de loisirs et de bénévolat dans la communauté. Il porte aussi sur les enseignements tirés de cette expérience et propose des recommandations pour les équipes engagées dans une recherche-action.

Murat, M. (2025). **Citizenship, Math and Gender: Exploring Immigrant Students' Choice of Majors**. *Kyklos*, *78*(3), 874-895. https://doi.org/10.1111/kykl.12447
This study examines the impact of host-country citizenship on immigrant students' choice of academic majors, using data from an Italian university and incorporating characteristics of students' countries of origin. The analysis focuses on enrolment in fields of study categorized by mathematical content. The findings reveal three main points: First, obtaining citizenship reduces the likelihood of choosing math-related disciplines; second, this effect is more pronounced among women, further widening the gender gap in math-intensive fields; and third, these gaps are larger among students from more gender-equal countries but are less affected by the acquisition of citizenship. These results are supported by matching techniques, two-stage least squares, and robustness and sensitivity analyses. Given that math-intensive fields are linked to higher earning potential, the findings suggest that investment in mathematical skills may serve as a safeguard against labour market risks—a necessity that lessens upon acquiring citizenship, especially for women. Although this shift could adversely affect future earnings, it also contributes to a more even distribution of students across disciplines, potentially enhancing diversity in occupations where immigrants are traditionally under-represented.

Paula, L. T. de. (2025). **The Fake News Observatory: a teaching resource to cultivate an informed civic culture in Brazil**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wl
Inspired by Paulo Freire's Pedagogy of Freedom, this text advocates an educational paradigm that fosters critical awareness, curiosity, and ethical discernment in the context of online information. It presents an educational praxis grounded in information culture, utilising a news-checking methodology, termed the "Fake News Observatory", which aims to enhance the identification of fake news and cultivate critical digital competence within the domain of information culture. Information culture is of crucial importance for citizen education in a digital world, enabling individuals to become active, conscious participants in building a fairer and more democratic society in line with the Brazilian government's plans for digital education.

Plé, E., & Dedieu, L. (2025). **Développer des modes de pensée à travers un dispositif mettant en œuvre un jeu de rôle en Éducation au Développement Durable : une étude de cas**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mq
Le travail présenté ici s'appuie sur un dispositif original d'EDD dans lequel les élèves doivent concevoir un nouvel espace de vie, restant fictif, mais impliquant de transformer

radicalement leur territoire pour le rendre agréable et durable. Après avoir rêvé ce territoire puis l'avoir transformé par l'introduction de contraintes et s'être posés des questions, les élèves rencontrent, lors d'un forum, des acteurs locaux, experts de leur domaine. Au cours d'un jeu de rôle, point d'orgue de ce dispositif, ils sont invités à endosser le rôle d'experts et à développer un argumentaire au sujet de l'implantation d'un parc d'attraction dans leur quartier. L'objectif de cet article est d'identifier dans le dispositif les conditions qui favorisent le développement d'une pensée créative et d'une pensée critique des élèves. L'analyse du processus créatif est exploré du point de vue des pensées divergente et convergente convoquées dans le dispositif. La pensée critique est abordée sous l'angle de l'argumentation dont elle en est la manifestation. Les conditions de l'argumentation et les savoirs mobilisables pour sa construction sont analysés.

Resnik, J. (2025). **Échanger en ligne pour améliorer l'éducation à la citoyenneté mondiale des futurs enseignants : le projet Global Sense (Allemagne, Belgique, France, États-Unis, Israël)**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wj
À une époque de montée de l'ethno-nationalisme et de la xénophobie, les enseignants endossent la responsabilité d'aborder des questions socio-politiques complexes et controversées pour le développement de l'esprit critique chez les élèves. Cet article présente un projet de recherche qui porte sur les échanges en ligne entre étudiants dans les métiers de l'enseignement de cinq pays, dans l'objectif d'améliorer l'éducation à la citoyenneté mondiale (ECM) de ces futurs éducateurs et de les préparer à introduire des questions d'ECM dans leurs classes. Les étudiants concernés ont conçu des projets pédagogiques sur les enjeux mondiaux, participé à des échanges en ligne et partagé leurs réflexions. L'analyse qualitative de ces données montre que les échanges ont laissé une forte impression, autour de trois thèmes principaux : les engagements politiques des participants, les approches pédagogiques et les identités professionnelles en tant qu'éducateurs. Ces résultats suggèrent que les échanges internationaux peuvent non seulement favoriser une sensibilisation au thème de la citoyenneté mondiale, mais aussi renforcer les identités professionnelles locales ainsi que la capacité à « affronter les incertitudes » en classe.

Roy, P., Hindryckx, M. N., & Jeziorski, A. (2025). **Former des citoyen·nes émancipé·es à l'ère de l'Anthropocène : Quels dispositifs pour l'enseignement et la formation des enseignant·es ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148my
Argumentaire du numéro thématique Des sciences citoyennes à une formation citoyenne à l'ère de l'Anthropocène À l'ère de l'Anthropocène où l'humain est confronté à des changements globaux inédits, résultant de son activité industrielle et de son empreinte écologique (Delord, 2019), le pari sur les solutions technicistes pour sauver la planète est illusoire en raison de plusieurs limites du système Terre qui sont déjà outrepassées, parmi lesquelles le changement climatique, l'effondrement de l...

Roy, P., Schumacher, D., & Kolly, H. (2025). **Problématiser et modéliser le quartier durable par une enquête interdisciplinaire au temps de l'Anthropocène à l'école secondaire : quel espace interprétatif partagé entre divers acteurs sociaux ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mz
Une communauté discursive de pratiques professionnelles a engagé un collectif d'acteurs de la Suisse romande issus de différents mondes sociaux (professeurs en

didactique disciplinaire, architectes, ingénieurs, enseignants du secondaire, etc.) dans la conception de situations d'enseignement-apprentissage et d'un dispositif de formation continue sur le quartier durable appréhendé comme objet d'une éducation à l'innovation technologique responsable. Cet article explore la question du potentiel de ce dispositif de recherche participative, médiatisé et instrumenté par un système d'outils culturels et sémiotiques, pour construire un espace interprétatif partagé sur l'enseignement de cet objet complexe en conjuguant les exigences d'une éducation MINT à celles d'une éducation en anthropocène. Une analyse des interactions discursives entre les acteurs sur 15 séances couplée aux situations de classe a été réalisée sur trois échelles de granularité (macroscopique-mésoscopique-microscopique). Les résultats montrent que si les acteurs s'adonnent à construire un espace interprétatif partagé sur la conduite d'une enquête interdisciplinaire articulant problématisation et modélisation tout en intégrant le processus de conception technique, la dimension du politique reste en marge des situations d'enseignement-apprentissage mises en œuvre dans les classes.

Shin, Y.-J. (2025). **Social justice and multiculturalism in Asia–Pacific education: seeking contextualized theories and practices**. *Asia Pacific Education Review*, *26*(2), 273-275. https://doi.org/10.1007/s12564-025-10052-3

Simard, C., Samson, G., Morin, É., & Therriault, G. (2025). **Enjeux environnementaux : quand les « travaux terrains » s'arriment avec l'école secondaire pour le développement d'une écocitoyenneté chez des élèves de 12 à 14 ans en S&T au Québec**. *Éducation et socialisation. Les Cahiers du CERFEE*, (76). https://doi.org/10.4000/148mr
Face aux défis environnementaux affectant des écosystèmes et la biodiversité, le programme pédagogique Opération PAJE propose une approche renouvelée de l'enseignement des sciences et technologies (S&T) au niveau secondaire et appliquée à la proximité d'écoles québécoises. Fondé sur l'apprentissage expérientiel à visée émancipatrice, ce programme intègre des travaux terrains aux contenus curriculaires, incitant les élèves à concevoir des solutions concrètes aux enjeux environnementaux identifiés localement. La présente étude examine ce dispositif pédagogique comme un levier permettant aux jeunes de s'engager activement face aux problématiques environnementales rencontrées dans leur communauté. Des groupes de discussion et des dessins, les résultats quant aux retombées éducatives chez l'élève indiquent que la réalisation de projets ancrés au territoire donne un sens aux apprentissages scolaires, tout en leur procurant un sentiment de fierté et de responsabilité vis-à-vis des effets positifs observés de leurs actions. Parmi les apprentissages observés figurent ceux d'ordre cognitif, affectif et comportemental, dont l'identification de la biodiversité, le fait de se sentir en interrelation avec la nature, d'avoir le sentiment d'aider la biodiversité par leurs actions et d'en prendre soin.

Sperling, E., Inwood, H., Sims, L., & Elliott, P. (2025). **Exploring Ecojustice & Environmental Learning through Online Preservice Teacher Education**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 145-173. https://doi.org/10.53967/cje-rce.7233
As teacher education can help communities transition to sustainable, just ways of being, this study reports on the development of, and research on, a national E-course for preservice teachers focused on Environmental and Sustainability Education (ESE). This collaborative initiative brought together academics, community educators, and K-12

teachers to offer participatory, locally-relevant online ESE learning. By facilitating learning centred on concepts of indigenization, ecojustice, and place-based learning, the E-course aimed to ensure equitable access to ESE for preservice teachers across Canada. We ask, what are participants' experiences and the impact of their involvement in this E-course? Using a socio-critical lens, the authors draw on survey data to report on the outcomes of the E-course. We hope that it may serve as a new model for online ESE for preservice teacher education, and more broadly highlight the capacity for building understanding about ecojustice education and community connections through virtual learning spaces.

Stan, C. A. (2025). ***Culture et Citoyenneté à l'école Québécoise: Regards Croisés Sur les Fondements et les Pratiques*** (1st ed). Consulté à l'adresse https://muse-jhu-edu.proxy-bu2.ube.fr/pub/312/edited_volume/book/134088
L'ouvrage se veut une contribution originale visant à alimenter les réflexions et les discussions portant sur la construction de la citoyenneté à l'école québécoise. Cet exercice est d'autant plus pertinent dans le contexte pédagogique, didactique et politique dans lequel le Québec baigne actuellement, où la plupart des projets mis en branle sont nés au tournant de la Révolution tranquille

Stein, S., & Andreotti, V. (2025). **Repurposing the University in Times of Social and Ecological Breakdown: From the Ivory Tower to the Nurse Log**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(1), 120-144. https://doi.org/10.53967/cje-rce.7069
This article considers how universities might be repurposed to fulfill their responsibilities to future generations in the context of accelerating social and ecological breakdown. To do so, we invite readers into an inquiry about how educators might prepare ourselves and our students to navigate current and coming disruptions in ways that interrupt enduring cycles of violence and unsustainability through processes of redistribution, reparation, restitution, and regeneration. We propose shifting metaphors from universities as elitist ivory towers to humble nurse logs that could support the composting of the current system and nourish emerging possibilities for education and existence. To illustrate this possibility, we consider two experimental efforts to repurpose higher education toward intergenerational and interspecies responsibility. Keywords: higher education, crisis, reparation, regeneration, responsibility

Sundin, O. (2025). **Navigating media and information literacy in the age of AI: a view from Sweden**. *Revue internationale d'éducation de Sèvres*, (HS-4). https://doi.org/10.4000/146wg
For decades, the Swedish education system has emphasised the importance of evaluating information critically. However, approaches to evaluating information remain analytically underdeveloped. This paper addresses two crucial challenges for schools in preparing young people to navigate conflicting truths in a digital society: what does it mean to be critical of information in a digital infrastructure increasingly shaped by algorithms, datafication, and AI-generated content? How can critical source evaluation be carried out when sources are increasingly difficult to recognise in a digital landscape permeated by AI?