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Veille de l'IREDU

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Acquisition de compétences

Abdul-Sahib, S. H., & Jassim, R. M. (2025). **Analogical Thinking and its Relationship to Cognitive Representation among Fifth Scientific Grade Students in the Subject of Biology**. *British Journal of Education*, *13*(9). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-9-2025/analogical-thinking-and-its-relationship-to-cognitive-representation-among-fifth-scientific-grade-students-in-the-subject-of-biology/
The current research aims to identify the level of analogical thinking and its relationship to cognitive representation among fifth scientific grade students in the subject of Biology. The research sample consisted of 346 male and female students from fifth scientific grade classes in secondary schools within the Al-Aziziyah district of Wasit Governorate, comprising 150 male […]

Akpan, M. E., & Ekpo, M. O. (2025). **Effects of Punnett Square and Beads Teaching Resources on Students' Retention in Mendelian Genetics in Secondary Schools in Uyo, Nigeria**. *British Journal of Education*, *13*(5). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-5-2025/effects-of-punnett-square-and-beads-teaching-resources-on-students-retention-in-mendelian-genetics-in-secondary-schools-in-uyo-nigeria/
This study investigated the effectiveness of Punnett square and Beads teaching resources on students' retention in Mendelian genetics in Uyo Local Government Area. Four research questions and four null hypotheses were formulated to give direction to the study. Quassi-experimental research design was adopted for the study. The population of the study was 2,274 Senior Secondary […]

Alenezi, A. A., Al-Muqate, A. H., & Al-Kandari, F. A. (2025). **The Impact of Social Phobia on English Language Students from the Point of View of Cognitive Behavioral Theory**. *British Journal of Education*, *13*(1). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-1-2025/the-impact-of-social-phobia-on-english-language-students-from-the-point-of-view-of-cognitive-behavioral-theory/
The purpose of this study is to explore the impact of social phobia on English language learners through the lens of cognitive behavioral theory (CBT). The researchers used the Al-Hanafi (2022) Social Anxiety Scale in a pilot study of 30 students from the Public Authority for Applied Education and Training Kuwait. Internal consistency and reliability […]

Ali J. Alwan Al Shiblee. (2025). **Integrating Language Skills for Communicative Competence: A Contemporary Theoretical Approach in EFL**. *British Journal of Education*, *13*(6). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-6-2025/integrating-language-skills-for-communicative-competence-a-contemporary-theoretical-approach-in-efl/
Incorporating the four language skills has become a fresh movement in the process of language learning and teaching to form an integrating-skills approach. Many English language teachers consider this way of learning as an effective line to improve students' communicative competence to use the language functionally. This line of teaching is unlike the traditional way […]

Anderson, E. J., Brock, M. E., & Shawbitz, K. N. (2024). **Training Paraeducators to Promote Communication Opportunities for Students with Complex Communication Needs**. *Journal of Behavioral Education*. https://doi.org/10.1007/s10864-024-09548-6
Paraeducators are often tasked with supporting students with complex communication needs (CCN) without being well prepared to promote their communication. Previous studies have focused on training paraeducators to promote communication during non-instructional contexts for limited or unspecified communication types. We extend the literature by targeting the diversity of communication opportunities during academic instruction. We used a multiple-probe-across-participants design to test the effects of behavioral skills training to increase the number and variety of communication opportunities (i.e., mands, tacts, and intraverbals) provided by three paraeducators providing instruction for students on the autism spectrum with CCN. The training package resulted in improvements in communication opportunities across all paraeducator-learner dyads. This study serves as an example of one method to promote diverse communication opportunities for students with CCN during academic instruction.

André, V. (2025). **Une méthodologie pour aider les professionnels de santé à développer la compétence interactionnelle des adultes avec un trouble du spectre de l'autisme**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rnw
Le trouble du spectre de l'autisme (TSA), tel qu'il est défini par le DSM-5-TR, désigne une famille de troubles neurodéveloppementaux entrainant des difficultés dans les relations sociales et les interactions. Les personnes avec un TSA peuvent avoir du mal à comprendre les codes, les implicites et les enjeux des interactions, ainsi qu'à produire ou interpréter des éléments verbaux et non verbaux. Ces difficultés peuvent affecter leur vie personnelle, sociale et professionnelle. Le projet pluridisciplinaire ITSA réunit des spécialistes de l'analyse des interactions et des spécialistes du TSA pour développer des ressources adaptées permettant de développer la compétence interactionnelle des adultes avec un TSA sans trouble du développement intellectuel. Le projet exploite des corpus multimodaux d'interactions authentiques pour créer deux types de ressources : des fiches descriptives des interactions pour les professionnels de santé et des vidéos interactives pour les personnes autistes elles-mêmes. Cet article présente la première de ces ressources, celles destinées aux professionnels de santé, ainsi que les résultats des premières expérimentations.

Anselmi, P., Heller, J., Stefanutti, L., Robusto, E., & Barillari, G. (2025). **Real-life applications of competence-based test development to the construction, improvement, and shortening of tests**. *Education and Information Technologies*, *30*(14), 20735-20766. https://doi.org/10.1007/s10639-025-13581-x
Competence-based test development (CbTD) is a novel method for constructing tests that are as informative as possible about the competence state (the set of skills an individual masters) underlying the item responses. If desired, the tests can also be minimal, meaning that no item can be eliminated without reducing their informativeness. To demonstrate the usefulness and usability of CbTD in practice, this work illustrates real-life applications to the construction of a test from scratch, and the improvement and shortening of existing tests. In particular, a test for the assessment of students' mathematical formulation is constructed from scratch and validated using empirical data collected from middle and high school students. A booklet of the TIMSS 2003 eighth grade mathematics test is improved by adding a minimal set of items appropriately selected from another booklet of the same test, and the resulting booklet is compared

with the original one. Finally, a shortened form of a well-known fraction subtraction test is developed and compared to other forms of the same length. The findings suggest that CbTD can help to improve the development of tests by identifying specific items needed to assess particular competence states. It can also support assessment practice in at least two respects: by enabling an unambiguous and precise identification of individuals' competence states, which helps plan personalized interventions, and by allowing for assessments that are shorter but just as accurate as longer ones.

Ayimbila, E. A., Ameyaw, Y., Azure, J. A., & Ayamba, A. (2025). **The Role of Flipped Classroom Approach on Students' Knowledge Retention in Biology Concepts**. *British Journal of Education*, *13*(4). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-4-2025/the-role-of-flipped-classroom-approach-on-students-knowledge-retention-in-biology-concepts/
This study was conducted to examine the role of flipped classroom approach on students' knowledge retention on biology concepts. A pretest, posttest non-equivalent control design was adopted for the study. The sample comprised of fifty-eight (58) level 300 biology students. 28 students constituted the control group and the experimental group was also made up of […]

Benet Rivière, J. (2025). **La non-mixité choisie, une nécessité vitale dans l'apprentissage des savoirs professionnels des agricultrices, appréhendée en deux pôles de pratiques**. *AgriGenre : Le genre dans les mondes agricoles & Écologisation des pratiques*. Consulté à l'adresse https://hal.science/hal-05186519
Cet article porte sur le rôle des espaces de non-mixité choisie au sein des groupes d'agricultrices rattachés aux chambres d'agriculture et aux CIVAM. Il montre qu'ils exercent une fonction de formation professionnelle. L'auteur s'appuie sur une analyse des collectifs mis en place par ces femmes, qui visent à la conquête de leur autonomie professionnelle, entrainant des formes de transgression de la division sociosexuée du travail agricole qui peuvent être ambivalentes. À travers des entretiens, de l'observation des activités et l'étude de documents administratifs, il identifie deux pôles de pratiques : l'un centré sur la quête d'espaces féminins spécifiques dans les exploitations agricoles, l'autre sur la volonté de rompre avec les assignations de genre impliquant un franchissement des espaces investis par les hommes. L'article souligne l'importance des réseaux de sociabilité féminine pour valoriser et légitimer le rôle professionnel des agricultrices, tout en pointant leur ambivalence sur le plan de la non reconnaissance. Finalement, qu'elles adoptent des formes de contestation différentes du patriarcat — selon leurs ressources, leurs trajectoires et les configurations familiales dans lesquelles elles s'inscrivent — toutes cherchent, à travers les groupes d'agricultrices, ce qu'Olivier Masclet (2018) appelle « un temps pour soi ». À l'instar des ouvrières qu'il a étudiées, on peut considérer leur participation à ces groupes comme « un temps personnel […] en rupture avec la position subalterne ». Ces espaces deviennent alors le lieu d'une quête de reconnaissance, en contraste avec ce qu'elles vivent au sein des exploitations agricoles, où elles sont souvent cantonnées aux tâches ingrates ou mobilisées comme « bouche-trou » selon leurs propres termes.

Berger, E., Favrod, J., Frobert, L., & Nguyen, A. (2025). **Apprendre à initier une rencontre avec les patient·e·s dans un jeu de rôles : quelles compétences interactionnelles ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rny

Initier la rencontre avec un·e patient·e représente un enjeu important pour le ou la soignant·e en vue d'instaurer une relation propice au travail thérapeutique. Cette étude explore les compétences interactionnelles développées par des étudiantes infirmières lors de jeux de rôles avec des patient·e·s partenaires. L'analyse conversationnelle, menée à partir d'enregistrements vidéo retranscrits de binômes d'étudiants, se concentre sur la phase d'ouverture d'une séance psycho-éducative, moment clé pour instaurer une alliance de collaboration. Les échanges authentiques avec les patient·e·s partenaires permettent aux étudiants d'exercer les ajustements interactionnels nécessaires à l'alliance collaborative dans une activité thérapeutique en contexte de formation. Les analyses montrent comment les ressources multimodales mobilisées par les participant·e·s configurent la rencontre et l'engagement du groupe dans la séance, avec une dynamique interactionnelle collaborative plus ou moins symétrique.

Blake, J. T., Aspiranti, K. B., & Coleman, D. N. (2025). **Comparing the Efficacy of Virtual Implementation for Two Sight Word Flashcard Interventions**. *Journal of Behavioral Education*, *34*(3), 654-672. https://doi.org/10.1007/s10864-023-09541-5
Flashcard interventions are commonly used to increase sight-word acquisition and reading ability among students. However, most research on flashcard interventions is implemented in person and not using virtual instruction. The current study compared two flash card interventions, incremental rehearsal (IR) and strategic incremental rehearsal (SIR), on sight-word acquisition when administered via Zoom® video sharing technology. Participants included four struggling readers in first grade. An adapted alternating treatments single-case design exposed participants to the IR, SIR, and a control condition for 10 sessions with the interventionist providing all sessions via Zoom®. Findings indicated all participants learned more words with IR and SIR than in the control condition. However, SIR resulted in more gains in sight-word acquisition compared to IR for all participants. Implications for implementing individualized interventions via virtual modalities are discussed.

Bonnet, S. (2025). **La pensée créative à l'école, une utopie ?** *Les utopies francophones en tous genres*. Présenté à Besançon. Consulté à l'adresse https://hal.science/hal-05271157
Les résultats de l'enquête PISA 2022 montrent que si la créativité des élèves français est dans la moyenne des pays de l'OCDE, elle est en revanche fortement conditionnée par le milieu socio-économique. Cette communication explore la question du développement de la créativité à l'école, en particulier à travers la formation des futurs professeurs des écoles français via la création de livres d'artiste, croisant écriture artistique et arts plastiques. Deux expérimentations menées en master MEEF montrent que si l'interdisciplinarité entre signes linguistiques et plastiques favorise la créativité, le type de cours (consignes vs questions) a un impact sur l'originalité et l'enrichissement du sens des productions.

Bouchamma, Y., Kaaouachi, A., & Lambert, M. (2025). ***Référentiel de compétences pour la gouvernance et le leadership en milieu universitaire: compétences professionnelles et transversales à la gestion d'un établissement d'enseignement supérieur***. Consulté à l'adresse https://www.degruyterbrill.com/document/isbn/9782766306725/html?srsltid=AfmBOoqX4tRy4_7pi0NcxZqs-wANbzAG-K_wb1cDb7meE1PlWnc7IvVF

Voici un référentiel conçu pour assurer l'acquisition et le développement des compétences requises par les gestionnaires d'établissement d'enseignement supérieur afin de répondre aux exigences de leur fonction.

Bowman, K. S., Tereshko, L., Marshall, K. B., Weiss, M. J., & Rose, K. (2025). **The Perceptions and Experiences of Professionals Collaborating with Behavior Analysts**. *Journal of Behavioral Education*, *34*(3), 574-599. https://doi.org/10.1007/s10864-023-09542-4
Behavior analysts frequently work in professional areas that necessitate treatment from an array of professionals, each representing different disciplines and specialties within healthcare, education, rehabilitation, and human services. Therefore, to best meet the diverse needs of clients and their families, behavior analysts are often required to work collaboratively with professionals from other disciplines and must acquire the skills to do so effectively. To learn more about behavior analysts' collaborative relationships with colleagues from other disciplines and identify opportunities for further education and training, we surveyed professionals from other disciplines including speech-language pathologists, educators, administrators, occupational therapists, social workers, and psychologists. Overall, participants agreed that continued collaboration with behavior analysts would be useful, although the results revealed challenges in collaboration and disparities in reported perceptions and experiences. These findings, as well as ideas for fostering better collaboration, will be reviewed.

Charles, S. (2024). **Quelles méthodologies peut-on utiliser pour repérer les habiletés spatiales d'étudiants ingénieurs ?** *Mesure et évaluation en éducation*, *47*(3), 93-121. https://doi.org/10.7202/1119633ar
La recherche sur les habiletés spatiales s'intéresse à qualifier les processus cognitifs qui la caractérisent. Dans le cadre du projet e-FRAN EXAPP_3D, notre recherche s'est portée sur la mesure des habiletés spatiales et des compétences de modélisation volumique d'étudiants ingénieurs primo-arrivants. Pour ce faire, nous avons investigué la mesure des habiletés spatiales la plus fréquemment observée dans les études contemporaines, c'est-à-dire les tests papier-crayon. Notre recherche a mis en évidence que la performance relevée dans ces tests n'est pas révélatrice des seules compétences visées : nos premiers entretiens ont révélé une pluralité de stratégies (cognitives, comportementales) mobilisées. Cette sensibilité des tests spatiaux aux stratégies de contournement présente le défi de définir un protocole expérimental qui permette de caractériser aussi bien la performance mesurée dans ces tâches que les compétences qui y sont mises en oeuvre. Cet article présente la méthodologie mixte que nous avons conçue pour répondre à ce double enjeu.

Dediwalage, M., Kalogeropoulos, P., Russo, J., & Vale, C. (2025). **A systematic literature review of student, parent and teacher experiences of mathematics education in multicultural classrooms**. *Review of Education*, *13*(3), e70109. https://doi.org/10.1002/rev3.70109
This systematic literature review analysed 40 studies published between January 2002 and April 2025, focusing on the mathematics experiences of students, parents, and teachers in multicultural classrooms. Using Bourdieu's concepts of field, habitus, and cultural capital, the review identified five key themes: relationships, parental involvement, racial narratives, culturally responsive pedagogy, and teacher diversity. These themes highlighted challenges that impeded student achievement and shaped stakeholder experiences. The findings emphasised that the social field of school mathematics has the

potential to leverage the cultural capital of students and parents to improve outcomes. This is best achieved through culturally responsive pedagogy that fosters strong student-teacher relationships and meaningful parental involvement. Such inclusive approaches also combat racial narratives perpetuating deficit views of multicultural students and families. The review also underscores the importance of developing teachers' cultural competence through targeted pre-service and in-service training, as well as recruiting and retaining diverse educators. Implications for teacher education, institutional practices, and future research are also discussed. Context and implications Rationale for this study: This study addresses the urgent need to improve mathematics outcomes for culturally diverse students by examining student, parent, and teacher experiences through a Bourdieuian lens. Why the new findings matter: Findings reveal how overlooked cultural capital, teacher bias, and power imbalances sustain inequities, emphasising the need for cultural competence and responsive pedagogy in mathematics education. Implications for educators, institutions and researchers: This review underscores the importance of embedding culturally responsive pedagogy in teacher education. Teachers must recognise students' cultural capital, challenge deficit narratives, and build equitable relationships, particularly with minoritised families. Training should include field experiences in multicultural communities and promote parent partnerships. Institutions must prioritise diverse teacher recruitment, ongoing professional development promoting cultural competency, and identity-affirming practices. Researchers should promote community-based collaborations that engage families and address structural barriers such as racial narratives. Collectively, these efforts aim to reshape teacher habitus and institutional norms to foster inclusive, culturally responsive mathematics classrooms that affirm student identities and advance educational equity.

D'Mello, S. (2025). **Neurocognitive Benefits of Assistive Technology on English Language Learners with Special Learning Needs**. *British Journal of Education*, *13*(7). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-7-2025/neurocognitive-benefits-of-assistive-technology-on-english-language-learners-with-special-learning-needs/
This research paper investigates the neurocognitive effects of assistive technology (AT) on English Language Leaners (ELL) with specific learning difficulties. Neurodevelopmental disorders bring major learning difficulties for students in conventional educational settings and may hinder comprehension, spelling, retention, time management and decoding abilities which impact their academic performance. AT offers innovative solutions to bridge the […]

ELbashir, B. (2025). **Social Media and EFL Learning Process**. *British Journal of Education*, *13*(10). Consulté à l'adresse https://eajournals.org/bje/vol13-issue10-2025/social-media-and-efl-learning-process/
Recently, social media has emerged as a technological tool that promotes learning in both academic and public settings. Students usually discuss and exchange academic content on social networks to improve their education. However, given the extensive infiltration of social media into academia, its effects require careful examination. Thus, the goal of this research is to […]

Filliettaz, L., André, V., Grosjean, S., & Torterat, F. (2025). **Mobiliser et développer des compétences interactionnelles dans les contextes de travail et de formation : contexte, enjeux et dispositifs de formation**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rnr

Travailler avec autrui Dans les sociétés contemporaines et les économies axées sur les services, caractérisées par des tâches complexes de résolution de problèmes et des interdépendances constantes entre les travailleur·euses, les organisations exigent de la part de leurs employé·es de plus en plus de compétences ayant trait à leur capacité à s'engager efficacement dans des interactions sociales avec leurs collègues, leurs clients, leurs partenaires et une multitude d'interlocuteurs. Comme l'...

Filliettaz, L., & Mornata, C. (2025). **L'écoute active comme compétence interactionnelle en développement : le cas d'un dispositif de formation continue dans le champ de l'éducation spécialisée**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14ro0
Depuis une dizaine d'années environ, se sont développées, dans le champ de la formation des adultes, des démarches de formation qui placent au centre de l'attention le travail en tant qu'accomplissement collectif. Dans cette contribution, nous nous proposons d'examiner comment ce dispositif de formation par l'analyse des interactions a été mis en œuvre dans un contexte particulier, celui de la formation continue d'éducateurs spécialisés actifs dans le champ de l'autisme. A partir d'une analyse des traces enregistrées de séquences de co-analyse impliquant les « personnes ressources » en interaction avec les éducateurs accompagnés, nous nous appliquons à montrer comment le dispositif de l'analyse collective des interactions permet aux participants de s'orienter vers la part interactionnelle de leur travail d'accompagnement. En particulier, nous nous centrons sur le repérage par les participants d'une compétence interactionnelle qui consiste à endosser dans les entretiens d'accompagnement une posture active d'écoute. A partir du repérage des « mhmm » ou des « ouais » qui ponctuent régulièrement le discours des accompagnants, le groupe s'oriente progressivement vers la description et la théorisation de ces « petits mots qui valident », et s'engage collectivement dans un processus dynamique d'enquête portant sur les formats et les fonctions de tels régulateurs verbaux.

Forsström, S., Njå, M., Munthe, E., Álvarez-Galván, J.-L., & Houldsworth, L. (2025). ***The impact of digital technologies on students' learning: Results from a literature review*** (335e éd.) [OECD Education Working Papers]. https://doi.org/10.1787/9997e7b3-en

Fournier-Gallant, V. (2025). **L'éducation à la sexualité intégrant la pensée critique et le dialogue : un enjeu de taille pour les personnes enseignantes du primaire**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 180-203. https://doi.org/10.7202/1119553ar
Au Québec, depuis la rentrée scolaire 2024-2025, l'éducation à la sexualité (EAS) est intégrée au récent programme Culture et citoyenneté québécoise (CCQ) (Gouvernement du Québec, 2024), qui préconise le développement de la pensée critique par le dialogue. Les personnes enseignantes du primaire sont responsables de l'éducation à la sexualité, en veillant à répondre aux besoins des élèves selon leur âge et leur niveau de développement. Cet article présente les données d'une étude descriptive à visée exploratoire effectuée au printemps 2024 par l'entremise d'un questionnaire en ligne auprès d'un échantillon restreint de personnes enseignantes (n = 71) oeuvrant dans des écoles primaires québécoises. Les résultats des analyses brossent un portrait des représentations des titulaires de classe et font ressortir les obstacles à l'enseignement de l'EAS, ses facilitateurs ainsi que les formes de soutien à l'appropriation dudit programme.

Grosjean, S., Cherba, M., & Matte, F. (2025). **Regard sur le travail interactionnel des patient·es simulé·es lors de vidéoconsultations médicales**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rnv
Cet article examine le travail interactionnel des patient·es simulé·es (PSs) lors de vidéoconsultations médicales, en s'appuyant sur une analyse multimodale d'un corpus d'enregistrements audio-vidéo. Les résultats montrent que les compétences interactionnelles accomplies localement par les PSs au cours d'une vidéoconsultation simulée reposent (a) sur l'accomplissement pratique de divers modes de présentation du scénario et (b) sur la capacité à accomplir un rôle de partenaire pédagogique en soutenant l'étudiant·e lorsqu'apparaissent des difficultés. Sans jamais interrompre la dynamique de la consultation, ils suggèrent des pistes d'action favorisant la poursuite de l'examen clinique, tout en préservant l'autonomie de l'étudiant·e. Ces résultats soulignent la nécessité de former les PSs à développer une sensibilité interactionnelle et des compétences multimodales pour optimiser l'apprentissage en contexte de vidéoconsultations simulées.

Hellmich, F., Hoya, F., Schulze, J. R., & Blumberg, E. (2025). **Effects of pre-service teachers' collaboration on children's competencies and motivation in (non-)inclusive primary school science lessons**. *International Journal of Inclusive Education*, *29*(12), 2184-2198. https://doi.org/10.1080/13603116.2020.1862406
Teachers' collaboration is an important prerequisite for children's academic achievement in inclusive education. There are various challenges in teacher collaboration, with one being difficult personal relationships. Studies on the role of the team composition for children's competence and motivational development in (non-)inclusive education are still missing. Thus, we investigated children's competence development depending on a variation of the team composition. In our study, N = 142 pre-service primary school teachers and pre-service special needs teachers were assigned to one of our study groups. Half of the pre-service teachers could choose their tandem partners and the other half was randomly arranged in pairs. Pre-service teacher tandems planned science lessons and collaboratively taught groups of children in regular or in inclusive settings. On the basis of pre- and post-questionnaires, we investigated N = 804 children's competence and motivational development. Children who were taught by pre-service teachers in freely selected teams showed significant knowledge growth in a test on the subject of renewable energies compared to children who were taught by pre-service teachers in not freely selected teams. The setting (inclusive versus regular) had no significant impact on this effect. Significant differences between the study groups could not be proven concerning children's motivation.

Karadag, E., Aydogmus, M., Simsek, I., Ciftci, S. K., Karkali, K., Goumas, E., … Bellas, L. E. G. (2025). **Exploring the potential of virtual reality for motor skills training in children with special educational needs: Perspectives from experts from five countries**. *Education and Information Technologies*, *30*(14), 20543-20572. https://doi.org/10.1007/s10639-025-13524-6
Virtual reality (VR) has emerged as a promising tool for enhancing motor skill training in children with special educational needs (SEN). This qualitative case study explored the perspectives and experiences of experts regarding the integration of VR technology into motor skill training for children with SEN. This study investigated VR's perceived benefits, challenges, and adaptability of VR in supporting motor skill development in diverse educational and therapeutic settings. Semi-structured interviews were conducted with

20 purposively sampled experts including special education teachers and occupational therapists. A thematic analysis of the interview data revealed several key themes, including the potential of VR to provide engaging, personalized, and repetitive practice opportunities; the challenges of cost, accessibility, and teacher training; and the need for adaptability to accommodate various types of SEN. The participants emphasized the importance of collaboration between educators, therapists, and technology developers in creating effective VR interventions. These findings suggest that, while VR offers unique advantages for motor skill training, its successful implementation requires careful consideration of individual needs, resource availability, and professional development.

Machart, L., Van Bogaert, L., Vilain, A., & Lovenbruck, H. (Éd.). (2025). **Le développement des compétences en français oral et écrit chez l'enfant sourd**. *ANAE - Approche Neuropsychologique des Apprentissages chez l'Enfant*, (193). Consulté à l'adresse https://www.anae-revue.com/
Ce numéro s'adresse aux professionnels et aux parents soucieux de favoriser le développement du français oral et écrit chez l'enfant sourd francophone, en s'appuyant sur des recherches de pointe et des recommandations pratiques.

Maffei-Almodovar, L., Sturmey, P., & Jessel, J. (2025). **Effectiveness of Pyramidal Training on Staff Acquisition of Five Behavior Analytic Procedures in the School**. *Journal of Behavioral Education*, *34*(3), 600-620. https://doi.org/10.1007/s10864-023-09539-z
Pyramidal training is an effective model for disseminating behavior analytic skills. However, pyramidal training in research is often conducted in controlled university settings. Further, research that has evaluated the effectiveness of pyramidal training in classroom settings (see Pence et al. 2014) often focuses on improving the use of one procedure (e.g., functional analysis) over a brief period. We conducted this study to evaluate the generalized effectiveness of behavioral skills training within a pyramidal model to improve teacher training skills across five procedures in the classroom setting over a nine-month period. We used behavioral skills training (BST) to train teachers (Tier 1) to implement BST to train teaching assistants (Tier 2) to implement Applied Behavior Analytic (ABA) procedures stimulus-stimulus pairing, multiple stimulus without replacement (MSWO) preference assessment, mand training, discrete trial teaching (DTT), and graphing data. Pyramidal training was effective in increasing teachers' procedural integrity of BST, and the social validity of the model was apparent in that teacher assistants' procedural integrity of target ABA procedures increased after Tier 2 training. Teachers required periodic feedback to maintain training skills, train novel procedures, and novel staff. Thus, pyramidal BST was effective to teach new skills, but required ongoing monitoring and feedback to ensure maintenance and generality of training skills.

Michelot, F., Béland, S., & Poellhuber, B. (2025). **Mesurer la pensée critique de futurs enseignants : éléments de validation d'échelles dans trois nations francophones**. *European Review of Applied Psychology / Revue Européenne de Psychologie Appliquée*, *75*(5), 101110. https://doi.org/10.1016/j.erap.2025.101110
Introduction Despite the importance of critical thinking in discourses or skills frameworks, this concept remains challenging to identify. Although the theoretical foundations are solid, the phenomenon is not easily quantified. Objective This article aims to contribute to developing French versions of critical thinking measurement tools by testing translated skills (HCTA; Halpern, 2010) and dispositions (CriTT; Stupple et al., 2017) tests in three

French-speaking nations in Europe and America. Methodology The validity study of instruments scores was done in two steps, in a preliminary collection (n = 102) with principal component analyses, and in a main collection in Wallonia, France and Quebec (n = 245) with confirmatory factorial analyses. Results The proposed scales have positive metric qualities, particularly in terms of score reliability (respectively ωt = .78, α = .66 and ωt = .92, α = .92). Conclusion It allows us to apprehend them as solid alternatives to existing scales. We conclude this article by discussing their respective limitations.

Mokibelo, E. B., J. M. Magogwe, Ngula, R. S., & Galebole, W. (2025). **Exploring the Experiences and Attitudes of Post-Year One University of Botswana Students on Academic Reading**. *British Journal of Education*, *13*(6). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-6-2025/exploring-the-experiences-and-attitudes-of-post-year-one-university-of-botswana-students-on-academic-reading/
This paper investigated the reading experiences and attitudes of post year one students who studied academic communication and study skills at the University of Botswana. There was a niche for this investigation because while the Communication and Study Skills Unit (USSU) teaches basic language skills including speaking, listening, reading and writing to all first-year students […]

Neupane Bastola, M., & Hu, G. (2025). **Making master's thesis writing a journey of mastery: A systematic review**. *Review of Education*, *13*(3), e70103. https://doi.org/10.1002/rev3.70103
A master's thesis is a unique blend of independent work and shared responsibility between the supervisor and the student. While the crucial roles of thesis supervisors and institutional environments are widely acknowledged, it is the students' proactive behaviours and actions that hold the key to shaping the level of support they receive and the ultimate outcomes they achieve. This paper presents a systematic review of 51 carefully selected peer-reviewed studies on writing a master's thesis. Based on a meticulous thematic analysis, the study has developed a conceptual framework encompassing the key phases of preparation, engagement, and outcomes. The findings underscore the importance of students' careful planning before embarking on the thesis journey and their multidimensional engagement as a prerequisite for optimising supervisory support, maximising learning opportunities, and achieving meaningful outcomes. Context and implications Rationale for this study: The master's thesis is widely recognized as a challenging and transformative component of master's degree programs, yet it remains a "neglected essential" in university pedagogy. Why the new findings matter: This systematic review provides a comprehensive framework to promote student agency and engagement, transforming thesis writing into a rich learning journey. Implications for students, supervisors, policy-makers, and researchers: Students should actively select thesis topics that are well-aligned with their interests and take ownership of their learning. Supervisors should guide students in topic selection and provide timely, supportive feedback with care and empathy to maintain their engagement. Universities should ensure alignment between students' and supervisors' research interests, reduce supervisory workloads, and provide necessary resources. The systematic review highlights the importance of conducting further research on disciplinary differences, developing practical strategies to help students manage their time effectively, and examining the experiences of minority students, particularly in underrepresented contexts.

Nte, B. O., Okoro, N. C., Elom, N. A., Ojide, R. N., & Alegu, D. N. (2025). **A Cross-sectional Survey of Attitude and Belief towards Sexually Transmitted Infections: Questionnaire-based Study among Rural Secondary School Students**. *British Journal of Earth Sciences Research*, *13*(6). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-6-2025/a-cross-sectional-survey-of-attitude-and-belief-towards-sexually-transmitted-infections-questionnaire-based-study-among-rural-secondary-school-students/
Among the fastest growing health problems in secondary school children are sex-related infections. The aim of the study was to determine the attitude and belief of secondary school students in rural secondary schools towards sexually transmitted infections (STIs). The cross-sectional survey was used to study 398 students who were within the age range 14-19 years. […]

Nwafukwa, P. O., Francisca N. Ede, Anigbo, I., Odey, B. N., & Nwankwo, J. M. (2025). **Lecturers' Competencies in The Teaching of Entrepreurship Education in Tertiary Institutions in Ebonyi State**. *British Journal of Education*, *13*(6). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-6-2025/lecturers-competencies-in-the-teaching-of-entrepreurship-education-in-tertiary-institutions-in-ebonyi-state/
The study investigated the lecturers' competencies in the teaching entrepreneurship education in tertiary institutions in Ebonyi Stat. The study adopted descriptive survey research design. Among the participants in the research were 188 lecturers from Ebonyi State University's Department of Education in Abakaliki, 197 lecturers from Alex Ekwueme Federal University in Ndufu Alike Ikwo, Ebonyi State, […]

Othman, M. K., Mat, R., & Sim, K. C. (2025). **A systematic review of paper-based and digital board games for collaborative science learning**. *Review of Education*, *13*(3), e70107. https://doi.org/10.1002/rev3.70107
This study reviews the literature on board games for collaborative learning in science education, analysing 76 articles from 2000 to 2024. It examines research methodologies, data collection tools, sample sizes, and data analysis methods, focusing on subject areas and types of board games used. Key findings reveal a predominance of physical (paper-based) board games. Research methodologies were primarily quantitative, with descriptive analysis being the most common approach, typically employing varied sample sizes (median 48.5 participants). Evidence suggests that board games can enhance scientific knowledge acquisition, improve student engagement, and foster collaborative skills. However, the review identifies critical limitations in the existing literature, including a prevalence of small sample sizes, a lack of long-term effectiveness studies, and insufficient focus on specific game mechanisms. Future research should prioritise investigating game mechanisms, explicitly measuring collaborative learning outcomes, improving methodological rigour, and assessing long-term impacts on knowledge retention. Context and implications Rationale for this study: This systematic review addresses a gap by synthesising empirical evidence on board games for collaborative learning in science education, providing a comprehensive overview of existing research. Why the new findings matter: Our findings quantify board games' positive impacts on science knowledge, engagement, and collaborative skills, while identifying methodological gaps and crucial future research directions. Implications for educational institutions, policymakers, educators and learners: This review highlights effective practices for integrating board games into science education, guiding the creation of more engaging and impactful collaborative learning experiences. For researchers: It identifies critical gaps in the literature, emphasising the need for studies on

specific game mechanisms, long-term effectiveness, enhanced methodological rigour (e.g. control groups, inferential statistics), and exploration across diverse populations and digital technologies. This provides a roadmap for future investigations to deepen our understanding and optimise the integration of board games.

Quesnay, P., Checcacci, M., Skerrett, M., Héry, S., Séguret, E., Perrin, E., … Gagnayre, R. (2025, mai). ***Quelle stratégie pour accompagner la révision des curriculums vers une approche par compétences***. Consulté à l'adresse https://hal.science/hal-05265459
Introduction : Les récents mouvements de réforme curriculaires dans les formations en santé visent à instaurer une approche par compétences (APC). Elles s'inscrivent dans un mouvement plus global d'amélioration des formations de l'enseignement supérieur français où l'importance de l'APC est rappelée par différentes instances de tutelle ou d'accréditation. Pourtant, l'APC est un changement complexe et les textes des réformes ne fournissent pas tous les repères nécessaires à sa mise en œuvre. La révision du curriculum de formation vers l'APC peut s'avérer difficile pour les équipes pédagogiques, nécessitant un accompagnement et des ressources dédiées. Cette question de l'accompagnement au changement semble d'autant plus importante pour les instituts qui regroupent plusieurs filières de formation ou pour les réseaux d'instituts de formation. Objectif : Cette communication questionne comment favoriser la révision d'un curriculum vers l'approche par compétences. Elle s'appuie sur la littérature scientifique relative aux stratégies de changement curriculaire. Ainsi, seront mobilisés des éléments conceptuels en lien avec le curriculum de formation, les modalités de révision du curriculum, la manière de concevoir le processus de changement, ou encore la stratégie de conduite d'un changement curriculaires. Résultats : Pour appuyer ces éléments conceptuels seront présentés des retours d'expériences réalisées dans des instituts de formations en santé, ainsi que certains résultats issus du programme AVENIR(s), ANR France 2030 visant à soutenir le déploiement de l'APC et de la démarche portfolio au sein de l'enseignement supérieur français. Ces résultats concernent particulièrement l'expérimentation d'une stratégie de changement mixte et multisite au sein du réseau d'écoles Polytech, regroupant 16 écoles d'ingénieurs universitaires. Ils permettront d'illustrer, à un an et demi après le début des expérimentations, les leviers ainsi que les difficultés rencontrées dans la conduite du changement, ainsi que la dynamique du changement observée. Ces éléments peuvent constituer des repères pertinents pour la révision des curriculums de formation en santé. Ils amènent à considérer la révision curriculaire en tant que réforme permanente sur la base d'expérimentations avec les enseignants et les étudiants.

Ray, J. E., Panahon, C. J., Hilt-Panahon, A., Petersen-Brown, S., & Filter, K. (2025). **Evaluating the Effects of Tootling When Implemented in Special Education Classrooms**. *Journal of Behavioral Education*, *34*(3), 673-693. https://doi.org/10.1007/s10864-024-09544-w
Managing student behavior in special education classrooms can be difficult, particularly with students with social-emotional and behavioral challenges. Effective classroom behavior management strategies maximize academic instruction time and decrease disruptive behavior. Tootling is a multicomponent classwide behavior intervention that involves students monitoring and reporting other students' behaviors. Tootling has proven to be effective in decreasing disruptive behavior, increasing prosocial behavior, and increasing on-task behavior in the general education classroom. Special education classrooms may be another important setting for tootling implementation, but additional

research is needed. The current study used a multiple baseline design across settings to examine the effectiveness of a tootling intervention in three special education classrooms with students who exhibit behavior difficulties. Results of the study demonstrated that the tootling intervention is effective in increasing on-task behavior with a sample of students in special education exhibiting behavioral difficulties. The tootling intervention was also effective in decreasing disruptive behavior, but not effective in increasing prosocial behavior. Additional research is needed to investigate the effectiveness of tootling in a variety of settings and with students with a variety of needs.

Ren, J., & Tian, L. (2025). **The influence of learning styles on students' perceptions of gamified education**. *Education and Information Technologies*, *30*(14), 20673-20696. https://doi.org/10.1007/s10639-025-13588-4
Numerous scholars have empirically explored the impact of gamification on enhancing students' learning, yielding varied findings regarding the effectiveness of gamification, but whether students of different learning styles are all supportive of gamified education and game elements is still an open question. This study examined whether and why undergraduate students with different learning styles hold distinctive views towards gamified learning, gamified teaching and game elements. Mixed methods research was employed, with quantitative data collected initially, followed by the collection of qualitative data. In the quantitative phase, two questionnaires—Neil Fleming's VARK (visual, aural, read/write, and kinesthetic) model and Davis's Technology Acceptance Model—were administered to undergraduate students at a private college in China, yielding a total of 516 valid surveys. Interviews with 18 undergraduate students were conducted to explore their perceptions of gamification learning in the qualitative phase. The result verified students' wide affection to gamified education and showed a significant correlation between students' learning styles and their attitudes towards both gamified learning and gamified teaching, as well as their preferences for certain elements of gamified applications. This study discussed potential reasons for the correlations and factors of learners' learning experiences, as well as the usefulness and limitations of gamification applications. The findings could provide a basis for educational researchers, course designers, and game-based learning application designers.

Retombée d'un programme de lecture interactive sur le maintien des apprentissages des élèves de 6 à 8 ans en situation de vulnérabilité pendant la période estivale. (2025, janvier 14). Consulté 23 septembre 2025, à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/histoire-et-rapport/retombee-dun-programme-de-lecture-interactive-sur-le-maintien-des-apprentissages-des-eleves-de-6-a-8-ans-en-situation-de-vulnerabilite-pendant-la-periode-estivale/
Retombée d'un programme de lecture interactive sur le maintien des apprentissages des élèves de 6 à 8 ans en situation de vulnérabilité pendant la période

Rey, B., & Chartier, A.-M. (2022). **Retour sur l'article « Autour des mots. "Compétence" et "compétence professionnelle" »**. *Recherche et formation*, (100), 65-83. https://doi.org/10.4000/14iag
Dans l'article de 2009 « Autour des mots "compétence"et "compétence professionnelle" », Bernard Rey défendait l'idée que l'usage ordinaire de la notion de compétence conduisait à imputer au seul sujet la réussite d'une action. Relisant ce texte

aujourd'hui, il plaide pour une lecture resocialisée de l'action professionnelle réussie. Celle-ci tient plus à un « état de l'art » intériorisé qu'à d'indicibles qualités intrinsèques du sujet. Anne-Marie Chartier de son côté, confrontant l'article de 2009 au contexte de sa parution (formation des enseignants en IUFM, parution d'un référentiel des compétences professionnelles de l'enseignant) en fait apparaître les enjeux et les limites.

Romani, P. W., & Koerner, A. M. (2025). **Comparison of Fixed-Ratio and Fixed-Interval Schedules of Reinforcement within the Treatment of Escape-Reinforced Problem Behavior**. *Journal of Behavioral Education*, *34*(3), 634-653. https://doi.org/10.1007/s10864-023-09540-6
The behavior-analytic approach to the assessment and treatment of problem behavior begins with a functional behavior assessment and concludes with function-based treatment implementation. Extinction bursts and the resurgence of problem behavior represent common barriers to successfully implementing these treatments. Recent research documents a common prevalence of these phenomena following contingency changes, including when transitioning from assessment to treatment. Researchers mitigate the disruptive impact of extinction bursts by controlling for the duration of exposure to the establishing operation (EO). Indeed, controlling for EO exposure when initiating treatment decreases the occurrence of problem behavior. While this effect has been documented, it is not clear if certain schedules of reinforcement are more appropriate for initial treatment arrangements than others. The purpose of the current study was to compare fixed-ratio (FR) and fixed-interval (FI) schedules of reinforcement implementation after controlling for the duration of EO exposure for participants who engaged in negatively reinforced problem behavior. Results generally showed both FR and FI treatment arrangements produced reductions in problem behavior and improvements in task completion. Despite these reductions, problem behavior seemed more likely to occur during the FI treatment arrangement. We will discuss these data in terms of identifying effective initial behavioral treatment arrangements for individuals engaging in escape-reinforced problem behavior.

Saillot, É., & Guyet, D. (2025). **Travailler les compétences interactionnelles au prisme des ajustements pour initier au raisonnement clinique en formation des masseurs-kinésithérapeutes**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rnz
Cet article propose une analyse compréhensive d'un dispositif de formation initiale des masseurs-kinésithérapeutes visant conjointement le développement de compétences interactionnelles au service de l'apprentissage du raisonnement clinique. Ce dispositif de formation a été coconstruit dans une approche interdisciplinaire, entre les sciences de la rééducation-réadaptation et les sciences de l'éducation et de la formation, notamment le cadre théorique des ajustements multiregistres, avec une orientation didactique professionnelle. La notion d'ajustement permet de travailler les compétences interactionnelles des masseurs-kinésithérapeutes avec leurs patient.e.s, qui fondent la démarche d'enquête au service du raisonnement clinique. L'analyse porte sur les traces de prises de conscience d'ajustements liés aux compétences interactionnelles chez les étudiant.e.s masseurs-kinésithérapeutes, sources d'apprentissages professionnels liés au raisonnement clinique.

Shallon Atuhaire, Wilson Mugizi, & Kato, J. K. (2025). **The Influence of Technology Applications Use on the Research Competence of Lecturers of Kyambogo University**.

British Journal of Education, *13*(3). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-3-2025/the-influence-of-technology-applications-use-on-the-research-competence-of-lecturers-of-kyambogo-university/
This study examined the influence of technology applications use on the research competence of lecturers of Kyambogo University. Using a correlational research design, data was collected from 192 teaching staff. The data were for descriptive statistics and structural equation modelling. Descriptive results revealed that technology applications use among lecturers was high. Findings also revealed that […]

Stone, B. W. (2025, septembre 18). **Comment l'IA influence nos façons d'apprendre – et pourquoi se méfier de la facilité**. https://doi.org/10.64628/AAK.pwak3sgjy
Les chatbots peuvent nous délester de certaines charges cognitives. Mais ces raccourcis n'ont-ils pas un prix à long terme ?

Tarifa-Rodriguez, A., Virues-Ortega, J., & Calero-Elvira, A. (2025). **The Behavioral Education in Social Media (BE-Social) Program for Postgraduate Academic Achievement: A Randomized Controlled Trial**. *Journal of Behavioral Education*, *34*(3), 479-505. https://doi.org/10.1007/s10864-024-09545-9
Few randomized controlled trials have evaluated social media study groups as educational aids in the context of online and blended teaching programs. We present the Behavioral Education in Social Media (BE-Social) intervention package, which integrates key evidence-informed behavioral intervention strategies delivered through a closed social media study group. BE-Social combines instructor-mediated cooperative learning and self-management training via multimedia posts and video modeling. Forty-six students were randomly assigned to a default online program (control) group or default online program plus BE-Social (intervention) group. Intervention outcomes included academic performance and social media engagement (reactions, comments). A mixed-effect ANOVA showed that individuals in the BE-Social group attained higher academic performance, $F(1, 46) = 18.37$, $p < .001$, $\eta 2 = .34$). On average, the intervention produced a 20-point increase in academic performance over a 100-point scale and significant increases in social media engagement. A parallel single-subject analysis revealed that intervention gains were not always consistent across participants. Findings are consistent with the view that social media platforms provide a prosthetic social milieu that can enrich traditional education by maximizing social rewards through increased interaction opportunities and timely positive feedback. We propose the digital environment reward optimization hypothesis to denote these processes.

Tereshko, L. M., Zane, T., & Weiss, M. J. (2025). **The Effect of Choice on Student Performance in Online Graduate Classes**. *Journal of Behavioral Education*, *34*(3), 506-525. https://doi.org/10.1007/s10864-024-09543-x
There has been a steady growth in the use of online instruction in higher education. The COVID-19 pandemic has increased both the need for and the use of this technology when schools were shut down, further establishing online learning as a viable educational platform for higher education. Many online higher education courses rely heavily on reading textbooks, articles, or both, where students complete assignments and quizzes to demonstrate their knowledge of the presented material. Instructors often require students to complete activities to provide evidence that they have read the assigned materials. There is limited research on the extent to which assignments lead to the best

student performance. The current study examined quiz scores after students completed either study questions or reading summaries. Instructors provided students with choices on which assignments to complete during some weeks and quiz scores were compared with weeks when students were not given a choice of assignments. Results showed that there were higher quiz scores in the weeks when students were given a choice of assignments. There was no difference in quiz scores across the types of assignments. Results are discussed in terms of embedding more choice into graduate-level online classes.

Ticca, A. C., de Saint-Georges, I., Ghimenton, A., & Lambert, P. (2025). **Compétence d'interaction et formation aux métiers de la mode et du vêtement : enseigner et apprendre l'« ordre » au sein de l'atelier de couture en lycée professionnel**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rnt
Les activités d'enseignement et d'apprentissage en ateliers des lycées professionnels se caractérisent par des tâches complexes, où différents ordres de savoirs s'imbriquent. Pour illustrer cette complexité, l'article présente une étude de cas dans le champ des Métiers de la Mode et du Vêtement où la dimension de l'ordre émerge de façon récurrente. A partir d'une analyse multimodale d'interactions dans l'atelier de couture, nous mettons en lumière les dimensions de l'ordre rendues pertinentes par les activités des participantes autour de la confection d'une robe. En analysant la compétence d'interaction à l'œuvre — visible dans l'organisation séquentielle des activités pratiques et dans la procédure inscrite dans une fiche technique que les élèves ont à suivre — l'étude permet de définir les contours de la multidimensionnalité de l'ordre, et, plus largement, de mieux comprendre les ateliers comme des espaces à la frontière entre travail et école.

Udofia, P. M., & Ibok, E. O. (2025). **Effects of Brain Based Learning (BBL) On Students' Academic Achievement and Retention in Mathematics Word Problem in Akwa Ibom State-Nigeria**. *British Journal of Education*, *13*(8). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-8-2025/effects-of-brain-based-learning-bbl-on-students-academic-achievement-and-retention-in-mathematics-word-problem-in-akwa-ibom-state-nigeria/
The study seeks to determine the effects of Brain Based Learning (BBL) on students' academic achievement and retention in mathematics word problem in Akwa Ibom State Nigeria. Three research questions were asked, and three corresponding null hypotheses were formulated to guide the study. The non-equivalent control group pre-test post-test quasi-experimental research design was adopted. The […]

Ukaegbu, B. C. N., Edet, G., & Obi, H. E. (2025). **Library Circulation Policies Awareness and Utilization of Library Resources at Donald Ekong Library, University of Port Harcourt**. *British Journal of Education*, *13*(10). Consulté à l'adresse https://eajournals.org/bje/vol13-issue10-2025/library-circulation-policies-awareness-and-utilization-of-library-resources-at-donald-ekong-library-university-of-port-harcourt/
This study examined the relationship between library circulation policy awareness and the use of library resources at Donald Ekong Library, University of Port Harcourt. The research focused on three key policies: loan rules, overdue fines, and borrowing limits. A correlational design was used, and the sample included 180 respondents made up of undergraduate students, postgraduate […]

UNICEF. (2025). ***Digital Learning, Real Classrooms: Insights from Implementation Research in Ghana***. Consulté à l'adresse UNICEF website: https://www.unicef.org/innocenti/media/11531/file/UNICEF-Innocenti-Digital-Learning-Working-Paper-Ghana-2025.pdf

Valentini, A., & Blancas, A. (2025). ***The challenges of AI in higher education and institutional responses: is there room for competency frameworks?*** (p. 35). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000394935.locale=en

Wang, W.-S., Lin, C.-J., Lee, H.-Y., Huang, Y.-M., & Wu, T.-T. (2025). **Enhancing self-regulated learning and higher-order thinking skills in virtual reality: the impact of ChatGPT-integrated feedback aids**. *Education and Information Technologies*, *30*(14), 19419-19445. https://doi.org/10.1007/s10639-025-13557-x
This study explores the integration of ChatGPT technology into Virtual Reality (VR) learning environments to support self-regulated learning (SRL) strategies and foster higher-order thinking skills (HOTS). Utilizing a randomized controlled trial (RCT) design, 81 undergraduate students were randomly assigned to either an experimental group with GPT-feedback-supported VR learning or a control group with traditional feedback-supported VR learning. The VR learning environment focused on embedded IoT tasks, structured into six learning units aligned with Bloom's taxonomy. Results indicate that the experimental group demonstrated significantly higher cognitive levels across memory, understanding, and application tasks compared to the control group. Notably, GPT feedback markedly improved problem-solving and critical thinking skills, though its impact on creativity was limited. This limitation may be attributed to the directive nature of GPT feedback or the structured scope of learning tasks, which may not have encouraged open-ended creative exploration. SRL abilities were also significantly improved in the experimental group, highlighting the efficacy of GPT feedback in promoting self-reflection, goal setting, and strategy adjustment. The findings underscore the potential of integrating generative AI technologies like ChatGPT into VR learning environments to provide targeted, real-time feedback, thus addressing limitations of traditional VR feedback mechanisms. This integration supports deeper engagement and more effective learning outcomes, particularly in problem-solving and critical thinking, providing valuable insights for future educational technology implementations.

Yahaya, M., & Awoyale, O. (2025). **Teaching and Learning of Mathematics Among Secondary School Students for the Development of Entrepreneurship: Implications for Economic Diversification in Kwara State**. *British Journal of Education*, *13*(3). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-3-2025/teaching-and-learning-of-mathematics-among-secondary-school-students-for-the-development-of-entrepreneurship-implications-for-economic-diversification-in-kwara-state/
The objective of the study is to examine the roles of teaching and learning of mathematics among secondary students for development of entrepreneurship for economic development in Kwara State Descriptive survey was employed as the research design for the study and questionnaire containing closed and open-ended questions was the instrument for data collection. Sample of […]

Yang, Y., Xu, M., Gong, B., Yang, L., & Zang, Y. (2025). **Leveraging science fiction to enhance technological literacy and critical thinking in higher education**. *Education and*

Information Technologies, *30*(14), 20011-20049. https://doi.org/10.1007/s10639-025-13501-z
Despite the growing demand for technological literacy and critical thinking in higher education, traditional pedagogical methods often fail to fully engage students in developing these essential skills. Science fiction presents an underutilized yet promising tool for addressing this gap. This study investigates the impact of Science fiction on students' technological literacy, critical thinking, and creative problem-solving abilities in higher education. Using a quantitative research approach, data were collected through a questionnaire survey of 322 students, and statistical analysis was conducted using Statistical Package for Social Sciences (SPSS). Correlation analysis reveals strong positive relationships between Science fiction exposure and technological literacy ($r = 0.73$), critical thinking skills ($r = 0.55$), technological understanding ($r = 0.69$), imagination and creativity ($r = 0.45$), and analytical thinking ($r = 0.78$). Further hypothesis testing confirms that students exposed to Science fiction exhibit significantly higher technological literacy and critical thinking skills than those without exposure. Cluster analysis highlights that Science fiction engagement leads to enhanced cognitive development, while mediation analysis demonstrates that imagination and creativity serve as key mechanisms linking Science fiction exposure to technological literacy. Additionally, moderation analysis suggests that prior technology exposure strengthens the relationship between Science fiction and cognitive skill development. These findings underscore the value of integrating Science fiction literature and media into educational curricula to enhance students' analytical and technological competencies. This study contributes to the field by providing empirical evidence of Science fiction's pedagogical potential, advocating for its strategic inclusion in higher education to cultivate well-rounded, adaptable learners in an increasingly technology-driven world.

Yao, D., & Lin, J. (2025). **Cognitive enhancement through competency-based programming education: a 12-year longitudinal study**. *Education and Information Technologies*, *30*(14), 20347-20383. https://doi.org/10.1007/s10639-025-13582-w
Programming education consistently faces challenges in bridging theory with practice and fostering students' cognitive competencies. This 12-year longitudinal study (2011–2023) investigates an innovative competency-based teaching model in university C programming education that integrates six educational theories into a coherent framework with three dimensions (theoretical, practical, innovative), four integration mechanisms, and five combinatorial strategies. Using a mixed-methods approach with a quasi-experimental design, we studied 4,051 undergraduate students from a Chinese university. Results revealed significant enhancement in students' cognitive abilities, as measured by Raven's Standard Progressive Matrices ($t\ (350) = 8.76$, $p < 0.001$, $d = 0.68$), which strongly correlated with improved academic performance ($r = 0.62$), computational thinking ($r = 0.71$), and problem-solving skills ($r = 0.67$). The model creates multiple pathways for cognitive development through synergistic interactions between components, promoting collaboration and self-directed learning with effects extending beyond graduation. Multiple regression analysis identified three key predictors of cognitive enhancement: classroom engagement ($\beta = 0.35$), project completion ($\beta = 0.28$), and participation in innovation activities ($\beta = 0.22$). This study provides robust empirical evidence for the long-term efficacy of a competency-based model in programming education, presenting a transformative approach to STEM education reform particularly relevant in rapidly evolving technological landscapes.

Zhang, Yan, Guo, W., Tara, A. N., Cao, X., Wu, H., & Shi, H. (2025). **The effects of different instructional strategies on the college students' critical thinking learning experience and neural correlates using functional near-infrared spectroscopy**. *Education and Information Technologies*, *30*(14), 20467-20494. https://doi.org/10.1007/s10639-025-13566-w

Critical thinking (CT) is an essential skill in today's ever-changing society. Yet, the influences of instructional strategy, a crucial factor of educational outcomes, on the development of CT remains unclear. We proposed that the instructional strategy played a significant role in fostering CT and aimed to explore the complex neural mechanisms underlying this relationship. To address this issue, we adopted a mixed-methods approach that combined questionnaire and functional near-infrared spectroscopy (fNIRS) to explore the impact of watching various instructional strategy videos (lecture-based, teacher-student interaction-based, and group discussion-based) on CT learners' subjective experience (i.e., perceived interaction, learning effectiveness, teaching effectiveness, emotional valence, emotional arousal and difficulty of learning tasks) and brain activation. The study involved 41 university student volunteers aged 18 to 26 from various academic disciplines. The results showed that the CT learners reported more positive experiences regarding interpersonal interaction, instructional efficacy, and emotional arousal in the group discussion-based instructional mode. In particular, the prefrontal cortex (PFC), which is associated with mentalization showed increased activity during the teacher-student interaction and peer discussion conditions, suggesting that social interaction in teaching and learning supports the cognitive foundation necessary for openness in CT learning. In contrast, relying solely on traditional didactic teaching strategies resulted in a more negative experience for CT learners. Our study provides multimodal evidence of an essential mechanism through which classroom interactions promote the development of CT. Additionally, it offers valuable insights for future CT pedagogical models, emphasizing the importance of creating opportunities for students to interact with both teachers and peers.

Zhang, Yandong, & Zhang, Y. (2025). **Exploring technology-assisted language learning innovations and effectiveness in enhancing english linguistics skills for college students**. *Education and Information Technologies*, *30*(14), 20597-20625. https://doi.org/10.1007/s10639-025-13563-z

In the digital age, technology-assisted language learning (TALL) has emerged as a pivotal approach to enhancing English linguistic skills among college students. This study explores the effectiveness of TALL innovations in enhancing English linguistic skills among college students. Employing a mixed-methods approach, data were collected through questionnaires and interviews. 430 college students participated in the quantitative survey, while 50 students were interviewed to provide qualitative insights. The quantitative data were analyzed using Statistical Package for the Social Sciences (SPSS) software, and the qualitative data were processed using Nvivo. The findings indicate a positive correlation between the use of language learning apps and improved comprehension of English phonetics. The integration of AI-driven grammar tools was found to enhance syntactic accuracy in student writing assignments. Regular use of interactive pronunciation software positively influenced students' spoken English fluency. Gamified vocabulary apps were associated with increased motivation and perseverance in learning English. The novelty of this study lies in its comprehensive examination of multiple TALL tools and their specific impacts on different aspects of language learning. By combining quantitative and qualitative methodologies, the research provides a holistic

understanding of how various technological innovations contribute to language skill development. The study's findings underscore the transformative potential of TALL in modern education.

Zhou, D., Li, T., Barakova, E., Chen, C., & Zhang, J. (2025). **Enhancing positive emotions and creativity in visual storytelling: the effect of multimedia transformation of drawings**. *Education and Information Technologies*, *30*(14), 20417-20443. https://doi.org/10.1007/s10639-025-13534-4
Visual storytelling is a widely practiced educational activity that encourages children's verbal and figural creative expression through both narrative and drawing. This study investigated how transforming children's drawings into multimedia formats—by adding sound effects, animated presentation, or a combination of both—impacted children's affective reaction and creativity in storytelling. An interactive prototype was developed to apply multimedia transformations to children's drawings when they experienced creative blocks. A mixed-methods approach was employed, involving 80 children aged 8 to 10 years, who were randomly assigned to four groups: a control group and three intervention groups subjected to sound effects, animated presentations, and a combination of both. Emotional and creative outcomes were assessed across these groups. Quantitative analyses showed that the groups subjected to the multimedia transformations exhibited significantly stronger positive emotions and creativity compared to the control group. Qualitative findings further revealed that children in the multimedia transformation groups experienced greater immersion due to the sound effects, which encouraged more detailed story elaboration, while the animated presentations facilitated the exploration of cause-and-effect relationships, inspiring more expansive storylines. The combination of the sound effects and the animated presentations was observed to provide the most comprehensive support, enhancing positive emotions, boosting independent creativity, and helping children overcome creative blocks in visual storytelling without introducing new content from external sources. These findings inform the design of storytelling-assisted systems and broaden understanding of how multimedia supports creativity and independent problem-solving through emotional enhancement.

Zhu, G., Teo, C. L., Ong, A. K.-K., Yuan, K. G., Ker, C. L., & Yang, Y. (2025). **Towards an authentic collaborative inquiry model for cultivating data science skills and attitudes: effects of SPIRE on secondary school students**. *Education and Information Technologies*, *30*(14), 19933-19959. https://doi.org/10.1007/s10639-025-13579-5
Preparing the new generation to be data-literate citizens is a pressing challenge, and some explorations have been made to cultivate K-12 students' data science skills and attitudes. However, there is a lack of instructional models to guide the design of data science programs in K-12 due to its complex and interdisciplinary nature as well as the involvement of diverse communities in its research targeting various audiences. To address this research gap, we proposed an authentic collaborative inquiry model (SPIRE, Stimulate, Practice, Improve and Reflect) that integrates science inquiry procedures (emphasizing students' hands-on engagement in data science workflow) and the Knowledge Building approach (highlighting students' continuous and collaborative work on real-world problems and questions). Following the mode, we developed and engaged 67 secondary school students in an out-of-school Data Science program through two cycles. We examined how students' data science skills, perceived learning and attitudes changed during and after the program. The findings show that the groups

of participants could engage in complete data science processes, demonstrating strong skills in identifying variables, aligning data with investigative questions, and interpreting results in their final artifacts. However, they performed relatively poorly in explaining the rationale of the investigation, comprehensive data analysis and considering other factors beyond those included in the investigative questions. Participants perceived learning significantly increased over the inquiry phases, and their perceived data science skills significantly increased after the program. Overall, the results were positive and uncovered skills requiring more support and scaffolding. Future research and practice can further examine how to apply the SPIRE model in K-12 data science education in schools in subjects such as data science, science, and mathematics and study how to enhance the data science skills that students do not perform well.

Zorn, S., Atlan, E., & Corbeil, T. (2025). **Développement de compétences professionnelles dans le champ du polyhandicap : effets perçus d'un module de formation à l'analyse collective et croisée des interactions**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14ro2
Initier, soutenir et maintenir des interactions de qualité avec des personnes avec polyhandicap nécessite des compétences hautement spécialisées, lesquelles sont peu développées lors de la formation des différents professionnels impliqués dans leur accompagnement. Dans ce contexte, l'analyse collective des situations éducatives filmées représente un levier important pour développer les compétences professionnelles et améliorer l'accompagnement des personnes avec polyhandicap. Dans cet article, nous rendons compte d'un module de formation proposé dans un diplôme universitaire intitulé Polyhandicap, éducation et apprentissages et s'appuyant sur l'analyse collective de données filmées de situations éducatives. À partir de la triangulation des données recueillies (travaux d'observation, questionnaire, focus group), nous présentons les apports et limites du module de formation et identifions des pistes pour de futures formations des acteurs qui accompagnent les personnes avec polyhandicap.

Aspects économiques de l'éducation

Aganaba, D. (2025). **Moderating Role of Public Trust in Government on the Relationship Between Taxpayers' Education and Revenue Generation in Bayelsa State, Nigeria**. *British Journal of Education*, *13*(10). Consulté à l'adresse https://eajournals.org/bje/vol13-issue10-2025/moderating-role-of-public-trust-in-government-on-the-relationship-between-taxpayers-education-and-revenue-generation-in-bayelsa-state-nigeria/
This study investigates the moderating effects of public trust on the relationship between tax education and revenue generation in Bayelsa State. While tax education plays a vital role in enhancing taxpayers' knowledge, compliance, and willingness to pay taxes, the effectiveness of such educational efforts is often influenced by the degree of trust citizens have in […]

Akpojotor, R. U., Mordi, C. U., Onoka, H. O., & Ogah, B. O. (2025). **Impact of Fuel Subsidy Removal on Staff Welfare and Students Academic Performance in Tertiary Institutions in Delta State**. *British Journal of Education*, *13*(3). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-3-2025/impact-of-fuel-subsidy-removal-on-staff-welfare-and-students-academic-performance-in-tertiary-institutions-in-delta-state/

This paper examined the impact of fuel subsidy removal on staff welfare and students' academic performance in tertiary institutions with a view of looking at the measures put in place by the government in ensuring that the people are not affected by the subsidy removal. Four research questions were posed for the study. A descriptive […]

Bagot, L., Dutey, C., de Formel, C., Liogier, V., & Rousseau, S. (2025). **En 2024, 197,1 milliards d'euros consacrés à l'éducation, soit 6,8 % du PIB**. *Note d'Information*, (25.52), 1-4. Consulté à l'adresse https://www.education.gouv.fr/en-2024-1971-milliards-d-euros-consacres-l-education-soit-68-du-pib-451458
En 2024, la France a consacré 197,1 milliards d'euros à son système éducatif, soit une hausse de 6,8 milliards d'euros par rapport à 2023 en euros courants (+ 3,6 %). En tenant compte de l'effet prix, la hausse est ramenée à 2,8 milliards en euros constants, soit + 1,4 % par rapport à 2023.

Blanden, J., Cassagneau-Francis, O., Macmillan, L., & Wyness, G. (2025). ***Private highs: investigating university overmatch among students from elite schools*** [Working paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://EconPapers.repec.org/RePEc:cep:cepdps:dp2115
Inequality in elite college attendance is a key driver of intergenerational mobility. This paper shifts the focus upstream to examine how elite high school attendance - specifically, enrollment in UK private, fee-paying schools - shapes university destinations across the academic ability distribution. Using linked administrative data, we show that the main advantage conferred by private schools is not that their highachieving students are more likely to access elite degree courses, but rather that their lower-achieving students are more likely to « overmatch » by attending more selective degree courses than might be expected given their grades. In particular, we show that lower attaining pupils from fee-paying high schools enrol in university courses around 15 percentiles higher ranked than similarly qualified state school students. The greater propensity of private school students to overmatch is driven largely by differences in application behavior, with even the weakest private school students aiming higher than their higher achieving state school peers.

Cheslock, J. J. (2025). **Do not Discard $16 Billion: Accounting for IPEDS Administrative Unit Observations**. *Research in Higher Education*, *66*(6), 38. https://doi.org/10.1007/s11162-025-09856-4
The IPEDS Finance survey is a key resource for academic research, policy analysis, and efforts to improve transparency and accountability. However, the data from the survey can be difficult to use properly. This research note addresses a specific challenge: how to incorporate the $16 billion in revenues and expenditures reported annually within administrative unit observations. Commonly used procedures for preparing IPEDS finance data lead researchers to incorporate none or only a portion of these dollars. When incorporated, the dollars are often assigned to only some of the institutions affiliated with the administrative unit. To better understand this issue, I analyze IPEDS data to reveal five novel findings regarding revenues and expenditures held within administrative unit observations. The results show that this challenge is most relevant for public institutions, certain revenues and expenditure categories, and longitudinal analysis. To support researchers, I offer clear guidance for fully incorporating these dollars and linking them to all relevant institutions. The guidance includes a simple decision rule that will prove useful for most studies. Supplementary resources are provided to facilitate

implementation. This research note ends with an illustration demonstrating how research findings can meaningfully vary based on the treatment of administrative unit observations.

Contreras, D., Galindo, A., & Lepe, I. (2025). **Education Spending and Economic Growth: Short and Long-term Effects**. *IDB Publications*. https://doi.org/10.18235/0013634
This paper examines the short- and long-term effects of education expenditure on economic growth using a global panel of 107 countries from 1970 to 2019. Employing a CS-ARDL model with an error correction framework, we estimate dynamic responses to both aggregate and disaggregated real education spending across primary, secondary, and tertiary levels. The results show that public investment in education has a statistically significant and positive impact on real GDP per capita, both in the short and long run. The long-run elasticity is highest for aggregate expenditure and comparable across primary and secondary education, while it is lower for tertiary education. We further explore heterogeneity in long-run effects and find that higher educational achievement, proxied by PISA scores, amplifies the growth impact of education spending. Simulations confirm that countries with higher PISA scores experience faster and stronger returns on investment. These findings underscore the role of education quality in enhancing the productivity of public education spending and support targeted policy efforts to improve both the quantity and quality of educational investment.

Elacqua, G., Marotta, L., Martínez, M., Méndez, C., & Nascimento, D. (2025). ***Smart Spending in Education in Latin America and the Caribbean***. Consulté à l'adresse Inter-American Development Bank website: https://publications.iadb.org/en/smart-spending-education-latin-america-and-caribbean
This book offers an analysis of educational financing in Latin America and the Caribbean (LAC), highlighting that while investment in education is essential, the efficiency and effectiveness in the use of resources are decisive for improving learning outcomes and reducing educational gaps. Based on interviews and documentary analysis conducted in 22 countries in the region, the book proposes a conceptual framework that integrates the operational dimensions of financing mobilization, distribution, execution, and monitoring with the normative principles of adequacy, equity, efficiency, and transparency.

European Commission. Directorate general for education. (2025). ***Investing in education 2025*** [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/fr/publication-detail/-/publication/b575982f-82f0-11f0-9af8-01aa75ed71a1
This report presents the new 2023 data on public expenditure on education and discusses the economic returns to investing in education. Education investment in the EU is showing early signs of recovery, but persistent challenges remain. The new EU economic governance framework and the Union of Skills open the door for more strategic education investment. The report shows that education is a proven engine of competitiveness and long-term resilience. Tackling educational inequality is key to promoting intergenerational fairness and mobilising all economic potential. Quality education is also central to addressing Europe's demographic transition, including the challenge of skills shortages.

Fu, C., Lin, H.-C. (Luke), & Tanaka, A. (2025). ***College Loans and Human Capital Investment*** (Working paper No 34221). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:34221
College loans serve as a double-edged sword for human capital investment: While they facilitate access to education, the burden of repayment may distort post-education investments in human capital. We examine the role of college loans and loan repayment policies through a structural model in which heterogeneous individuals, faced with borrowing limits, make dynamic decisions on consumption, borrowing/saving, labor supply, and costly human capital investment (via both college education and on-the-job learning a la Ben-Porath (1967)). We estimate two versions of the model using data from the NLSY79: one with natural borrowing limits and another with parameterized limits. Counterfactual simulations based on both models suggest that, relative to the standard fixed repayment plan, income-driven repayment (IDR) plans modestly increase educational attainment, lifetime earnings, and individual welfare. Although some generous IDR plans may result in losses for the loan program itself, overall government revenue is higher under IDRs than under the standard repayment plan when lifetime income taxes are accounted for, creating a win-win scenario for both individual welfare and government revenue.

Galán-Muros, V., Roser-Chinchilla, J., & Ricaurte, K. (2025). ***Financial aid to higher education students In Latin America and the Caribbean*** (p. 15) [Policy Brief]. Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000394910

Global Education Cluster, Inter-agency Network for Education in Emergencies, & Geneva Global Hub for Education in Ermergencies. (2025). ***Futures Cut Short: The devastating impact of aid cuts on education in emergencies*** (p. 8) [Policy Briefing]. Consulté à l'adresse Geneva Global Hub for Education in Emergencies ; Global Education Cluster ; Inter-agency Network for Education in Emergencies website: https://eiehub.org/news/policy-briefing-futures-cut-short

Kebbi, J. A. (2025). **Assessment of the Impact of Bayelsa State Education Development Trust Fund on Secondary Education in Bayelsa State, Nigeria**. *British Journal of Education*, *13*(1). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-1-2025/assessment-of-the-impact-of-bayelsa-state-education-development-trust-fund-on-secondary-education-in-bayelsa-state-nigeria/
In Bayelsa State, Nigeria, the research evaluated the "effect of the Bayelsa State Education Development Trust Fund (BSDTF) on secondary education." Determining the degree to which BSDTF improves staff and infrastructure development in secondary schools was the main goal of the study, which used a descriptive survey research approach. A sample of 120 instructors and […]

Mathies, C., Karhunen, H., & DesJardins, S. L. (2025). **If You Charge Them, Will They Come? The Effect of Levying Tuition Fees on International Students**. *Research in Higher Education*, 66(6), 34. https://doi.org/10.1007/s11162-025-09855-5
In 2017, Finland began levying tuition fees on non-European Union (EU)/European Economic Area (EEA) international students. Using data from multiple Finnish government sources, we study the impact of tuition fee reform at various stages of the higher education enrollment selection process. Outcomes examined include how the policy change affects student application behavior, admissions and acceptances by

institutions, and student enrollments. To identify the effects of the policy change, we employ a difference-in-differences approach using national register data and program-level tuition variations. Our findings led to three key findings: (1) the implementation of fees did not decrease the number of applications of international students subject to fees to Finnish higher education institutions, but it did induce a decrease in the admitted, accepted, and enrolled international student populations; (2) there was an increase in the proportion of fee-paying international students from the wealthiest countries and a decrease from the less wealthy countries; (3) less wealthy students were incentivized to earn more credits in their first year of study after the introduction of tuition fees. We provide a discussions of the implications for policy and practice and recommendations for future research.

Molénat, X. (2025, septembre 22). **Pour l'éducation, la France dépense encore moins que ce que l'on croyait**. Consulté 23 septembre 2025, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/leducation-france-depense-lon-croyait/00116277
En relevant des conventions comptables discutables, quatre économistes montrent que le montant des dépenses publiques, et en premier lieu celles consacrées à l'Education nationale, est nettement surestimé.

Niembro, A., & Svampa, F. (2025). **Territorial Inequalities and (de)Concentration of Public Investment in Science: A Study on CONICET (Argentina) and the Tensions Between Academic Excellence and Equity**. *Minerva*, *63*(3), 499-533. https://doi.org/10.1007/s11024-024-09550-2
The search for equity in science policy (in terms of territory, gender and other inequalities of opportunity) faces strong tensions with academic excellence, autonomy and meritocracy, which ultimately tend to concentration. Integrating different but related approaches and concepts, this article proposes an analytical framework to study the evolution of scientific policies, instruments or organizations through the lens of these tensions. The utility of this framework is illustrated by a case study of the Argentine National Scientific and Technical Research Council (CONICET in Spanish) and its scientific researcher career, with a focus on the deconcentration initiatives during the 2010-2022 period. This comprehensive perspective shows how tensions and contradictions translate into frequent marches and countermarches, turning the career calls into an incoherent set of layers, rationales, objectives and impacts, which counteract each other and tend to perpetuate rather than diminish territorial inequalities. Beyond this particular case study, we hope that this approach can be adapted in future research to examine other science policies and institutions, in order to identify and highlight the internal tensions that could interfere with some of the intended (equity) objectives.

Patrinos, H., & Psacharopoulos, G. (2025, août 25). ***Causal Returns to Education*** [SSRN Scholarly Paper]. https://doi.org/10.2139/ssrn.5403490
Using 182 estimates from 140 studies in 55 countries, this paper compares ordinary leastsquares (OLS) and instrumental variables (IV) estimates of the private returns to schooling.IV returns average 9.7 percent—38 percent higher than OLS—and exceed OLS in nearly80 percent of cases, with the largest gaps in developing countries. These patterns alignwith theories of diminishing marginal returns, scarcity rents, and attenuation frommeasurement error. While IV methods mitigate bias, instrument validity and external

validityconcerns persist. Evidence consistently shows substantial causal returns, particularly fordisadvantaged populations, underscoring the need for rigorous research.

Podolsky, A., & Darling-Hammond, L. (2025). ***Think Again: Do the returns to teacher experience fizzle out?*** (p. 18). Consulté à l'adresse Thomas B. Fordham Institute website: https://fordhaminstitute.org/national/research/think-again-do-returns-teacher-experience-fizzle-out
For many years, the conventional wisdom in education reform circles was that teachers stopped improving after a few years on the job. This brief challenges that notion.

Sonenshine, T. (2025, septembre 29). **Moins d'étudiants étrangers aux États-Unis : une baisse qui coûte cher aux universités**. https://doi.org/10.64628/AAK.9vmrw75md
On estime à 150 000 la baisse du nombre d'étudiants étrangers sur les campus états-uniens cet automne en raison des politiques mises en place par l'administration Trump.

U. G. Hamza, A., Bwala, H. B., & Haruna, L. Z. (2025). **Assessment of Socio-Economic Factors Influencing Travel Mode Choice in Tertiary Institutions in Gombe Metropolis, Nigeria**. *British Journal of Education*, *13*(3). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-3-2025/assessment-of-socio-economic-factors-influencing-travel-mode-choice-in-tertiary-institutions-in-gombe-metropolis-nigeria/
This study investigated the influence of socio-economic factors on travel mode choice among staff and students of tertiary institutions in Gombe Metropolis, Nigeria. The study adopted survey research design. Both quantitative and qualitative approaches were employed to carry out the study. Four hundred (400) copies of a structured questionnaire representing the sample size of the […]

Yahaya, M., & Awoyale, O. (2025). **Teaching and Learning of Mathematics Among Secondary School Students for the Development of Entrepreneurship: Implications for Economic Diversification in Kwara State**. *British Journal of Education*, *13*(3). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-3-2025/teaching-and-learning-of-mathematics-among-secondary-school-students-for-the-development-of-entrepreneurship-implications-for-economic-diversification-in-kwara-state/
The objective of the study is to examine the roles of teaching and learning of mathematics among secondary students for development of entrepreneurship for economic development in Kwara State Descriptive survey was employed as the research design for the study and questionnaire containing closed and open-ended questions was the instrument for data collection. Sample of […]

Zahran, W., & Klasik, D. (2025). **Tuition Reduction and Student Loan Debt: Evidence from the North Carolina Promise**. *Research in Higher Education*, *66*(6), 32. https://doi.org/10.1007/s11162-025-09853-7
College promise programs can be found in every state in the country, though they vary widely in design. Most programs aim to reduce the tuition and fees students pay with the goal of increasing educational attainment and reducing the financial burden on students. The NC Promise policy functions in this space by reducing tuition for all students attending one of three campuses in the University of North Carolina (UNC) System. In this study, we investigate how NC Promise affects other sources of aid students receive, with a focus on whether it reduces student borrowing. Using student-level financial aid data from the University of North Carolina System, we employ a difference-in-difference

framework to estimate the relationship between NC Promise and student loan debt. We find that NC Promise reduced student borrowing by approximately $1,100 per year among students with a family income above $55,000 who were already enrolled when NC Promise began. We also find a statistically significant decrease in state grants across multiple subgroups of students. We discuss how the design of NC Promise and similar financial aid programs can inform state policymaking to reduce student debt.

Zhang, L., & Liu, X. H. (2025). **Degrees of Connection: Examining the Relationships Among College Majors, Marriage, and Spouse Selection**. *Research in Higher Education*, 66(6), 36. https://doi.org/10.1007/s11162-025-09857-3
This study examines how college majors are related to marital outcomes through homogamy based on college attainment and fields of study. Grounded in theories of educational assortative mating, opportunity structure, and personal preferences, we investigate how college majors predict marriage probability, spouse selection, and economic inequality among different-sex and same-sex couples using American Community Survey data (2019–2023) from over 9 million individuals aged 25–69. Findings reveal significant differences in marriage probability between individuals with and without college degrees and across college majors. Including earnings and occupations substantially reduces these disparities for men but has minimal impact for women. A clear pattern of major-based homogamy emerges for both different-sex and same-sex couples. STEM majors exhibit strong homogamy and a propensity to have spouses who majored in other STEM fields. Given the significant earnings gaps across majors, major-based homogamy amplifies income inequality among married couples, an effect particularly pronounced for women in different-sex marriages.

Aspects psychologiques de l'éducation

Acton, R., Cortes, K. E., Miller, L., & Morales, C. (2025). **Distance to degrees: How college proximity shapes students' enrollment choices and attainment across race-ethnicity and socioeconomic status**. *Economics of Education Review*, 102724. https://doi.org/10.1016/j.econedurev.2025.102724
Leveraging rich data on the universe of Texas high school graduates, we estimate how the relationship between geographic access to public two- and four-year postsecondary institutions and postsecondary outcomes varies across race-ethnicity and socioeconomic status. We find that students are sensitive to the distance they must travel to access public colleges and universities, but there are heterogeneous effects across students – particularly with regard to distance to public two-year colleges (i.e., community colleges). White and higher-income students who live in a community college desert (i.e., at least 30 minutes driving time from the nearest public two-year college) substitute towards four-year colleges and are more likely to complete bachelor's degrees. Meanwhile, Hispanic, lower-income, and to some extent, Black students respond to living in a community college desert by forgoing college enrollment altogether, reducing the likelihood that they earn associate's degrees and reducing the likelihood that they ultimately transfer to four-year colleges and earn bachelor's degrees. These relationships persist up to eight years following high school graduation, resulting in substantial long-term gaps in overall degree attainment by race-ethnicity and income in areas with limited postsecondary access. JEL Codes: I21, I23, I24

Alenezi, A. A., Al-Muqate, A. H., & Al-Kandari, F. A. (2025). **The Impact of Social Phobia on English Language Students from the Point of View of Cognitive Behavioral Theory**. *British Journal of Education*, *13*(1). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-1-2025/the-impact-of-social-phobia-on-english-language-students-from-the-point-of-view-of-cognitive-behavioral-theory/
The purpose of this study is to explore the impact of social phobia on English language learners through the lens of cognitive behavioral theory (CBT). The researchers used the Al-Hanafi (2022) Social Anxiety Scale in a pilot study of 30 students from the Public Authority for Applied Education and Training Kuwait. Internal consistency and reliability […]

An, B. P., & Loes, C. N. (2025). **Examining the Role of Student Engagement on the Relation Between Dual Enrollment and College Persistence or Transfer**. *Research in Higher Education*, *66*(6), 35. https://doi.org/10.1007/s11162-025-09854-6
We examine whether participation in dual enrollment increases student engagement in college using a nationally representative sample of postsecondary institutions. We use student engagement frameworks to guide our analysis, but draw on more recent studies that include student transfer as an outcome option. Dual enrollment initially exposes students to the demands of college, and they learn the roles and behaviors of what it means to be a "college student," leading to better navigation of the college environment. We therefore expect part of this preparation to manifest itself in their college engagement. We find that dual enrollment increases vertical transfer for students who begin postsecondary education at two-year colleges. Additionally, dual-enrolled students who start at four-year colleges are more likely to reverse transfer and continuously enroll at their first institution than nonparticipants. However, we found little evidence that student engagement accounts for the advantages of dual enrollment.

Atman Uslu, N., & Onan, A. (2025). **Exploring students' emotions towards programming: Analysing sentiments using concurrent conversion mixed methods**. *Education and Information Technologies*, *30*(14), 19879-19909. https://doi.org/10.1007/s10639-025-13482-z
Understanding the emotions experienced by programming students, particularly concerning gender and education level, is increasingly critical. However, only limited research has used text data to examine these differences within the context of programming education and emotions. This study aims to determine programming students' emotions and any differences based on gender in secondary and higher education and compare the performances of the algorithms used in prediction with sentiment analysis. The study uses concurrent conversion mixed methods and data from two study groups. The first group consisted of 444 secondary school students who completed an electronic questionnaire created for this study. The second group comprised 202 first-year software engineering and computer science students. The results of independent sample t-tests revealed significant differences in enjoyment, anxiety, boredom, and hope scores among secondary school students based on gender. The t-values for each category were as follows: enjoyment ($t = 2.333$, $p < .05$), anxiety ($t = 2.519$, $p < .05$), boredom ($t = 3.841$, $p < .01$), and hope ($t = -3.829$, $p < .01$). Among middle school students, girls reported higher scores in enjoyment, anxiety, and boredom compared to boys, while their hope scores were lower. However, no statistical differences occurred between females and males at higher education levels. Sentiment analysis revealed that BERTurk algorithms achieved higher accuracy scores than machine learning. BERT

produced 96% accuracy for enjoyment, 92% for hope, 97% for anxiety, and 96% for boredom, while support vector machines and random forest algorithms achieved 94% accuracy in predicting positive and negative emotions.

Bach, S., Altieri, M., Korntreff, S., & Prediger, S. (2025). **Supporting cognitive engagement in working with interactive video: Potentials and limitations of video interaction and feedback**. *TWG16: Learning Mathematics with Technology and Other Resources*, *TWG16: Learning Mathematics with Technology and Other Resources*(4). Consulté à l'adresse https://hal.science/hal-05283377
This design research study investigates students' processes in an interactive and conceptually oriented video on understanding variables. Data has been collected in design experiments with eight pairs of adolescents. In the drag-and-drop question in focus of this paper, they receive feedback and can answer multiple times until correct. The qualitative analysis investigates their different attempts regarding cognitive engagement and use of feedback. It reveals that video interactions can support cognitive engagement but also bears a risk of eliciting superficial processes. While feedback on the result seems to trigger several attempts, sometimes by trial and error, elaborated feedback was hardly read in our sample. This shows the importance of a research-based design of interactive videos in general and automated feedback in particular.

Bichi, H. H., Sanusi, Z. N., & Yau, H. S. (2025). **Influence of Bullying and Anxiety on Academic Achievement Among Senior Secondary School Students in Bichi Education Zone, Kano State, Nigeria**. *British Journal of Education*, *13*(2). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-2-2025/influence-of-bullying-and-anxiety-on-academic-achievement-among-senior-secondary-school-students-in-bichi-education-zone-kano-state-nigeria/
This study examines the influence of bullying and anxiety on academic achievement among senior secondary school students in Bichi Education Zone Kano State, Nigeria. Three objectives with corresponding research questions and hypotheses were formulated to guide the study. Ex-Post Facto research design was used. The population of the study consists of 4436 senior secondary II […]

Bonnet, E., & Verley, É. (2024). **Devenir meilleur·e apprenti·e de France : La mise au concours de l'engagement professionnel**. *Sociétés contemporaines*, *134135*(2-3), 205-230. https://doi.org/10.3917/soco.134.0205
Le concours semi-professionnel des meilleurs apprentis de France contribue à la fabrique de l'excellence dans les métiers, au travers d'attendus professionnels, techniques mais aussi moraux. Pour devenir lauréat·e national·e, les jeunes doivent adhérer à un ethos professionnel, attesté par un rapport ascétique au travail et un engagement passionné construit comme norme professionnelle. L'article interroge ce qui participe de leur engagement dans un tel concours et ce qui amène les jeunes apprentis à consentir à l'effort demandé par les pairs. Comprendre les mécanismes qui sous-tendent l'engagement invite à rendre compte des logiques, individuelles, sociales et collectives qui y président, du sens que les jeunes donnent à ce dernier au regard de leurs parcours et des enjeux de légitimation que génère une telle compétition scolaire, professionnelle et personnelle.

Carminatti, N., Lefer-Sauvage, G., Messaoui, A., Roelens, C., Mothes, P., Carnus, M.-F., & Laborie, M. (2024). **L'inanticipable est arrivé !** *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr1
L'article introduit le concept de l'« inanticipable » dans le contexte des sciences de l'éducation, en soulignant la complexité et la pertinence de ce concept face aux crises contemporaines. Le 21e siècle, marqué par un état de « permacrisis », voit émerger l'inanticipable comme une dimension temporelle et conceptuelle incontournable, opposée à l'anticipable, mais aussi incluse en son sein. Le texte explore les implications de ce concept pour l'éducation, en examinant comment la pandémie de COVID-19 a précipité des transformations sociales inattendues. Le concept est discuté à travers diverses disciplines, notamment la physique, la psychanalyse et la philosophie, et il est lié aux notions de temps, d'altérité, et de fragilité des liens éducatifs. L'article invite à reconsidérer la place du sujet dans l'éducation, en acceptant l'imprévisibilité comme un élément constitutif de l'apprentissage et de la relation pédagogique, tout en soulignant les défis que cela pose pour les enseignants.

Caroline, C. (2024). **La problématisation sociétale au sein de commentaires numériques opinant sur l'actualité : une exploration basée sur la théorie de l'enquête de John Dewey**. *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr6
Pour favoriser le développement de la problématisation sociétale, cet article interprète un espace de commentaires numériques à partir du prisme de la théorie de l'enquête de John Dewey, en s'appuyant sur trois postulats : 1) La société contemporaine est dans un état de crise qui révèle la nécessité d'intégrer l'inanticipable dans nos modes de pensée, 2) cet état de crise peut être favorable à la démocratie si les citoyens problématisent les situations complexes 3) en raison de son accessibilité et de son rapport à l'immédiateté, l'espace numérique peut soutenir une problématisation sociétale notamment nécessaire face à des événements inanticipés. Étant donné ces considérations, cette contribution souligne les enjeux du développement d'une pensée problématologique chez des citoyens pluriels. Elle examine ensuite les critères épistémologiques de la théorie de l'enquête, qui opérationnalise la problématisation, pour les adapter à une démarche inclusive et prospective. Enfin, l'exemple d'un espace numérique de mise en discussion des actualités est exploré dans ses possibilités de constituer une ressource pour la problématisation des futures situations de trouble.

Chatain, J., Müller, C., Chatain, K., Calabrese, L., & Kapur, M. (2025). **Concreteness and Abstraction in Mathematics Education: A Taxonomy of the Semantic Landscape**. *Educational Psychology Review*, *37*(4), 92. https://doi.org/10.1007/s10648-025-10073-9
Concreteness and abstraction are key in educational research in mathematics, both when discussing the nature of mathematics in itself, but also when exploring how to learn and teach mathematics. However, while the terms concrete and abstract are often used in the field, they are not always used with the same meaning. For example, the word concrete can be used to mean specific, relatable, visual, and tangible, while the word abstract can be used as general, rigorous, vague, and symbolic. While several scholars have emphasized the need for a multidimensional and fine-grained framework to articulate these differences in meaning, we further argue that it is crucial to precisely define how the terms concrete and abstract are actually used by the research community. Towards this goal, we offer three contributions. First, we empirically and systematically identify the various meanings of concrete and abstract used in the literature. Second, we offer a data-informed taxonomy to organize this semantic

landscape and support research inquiry. And third, we offer templates for the design of future mathematics education interventions and studies.

Coelho, V. A., Marchante, M., & Brás, P. (2025). **Effectiveness of an Upper Middle School Social and Emotional Learning Program in Portugal: A Large-Scale Dissemination**. *Journal of Youth and Adolescence*, *54*(9), 2209-2221. https://doi.org/10.1007/s10964-025-02188-7
Few large Social and Emotional Learning program trials have been conducted outside the USA. This dissemination study analyzed the effectiveness of the Positive Attitude Upper Middle program in Portugal. The sample was composed of 2231 middle school students (Mage = 12.63, SD = 1.09; 47.3% girls), 669 in control groups, and 1562 distributed between the two intervention groups (led by experienced or inexperienced implementers). Students and their teachers reported that students from both intervention groups displayed larger gains in self-control, social awareness, relationship skills and responsible decision-making. For self-control, boys benefited more than girls and experienced implementers led intervention group students to larger gains. Thus, the current study supported the programs' effectiveness and highlighted the role of implementer experience.

Darancik, Y., Kaçar, E., & Sezik, A. (2025). **AI anxiety and awareness of German teacher candidates**. *Education and Information Technologies*, *30*(14), 20215-20235. https://doi.org/10.1007/s10639-025-13573-x
The aim of this study is to examine the anxiety levels of prospective German teacher candidates in the face of rapid developments in artificial intelligence applications. Participants (n = 136) from the Department of German Language Teaching were included in the study. The 16-item Artificial Intelligence Anxiety Scale (AIAS) developed by Wang and Wang (2019) and validated by Akkaya et al. (2021) was used to measure AI anxiety. The findings indicate that the overall anxiety levels are 46,90 and Cronbach's alpha coefficient is 0.927. There are significant differences in AI anxiety levels among German teacher candidates based on socio-demographic variables such as gender and future career choices, on the other hand there is no difference in class variables. Significant differences were found both in total AI anxiety scores and in the sub-dimensions of 'Learning' and 'AI Configuration' based on career choices. In the gender variable, differences were also observed in the sub-dimensions of 'Job Replacement' and 'AI Configuration'. Furthermore, results from a 7-item survey administered to assess teacher candidates' perspectives on AI in the context of foreign language learning revealed a need for increased awareness regarding AI among teacher candidates. AI anxiety may limit teacher candidates' personal and professional development. In this sense, education programs should be updated to adapt teacher candidates to this technology and they should be made aware of this issue through in-service trainings. Especially, theoretical models such as 'Technological Acceptance Model' (TAM) could provide a useful framework for understanding teacher candidates' acceptance of AI technologies.

Delaporte, A. (2025). **Rapport fait au nom de la commission d'enquête sur les effets psychologiques de TikTok sur les mineurs**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4128* [Report]. Consulté à l'adresse Assemblée nationale (France) website: https://www.assemblee-nationale.fr/dyn/17/organes/autres-commissions/commissions-enquete/tiktok

Ce rapport de la commission d'enquête sur les effets psychologiques de TikTok sur les mineurs est rédigé après l'audition de plus de 170 personnes et l'organisation d'une consultation publique citoyenne du 23 avril au 31 mai 2025. Elle a recueilli plus de 30 000 réponses, dont près de 19 000 provenant de lycéens. Les rapporteurs constatent les effets néfastes du réseau TikTok sur la santé mentale des mineurs mais déplorent que ce phénomène soit insuffisamment documenté. Selon les rapporteurs, la présence de contenus dangereux ne s'arrête pas aux contenus qui mettent en danger la santé voire la vie des utilisateurs. Elle favorise, par les mécanismes de viralisation des contenus problématiques, la diffusion d'idéologies politiques négatives et contraires aux droits humains. Racisme, antisémitisme, glorification du terrorisme, sexisme… Les rapporteurs formulent 43 propositions parmi lesquelles : l'interdiction des réseaux sociaux, hors messageries aux moins de 15 ans, l'instauration d'un couvre-feu numérique de 22 heures à 8 heures, la pérennisation et généralisation du dispositif

Dieterich, S., Rumann, S., & Rodemer, M. (2025). **Conditions for Effective Learning from Erroneous Examples: A Systematic Review**. *Educational Psychology Review*, *37*(4), 94. https://doi.org/10.1007/s10648-025-10071-x
Example-based learning is a well-known instructional method for effective cognitive skill acquisition in complex domains. (Contrasting) erroneous examples are a promising extension that embed errors in instructional material, potentially fostering not only positive but negative knowledge. However, the mechanisms and conditions for their effectiveness remain unclear. This systematic review synthesized findings from 40 studies across disciplines to examine how influential factors affect the effectiveness of (contrasting) erroneous examples. Results show that these examples can enhance learning, but their benefits depend on how errors are explained or highlighted, how prompts are designed, and on learners' prior knowledge and cognitive capabilities. While erroneous examples appear similarly effective across comparison groups, contrasting erroneous examples are more often effective than correct examples and problem-solving and are sometimes equally or even more effective than erroneous examples. While prompts that require learners to identify, explain, correct, or reflect on errors often promote deeper learning, they may also shift the balance from productive engagement toward cognitive overload, particularly when the material is complex. Evidence on prior knowledge, cognitive load, and long-term effects appears to be contradictory, especially in the comparison between contrasting erroneous examples and erroneous examples. Our review highlights the need for further empirical research to determine how these factors must be balanced to maximize learning benefits and to clarify under which conditions (contrasting) erroneous examples are most effective.

D'Mello, S. (2025). **Neurocognitive Benefits of Assistive Technology on English Language Learners with Special Learning Needs**. *British Journal of Education*, *13*(7). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-7-2025/neurocognitive-benefits-of-assistive-technology-on-english-language-learners-with-special-learning-needs/
This research paper investigates the neurocognitive effects of assistive technology (AT) on English Language Leaners (ELL) with specific learning difficulties. Neurodevelopmental disorders bring major learning difficulties for students in conventional educational settings and may hinder comprehension, spelling, retention, time management and decoding abilities which impact their academic performance. AT offers innovative solutions to bridge the […]

Duguet, A., & Moison, V. (2025). **Les représentations des étudiants de licence à l'égard des interactions verbales en cours magistral : un facteur d'engagement ? Présentation d'une recherche exploratoire**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14ro5
Cette recherche vise à étudier, par le prisme des représentations des étudiants, la nature et la fréquence des interactions verbales entre enseignants et étudiants de licence dans le contexte spécifique du cours magistral à l'université. Il s'agit également d'examiner comment ces représentations peuvent influer sur l'engagement des étudiants. A l'appui d'une enquête par questionnaire menée auprès d'un échantillon de 1250 étudiants d'une université française, nous montrons que de l'avis des étudiants, ces interactions portent le plus souvent sur le contenu du cours et sont adressées au groupe entier. Ces représentations sont particulièrement liées à la composante et au niveau d'inscription des étudiants à l'université. De même, nous mettons en évidence le rôle significatif joué par ces représentations sur les différentes dimensions de l'engagement, cet effet étant encore plus prégnant pour ce qui concerne l'engagement comportemental et affectif.

Edisherashvili, N., Saks, K., Kallas, K., Pedaste, M., & Leijen, Ä. (2025). **Emotions matter—Targeting adult learners' achievement emotions in online instructional settings: Systematic literature review**. *Review of Education*, *13*(3), e70110. https://doi.org/10.1002/rev3.70110
Online learning, despite its growing popularity for its comparatively effortless access and convenience, has its respective sets of challenges. High rates of dropout, often linked to the solitary nature of online learning and difficulties with self-regulated learning, underscore the need for well-planned emotional support measures. This systematic literature review highlights some factors and interventions that influence achievement emotions in online adult learning, either stimulating positive or inhibiting negative emotions. It also examines what triggers negative emotions or switches off positive ones, both of which are crucial in establishing emotionally supportive online communities. According to Control-Value Theory, the review synthesises results of 33 peer-reviewed studies. Some studies in a number of these articles had more than one study or tested more than one intervention within a single study, resulting in a total of 71 distinct emotional support factors or interventions to be analysed. The study finds that cognitive reappraisal, mindfulness, supportive learning environment, and individualised virtual agents can reduce loneliness and evoke positive feelings such as enjoyment and pride while reducing negative ones such as anxiety and frustration. Other conclusions highlight the importance of open communication, feedback at the right time, and substantial interaction. Moderating variables—such as gender, age, and past history of online learning—also play an important role in the effectiveness of these interventions. The study recommends integrating these measures of emotional support into learning design by instructional designers and educators to address better the emotional needs of adult learners and improve academic performance. Context and implications Rationale for the study: Adult onlinelearning continues to face high dropout rates. Research indicates that achievement emotions such as anxiety, enjoyment and hope are central to determining learners' motivation and persistence in the online learning process. This study investigates the factors that influence achievement emotions and evaluates the effect of targeted support strategies for enriching learners' emotional experiences for improved persistence. Why the new evidence matters: The study outlines effective interventions that strengthen positive emotions and lower negative ones, hence boosting learner engagement. By adopting identified interventions e-learning environments can become

more emotionally supportive. This matters significantly in maintaining learner motivation, reducing isolation, and enhancing general performance and retention in the online learning process. Implications for practitioners, policy-makers and researchers: Practitioners can integrate emotional support strategies, such as individualised feedback and encouraging virtual assistants, into online learning platforms. Policy-makers can establish guidelines to guarantee emotional support in online learning. Researchers can explore the interaction between emotions and online learning, proceeding to deeper analysis of specific learner groups and contexts. The present systemic review has the potential to exert positive influence on shaping emotionally-supportive environments for online adult learners.

Ehiemere, F. I., & Chikezie, I. J. (2025). **Exploring Motivation Variables as Predictors of Academic Assessment Outcomes Among Junior Secondary School Students in Aba Education Zone, Abia State**. *British Journal of Education*, *13*(4). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-4-2025/exploring-motivation-variables-as-predictors-of-academic-assessment-outcomes-among-junior-secondary-school-students-in-aba-education-zone-abia-state/
This study explores how motivation variables predict academic assessment outcomes among junior secondary school students in Aba Education Zone, Nigeria. Using a correlational design, 531 students were sampled through a multi-stage approach. Data were collected via the Motivation and Academic Assessment Outcome Questionnaire (MAAOQ), with a reliability coefficient of 0.869. Regression analysis showed that academic […]

Eshet, Y., Steinberger, P., & Grinautsky, K. (2025). **The silent struggle and resiliency: exploring academic dishonesty and statistics anxiety, pre-, peri-, and post-pandemic landscape**. *Education and Information Technologies*, *30*(14), 19627-19645. https://doi.org/10.1007/s10639-025-13522-8
The dilemmas affecting the educational experience require effective coping while maintaining academic integrity. Thus, our study inquiries into the relationship among the coping behaviour of undergraduates (academic dishonesty), internal stressors (statistics anxiety) and external-environmental stressors (time-spans stressors: an unanticipated emergency, pre-, peri-(before and after vaccination) and post-COVID-19). Nine hundred twenty-three social sciences undergraduate students in Israeli academic institutions filled out the questionnaires, which included the Academic Misconduct Scale, Statistics Anxiety Rating Scale and the Academic Integrity Inventory. Findings show significant variations between statistics anxiety and academic dishonesty in the different time-spans. Additionally, results show that time-span affects the relationship between statistics anxiety and academic dishonesty diversely, with statistics anxiety reaching its highest peak in the post-COVID-19 time-span. We conclude that Statistics anxiety and avoidance behaviour may be addressed by means of smaller manageable tasks, boosting students' confidence, teaching coping strategies and reinforcing students' motivation.

Gamelin, K. (2025). **Le travail émotionnel des directions adjointes d'école secondaire : un outil stratégique pour mobiliser les équipes éducatives**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 204-227. https://doi.org/10.7202/1119554ar
Cette recherche qualitative examine le rôle stratégique du travail émotionnel chez les directions adjointes d'école secondaire (DAES) du Québec pour mobiliser leurs équipes.

Elle élargit la conception traditionnelle du travail émotionnel, généralement limité à l'affichage d'émotions attendues, en le positionnant comme un outil stratégique de mobilisation en vue de susciter des réponses constructives et atteindre des objectifs organisationnels. Adoptant une approche qualitative, l'étude s'appuie sur trois entretiens réalisés à l'aide de la méthode d'instruction au sosie auprès de trois DAES. Les résultats, sans chercher à les généraliser, révèlent que le travail émotionnel est une pratique quotidienne sur le terrain utilisée pour maintenir des relations harmonieuses, gérer des situations complexes et communiquer des émotions positives de manière intentionnelle. Ce travail émotionnel stratégique permet aux directions adjointes (DA) d'obtenir l'engagement des parties prenantes et de créer un climat favorable au changement et à la collaboration.

Gil-HernÃ¡ndez, C. J., Palacios-Abad, A., & Radl, J. (2025). ***Good Grades for Hard Work? A Lab-in-the-Field Study of Effort and Educational Inequality*** (Working paper N° 2025_09). Consulté à l'adresse Universita' degli Studi di Firenze, Dipartimento di Statistica, Informatica, Applicazioni « G. Parenti » website: https://EconPapers.repec.org/RePEc:fir:econom:wp2025_09
Despite its importance for status attainment and meritocracy, measuring effort remains elusive, often relying on indirect proxies or unreliable self-reports. This study examines how objective (cognitive effort, CogEff) and subjective (teacher-perceived effort, TpEff) measures of student effort contribute to educational inequality. We examine the predictive capacity of effort for educational performance and test the mediating and moderating roles of effort in the relationship between parental socioeconomic status (SES) and school grades. Drawing on original, representative « lab-in-the-field » data from 1,270 fifth-graders in Spain and Germany, who performed three different incentivized real-effort tasks engaging various executive functions, four key findings emerge. First, both CogEff and TpEff predict grade point average (GPA), with TpEff having a powerful effect, more predictive even than IQ or parental SES. Second, effortâ€"especially TpEffâ€"is unequally distributed by parental SES and explains a substantial share of the SES-based GPA gap, on par with IQ. Third, roughly half of the GPA gap by social origin remains unexplained even after accounting for academic merit (IQ + effort). Fourth, while grading returns to CogEff are independent of SES, high-SES students are significantly less penalized for low TpEff than low-SES peers. Overall, effort predicts academic success and shapes educational (in)equality. High-SES students show higher average effort and can afford to be perceived as lazy, while hardworking low-SES students can overcome disadvantage through greater returns to teacher-perceived effort. We discuss the findings' implications for student agency, educational inequality, and fair evaluations.

Hausman, M. (2024). ***De la cognition aux émotions : étude compréhensive du traitement des feedbacks par les étudiants de l'enseignement supérieur*** (Thèse de doctorat, Université de Liège). Consulté à l'adresse https://orbi.uliege.be/handle/2268/310204
Cette thèse nourrit l'ambition de contribuer à augmenter les connaissances dont la recherche dispose, quant à la problématique des émotions des étudiants et de leur gestion dans les situations de feedbacks. Les émotions sont aujourd'hui largement reconnues comme une part intégrante de la réponse des étudiants aux feedbacks qu'ils reçoivent. Cependant, les recherches se sont moins intéressées aux déterminants de ces réponses, c'est-à-dire aux éléments qui contribuent à façonner la réponse émotionnelle aux feedbacks. Or, il est important de mieux comprendre comment fonctionne ce processus, car les émotions que les étudiants éprouvent au moment de recevoir un

feedback peuvent représenter un obstacle pour leur utilisation et la régulation de leurs apprentissages. La présente thèse de doctorat a investigué ce processus en s'intéressant à la question du rôle des émotions des étudiants dans les situations de feedbacks, dans l'enseignement supérieur. Dans nos travaux, nous avons cherché à identifier dans quelles situations, et en fonction de quels déterminants – à la fois propres aux étudiants et davantage liés aux feedbacks et au contexte dans lequel ils leur sont adressés – les feedbacks génèrent une réponse émotionnelle chez les étudiants, ainsi que les conséquences de celle-ci pour l'usage des feedbacks et pour les étudiants eux-mêmes. Nous avons mené plusieurs études consacrées respectivement à la compréhension du traitement des feedbacks par les étudiants dans deux contextes différents, à la mesure et à l'effet des compétences émotionnelles des étudiants, et à une revue de la littérature destinée à cerner la façon dont la recherche avait investigué cette question. Les résultats attestent du rôle pivot que jouent les émotions entre l'interprétation des feedbacks et leur utilisation par les étudiants. Influencées par une diversité de variables, elles participent pleinement à la signification que les étudiants donnent aux feedbacks qu'ils reçoivent et orientent ensuite leur attitude et les décisions qu'ils prennent quant aux mêmes feedbacks. Les émotions peuvent ainsi favoriser ou entraver l'usage des feedbacks par les étudiants, en les amenant à adopter une attitude de résistance, par exemple. Dans ce cas, nous avons mis en évidence l'intérêt pour les étudiants de déployer des stratégies de régulation émotionnelle pour dépasser ces blocages. La régulation émotionnelle faisant partie des compétences émotionnelles, le développement de ces dernières apparait comme une piste prometteuse pour que les étudiants puissent interpréter les feedbacks de façon constructive. Nous avons mesuré ces compétences chez les étudiants universitaires, mais nous n'avons pas pu identifier un effet direct sur la perception des feedbacks. Un effet potentiel indirect sur d'autres variables importantes, dans les motivations des étudiants à utiliser les feedbacks, a par contre pu être identifié. Enfin, notre scoping review a confirmé l'intérêt et la nécessité pour la communauté scientifique d'aller plus loin que l'identification des émotions suscitées par les feedbacks, pour comprendre plus précisément les tenants et aboutissants du processus émotionnel, tel qu'il est mobilisé dans ces situations. Sur base de nos résultats, nous avons élaboré une modélisation intégratrice des variables impliquées dans le traitement des feedbacks par les étudiants. Nous y décrivons leurs interactions et différents effets. Nous proposons également des pistes de réflexion et d'action en guise d'implications pédagogiques, avec l'espoir que les émotions puissent être envisagées comme un soutien aux apprentissages, alors qu'elles ont à tort, longtemps été considérées comme une menace.

Hellmich, F., Hoya, F., Schulze, J. R., & Blumberg, E. (2025). **Effects of pre-service teachers' collaboration on children's competencies and motivation in (non-)inclusive primary school science lessons**. *International Journal of Inclusive Education*, 29(12), 2184-2198. https://doi.org/10.1080/13603116.2020.1862406

Teachers' collaboration is an important prerequisite for children's academic achievement in inclusive education. There are various challenges in teacher collaboration, with one being difficult personal relationships. Studies on the role of the team composition for children's competence and motivational development in (non-)inclusive education are still missing. Thus, we investigated children's competence development depending on a variation of the team composition. In our study, N = 142 pre-service primary school teachers and pre-service special needs teachers were assigned to one of our study groups. Half of the pre-service teachers could choose their

tandem partners and the other half was randomly arranged in pairs. Pre-service teacher tandems planned science lessons and collaboratively taught groups of children in regular or in inclusive settings. On the basis of pre- and post-questionnaires, we investigated N = 804 children's competence and motivational development. Children who were taught by pre-service teachers in freely selected teams showed significant knowledge growth in a test on the subject of renewable energies compared to children who were taught by pre-service teachers in not freely selected teams. The setting (inclusive versus regular) had no significant impact on this effect. Significant differences between the study groups could not be proven concerning children's motivation.

Jézégou, A., Zhao, Y., & Déro, M. (2024). **La présence socio-affective en e-Formation : le modèle théorique de référence, l'élaboration et la validation de l'échelle de mesure EMPSA e-Formation**. *Mesure et évaluation en éducation*, *47*(3), 122-156. https://doi.org/10.7202/1119634ar
L'article décrit le processus d'élaboration et de validation de l'Échelle de Mesure de la Présence Socio-Affective en Formation (EMSPA e-Formation). Cette échelle a été construite en prenant appui sur le modèle théorique de la présence sociale en e-Formation (Jézégou, 2022). L'étude repose sur un échantillon de 309 étudiants inscrits en Master en sciences de l'éducation et de la formation, intégralement en distanciel et dispensé par des universités françaises. Dans un premier temps, une analyse factorielle exploratoire met en évidence une structure factorielle à trois facteurs, caractérisée par une bonne cohérence interne. Dans un second temps, une analyse factorielle confirmatoire valide cette structuration et confirme les relations entre les trois facteurs identifiés. Les résultats montrent que cette échelle constitue un instrument psychométrique robuste pour l'étude et pour l'analyse de la présence socio-affective en e-formation, tout en ouvrant des perspectives pour de futures recherches.

Kwak, D., Bell, M. C., Blair, K.-S. C., & Bloom, S. E. (2025). **Cultural Responsiveness in Assessment, Implementer Training, and Intervention in School, Home, and Community Settings: A Systematic Review**. *Journal of Behavioral Education*, *34*(3), 526-573. https://doi.org/10.1007/s10864-024-09547-7
The purpose of the current systematic review was to synthesize and evaluate the empirical database to assist researchers and practitioners in conducting culturally responsive research and implementing culturally responsive practices for children and adolescents from culturally diverse backgrounds. After screening 16,249 articles through journal and electronic database searches, a final selection of 22 peer-reviewed articles were included in the review. These experimental group and single-subject design studies addressed cultural responsiveness in assessment, implementer training, and intervention yielding positive behavioral, social skills, academic, and social–emotional outcomes for children and adolescents from diverse cultural backgrounds across school, home, and community settings. The studies were published across 15 journals (2010–2022) and included 281 implementers and 536 children and adolescents. Results showed that all but one study addressed most rubric items of quality indicators for culturally responsive experimental research (Bal & Trainor, Review of Educational Research, 86(2), 319–359, 2016) to some extent, and most studies addressed a majority of culturally sensitive elements of the Ecological Validity Model (EVM; Bernal et al., Journal of Abnormal Child Psychology, 23(1), 67–82, 1995). Most studies reported cultural responsiveness in intervention, whereas fewer described cultural adaptations to assessment and implementer training. Cultural adaptations that were made within the studies as well as

suggestions for making adaptations within assessment, implementer training, and intervention delivery are described.

Leutner, D., & Biele, J. (2025). **Without Integration, Everything Is Nothing: A Meta-Analysis of the Effectiveness of Instructional Support for Drawing-to-Learn**. *Educational Psychology Review*, *37*(4), 93. https://doi.org/10.1007/s10648-025-10067-7
Generative drawing, or drawing-to-learn, has been studied as an effective learning strategy primarily used in science learning. However, drawing can be cognitively demanding, requiring instructional support to ensure good learning outcomes. The present meta-analysis encompassed 14 studies with 16 statistically independent comparisons between unsupported and instructionally supported drawing groups regarding differences in comprehension and transfer as learning outcomes (total N = 1213 participants). Potential moderators of drawing support's effectiveness included reduction of extraneous cognitive load (e.g., providing a partially drawn background, thus reducing the cognitive demands of drawing mechanics), increase of germane cognitive load (e.g., asking students to write an explanation before drawing), and facilitation of integration (e.g., asking students to compare their drawings with provided illustrations). Surprisingly, drawing support in general was not related to students' learning outcomes. However, facilitation of integration turned out to be a significant moderator: While drawing support that could not be expected to facilitate the integration process did not significantly affect students' comprehension (g = −0.15), drawing support that could be expected to facilitate the integration process significantly increased students' comprehension (g = 0.35). The two other moderators were not significant. These results are in line with generative learning theory and highlight the specific relevance of the integration sub-process of generative learning: After selecting and organizing new information in verbal and pictorial models, it seems essential to help students make sense by integrating the verbal and pictorial models into a coherent mental model that can consistently be stored in long-term memory.

Li, Y., & Chiu, T. K. F. (2025). **The mediating effects of needs satisfaction on the relationship between teacher support and student engagement with generative artificial intelligence (GenAI) chatbots from a self-determination theory (SDT) perspective**. *Education and Information Technologies*, *30*(14), 20051-20070. https://doi.org/10.1007/s10639-025-13574-w
Generative artificial intelligence (GenAI) chatbots, such as ChatGPT and ERNIE Bot, are documented to influence student learning experience and student engagement. However, factors affecting student engagement in GenAI chatbots learning context are less understood. Self-determination theory (SDT) suggests student basic needs satisfaction–autonomy, competence, and relatedness– are associated with student behavioral, cognitive, emotional and agentic engagement. Teacher support–autonomy, structure, and involvement– derived by the three SDT needs. Hence, this study aims to clarify how factors (i.e., teacher support, student needs satisfaction) affect student engagement in this GenAI context in second language (L2) education. It examines the mediating effect of needs satisfaction on the relationship between teacher support and student engagement with a chatbot Data was collected from 364 university students through a questionnaire. The participants learned English as second language with ERNIE Bot under teacher support for four sessions. Our results revealed that needs satisfaction could partially mediate the relationship between teacher support and student behavioral, cognitive, and agentic engagement. They also suggest that needs

satisfaction fully mediates the relationship between teacher support and emotional engagement. These suggests that GenAI chatbots better emotionally engage students in language learning than teachers do. One possible explanation for this is that students found learning with chatbots to be enjoyable and stress-free in L2 education. The results suggest teachers should take AI chatbot's affordance and student feeling into account for emotional engagement when using GenAI chatbots. We suggest future studies should include additional factors such as personality and peer support.

Manneh, R. (2024). ***Impact des jeux sérieux sur la compétence de résolution de problèmes environnementaux et sur la motivation des élèves du primaire en science et technologie*** (Mémoire, Université du Québec à Montréal). Consulté à l'adresse https://archipel.uqam.ca/18311/

Au cours des dernières années, plusieurs problèmes telles que la perte de la biodiversité menacent l'environnement. Une sensibilisation des élèves aux enjeux environnementaux peut se faire grâce à l'éducation relative à l'environnement (ERE). Cependant, les initiatives en ERE se sont peu développées en milieu scolaire. Les méthodes traditionnelles adoptées par les enseignant.e.s de sciences au primaire ont notamment eu pour effet d'entraîner chez les élèves une baisse de motivation à l'égard de cette matière. La présente recherche de nature quantitative tente d'étudier l'effet de l'utilisation des jeux sérieux sur la compétence de résolution de problèmes en contexte environnemental et la motivation des élèves du primaire en sciences et technologie (ST). Une méthode quasi-expérimentale menée avec un échantillon de 130 élèves francophones de cinquième et sixième année du primaire a permis d'apporter plusieurs éléments de réponses. Un groupe expérimental a manipulé le jeu numérique « Nowatera » portant sur la préservation de la biodiversité. Alors que le groupe contrôle a pu réaliser une activité d'apprentissage avec les mêmes objectifs et contenu que le jeu. Afin de répondre le plus justement à l'objectif de l'étude, deux questionnaires pré/post ont été utilisés, soit un premier pour évaluer la compétence de résolution de problèmes environnementaux et un autre pour mesurer la motivation des élèves à l'égard des ST. Les résultats du Test-T ne montrent pas de différences significatives au niveau de la performance en résolution de problèmes et la motivation des élèves, à la suite de la manipulation du jeu sérieux ($p > 0,05$). Le temps d'intervention assez court et le recours assez rare des enseignant.e.s à la démarche d'investigation scientifique pourraient expliquer l'absence de résultats significatifs. De futures recherches pourraient tenter de combiner l'utilisation des jeux sérieux avec d'autres activités pédagogiques afin d'améliorer le rendement des élèves et accroître leur motivation.

Meng, X., Chen, Y., Rudasill, K. M., Xu, L., Yu, D., & Harrell, D. R. (2025). **The Reciprocal Relationship between School Connectedness and Adolescent Depressive Symptoms: A Meta-analytic Cross-lagged Panel Analysis**. *Journal of Youth and Adolescence*, *54*(10), 2574-2592. https://doi.org/10.1007/s10964-025-02212-w

Theorists have long assumed that school connectedness and depressive symptoms influence each other in adolescence. However, previous empirical studies on the strength and direction of this relationship have yielded inconsistent results. The present study used cross-lagged modeling to meta-analyze the available longitudinal data (27 studies with 27 effects involving 57,074 participants, mean age ranging from 11.23 to 17.4 years) on the relationship between school connectedness and depressive symptoms in adolescence, and the possible moderating effects of publication and study characteristics. With prior levels of the relevant outcomes controlled for, results showed

that prior school connectedness negatively predicted subsequent depressive symptoms with β = –0.07, 95% CI [–0.12, –0.02], while prior depressive symptoms also negatively predicted subsequent school connectedness with β = –0.14, 95% CI [–0.19, –0.08]. Moderation analyses showed that there was a moderating effect of publication year, study quality in the protective effect of school connectedness on depressive symptoms and a moderating effect of publication year, study quality, and culture in the debilitating effect of depressive symptoms on school connectedness. As the publication year became more recent, the effect of school connectedness on depressive symptoms decreased, and the effect of depressive symptoms on school connectedness decreased. As study quality increased, the effect of school connectedness on depressive symptoms decreased, and the effect of depressive symptoms on school connectedness decreased. As the individualism index increased, the effect of depressive symptoms on school connectedness increased. These findings suggest that the link between school connectedness and adolescence depressive symptoms is symmetrically reciprocal and robust, adding support to that explaining the reciprocal relationship necessitates integrating Self-Determination Theory and Social Development Theory within the framework of Developmental Contextualism Theory.

Michelot, F., Béland, S., & Poellhuber, B. (2025). **Mesurer la pensée critique de futurs enseignants : éléments de validation d'échelles dans trois nations francophones**. *European Review of Applied Psychology / Revue Européenne de Psychologie Appliquée*, *75*(5), 101110. https://doi.org/10.1016/j.erap.2025.101110
Introduction Despite the importance of critical thinking in discourses or skills frameworks, this concept remains challenging to identify. Although the theoretical foundations are solid, the phenomenon is not easily quantified. Objective This article aims to contribute to developing French versions of critical thinking measurement tools by testing translated skills (HCTA; Halpern, 2010) and dispositions (CriTT; Stupple et al., 2017) tests in three French-speaking nations in Europe and America. Methodology The validity study of instruments scores was done in two steps, in a preliminary collection (n = 102) with principal component analyses, and in a main collection in Wallonia, France and Quebec (n = 245) with confirmatory factorial analyses. Results The proposed scales have positive metric qualities, particularly in terms of score reliability (respectively ωt = .78, α = .66 and ωt = .92, α = .92). Conclusion It allows us to apprehend them as solid alternatives to existing scales. We conclude this article by discussing their respective limitations.

Miller, A. H., Espinas, D. R., McNeish, D., & Barnes, M. A. (2025). **Dosage Response in Intensive Mathematics Interventions for Early Elementary Students With or At-Risk for Mathematics Learning Disability**. *Educational Psychology Review*, *37*(4), 91. https://doi.org/10.1007/s10648-025-10070-y
We examined the effect of intervention dosage on mathematics outcomes for students with or at risk for mathematics learning disability in kindergarten through third grade. Using linear and nonlinear models, we meta-analyzed 164 effect sizes from 24 published experimental and quasi-experimental studies. Results supported a linear model and an overall pooled mean effect size of β = .61 (95% CI [.29, .92]). Mixed-effects meta-regression analyses revealed that dosage (i.e., total hours spent in intervention) significantly predicted intervention effects such that for every 1-h increase in dosage, there was an increase of .03 effect size units (95% CI = .01, .06). However, the dosage main effect was no longer significant after controlling for moderators. Outcome proximity did significantly predict the dose–response relationship, such that effect sizes of proximal

outcomes increased at a higher rate as a function of dose than did distal outcomes. Intervention effects were also moderated by group size such that 1:1 interventions had higher effect sizes than small-group interventions. Recommendations for future research and implications for mathematics intervention are discussed.

Núñez-Regueiro, F., Watt, H., Richardson, P., Leroy, N., & Suryani, A. (2025). **The teaching motivation paradox: A systematic review and content analysis of candidate teachers' motivations across cultures and time**. *Social Psychology of Education*, *28*(1), 165. https://doi.org/10.1007/s11218-025-10114-9
Understanding the nature of teaching motivations can help attract and retain quality teachers and support educational effectiveness. We conducted a systematic review and content analysis of teaching motivations reported by candidate teachers in qualitative studies spanning 64 years of research published between 1961 and early 2025 (N = 39 studies, 4714 participants, 18 countries). Two major results were found. First, initial motivations to teach reflected intrinsic, altruistic, as well as extrinsic job factors, with the latter more pronounced in non-Western or less developed countries and among earlier generations of preservice teachers (before 2000). These cultural and time variations point to a "teaching motivation paradox": As society increases its levels of human development over time and across countries, more teachers are needed for school massification, but the teaching profession becomes less extrinsi- cally attractive as a profession. Second, the FIT-Choice scale proved ecologically valid as a frame for coding qualitative responses, with two more recently proposed motivations identified—i.e., subject interest and social status of teaching. The moti- vation of opportunity for higher education also occurred in non-Western or develop- ing countries, highlighting the potential benefit of considering additional motiva- tions across regions. Implications are derived for future research and measurement, and systemic strategies to tackle the teaching motivation paradox by revaluing the social status of the profession where needed. Supplemental materials 1 (SM1) and 2 (SM2) are publicly available on the OSF repository https:// osf. io/ 4quyw/.

Oladeji, M. O., Erezitome, D. O., & Igodo, C. (2025). **Health Education Intervention and Burden of Sickle-Cell Condition Among Primary Caregivers in Osun State**. *British Journal of Education*, *13*(6). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-6-2025/health-education-intervention-and-burden-of-sickle-cell-condition-among-primary-caregivers-in-osun-state/
Sickle cell disorder is a global health challenge which overtime have defy most medical efforts for treatment and the best remedy lie in its prevention. Therefore, managing a life-long chronic illness such as sickle cell disease (SCD) can be burdensome, specifically to caregivers. More so, if these burdens are not well managed, it may be […]

Orbach, L., Silva-Chelles, E., & de Salles, J. F. (2025). **Exploring the interrelationships of children's mental health, socioeconomic status, and math performance: Cross-cultural patterns in Brazil and Germany**. *Review of Education*, *13*(3), e70106. https://doi.org/10.1002/rev3.70106
Children worldwide are currently facing a multitude of crises that are negatively impacting their mental health and academic performance. Three years after the onset of the COVID-19 pandemic, their mental health remains impaired, and profound learning gaps have been identified. Both factors are influenced by socioeconomic status (SES), which raises the question of a vicious circle that may impede children's future

participation in society. The present study aims to provide further insights into this interplay by analysing cross-cultural data with traditional linear and latent profile analyses (LPA) from Brazil and Germany. Mental health problems (emotional problems, hyperactivity, conduct problems, peer problems, state-math anxiety [state-MA]), health-related quality of life, SES and math performance were assessed in 589 German third to sixth graders (50.1% girls) and 403 Brazilian third to sixth graders (50.6% girls). The results indicated that in both countries, state-MA and SES were stable predictors of math fluency, while cross-cultural differences were identified for trait-assessments of mental health problems, indicating cultural differences in the state–trait-discrepancy. The link between mental health problems and math fluency was not moderated by SES. LPA revealed basic profiles of mental health, SES, and math fluency in both countries, mostly characterised by different levels of MA and quality of life. In addition to profiles associated with math difficulties, there was evidence of resilient groups. The findings underline the complexity of the relationship between mental health and math performance and raises questions about cultural differences in the self-assessment of mental health traits. Implications for future research are discussed. Context and implications Rationale for this study: This study examines the interaction between children's mental health, socioeconomic status (SES) and math performance in Brazil and Germany. It addresses the absence of cross-cultural research that considers these factors together, particularly in light of the widening learning gaps and impaired child wellbeing caused by the COVID-19 pandemic. Why the new findings matter: The results show that maths-specific state anxiety and SES consistently predict maths performance, while cultural differences influence how children report mental health issues. Importantly, resilient subgroups emerge, demonstrating that strong performance and well-being are possible despite adversity. Implications for policymakers, practitioners and researchers: Policymakers should address SES-related inequalities and incorporate mental health into education programmes. Practitioners can focus on reducing math anxiety and fostering resilience in the classroom. Researchers are encouraged to adopt longitudinal, cross-cultural approaches and refine culturally sensitive assessment tools.

Pamphile, P., & Bournaud, I. (2024). **Analyses statistiques exploratoires de données en éducation : principes, concepts et implémentation - Le cas de l'adaptation des primo-entrants en IUT après la réforme du baccalauréat et du BUT**. *Mesure et évaluation en éducation*, *47*(3), 157-189. https://doi.org/10.7202/1119635ar

À l'ère de la massification des données, la disponibilité croissante d'informations numériques constitue une tendance majeure, y compris en sciences de l'éducation. Les technologies utilisées dans les enseignements en ligne permettent désormais d'enregistrer l'ensemble des activités des étudiants. Cette accumulation de données offre indéniablement une richesse d'informations, mais rend les données complexes et difficiles à analyser. Les méthodes statistiques exploratoires sont utiles pour identifier des liaisons latentes entre les variables ou entre les individus. Cependant, leur utilisation nécessite une compréhension des concepts statistiques mobilisés pour garantir une implémentation appropriée. Cet article propose de clarifier les concepts statistiques sous-jacents et de guider, étape par étape, les praticiens dans leurs analyses statistiques exploratoires. Nous montrons, à partir d'une étude menée auprès d'étudiants primo-entrants en IUT, de quelle manière ces méthodes peuvent contribuer à une compréhension holistique de leurs difficultés d'adaptation en IUT.

Papet, J., Bächtold, M., Barbe Asensio, D., & Ngoua-Ondo, A. (2025). **Des profils " académiques " d'étudiants différents à l'entrée en université : quelles caractéristiques psycho-cognitives spécifiques?** *Revue internationale de pédagogie de l'enseignement supérieur*, *41*(2). https://doi.org/10.4000/14kwe
Dans le prolongement de nombreux travaux sur la réussite universitaire et la transition psychosociale d'étudiants entrant à l'université, nous avons fait le choix d'aborder celle-ci sous l'angle de la caractérisation de ces étudiants sous forme de profils psycho-cognitifs. Ainsi, c'est par la combinaison de dimensions telles que la motivation, l'approche de l'apprentissage en profondeur et les croyances épistémiques dont on connaît désormais l'influence sur la réussite universitaire que nous avons tenté de dégager ce que nous nommerons des « profils académiques » en raison de leur relation à la connaissance et aux apprentissages. La combinaison de ces variables a été abordée grâce à l'utilisation d'un outil statistique : le clustering. Notre étude porte sur des données recueillies auprès de 2168 étudiants dans dix parcours de formation différents. Cinq profils académiques sont ainsi repérés et analysés et nommés comme suit : les scolaires, les universitaires, les curieux, les énigmatiques et les résignés. Ils se distinguent par leurs composantes cognitives et psychologiques similaires au sein d'un même regroupement. Ces profils sont ensuite affinés grâce aux données d'entrée (académique, sociale et personnelle), aux données de bien-être (soutien social perçu et difficultés ressenties) et à la réussite universitaire. L'objectif est de pouvoir repérer chez ces profils des ressources intrinsèques plus que des obstacles à leur réussite, avec pour perspectives d'offrir aux enseignants une connaissance complémentaire de ce public relativement hétérogène, pour envisager des changements de discours, de méthodes, de postures à leur égard, et accompagner ainsi leurs acquisitions.

Peng, Z., & Wan, Y. (2025). **Human vs. AI: What makes students prefer to self-disclosure to AI teaching assistant? The effect of psychological safety and relationship norms**. *Education and Information Technologies*, *30*(14), 20851-20878. https://doi.org/10.1007/s10639-025-13586-6
What makes students prefer to self-disclosure to AI teaching assistant (AI TA) than human teaching assistants? Understanding this question can help online learning platforms better understand students' needs in the data collection stage to provide more appropriate recommendations and deploy AI and human-AI collaboration more effectively. Based on stimulus-organism-response (SOR) theory, using semi-structured interviews and a quantitative survey, this study explores the influencing factors and underlying mechanisms of students' preferences for self-disclosure to AI TA. The results show that AI TA has better perceived privacy, fairness, and service attitude than human TA, so students have higher psychological safety when interacting with AI TA and prefer self-disclosure to AI TA. This study also explores the effects of relationship norms on self-disclosure and finds that students are more willing to self-disclosure to AI TA when they want to establish communal relationships with it. These results provide suggestions for the deployment of AI TA and the design of human-AI collaboration and provide new enlightenment for self-disclosure, AI TA, and human-AI interaction research.

Pierrisnard, C. (2024). **Former à l'inanticipable : quelles représentations temporelles ?** *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr7
Pour former à l'inanticipable, les représentations temporelles sur lesquelles reposent l'organisation et le fonctionnement du système d'éducation et de formation en général apparaissent inadéquates. Une recherche collaborative qualitative, menée avec des

enseignants-chercheurs et des professionnels de la formation, sur la base de récits et d'entretiens de co-explicitation, interroge les connaissances expérientielles construites en situation professionnelle, pour mieux identifier les aspects temporels critiques, qui semblent fonder l'expertise dans un contexte d'apprentissage de plus en plus inanticipable et permettent la création d'un milieu temporel inclusif et adaptatif. Les analyses portent à la fois sur l'activité déclarée et sur la dimension biographique des récits qui renseignent sur la transformation du vécu en expérience. Cinq aspects émergent des analyses : le moment (reconfiguration des temps), le kairos (opportunités à saisir), l'empan temporel (représentation de la durée de l'apprentissage), la spiralité (retours avec élément majorant), et le rythme (allure). Nous montrons en quoi ces aspects peuvent favoriser les activités en contexte inanticipable et à quelles conditions.

Rasheed-Karim, W. (2025). **Teaching Neurodiverse Students Science Online Using Literature and Assistive Technology**. *British Journal of Education*, *13*(7). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-7-2025/teaching-neurodiverse-students-science-online-using-literature-and-assistive-technology/
This paper explores the challenges faced by neurodiverse students when learning science online and examines the role of literature and assistive technology (AT) in overcoming these obstacles. Through case studies and literature reviews, the paper highlights how tailored approaches to teaching can enhance engagement and comprehension for neurodiverse learners. This paper challenges how scientific terminology […]

Rôle des processus motivationnels sous-tendant la participation scolaire des parents et leurs impacts sur le fonctionnement des instances scolaires et la réussite des élèves. (2024, octobre 22). Consulté 23 septembre 2025, à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/histoire-et-rapport/role-des-processus-motivationnels-sous-tendant-la-participation-scolaire-des-parents-et-leurs-impacts-sur-le-fonctionnement-des-instances-scolaires-et-la-reussite-des-eleves/
Il y a plus de dix ans, le ministère de l'Éducation, du Loisir et du Sport reconnaissait le besoin de conscientiser les parents quant à l'importance de

Romani, P. W., & Koerner, A. M. (2025). **Comparison of Fixed-Ratio and Fixed-Interval Schedules of Reinforcement within the Treatment of Escape-Reinforced Problem Behavior**. *Journal of Behavioral Education*, *34*(3), 634-653. https://doi.org/10.1007/s10864-023-09540-6
The behavior-analytic approach to the assessment and treatment of problem behavior begins with a functional behavior assessment and concludes with function-based treatment implementation. Extinction bursts and the resurgence of problem behavior represent common barriers to successfully implementing these treatments. Recent research documents a common prevalence of these phenomena following contingency changes, including when transitioning from assessment to treatment. Researchers mitigate the disruptive impact of extinction bursts by controlling for the duration of exposure to the establishing operation (EO). Indeed, controlling for EO exposure when initiating treatment decreases the occurrence of problem behavior. While this effect has been documented, it is not clear if certain schedules of reinforcement are more appropriate for initial treatment arrangements than others. The purpose of the current study was to compare fixed-ratio (FR) and fixed-interval (FI) schedules of reinforcement implementation after controlling for the duration of EO

exposure for participants who engaged in negatively reinforced problem behavior. Results generally showed both FR and FI treatment arrangements produced reductions in problem behavior and improvements in task completion. Despite these reductions, problem behavior seemed more likely to occur during the FI treatment arrangement. We will discuss these data in terms of identifying effective initial behavioral treatment arrangements for individuals engaging in escape-reinforced problem behavior.

Shahzad, M. F., Xu, S., An, X., Asif, M., & Javed, I. (2025). **Do generative AI technologies play a double-edged sword role in education? Findings from hybrid approach using PLS-SEM and fsQCA**. *Education and Information Technologies*, *30*(14), 19647-19676. https://doi.org/10.1007/s10639-025-13528-2
Based on the self-determination theory (SDT), this evaluates the effects of generative artificial intelligence (Gen-AI) on learning performance within China's education sector, emphasizing the roles of social interaction, utilitarian benefit, knowledge acquisition, and epistemic curiosity. The study employs a dual method, using PLS-SEM and fsQCA approaches for data analysis. Data were collected through an online questionnaire from students and teachers from Chinese institutes. The findings suggest that students and teachers have positive opinions on the influence of Gen-AI on learning performance through social interaction and knowledge acquisition. Utilitarian benefits positively mediate the affiliation between Gen-AI and teachers' learning performance, but in the case of students, they negatively mediate. Furthermore, epistemic curiosity acts as a positive moderator between Gen-AI technologies and social interaction and knowledge acquisition, but it has a negative relationship with Gen-AI technologies and utilitarian benefits. Furthermore, the fsQCA analysis reveals robust configurations with high consistency, explaining learning performance outcomes reliably and highlighting significant and unique contributions of specific configurations. The implications of this study emphasize how crucial generative AI technologies are in educational frameworks to optimize their potential benefits and enhance learning outcomes in China's quickly changing educational landscape.

She, H.-C., Chen, M.-J., Huang, L.-Y., & Hsueh, C.-Y. (2025). **Unfolding the cognitive process underlying computer-based scientific conceptual change with eye tracker: Behavioral performance and sequential analysis of attention**. *Education and Information Technologies*, *30*(14), 20157-20181. https://doi.org/10.1007/s10639-025-13577-7
Despite the recognized link between scientific reasoning, mental sets, and conceptual change, the cognitive mechanisms underlying successful conceptual change remain unclear. To explore this, we developed computer-based reasoning programs with and without mental set support to examine their effects on conceptual change in tasks of varying difficulty. Additionally, we used an eye tracker to simultaneously capture students' attention and its sequential patterns during the conceptual change process, aiming to uncover the cognitive processes involved. Students were randomly assigned to either a computer-based reasoning program with mental set support or one without. We found that students in the reasoning group with mental set outperformed those without it in achieving scientific conceptual change. Furthermore, both groups demonstrated higher conceptual change success, along with longer fixation durations and rereading times, in low-difficulty tasks compared to high-difficulty tasks. Students who successfully achieved conceptual change exhibited more fixation points within areas of interest (AOIs) and significantly greater bidirectional connections between them. In contrast, students who failed to revise their alternative conceptions allocated fewer

fixation points to AOIs and displayed significantly more unidirectional connections between them. Generalized estimating equation analysis identified the number of fixations as the most critical predictor of both conceptual change success and task difficulty. These findings provide new insights into the interactions between eye movement and underlying cognitive processes, highlighting how visual attention contributes to achieving successful conceptual change.

Simon, L. (2025). ***Climat motivationnel et attention en EPS : rôles médiateurs du plaisir et de l'anxiété chez les élèves*** (Phdthesis, Université de Lorraine). Consulté à l'adresse https://hal.univ-lorraine.fr/tel-05285214

Dans un contexte où l'inactivité physique représente un enjeu majeur de santé publique, l'Éducation Physique et Sportive (EPS) joue un rôle crucial, à condition de promouvoir des expériences positives et des apprentissages significatifs. L'objectif principal de cette thèse étant d'examiner l'influence du climat motivationnel sur les fonctions attentionnelles des élèves en EPS, il semble pertinent d'étudier également le rôle de l'anxiété et du plaisir, qui influencent à la fois l'attention, facteur central dans l'apprentissage, et le vécu émotionnel des élèves. Ce travail doctoral explore à travers trois expérimentations les conditions nécessaires à une pratique physique de qualité en EPS, en étudiant les relations entre le climat motivationnel et l'attention (médiées par le plaisir et l'état d'anxiété) en prenant en compte la prédisposition des élèves à ressentir de l'anxiété, leur trait d'anxiété. La première expérimentation visait à traduire et valider l'EDMCQ-PE (Empowering and Disempowering Motivational Climate Questionnaire in Physical Education) en français, répondant ainsi à l'absence d'instrument fiable pour évaluer le climat motivationnel en EPS. La validation a été réalisée auprès d'élèves bilingues du lycée français de Chicago (n = 27) et d'élèves francophones en EPS (n = 350). Les résultats ont confirmé la robustesse et la validité de l'outil pour mesurer les dimensions empowering et disempowering du climat motivationnel perçu. La seconde expérimentation avait pour objectif d'examiner les relations entre le climat motivationnel, les besoins psychologiques fondamentaux (BPF), le plaisir, l'anxiété (trait et état) et les fonctions attentionnelles des élèves en EPS. L'étude a testé différents modèles d'équations structurelles (SEM) en impliquant des élèves dans des situations réelles d'EPS (n = 350). Les résultats ont révélé qu'un climat motivationnel empowering prédisait positivement la satisfaction des BPF, le plaisir et la concentration des élèves. À l'inverse, un climat motivationnel disempowering prédisait positivement la frustration des BPF, l'état d'anxiété et une plus grande distraction. De plus, le trait d'anxiété jouait un rôle médiateur important sur ces relations, indiquant l'importance de prendre en compte ce trait dans l'étude du climat motivationnel en EPS. Enfin, la troisième expérimentation, réalisée en laboratoire avec des étudiants (n = 47), visait à comparer les effets d'un climat motivationnel empowering versus disempowering sur le plaisir, l'état d'anxiété et les performances attentionnelles. Les performances attentionnelles ont été mesurées à l'aide de tâches de temps de réaction basées sur un paradigme de Posner modifié. Les résultats ont montré qu'un climat empowering favorisait un meilleur vécu émotionnel (plus de plaisir et moins d'anxiété) et des performances attentionnelles plus stables. En revanche, un climat disempowering augmentait la vitesse de réaction, mais au prix de la précision, surtout en présence d'indice auditif incongruent ou en absence d'indice. Le trait d'anxiété a modéré ces effets, étant corrélé positivement avec l'état d'anxiété, la frustration des BPF et la distraction, et négativement avec la satisfaction des BPF et la concentration. Ces résultats suggèrent que le trait d'anxiété et les dynamiques motivationnelles influencent les performances attentionnelles des participants. Ces trois

expérimentations ont mis en lumière l'importance du rôle du climat motivationnel sur l'attention des élèves en EPS, et soulignent la pertinence d'explorer les effets médiateurs du plaisir et de l'état d'anxiété, ainsi que du trait d'anxiété. Il est important de rester attentif à la persistance des effets bénéfiques d'un climat motivationnel empowering. Inversement, il faut nuancer les répercussions d'un climat motivationnel disempowering, qui ne se révèlent pas uniquement nuisibles.

Siu, J. C. L. (2025). **No Safe Space at School: Exploring Power Dynamics, Bullying Locations, and Maladaptive Behaviors Among US Adolescents**. *Journal of Youth and Adolescence*, *54*(9), 2288-2300. https://doi.org/10.1007/s10964-025-02190-z
School bullying is not merely a random event but rather involves intricate power dynamics in each bullying event. However, less is known about whether this power asymmetry could lead to different spatial patterns of bullying within the school environment, contributing to distinct perceptions of the usage of social spaces within the school context defined by bullies and victims. Further, it remains unclear how differentiated bullying victimization experiences and power imbalances could jointly result in victims' heterogeneous maladaptive behavioral responses. In response, this study was the first to conduct latent class analysis to identify subgroups of victims of bullying and compare these subgroups based on power differences with the bullies, locations of bullying, and their associations with distinct behavioral responses. This study used the adolescent sample from the 2022 School Crime Supplement (SCS) of the National Crime Victimization Survey (n = 1249; ages 12–18 years [mean: 14.3; SD: 1.85]; 45.8% male; 79.3% White, 9.8% Black, 2.5% Asian, and 8.4% other racial groups). Five victim classes emerged: "Marginal victims" (29.3%), "Outpowered victims" (28.2%), "Classroom-specific victims" (16.7%), "Hallway-specific victims" (16.8%), and "Pervasive victims" (9%). Results of logistic regression revealed that "Outpowered victims" and "Pervasive victims" were significantly more likely to exhibit maladaptive behaviors such as avoidance and fear, but only the "Pervasive victims" group showed an increased likelihood of carrying weapons to school, compared to the "Marginal victims" group. The findings suggest that bullying is intricately tied to power dynamics, with dominant-subordinate relationships reproduced in school spaces. Structured areas, such as classrooms and hallways, emerged as key bullying sites, challenging assumptions that bullying primarily occurs in unstructured spaces. This study reveals how power imbalances between adolescents shape their perception and use of school spaces, demonstrating that youth develop different behavioral responses based on their position in social hierarchies.

Taylorson, J., Mavor, K., & Miles, P. (2025). **Applying a psychological lens to educators' professional identity: The case of English for Academic Purposes educators**. *Review of Education*, *13*(3), e70102. https://doi.org/10.1002/rev3.70102
This paper advances the social identity approach as a valuable theoretical lens for interrogating teaching-related professional identities, illustrating its analytical utility through a case study of English for Academic Purposes educators in higher education. Despite their pivotal role in supporting internationalisation agendas and student success, English for Academic Purposes educators often occupy structurally marginal and ambiguously defined positions, situated between academic and professional domains. Drawing on the two core components of the social identity approach—social identity theory and self-categorisation theory—this paper offers a social-psychological framework for examining how status, belonging and legitimacy are negotiated by English for Academic Purposes educators in roles historically undervalued within higher

education academic hierarchies. The analysis carried out within this paper foregrounds key social identity processes, such as in-group identification (how individuals locate themselves within communities), perceptions of boundary permeability (the perceived openness of group boundaries and opportunities for movement between communities), and the ideological positioning of teaching (how teaching is framed and valued within institutional hierarchies). In doing so, the paper demonstrates the utility of the social identity approach in theorising the structural and psychological dynamics that influence teaching identities in higher education, offering new insight into the identity struggles and strategies of this group of educators. Context and implications Rationale for this study: This paper advances the Social Identity Approach (SIA) as a valuable theoretical lens for interrogating teaching-related professional identities, using English for Academic Purposes (EAP) educators in higher education (HE) as a case study. Despite their pivotal role in supporting internationalisation agendas and student success, EAP educators often occupy structurally marginal and ambiguously defined positions within HE, as they are often situated between academic and professional domains. This commentary contributes to a body of literature on EAP professional identity that has, to date, been led predominantly by sociological and critical theoretical frameworks. It extends this discussion by applying a social-psychological framework—the social identity approach—to examining how status, belonging, and legitimacy are negotiated by EAP educators. Why this paper matters: This paper uses English for Academic Purposes educators as a case study to demonstrate the value of the SIA for understanding educator professional identities. While SIA has been used extensively and effectively in other fields such as organisational and health psychology, its application to educator identity remains limited. This work seeks to highlight the explanatory and predictive power of SIA for examining how educators negotiate, develop, and sustain their professional identities. Implications for researchers: This article explains a well-established, empirically developed theoretical framework, advocating for its application to examining educator professional identities, and demonstrating its application through the case of EAP educators. In particular, the paper shows how the core elements of SIA can be mapped onto issues of status, belonging, and legitimacy in teaching-focused roles, and suggests ways these insights could be used to strengthen professional cohesion and standing. While it has not been within the scope of this paper to design specific interventions, the predictive elements of SIA, particularly those relating to social influence and norm formation, offer a basis for developing context-sensitive, theoretically grounded strategies to foster stronger collective identities. Although EAP has served as the case study here, the framework's utility extends far beyond this group, offering a powerful lens for understanding educator identities across diverse educational contexts.

Verano-Tacoronte, D., Bolívar-Cruz, A., & Sosa-Cabrera, S. (2025). **Are university teachers ready for generative artificial intelligence? Unpacking faculty anxiety in the ChatGPT era**. *Education and Information Technologies*, *30*(14), 20495-20522. https://doi.org/10.1007/s10639-025-13585-7

This study investigates the role of technology-related anxiety in shaping university teachers' behavioral intention to adopt ChatGPT. Three distinct types of anxiety are examined: (a) anxiety about the future of the academic profession, (b) anxiety regarding the personal misuse of ChatGPT, and (c) anxiety concerning negative impacts on student learning. A structured questionnaire was administered to 249 faculty members from Spanish public universities. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to assess both the direct effects of each type of anxiety on

behavioral intention and the mediating roles of effort expectancy (EE) and performance expectancy (PE). Results indicate that anxiety about student learning exhibits a significant negative direct effect on behavioral intention and an indirect effect through performance expectancy. Similarly, anxiety related to the misuse of ChatGPT is negatively associated with behavioral intention, with significant mediation through both EE and PE. In contrast, anxiety concerning the future of the academic profession does not show a statistically significant relationship with behavioral intention. The findings underscore the importance of addressing specific psychological barriers—particularly those linked to concerns over student learning and technology misuse—to facilitate ChatGPT integration in higher education. The study suggests that effective implementation strategies should combine technical training with targeted interventions aimed at managing technology-related anxiety, enhancing ethical practices, and improving perceptions of the tool's utility and ease of use.

Xie, Y., Li, Y., Yu, T., & Liu, Y. (2025). **Metacognitions about generative AI use: psychometric and network analysis among Chinese college students**. *Education and Information Technologies*, *30*(14), 20523-20542. https://doi.org/10.1007/s10639-025-13584-8
This study aimed to develop and validate the Metacognitions about Generative AI Use Scale (MGAUS) to assess college students' metacognitive beliefs about generative AI and to explore these metacognitions as predictors of generative AI addiction risk. A total of 1229 college students from China participated in the study, providing data through an online questionnaire. Exploratory factor analysis initially determined the MGAUS's structure, revealing two primary factors: "Positive metacognitions about generative AI use" and "Negative metacognitions about generative AI use", comprising nine items in total. Confirmatory factor analysis further validated the scale's stability and fit, as well as tested measurement invariance across gender, age, and educational levels. Correlation analysis indicated significant positive correlations between both positive and negative metacognitions and generative AI addiction. Additionally, negative metacognitions were significantly positively correlated with anxiety, whereas the correlation between positive metacognitions and anxiety was not significant. Multivariate regression analysis revealed that, after controlling for gender, both positive and negative metacognitions remained significant predictors of generative AI addiction, with negative metacognitions demonstrating stronger predictive power. A network analysis of the scale items further illuminated the close relationship between positive and negative metacognitions. Taken together, these findings contribute to the theoretical understanding of metacognition in the context of generative AI use and provide a scientific foundation for the prevention and intervention of generative AI addiction.

Xie, Z., & Wang, J.-L. (2025). **(In)Congruence Effect of Individual and Classroom Victimization on Internalizing Problems: Examine Healthy Context Paradox Using Response Surface Analysis**. *Journal of Youth and Adolescence*, *54*(9), 2155-2167. https://doi.org/10.1007/s10964-025-02207-7
Previous research on Healthy Context Paradox has focused on how classroom environment shapes the emotional consequences (e.g., anxiety and depression) of bullying victimization, while limited attention to individual characteristics (e.g., psychological resilience) as potential moderators. Additionally, a better understanding Healthy Context Paradox mechanism requires assessing nonlinear effects of individual and classroom victimization on adolescents' internalizing problems. This study collected longitudinal data from 1029 adolescents over a 20-month period (Time 1: N = 1358, 49.5%

girls, Mage ± SD = 12.38 ± 0.53; Time 2: N = 1029, 54.3% girls, Mage ± SD = 12.37 ± 0.49). Polynomial regression and multilevel average response surface analysis showed a linear effect, with higher level in individual and classroom victimization predicted worse outcomes. Moderated response surface analysis revealed that at low resilience level, greater incongruence between individual and classroom victimization predicted more internalizing problems, but this association became non-significant at high resilience level. These findings extended the Healthy Context Paradox and inform interventions to mitigate negative psychological outcomes among victims in seemingly healthy environments.

Yang, X., Star, J. R., Liu, R.-D., & Yang, Y. (2025). **Toward an Integrated Model of the Individual Differences in Mathematical Flexibility**. *Educational Psychology Review*, *37*(4), 95. https://doi.org/10.1007/s10648-025-10051-1
Existing research has revealed key factors influencing mathematical flexibility, defined as the capacity to understand, generate, and apply a variety of strategies in solving mathematical problems. However, there is currently a lack of an integrated theoretical framework to systematically consolidate various sources of individual differences in mathematical flexibility. This issue impedes researchers' comprehensive understanding of the myriad factors influencing mathematical flexibility and weakens educators' ability to effectively intervene in students' learning. To address these challenges, we conducted a systematic review of various sources contributing to individual differences in mathematical flexibility, based on existing empirical research. We analyzed different explanations for mathematical flexibility differences in five aspects: demographic, cognitive, metacognitive, motivational, and emotional, leading to the development of the Individual Differences Model of Mathematical Flexibility (ID Model). Building on research gaps identified in this model, we further revealed potential new directions for future research. This study provides a valuable framework for mathematics education researchers to extend their theoretical research and offers novice instructors the opportunity to adapt practices for enhancing students' mathematical flexibility.

Zhou, D., Li, T., Barakova, E., Chen, C., & Zhang, J. (2025). **Enhancing positive emotions and creativity in visual storytelling: the effect of multimedia transformation of drawings**. *Education and Information Technologies*, *30*(14), 20417-20443. https://doi.org/10.1007/s10639-025-13534-4
Visual storytelling is a widely practiced educational activity that encourages children's verbal and figural creative expression through both narrative and drawing. This study investigated how transforming children's drawings into multimedia formats—by adding sound effects, animated presentation, or a combination of both—impacted children's affective reaction and creativity in storytelling. An interactive prototype was developed to apply multimedia transformations to children's drawings when they experienced creative blocks. A mixed-methods approach was employed, involving 80 children aged 8 to 10 years, who were randomly assigned to four groups: a control group and three intervention groups subjected to sound effects, animated presentations, and a combination of both. Emotional and creative outcomes were assessed across these groups. Quantitative analyses showed that the groups subjected to the multimedia transformations exhibited significantly stronger positive emotions and creativity compared to the control group. Qualitative findings further revealed that children in the multimedia transformation groups experienced greater immersion due to the sound effects, which encouraged more detailed story elaboration, while the animated

presentations facilitated the exploration of cause-and-effect relationships, inspiring more expansive storylines. The combination of the sound effects and the animated presentations was observed to provide the most comprehensive support, enhancing positive emotions, boosting independent creativity, and helping children overcome creative blocks in visual storytelling without introducing new content from external sources. These findings inform the design of storytelling-assisted systems and broaden understanding of how multimedia supports creativity and independent problem-solving through emotional enhancement.

Zhou, J., Li, T., Li, S., Yang, P., & Gong, X. (2025). **Bidirectional Relations between Belief in a Just World and Internalizing and Externalizing Problems among Chinese Secondary Vocational Students**. *Journal of Youth and Adolescence*, *54*(10), 2644-2659. https://doi.org/10.1007/s10964-025-02259-9
Belief in a just world has been widely regarded as a psychological factor that supports adolescent adjustment. However, prior research has primarily relied on cross-sectional designs and has seldom explored longitudinal temporal relations, particularly how emotional and behavioral difficulties might influence, and be influenced by, belief in a just world. This four-wave longitudinal study investigated the bidirectional associations between both personal and general belief in a just world and internalizing and externalizing problems among Chinese secondary vocational school students, a group facing unique academic and social risks. Participants included 3312 secondary vocational school students (41.5 percent female; average age at baseline = 15.71 years, standard deviation = 0.86), with data collected across four waves at six-month intervals. Random intercept cross-lagged panel models revealed robust reciprocal associations between personal belief in a just world and internalizing or externalizing problems. While general belief in a just world did not significantly predict internalizing problems, internalizing problems significantly predicted a decline in general belief in a just world. Externalizing problems significantly predicted subsequent declines in general belief in a just world. General belief in a just world predicted lower externalizing problems only from Time 3 to Time 4, suggesting a possible age-related effect. These findings underscore the developmental significance of belief in a just world as both a protective factor and a belief system that can be shaped by adolescents' emotional and behavioral functioning in educational contexts marked by disadvantage.

Aspects sociaux de l'éducation

Acton, R., Cortes, K. E., Miller, L., & Morales, C. (2025). **Distance to degrees: How college proximity shapes students' enrollment choices and attainment across race-ethnicity and socioeconomic status**. *Economics of Education Review*, 102724. https://doi.org/10.1016/j.econedurev.2025.102724
Leveraging rich data on the universe of Texas high school graduates, we estimate how the relationship between geographic access to public two- and four-year postsecondary institutions and postsecondary outcomes varies across race-ethnicity and socioeconomic status. We find that students are sensitive to the distance they must travel to access public colleges and universities, but there are heterogeneous effects across students – particularly with regard to distance to public two-year colleges (i.e., community colleges). White and higher-income students who live in a community college desert (i.e., at least 30 minutes driving time from the nearest public two-year

college) substitute towards four-year colleges and are more likely to complete bachelor's degrees. Meanwhile, Hispanic, lower-income, and to some extent, Black students respond to living in a community college desert by forgoing college enrollment altogether, reducing the likelihood that they earn associate's degrees and reducing the likelihood that they ultimately transfer to four-year colleges and earn bachelor's degrees. These relationships persist up to eight years following high school graduation, resulting in substantial long-term gaps in overall degree attainment by race-ethnicity and income in areas with limited postsecondary access. JEL Codes: I21, I23, I24

Ahiakwo, S. N. (2025). **Family Types, Parental Income and Gambling Behaviour Among Undergraduates in Rivers State University, Port Harcourt, Rivers State, Nigeria**. *British Journal of Education*, *13*(1). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-1-2025/family-types-parental-income-and-gambling-behaviour-among-undergraduates-in-rivers-state-university-port-harcourt-rivers-state-nigeria/
The study investigated family types, parental income and gambling behaviour among undergraduates in Rivers State University, Port Harcourt, Rivers State. The designs for the study was ex-post-facto and correlational designs. Three research questions as well as three corresponding hypotheses were formulated and tested in the study. The population of the study comprised of all 35,362 […]

Alimi, O. B., Linden, T., Roseo, E. M., & Tian, Z. (2025). ***Scaling Up Interventions to Reduce Learning Poverty in South Asia : The Six Scaling Principles for Success - A Brief Guide***. Consulté à l'adresse World Bank website: https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099219508212529442
Scaling Up Interventions to Reduce Learning Poverty in South Asia : The Six Scaling Principles for Success - A Brief Guide (English)

Alscher, P., & Jana, C. (2025). **Exploring the Relationship Between Non-institutionalized Political Participation and Political Efficacy Among High School Students**. *Journal of Youth and Adolescence*, *54*(9), 2143-2154. https://doi.org/10.1007/s10964-025-02186-9
Understanding the interplay between political participation and political efficacy is crucial for fostering democratic engagement. This two-wave panel study investigated the potentially reciprocal relationship between non-institutionalized political participation and internal and external political efficacy among adolescents. The study drew on a German sample of 444 students from Grade 7 and Grade 8 (wave 1: Mage = 12.94, SDage = 0.61; 46.9% female). It examined whether and how internal and external political efficacy are related to participation and whether participation, in turn, is related to political efficacy over time. Results revealed low stability for external political efficacy and non-institutionalized participation and moderate stability for internal political efficacy between Grade 7 and Grade 8. When students' demographics were controlled for, internal political efficacy in Grade 7 was positively related to non-institutionalized participation in Grade 8, but no significant effects of participation on efficacy were observed. This study provides initial insights into the relationship between open democratic practices, like petitioning, protesting, and boycotting, and adolescents' perceptions of political efficacy. Results suggested that the transformative potential of participatory activities may depend on specific conditions. The findings highlight the need for further research to explore these dynamics longitudinally and across different forms of participation.

Arevalo, G., & Epp, C. D. (2025). **Prisons as sites of inequitable educational opportunities: Exploring the potential for educational technology behind bars**. *Education and Information Technologies*, *30*(14), 20767-20796. https://doi.org/10.1007/s10639-025-13571-z
The application of technology in education has often been proposed as a positive support to improve access to and quality of education generally. However, research on technology in prison-based education is limited. This paper investigates the existing literature on educational programming in youth correctional institutions, and the role of technology in such programs, in Canada, Australia, and New Zealand – three nations with a shared history of colonialism, overincarceration of Indigenous people, and similar programming priorities. We discuss the lack of technology-supported prison-based educational programming and provide insight into potential paths forward in the development of technology-supported education programs in correctional settings.

Benet Rivière, J. (2025). **La non-mixité choisie, une nécessité vitale dans l'apprentissage des savoirs professionnels des agricultrices, appréhendée en deux pôles de pratiques**. *AgriGenre : Le genre dans les mondes agricoles & Écologisation des pratiques*. Consulté à l'adresse https://hal.science/hal-05186519
Cet article porte sur le rôle des espaces de non-mixité choisie au sein des groupes d'agricultrices rattachés aux chambres d'agriculture et aux CIVAM. Il montre qu'ils exercent une fonction de formation professionnelle. L'auteur s'appuie sur une analyse des collectifs mis en place par ces femmes, qui visent à la conquête de leur autonomie professionnelle, entrainant des formes de transgression de la division sociosexuée du travail agricole qui peuvent être ambivalentes. À travers des entretiens, de l'observation des activités et l'étude de documents administratifs, il identifie deux pôles de pratiques : l'un centré sur la quête d'espaces féminins spécifiques dans les exploitations agricoles, l'autre sur la volonté de rompre avec les assignations de genre impliquant un franchissement des espaces investis par les hommes. L'article souligne l'importance des réseaux de sociabilité féminine pour valoriser et légitimer le rôle professionnel des agricultrices, tout en pointant leur ambivalence sur le plan de la non reconnaissance. Finalement, qu'elles adoptent des formes de contestation différentes du patriarcat — selon leurs ressources, leurs trajectoires et les configurations familiales dans lesquelles elles s'inscrivent — toutes cherchent, à travers les groupes d'agricultrices, ce qu'Olivier Masclet (2018) appelle « un temps pour soi ». À l'instar des ouvrières qu'il a étudiées, on peut considérer leur participation à ces groupes comme « un temps personnel […] en rupture avec la position subalterne ». Ces espaces deviennent alors le lieu d'une quête de reconnaissance, en contraste avec ce qu'elles vivent au sein des exploitations agricoles, où elles sont souvent cantonnées aux tâches ingrates ou mobilisées comme « bouche-trou » selon leurs propres termes.

Bittner, J. (2025). **Between Extremes: Reflections on Teaching ESL in Korea and Australia**. *British Journal of Education*, *13*(8). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-8-2025/between-extremes-reflections-on-teaching-esl-in-korea-and-australia/
Coming from a background teaching ESL at a private elementary school in Korea—an extremely homogeneous and academically competitive environment—I was used to rigid hierarchy, tightly structured classrooms, and a relatively uniform student body from similar socioeconomic backgrounds. Transitioning to a low-income, highly diverse school in Melbourne's west, where the majority of students are EAL learners, […]

Blanden, J., Cassagneau-Francis, O., Macmillan, L., & Wyness, G. (2025). ***Private highs: investigating university overmatch among students from elite schools*** [Working paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://EconPapers.repec.org/RePEc:cep:cepdps:dp2115
Inequality in elite college attendance is a key driver of intergenerational mobility. This paper shifts the focus upstream to examine how elite high school attendance - specifically, enrollment in UK private, fee-paying schools - shapes university destinations across the academic ability distribution. Using linked administrative data, we show that the main advantage conferred by private schools is not that their highachieving students are more likely to access elite degree courses, but rather that their lower-achieving students are more likely to « overmatch » by attending more selective degree courses than might be expected given their grades. In particular, we show that lower attaining pupils from fee-paying high schools enrol in university courses around 15 percentiles higher ranked than similarly qualified state school students. The greater propensity of private school students to overmatch is driven largely by differences in application behavior, with even the weakest private school students aiming higher than their higher achieving state school peers.

Blavier, P. (2025). **La multiplication des revues de sciences sociales (1975-2025) : crise de surproduction et spécialisation ?** *Actes de la recherche en sciences sociales*, *258259*(3-4), 58-71. https://doi.org/10.3917/arss.258.0058

Boelaert, J., Coavoux, S., Delaine, E., Despres, A., Gollac, S., Keyhani, N., … Ollion, É. (2025). **La part du genre : Genre et approche intersectionnelle dans les revues de sciences sociales françaises au XXIe siècle**. *Actes de la recherche en sciences sociales*, *258259*(3-4), 126-145. https://doi.org/10.3917/arss.258.0126

Bortolotti, R. maria. (2025). ***Jeunesses populaires en ligne: Enquête sur les « nouvelles » sociabilités numériques des jeunes de cité***. Consulté à l'adresse https://www.editionsducygne.com/editions-du-cygne-jeunesses-populaires-en-ligne.html
Les usages numériques des jeunes de quartiers populaires cristallisent une série de préoccupations sociales, éducatives et politiques. Naïfs face aux technologies, dangereux ou en danger sur Internet, obsédés par la visibilité sur les réseaux sociaux : autant de représentations qui construisent une inquiétude collective.Que font-ils concrètement sur les réseaux ? Quels sens donnent-ils aux fonctionnalités de Snapchat, application qu'ils affectionnent le plus ? Comment organisent-ils leurs interactions sur leurs stories ? L'enquête révèle que, loin des conclusions toutes faites, ces jeunes structurent en ligne un « régime de sociabilité » dans l'ensemble bienveillant fondé sur l'amitié, l'amour, l'estime de soi et l'esprit collectif. Ce livre invite aussi à considérer que leurs sociabilités numériques sont novatrices – par les formes inédites de communication, d'expression de soi et d'émancipation qui s'y développent – autant qu'elles prolongent les tensions et réalités propres aux milieux populaires urbains : inégalités, souffrances, banalisation de la violence, injonctions de genre.L'ouvrage restitue les résultats d'une enquête doctorale menée entre sur les sociabilités numériques de jeunes de cités franciliennes. À la frontière des sciences de l'éducation, de la sociologie de la jeunesse et des usages du numérique, cette recherche présente une lecture nuancée de leurs

pratiques en ligne, replacée dans leur contexte social, leur vie de quartier et leurs conditions matérielles d'existence.

Café pédagogique. (2025, septembre 26). **Double peine sociale et territoriale pour les élèves des zones rurales populaires**. Consulté 26 septembre 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/09/26/double-peine-sociale-et-territoriale-pour-les-eleves-des-zones-rurales-populaires/
Lycéens ruraux vs lycéens urbains : des inégalités sociales et territoriales. Pour sa 18e édition, l'AFEV braque les projecteurs sur les trajectoires, espoirs et difficultés des lycéens issus des classes populaires,

Caroline, C. (2024). **La problématisation sociétale au sein de commentaires numériques opinant sur l'actualité : une exploration basée sur la théorie de l'enquête de John Dewey**. *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr6
Pour favoriser le développement de la problématisation sociétale, cet article interprète un espace de commentaires numériques à partir du prisme de la théorie de l'enquête de John Dewey, en s'appuyant sur trois postulats : 1) La société contemporaine est dans un état de crise qui révèle la nécessité d'intégrer l'inanticipable dans nos modes de pensée, 2) cet état de crise peut être favorable à la démocratie si les citoyens problématisent les situations complexes 3) en raison de son accessibilité et de son rapport à l'immédiateté, l'espace numérique peut soutenir une problématisation sociétale notamment nécessaire face à des événements inanticipés. Étant donné ces considérations, cette contribution souligne les enjeux du développement d'une pensée problématologique chez des citoyens pluriels. Elle examine ensuite les critères épistémologiques de la théorie de l'enquête, qui opérationnalise la problématisation, pour les adapter à une démarche inclusive et prospective. Enfin, l'exemple d'un espace numérique de mise en discussion des actualités est exploré dans ses possibilités de constituer une ressource pour la problématisation des futures situations de trouble.

Cepeda. (2025). **"Who's Going to Believe Me?": Women of Color Community College Faculty and Institutional Challenges**. *Community College Journal of Research and Practice*, *49*(10-11), 687-696. https://doi.org/10.1080/10668926.2025.2510274
Community colleges enroll large numbers of racially minoritized students, yet approximately 80% of their faculty are White. Extant scholarship demonstrates that Faculty of Color within the community college sector experience challenges related to the lack of faculty racial diversity. There is a paucity of research that examines the racialized and gendered experiences of Women of Color community college faculty. Using testimonios as a methodology and intersectionality as a theoretical framework, this investigation explores the experiences of Women of Color faculty and the institutional challenges they encounter due to compounding systems of oppression. Findings reveal that testimonialistas were confronted with oppressive organizational behaviors through hiring practices, tenure committee processes, and institutional funding procedures within the community college environment. Implications for practice include evaluation of policies and practices related to hiring practices, tenure process, and programmatic funding.

Chabot, T. (2025, septembre 17). **Les groupes de niveaux au collège : vers une ségrégation amicale chez les élèves**. Consulté 18 septembre 2025, à l'adresse AOC

media - Analyse Opinion Critique website: https://aoc.media/analyse/2025/09/17/les-groupes-de-niveaux-au-college-vers-une-segregation-amicale-chez-les-eleves/
Les « groupes de besoin » mis en place par l'Éducation Nationale à la rentrée 2024 vont, de l'avis de la plupart des analystes, aggraver les inégalités scolaires. Mais ce type de dispositifs a aussi un autre effet : il accroît la ségrégation sociale des amitiés des enfants.

Champy, F., & Lantheaume, F. (2022). **Retour sur l'article « Faut-il parler de déprofessionnalisations au pluriel ? »**. *Recherche et formation*, (100), 25-44. https://doi.org/10.4000/14iae
Cet article vise à éclairer des vulnérabilités, parfois qualifiées de déprofessionnalisation, de certaines activités, notamment des activités « prudentielles », c'est-à-dire qui sont confrontées à de lourdes incertitudes dans le travail. Les textes présentent les évolutions des contextes de travail qui entravent la prudence (au sens philosophique) des professionnels. Ils montrent que ces évolutions résultent de déséquilibres du processus de rationalisation tel que Weber l'avait théorisé. Conduite en s'appuyant sur le concept de prudence et la théorie de la rationalisation, cette caractérisation des processus de fragilisation de certaines activités a un triple intérêt. Sur un plan analytique, elle permet de renouveler l'analyse de cette fragilisation et de l'articuler avec d'autres processus : dans le passé les conditions concrètes de la professionnalisation ; dans le présent des évolutions de la société globale, du management et des organisations. Sur un plan pratique, saisir que les fortes tensions auxquelles les membres de ces activités sont soumis sont principalement dues aux contradictions fondamentales entre façons de penser du management et prudence, permet d'armer les professionnels pour mieux répondre à ces fragilités sources de souffrance et de perte de sens. Enfin, sur le plan de la division du travail scientifique, cela positionne la sociologie du travail professionnel comme une spécialité très féconde pour l'étude d'une question aux enjeux plus larges que le seul travail : le recul de la prudence.

Coelho, V. A., Marchante, M., & Brás, P. (2025). **Effectiveness of an Upper Middle School Social and Emotional Learning Program in Portugal: A Large-Scale Dissemination**. *Journal of Youth and Adolescence*, *54*(9), 2209-2221. https://doi.org/10.1007/s10964-025-02188-7
Few large Social and Emotional Learning program trials have been conducted outside the USA. This dissemination study analyzed the effectiveness of the Positive Attitude Upper Middle program in Portugal. The sample was composed of 2231 middle school students (Mage = 12.63, SD = 1.09; 47.3% girls), 669 in control groups, and 1562 distributed between the two intervention groups (led by experienced or inexperienced implementers). Students and their teachers reported that students from both intervention groups displayed larger gains in self-control, social awareness, relationship skills and responsible decision-making. For self-control, boys benefited more than girls and experienced implementers led intervention group students to larger gains. Thus, the current study supported the programs' effectiveness and highlighted the role of implementer experience.

Coulombe, É., Fournier-Gallant, V., & Point, C. (2025). **La pédagogie queer : un état des lieux**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 58-83. https://doi.org/10.7202/1119548ar
Depuis le militantisme queer datant de la crise du sida dans les années 1980, l'expérience queer a été étudiée travers les théories queer (TQ). Flexibles et critiques, elles s'intègrent à plusieurs domaines scientifiques, incluant celui de l'éducation. À l'aide d'une recension

narrative de la littérature, nous souhaitons lier les TQ et la pédagogie pour étudier la pédagogie queer (PQ). Notre recherche exploratoire tente de définir la PQ, à comprendre les différentes conceptions y étant liées et ses applications concrètes. De plus, notre projet permet de catégoriser la mise en oeuvre de la PQ en deux compétences distinctes, soit l'analyse et l'action queer, tout en soulignant les défis d'application qui y sont liées, notamment l'inconfort qu'elles peuvent causer en milieu institutionnel.

Cuellar & Acevedo. (2025). **Centering Communities of Color in Community College Enrollment Practices: Recommendations from Black and Latine Students**. *Community College Journal of Research and Practice*, *49*(10-11), 697-711. https://doi.org/10.1080/10668926.2025.2510276
Community colleges remain a primary pathway into higher education for Black and Latine students. Black and Latine community enrollment acutely declined during COVID-19, largely reflecting the pandemic's disproportionate impact on these communities of color. While enrollment has since rebounded, it is also important for community college leaders to reflect on their outreach and enrollment strategies and ensure that they align with the needs of their local communities. These enrollment practices are historically entrenched in outreaching to White communities and do not commonly center communities of color. Our study aims to uncover intentional strategies community college leaders can implement based on Black and Latine students' recommendations.Our qualitative study takes place in Colinas County, a suburban community with one local community college, where college leaders at Colinas College aimed to enhance outreach efforts for surrounding Black and Latine communities. Guided by CRT and Perna's conceptual model of college access, we interviewed 43 Black and Latine community college students in Colinas County. We identified a series of recommendations on how community colleges can enhance their outreach efforts to communities of color. Reflecting a strong awareness of racialized K12 and higher education contexts, Black and Latine students recommended proactive outreach efforts, including showing up where communities are located, valuing and leveraging social capital within communities of color, and sharing information on culturally relevant support systems on campus. These outreach efforts can more authentically build relationships with communities of color and encourage community college enrollment.

Floyd. (2025). **Freedom to Inquire, Courage to Speak: Racial Issues in Community Colleges**. *Community College Journal of Research and Practice*, *49*(10-11), 617-618. https://doi.org/10.1080/10668926.2025.2523910
This article introduces a special issue on "Race, Racial Equity, and Racial Climates" in community colleges featuring expert scholars and researchers led by Shaun Harper. It calls on scholars to address systemic challenges thorugh fearless inquiry and evidenced based dialogue.

Fontanini, C. (2025). ***La Féminisation du métier de vétérinaire: Une construction différenciée des projets professionnels entre les étudiantes et les étudiants***. Consulté à l'adresse https://editions.univ-lorraine.fr/edul/catalog/book/b9782384511976
Un ouvrage de recherche sur un sujet peu exploré en France : la profession vétérinaire et sa féminisation.Depuis plus de trente ans, les femmes ont fait une entrée massive dans les écoles vétérinaires. Pourtant, malgré l'indéniable féminisation du métier, les qualités mises en avant dans la profession sont censées être avant tout masculines. L'égalité

professionnelle est loin d'être acquise et si la présence des femmes n'est plus vraiment remise en cause, une différence importante continue à se faire sentir entre les genres au niveau des espèces traitées, des modes d'exercice du métier, du temps de travail.L'autrice a conduit une recherche de cinq années sur des étudiantEs de l'École nationale vétérinaire de Toulouse, afin de saisir comment se construisent leurs aspirations et leurs représentations socioprofessionnelles. Elle a aussi questionné les messages implicites et explicites de leurs enseignantEs sur les différents types d'exercice (animaux de rente, animaux de compagnie…). Étudier l'évolution des représentations socioprofessionnelles des étudiantEs offre le moyen de percevoir les changements dans l'appréhension d'une profession, ainsi que les facteurs d'attrait ou de rejet par rapport à une pratique professionnelle. Christine Fontanini est professeure des universités et membre du Laboratoire interuniversitaire des sciences de l'éducation et de la communication (Université de Strasbourg, Université de Haute Alsace et Université de Lorraine). Ses recherches portent principalement sur les choix d'orientation dans l'enseignement supérieur en fonction du genre.

Gabriela Gavrila, S., Overbey, L., & Ramirez, F. O. (2025). **In the Name of Diversity: Analyzing the Adoptions of Diversity-Related Offices in U.S. Higher Education, 1968-2020**. *Minerva*, *63*(3), 423-448. https://doi.org/10.1007/s11024-025-09576-0
This paper seeks to explain the astonishing proliferation of diversity-related offices (DROs) in U.S. higher education over the past 50 years. We collected original archival data on the DRO adoption years for a nationally representative sample of 235 U.S. colleges and universities. Using event history models, we tested alternative theories for the organizational determinants of DRO adoptions from 1968 through 2020. We find that universities' internal characteristics were influential earlier on (1968-1994), while the external organizational environment mattered more in the later period (1995-2020). Selective universities are earlier DRO adopters throughout the analysis period, suggesting that the institutionalization of diversity in U.S. higher education has been, at least to some extent, a "follow-the-leader" process. We conclude by reflecting on the relationship between the persistent valorization of diversity in U.S. higher education, growing contestations, and current efforts to revitalize a more race-conscious and equity-focused agenda on American campuses.

Galtier, B., Manivel, S., & Peruyero, C. (2024). **Retisser les fils du destin : parcours des jeunes placés**. *La note d'analyse de France stratégie*, (143), 1-20. Consulté à l'adresse https://www.strategie-plan.gouv.fr/publications/retisser-fils-destin-parcours-jeunes-places
En France, l'origine sociale est la caractéristique héritée qui influe le plus sur les destinées. Qu'en est-il pour les jeunes éloignés de leur famille par un placement en protection de l'enfance ? En quoi leurs trajectoires scolaires et professionnelles diffèrent-elles de celles des jeunes d'origine modeste ou de l'ensemble des jeunes du même âge ?

Gil-HernÃ¡ndez, C. J., Palacios-Abad, A., & Radl, J. (2025). ***Good Grades for Hard Work? A Lab-in-the-Field Study of Effort and Educational Inequality*** (Working paper N° 2025_09). Consulté à l'adresse Universita' degli Studi di Firenze, Dipartimento di Statistica, Informatica, Applicazioni « G. Parenti » website: https://EconPapers.repec.org/RePEc:fir:econom:wp2025_09
Despite its importance for status attainment and meritocracy, measuring effort remains elusive, often relying on indirect proxies or unreliable self-reports. This study examines how

objective (cognitive effort, CogEff) and subjective (teacher-perceived effort, TpEff) measures of student effort contribute to educational inequality. We examine the predictive capacity of effort for educational performance and test the mediating and moderating roles of effort in the relationship between parental socioeconomic status (SES) and school grades. Drawing on original, representative « lab-in-the-field » data from 1,270 fifth-graders in Spain and Germany, who performed three different incentivized real-effort tasks engaging various executive functions, four key findings emerge. First, both CogEff and TpEff predict grade point average (GPA), with TpEff having a powerful effect, more predictive even than IQ or parental SES. Second, effortâ€"especially TpEffâ€"is unequally distributed by parental SES and explains a substantial share of the SES-based GPA gap, on par with IQ. Third, roughly half of the GPA gap by social origin remains unexplained even after accounting for academic merit (IQ + effort). Fourth, while grading returns to CogEff are independent of SES, high-SES students are significantly less penalized for low TpEff than low-SES peers. Overall, effort predicts academic success and shapes educational (in)equality. High-SES students show higher average effort and can afford to be perceived as lazy, while hardworking low-SES students can overcome disadvantage through greater returns to teacher-perceived effort. We discuss the findings' implications for student agency, educational inequality, and fair evaluations.

Global Education Monitoring Report Team. (2025). ***Note conceptuelle pour le rapport mondial de suivi sur l'éducation 2026, compte à rebours vers 2030 : 1. Accès et équité*** (p. 8). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000393218_fre

Gobana, J. A. (2025). **Investigating quality education in mother tongue: Ensuring children's rights to access and equity schooling**. *Cogent Education*, *12*(1), 2545617. https://doi.org/10.1080/2331186X.2025.2545617
Mother-tongue education is an absolute precondition of equitable access to quality education, especially in multilingual settings. Its benefits are well established, yet many education systems continue to systematically marginalize effective mother-tongue instruction, thus denying the rights of linguistically diverse learners. This article investigates the importance of mother-tongue-based education for providing optimum learning environments and children's rights to inclusive and equitable schooling. It draws theoretical frameworks from Linguistic Human Rights, Interdependence Hypothesis, Critical Pedagogy and Language Planning Orientations to argue eloquently for mother tongue-related considerations within education policy. It argues that learning through a child's first language enhances performance, promotes cultural identity, and helps in cognitive and socio-emotional development. The article also firmly positions mother-tongue education as essential for upholding children's linguistic rights, promoting social cohesion, and sustaining cultural diversity. The findings show there is an urgent need to solidify mother-tongue education systems further, as this deliberate policy implementation will be a momentous step towards fostering genuine equity in learning environments where children may thrive and reach their full potential.

Harper. (2025). **Advancing the Study of Race, Racial Equity, and Racial Climates at America's Community Colleges**. *Community College Journal of Research and Practice*, *49*(10-11), 619-622. https://doi.org/10.1080/10668926.2025.2527915
Like too many other topics pertaining to the study of higher education, published research on race, racial equity, and racial climates is lopsidedly situated in four-year

institutional contexts. This special issue of the Community College Journal of Research and Practice aims to advance the study of these topics within community college contexts. Deepening understandings of racial issues at these institutions is especially urgent given the recent politicized attacks on diversity, equity, and inclusion in U.S. higher education.

Harper & Patrón. (2025). **Three Decades of Campus Racial Climate Studies and 25 New Directions for Future Research**. *Community College Journal of Research and Practice*, *49*(10-11), 712-730. https://doi.org/10.1080/10668926.2025.2525350
Sylvia Hurtado's 1992 article, "The Campus Racial Climate: Contexts of Conflict." remains a groundbreaking contribution to research on campus racial climates. In their 2007 publication, "Nine Themes in Campus Racial Climates and Implications for Institutional Transformation," Shaun Harper and Sylvia Hurtado synthesized 15 years of studies and presented findings from qualitative climate assessments conducted at five U.S. postsecondary institutions. This article builds on those two highly-cited publications. Categorical clusters of 140 studies published in peer-reviewed academic journals within and beyond the field of higher education over three decades are presented herein. Also, 25 new topics that will deepen and modernize the study of campus racial climates are offered. The need for greater institutional type balance in the literature – specifically, increasing the number of climate studies conducted at community colleges – is repeatedly emphasized throughout this article.

Harris, Wood, King, & Essien-Wood. (2025). **Racelighting Impact Theory**. *Community College Journal of Research and Practice*, *49*(10-11), 638-652. https://doi.org/10.1080/10668926.2025.2510271
Informed by the sociological concept of gaslighting, racelighting is an act of psychological manipulation whereby people of color receive messages that make them second-guess themselves and their lived experiences with race and racism. The purpose of this article is to propose racelighting as a theoretical construct to enhance understanding of the impact of race and racism on the well-being and success of students and educators of color in community colleges. The antecedents, key constructs, and consequences of racelighting, along with examples of its manifestation in community colleges are discussed in this article. In addition, salient implications of racelighting for students, faculty, classified professionals, and senior administrators are presented. The article concludes with recommendations for practice and future research on racelighting in educational contexts.

Hossain, S. (2025). **Gender Diversity in Higher Education in Qatar: Challenges and Pathways for Progress**. *British Journal of Education*, *13*(6). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-6-2025/gender-diversity-in-higher-education-in-qatar-challenges-and-pathways-for-progress/
Qatar National Vision 2030 underscores the pivotal role of women in national development and promotes initiatives to enhance gender diversity. Given Qatar's distinctive religious, social, and cultural context, pursuing gender parity invites broader discourse. While gender diversity is recognised nationally for its significance and benefits, its implementation across all sectors remains uncertain. This exploratory study […]

Igiri, T. O., & Ngwoke, R. I. (2025). **Revamping the English Language Education in Nigeria to Meet Global Needs and Challenges in Post-Pandemic Era**. *British Journal of Education*,

13(4). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-4-2025/revamping-the-english-language-education-in-nigeria-to-meet-global-needs-and-challenges-in-post-pandemic-era/
Coronavirus disease which has also been referred to as Covid-19, is a pandemic which was first discovered in Wuhan, China in December, 2019. Since the outbreak in China in January, 2020, cases have been reported in many countries of the world. The first case was confirmed in Nigeria on 28th February, 2020. The pandemic has […]

Ihaddadene, F. (2025). ***Promesse d'embauche: Comment l'État met l'espoir des jeunes au travail***. Consulté à l'adresse https://ladispute.fr/catalogue/promesse-dembauche/
Stage, apprentissage, service civique, volontariats : depuis 50 ans, l'État multiplie les politiques jeunesses. Tous ces dispositifs ont en commun de mettre l'espoir des jeunes au travail sans se donner les moyens de l'honorer : promesse d'embauche sans engagement d'un emploi, promesse d'insertion sociale sans capacité de fournir un revenu minimum aux jeunes, promesse de citoyenneté sans ouverture des droits sociaux, promesse de mobilité sociale sans démocratisation de la formation, etc. En faisant le récit et en soulignant la cohérence de ces politiques depuis les années 1970, Florence Ihaddadene en livre la première synthèse et montre comment elles trient, classent et dressent les jeunes.

Inglis, P. (2025). **Philanthropy's Children: How Graduates of an Education Non-Profit in South India Experience Expectations of "Giving Back"**. *Qualitative Sociology*, *48*(3), 459-485. https://doi.org/10.1007/s11133-025-09597-x

Johnson, Kwon, & Trinidad. (2025). **Campus Racial Climate and Faculty Interactions Among Students of Color at Hispanic-Serving Community Colleges**. *Community College Journal of Research and Practice*, *49*(10-11), 623-637. https://doi.org/10.1080/10668926.2025.2510283
This study examines the relationship between faculty interactions and students' perceptions of campus racial climate at Hispanic-Serving Institutions (HSIs), with a specific focus on community colleges. Utilizing data from the National Assessment of Collegiate Campus Climate (NACCC), we analyze responses from nearly 30,000 students across diverse racial and ethnic groups. The results reveal significant variation in students' perceptions of campus racial climate: Middle Eastern, Arab American, and Black students generally reported more positive perceptions, while Asian, Latinx, and multiracial students reported less favorable ones. Interactions with faculty of color were significantly associated with improved racial climate perceptions for Black and Latinx students, while interactions with White faculty yielded mixed effects—positively influencing climate perceptions for White and Native American students, but showing weaker associations for other racial groups. These findings have important implications for institutional policy and practice, particularly in advancing racially inclusive faculty engagement, improving faculty racial literacy, and addressing the complex needs of racially and ethnically diverse students at HSI community colleges.

KC, D., KC, P., Rado, I., & Vichit-Vadakan, N. (2025). **Digital inequality and learning outcomes: evidence from Thailand**. *Education and Information Technologies*, *30*(14), 19677-19702. https://doi.org/10.1007/s10639-025-13570-0
Amidst Thailand's declining performance in PISA reading assessments over the past two decades, this study examines how digital inequality influences student outcomes by

integrating Digital Divide Theory with Self-Determination Theory (SDT). Using data from 8,507 students across 280 schools from the PISA 2022 assessment, we conducted multiple regression analysis to explore how first-level (access) and second-level (use and skills) digital divides interact with psychological factors, while accounting for socioeconomic disparities. The results reveal that although basic ICT access at home and school initially appeared beneficial, these effects diminished after controlling for usage patterns and socioeconomic background. In contrast, the quality of ICT access at school consistently predicted higher reading performance. General ICT use—particularly at school—was negatively associated with outcomes, while subject-specific ICT use was positively linked to achievement. Digital competence emerged as a positive predictor, whereas perceived autonomy in ICT use showed a consistent and unexpected negative association. Socioeconomic status significantly moderated these relationships, underscoring persistent educational inequalities. These findings suggest that Thailand's hardware-heavy policy approach may not necessarily translate into improved learning outcomes. These findings highlight the need to shift from access-oriented policies toward strategies that emphasize quality infrastructure, structured pedagogical integration of technology, teacher professional development, and targeted support for disadvantaged students.

Kwak, D., Bell, M. C., Blair, K.-S. C., & Bloom, S. E. (2025). **Cultural Responsiveness in Assessment, Implementer Training, and Intervention in School, Home, and Community Settings: A Systematic Review**. *Journal of Behavioral Education*, *34*(3), 526-573. https://doi.org/10.1007/s10864-024-09547-7

The purpose of the current systematic review was to synthesize and evaluate the empirical database to assist researchers and practitioners in conducting culturally responsive research and implementing culturally responsive practices for children and adolescents from culturally diverse backgrounds. After screening 16,249 articles through journal and electronic database searches, a final selection of 22 peer-reviewed articles were included in the review. These experimental group and single-subject design studies addressed cultural responsiveness in assessment, implementer training, and intervention yielding positive behavioral, social skills, academic, and social–emotional outcomes for children and adolescents from diverse cultural backgrounds across school, home, and community settings. The studies were published across 15 journals (2010–2022) and included 281 implementers and 536 children and adolescents. Results showed that all but one study addressed most rubric items of quality indicators for culturally responsive experimental research (Bal & Trainor, Review of Educational Research, 86(2), 319–359, 2016) to some extent, and most studies addressed a majority of culturally sensitive elements of the Ecological Validity Model (EVM; Bernal et al., Journal of Abnormal Child Psychology, 23(1), 67–82, 1995). Most studies reported cultural responsiveness in intervention, whereas fewer described cultural adaptations to assessment and implementer training. Cultural adaptations that were made within the studies as well as suggestions for making adaptations within assessment, implementer training, and intervention delivery are described.

Liera & Ching. (2025). **Tinkering Toward Racial Equity: White Community College Faculty Disrupting and Preserving Their White Innocence**. *Community College Journal of Research and Practice*, *49*(10-11), 653-668. https://doi.org/10.1080/10668926.2025.2510272

Policymakers, campus leaders, and faculty have increasingly turned to inquiry-based racial equity professional development (IB-REPD) to foster race-related learning and change to address racially unequal student outcomes. This study examines how white community college math faculty participating in a two-year IB-REPD navigated challenges in fully adopting an equity-minded framework and consistently implementing equity-minded practices. Using the concept of "white innocence" as an analytical lens, we analyzed multiple interviews conducted over the course of the IB-REPD and found that most faculty were, at best, tinkering toward racial equity. While participants acknowledged systemic racism and whiteness in education broadly and within math specifically, expressed care for Students of Color, and committed to improving their pedagogical approaches to mitigate racial inequities, they struggled with fundamentally transforming their teaching in equity-minded ways. Instead, they justified their (dis)engagement with racial equity through moves to white innocence that perpetuated the status quo of color-evasive practices. Our findings highlight narratives of two faculty members, Amber and Joe, who exemplified equity-minded learning paired with limited equity-minded change. We conclude with recommendations for supporting white faculty in advancing their racial equity journeys, emphasizing the role of college leaders and IB-REPD designers in empowering and sustaining these efforts.

Lowenhaupt, R., González, P. A., Queenan, J. (Jenna), Tesfa, E., & Dabach, D. B. (2025). **District Leadership Practices in Disrupted Contexts of Reception: Supporting Immigrant Communities in Times of Crisis**. *American Journal of Education*, *131*(4), 499-535. https://doi.org/10.1086/736180
Purpose: Immigrant-origin youth are placed at risk by large-scale upheavals that affect their contexts of reception, including disruptions to education caused by public health and natural disasters, as well as other crises. Here we examine how immigrant-serving districts were affected by the COVID-19 pandemic and district leaders' responses. Methods: Drawing from a longitudinal study conducted in six immigrant-serving districts across the United States, we focus on a set of qualitative data from partner meetings with district leaders during the pandemic. We analyzed 10 recurring Zoom meeting transcripts, spanning the start of school closures in the spring of 2020 to the fall of 2021. In these meetings, we engaged in ongoing discussions to support planning and inform district leaders' policy making. Through matrices and memoing, we generated and applied both thematic and open codes that we used to generate results. Findings: We show how the context of reception was fundamentally altered by pandemic disruptions and the variations across districts shaping district leaders' responses. In particular, geographic location, existing infrastructure relevant to pandemic response, and local policy making differentially affected these contexts of reception. As they navigated these disruptions, district leaders employed sustaining, adaptive, and innovative practices to address the needs of immigrant-origin students and families during the pandemic. Implications: Understanding how district leaders respond and support immigrant-origin youth through crises continues to be relevant in our volatile world. We show how leaders addressed disruption and argue that understanding district leadership for immigrant-origin youth is important given the upheavals we anticipate in the years ahead.

Montmasson-Michel, F. (2025). ***Petite histoire de la maternelle***. Consulté à l'adresse https://ladispute.fr/catalogue/petite-histoire-de-la-maternelle/
Fabienne Montmasson offre la première histoire de la maternelle française. En analysant les transformations des pratiques éducatives, en retraçant les évolutions des législations

sur l'enfance et en empruntant les outils de la sociologie pour souligner les rapports de classe et de genre qui structurent la maternelle, l'autrice fait le récit d'une institution prise en tenaille entre ses missions démocratiques et son rôle dans la hiérarchisation et la différenciation sociale. L'autrice s'intéresse en particulier au rôle primordial des femmes et de celleux que l'histoire a oublié. Elle livre une contribution essentielle pour comprendre l'école d'hier et transformer celle d'aujourd'hui.

Ndakara, E. J., & Urien, P. (2025). **The Effects of Parenting Styles on the Educational Development of Secondary School Students in Ethiope East L.G.A of Delta State**. *British Journal of Education*, *13*(4). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-4-2025/the-effects-of-parenting-styles-on-the-educational-development-of-secondary-school-students-in-ethiope-east-l-g-a-of-delta-state/
The study explored the effects of parenting styles on the educational development of secondary school students in Ethiope East L.G.A of Delta State. Parenting style is a pattern of behaviors, attitudes, and approaches that a parent uses when interacting with and raising their children. Two research questions were raised and two null hypotheses were formulated in the study. […]

Ngwoke, R. I., & Igiri, T. O. (2025). **School Location as a Correlate of Senior Secondary School Students' Achievement in Reading Comprehension in the English Language in Ebonyi State**. *British Journal of Education*, *13*(3). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-3-2025/school-location-as-a-correlate-of-senior-secondary-school-students-achievement-in-reading-comprehension-in-the-english-language-in-ebonyi-state/
This study considered school location as one of the correlates of Reading Comprehension achievement in senior secondary schools in Ebonyi State of Nigeria. The design adopted for this study was correlation research design. Location as a variable was correlated with students' achievement in reading comprehension in English. Two purposes of study and two research questions […]

Niembro, A., & Svampa, F. (2025). **Territorial Inequalities and (de)Concentration of Public Investment in Science: A Study on CONICET (Argentina) and the Tensions Between Academic Excellence and Equity**. *Minerva*, *63*(3), 499-533. https://doi.org/10.1007/s11024-024-09550-2
The search for equity in science policy (in terms of territory, gender and other inequalities of opportunity) faces strong tensions with academic excellence, autonomy and meritocracy, which ultimately tend to concentration. Integrating different but related approaches and concepts, this article proposes an analytical framework to study the evolution of scientific policies, instruments or organizations through the lens of these tensions. The utility of this framework is illustrated by a case study of the Argentine National Scientific and Technical Research Council (CONICET in Spanish) and its scientific researcher career, with a focus on the deconcentration initiatives during the 2010-2022 period. This comprehensive perspective shows how tensions and contradictions translate into frequent marches and countermarches, turning the career calls into an incoherent set of layers, rationales, objectives and impacts, which counteract each other and tend to perpetuate rather than diminish territorial inequalities. Beyond this particular case study, we hope that this approach can be adapted in future research to examine other science policies and institutions, in order to

identify and highlight the internal tensions that could interfere with some of the intended (equity) objectives.

Nikolaraizi, M., Argyropoulos, V., Papazafiri, M., & Kofidou, C. (2025). **Promoting accessible and inclusive education on disaster risk reduction: the case of students with sensory disabilities**. *International Journal of Inclusive Education*, *29*(12), 2238-2252. https://doi.org/10.1080/13603116.2020.1862408
The aim of the present paper is to describe a collaborative action research network, which aimed to enhance the access and participation of children who are deaf or hard of hearing (DHH) and children with visual impairments (VI) in disaster risk reduction (DRR) education. In total, eight teachers, four researchers and 63 students with and without sensory disabilities, aged 6–14 years old, participated in 71 learning workshops that took place at general and special education settings. A synthesis of theoretical principles in relation to accessibility, learning and DRR was applied in the design and implementation of participatory learning workshops. Our study underlines the important role of interdisciplinary working teams and collaborative practices among schools, non-formal learning centres and other organisations in the development of accessible and inclusive learning programmes in DRR for children with VI and children who are DHH.

OECD. (2025a). **Gender Equality in a Changing World: Taking Stock and Moving Forward**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4123* [Report]. Consulté à l'adresse OCDE website: https://doi.org/10.1787/e808086f-en
Despite significant progress over the last century, women still fare worse than men in most economic, social and political outcomes in EU and OECD countries. Drawing on novel data and using a lifecycle approach, this report presents a comprehensive stocktaking of how women, men, girls and boys are faring across seven key policy areas – education and skills, paid and unpaid work, leadership and representation, health, gender-based violence, the green transition and the digital transitions. The challenges are significant. Recognising that closing gender gaps requires serious and co-ordinated policy commitments and actions, this report presents countries' good practices in gender mainstreaming, encourages breaking down silos, and identifies useful policy combinations to advance gender equality. A conceptual framework is included for governments seeking to assess their own legal, policy and budgetary measures, to help countries transform gender equality commitments into action.

OECD. (2025b). ***To Have and Have Not – How to Bridge the Gap in Opportunities***. Consulté à l'adresse https://doi.org/10.1787/dec143ad-en
Over several decades, the OECD has documented the trends, drivers and consequences of inequality in outcomes, as well as the policies for addressing them. In the landmark 2018 report A Broken Social Elevator?, it examined effective ways to promote social mobility. However, people do not only care about outcomes and mobility. They also care about the process through which outcomes are achieved and the extent to which everyone is given a fair chance to succeed in life. To Have and Have Not makes another important contribution to the research and policy agenda by looking at opportunities and how they are distributed across societies. To do so, it applies an innovative methodology to measure the extent to which outcomes are shaped by inherited factors and other circumstances beyond an individual's control. The report explores how the role and influence of these circumstances differ across countries and

population groups. It also provides a detailed focus on the relations between opportunities and « place » through an analysis of geographic disparities in access to education, employment and essential services. Finally, it identifies various policy options and interventions that can help ensure a more level playing field for all.

Orbach, L., Silva-Chelles, E., & de Salles, J. F. (2025). **Exploring the interrelationships of children's mental health, socioeconomic status, and math performance: Cross-cultural patterns in Brazil and Germany**. *Review of Education*, *13*(3), e70106. https://doi.org/10.1002/rev3.70106
Children worldwide are currently facing a multitude of crises that are negatively impacting their mental health and academic performance. Three years after the onset of the COVID-19 pandemic, their mental health remains impaired, and profound learning gaps have been identified. Both factors are influenced by socioeconomic status (SES), which raises the question of a vicious circle that may impede children's future participation in society. The present study aims to provide further insights into this interplay by analysing cross-cultural data with traditional linear and latent profile analyses (LPA) from Brazil and Germany. Mental health problems (emotional problems, hyperactivity, conduct problems, peer problems, state-math anxiety [state-MA]), health-related quality of life, SES and math performance were assessed in 589 German third to sixth graders (50.1% girls) and 403 Brazilian third to sixth graders (50.6% girls). The results indicated that in both countries, state-MA and SES were stable predictors of math fluency, while cross-cultural differences were identified for trait-assessments of mental health problems, indicating cultural differences in the state–trait-discrepancy. The link between mental health problems and math fluency was not moderated by SES. LPA revealed basic profiles of mental health, SES, and math fluency in both countries, mostly characterised by different levels of MA and quality of life. In addition to profiles associated with math difficulties, there was evidence of resilient groups. The findings underline the complexity of the relationship between mental health and math performance and raises questions about cultural differences in the self-assessment of mental health traits. Implications for future research are discussed. Context and implications Rationale for this study: This study examines the interaction between children's mental health, socioeconomic status (SES) and math performance in Brazil and Germany. It addresses the absence of cross-cultural research that considers these factors together, particularly in light of the widening learning gaps and impaired child wellbeing caused by the COVID-19 pandemic. Why the new findings matter: The results show that maths-specific state anxiety and SES consistently predict maths performance, while cultural differences influence how children report mental health issues. Importantly, resilient subgroups emerge, demonstrating that strong performance and well-being are possible despite adversity. Implications for policymakers, practitioners and researchers: Policymakers should address SES-related inequalities and incorporate mental health into education programmes. Practitioners can focus on reducing math anxiety and fostering resilience in the classroom. Researchers are encouraged to adopt longitudinal, cross-cultural approaches and refine culturally sensitive assessment tools.

Pierrisnard, C. (2024). **Former à l'inanticipable : quelles représentations temporelles ?** *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr7
Pour former à l'inanticipable, les représentations temporelles sur lesquelles reposent l'organisation et le fonctionnement du système d'éducation et de formation en général apparaissent inadéquates. Une recherche collaborative qualitative, menée avec des

enseignants-chercheurs et des professionnels de la formation, sur la base de récits et d'entretiens de co-explicitation, interroge les connaissances expérientielles construites en situation professionnelle, pour mieux identifier les aspects temporels critiques, qui semblent fonder l'expertise dans un contexte d'apprentissage de plus en plus inanticipable et permettent la création d'un milieu temporel inclusif et adaptatif. Les analyses portent à la fois sur l'activité déclarée et sur la dimension biographique des récits qui renseignent sur la transformation du vécu en expérience. Cinq aspects émergent des analyses : le moment (reconfiguration des temps), le kairos (opportunités à saisir), l'empan temporel (représentation de la durée de l'apprentissage), la spiralité (retours avec élément majorant), et le rythme (allure). Nous montrons en quoi ces aspects peuvent favoriser les activités en contexte inanticipable et à quelles conditions.

Rôle des processus motivationnels sous-tendant la participation scolaire des parents et leurs impacts sur le fonctionnement des instances scolaires et la réussite des élèves. (2024, octobre 22). Consulté 23 septembre 2025, à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/histoire-et-rapport/role-des-processus-motivationnels-sous-tendant-la-participation-scolaire-des-parents-et-leurs-impacts-sur-le-fonctionnement-des-instances-scolaires-et-la-reussite-des-eleves/
Il y a plus de dix ans, le ministère de l'Éducation, du Loisir et du Sport reconnaissait le besoin de conscientiser les parents quant à l'importance de

Saforo, E., Elorm Agbo, E., Akua Nti, M., Agyarkwa, M., & Yaa Fosua Fosu, B. (2025). ***Inclusive and Equitable Education: A Policy Framework for Addressing Learning Disparities in Ghana*** (p. 6) [Policy Brief]. Consulté à l'adresse ACET website: https://acetforafrica.org/research-and-analysis/insights-ideas/policy-briefs/inclusive-and-equitable-education/
Explore the state of education in Ghana, highlighting enrollment challenges, disparities, and policy recommendations for improvement.

Sagueton, S. (2025). **L'inégale participation des filles et des garçons en conseils coopératifs : vers une gestion égalitaire de la parole**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14ro4
Cette analyse découle d'une recherche-action sur la participation sexuée durant les conseils coopératifs en classe Freinet. Les premières observations montrent que les garçons interviennent deux à trois fois plus que les filles. L'article présente ainsi les mesures qui ont été prises pour tendre vers une gestion plus égalitaire de la parole dans ce dispositif pédagogique. Des comptages ont été réalisés durant vingt-sept conseils pour analyser leur efficacité. Les tests statistiques suggèrent que les mesures peuvent avoir certains effets positifs sur le volume de participation sexué. Par ailleurs, la liste de priorité, qui est un outil de gestion de parole, semble pouvoir répondre aux limites présentées par les mesures mises en place dans cette étude.

Schurig, M., Weiß, S., Kiel, E., Heimlich, U., & Gebhardt, M. (2025). **Assessment of the quality of inclusive schools A short form of the quality scale of inclusive school development (QU!S-S) – reliability, factorial structure and measurement invariance**. *International Journal of Inclusive Education*, *29*(12), 2168-2183. https://doi.org/10.1080/13603116.2020.1862405
Many schools worldwide are facing the challenges of implementing inclusive education into their everyday lives. In order for this to succeed, meaningful measures are needed

to evaluate concepts, instructional quality and learning. This paper addresses the development of an instrument for the self-evaluation of schools on behalf of the quality of inclusion, the Quality Scale of Inclusive School Development-short form (QU!S-S). The instrument is based upon the theory of ecological environment of students in a school development model for inclusive schools and addresses five levels of school development as specific but connected dimensions. The levels are 'Students and their individual needs', 'Inclusive Instruction', 'Multiprofessional Cooperation', 'Inclusive School Concept and School Life' and 'External Support and Communal Networking'. The factorial structure is confirmed and successfully tested for measurement invariance between regular school teachers and teachers with duties in special education or psychology as well as primary and secondary schools. Intercorrelations between attitudes toward inclusion and the assessed dimensions are used to underline the appropriateness of the QU!S-S. It is discussed that the parsimonious linkage of different levels of inclusive school quality can establish a basis for discussion on school development.

Siu, J. C. L. (2025). **No Safe Space at School: Exploring Power Dynamics, Bullying Locations, and Maladaptive Behaviors Among US Adolescents**. *Journal of Youth and Adolescence*, *54*(9), 2288-2300. https://doi.org/10.1007/s10964-025-02190-z
School bullying is not merely a random event but rather involves intricate power dynamics in each bullying event. However, less is known about whether this power asymmetry could lead to different spatial patterns of bullying within the school environment, contributing to distinct perceptions of the usage of social spaces within the school context defined by bullies and victims. Further, it remains unclear how differentiated bullying victimization experiences and power imbalances could jointly result in victims' heterogeneous maladaptive behavioral responses. In response, this study was the first to conduct latent class analysis to identify subgroups of victims of bullying and compare these subgroups based on power differences with the bullies, locations of bullying, and their associations with distinct behavioral responses. This study used the adolescent sample from the 2022 School Crime Supplement (SCS) of the National Crime Victimization Survey (n = 1249; ages 12–18 years [mean: 14.3; SD: 1.85]; 45.8% male; 79.3% White, 9.8% Black, 2.5% Asian, and 8.4% other racial groups). Five victim classes emerged: "Marginal victims" (29.3%), "Outpowered victims" (28.2%), "Classroom-specific victims" (16.7%), "Hallway-specific victims" (16.8%), and "Pervasive victims" (9%). Results of logistic regression revealed that "Outpowered victims" and "Pervasive victims" were significantly more likely to exhibit maladaptive behaviors such as avoidance and fear, but only the "Pervasive victims" group showed an increased likelihood of carrying weapons to school, compared to the "Marginal victims" group. The findings suggest that bullying is intricately tied to power dynamics, with dominant-subordinate relationships reproduced in school spaces. Structured areas, such as classrooms and hallways, emerged as key bullying sites, challenging assumptions that bullying primarily occurs in unstructured spaces. This study reveals how power imbalances between adolescents shape their perception and use of school spaces, demonstrating that youth develop different behavioral responses based on their position in social hierarchies.

Superfine, B., & Park, J. (2025). **Selective High School Admissions Policies in Court: The New Battleground for Educational Diversity**. *American Journal of Education*, *131*(4), 565-588. https://doi.org/10.1086/736326

Purpose: Over the past 5 years, courts increasingly have considered cases involving the design and effects of selective high school admissions policies. This study examines three recent cases to highlight the importance of the courts in shaping selective high school admissions policies, how these policies have been considered in the institutional setting of the courts, and the theoretical and practical implications of these cases. Research Methods/Approach: This article uses legal analysis. Findings: Three recent cases reflect different approaches for using the courts to influence selective admissions policies. In some instances, judges conflicted over the constitutionality of such policies. In another instance, a judge dismissed the case as a political issue that would require a court to engage in functions best reserved to other governmental branches. These cases reflect the malleability of judicial interpretations of equality and discrimination in the institutional setting of the courts, in addition to the challenge of ascertaining acceptable intent and defining a baseline for disproportionate impact analyses—key drivers of such cases. Implications: Given the changing composition of the Supreme Court and its 2023 affirmative action decision, selective high school admissions policies appear set to be the next major legal battleground over efforts to diversify schools. The three cases underscore the importance of considering the institutional characteristics of the courts; tensions between judicial, political, and scientific decision making; and how the notion of a zero-sum game is framed in selective admissions cases.

Taschereau, J. (2024). ***Élaboration d'un dispositif participatif pour démocratiser l'intégration du numérique dans un contexte d'enseignement privé au secondaire*** (Mémoire accepté, Université du Québec à Montréal). Consulté à l'adresse https://archipel.uqam.ca/17365/

L'intégration pédagogique des technologies de l'information et des communications (TIC) est envisagée par le ministère de l'Éducation comme l'un des leviers de son Plan d'action numérique en éducation et en enseignement supérieur pour devenir « un leader mondial dans le domaine du numérique » (MÉES, 2018, p. 14). La société s'attend à ce que les personnes enseignantes intègrent les TIC dans plusieurs aspects de leur emploi (UNESCO, 2023). C'est le cas dans la classe de français au secondaire puisque les compétences disciplinaires sont maintenant situées dans le numérique. Malgré les investissements, l'accompagnement et les documents de référence publiés dans les dernières années, les TIC sont utilisées de manière inégale dans les milieux scolaires en raison d'une variété de contraintes (UNESCO, 2023). Cette utilisation inégale des TIC pourrait être expliquée par l'élaboration de politiques d'intégration du numérique qui ne sont pas à l'image de la variété des profils d'utilisateurs des TIC en contexte scolaire (Collin et al., 2018), notamment parce que bien des personnes enseignantes ne sont pas intégrées dans les processus décisionnels en lien avec le numérique (UNESCO, 2023). L'adoption d'une vision commune et démocratique du numérique pourrait faciliter une utilisation plus homogène et fluide des TIC (CSÉ, 2020), mais il semblerait que les processus de consultation pour en arriver là ne soient pas clairs dans les établissements scolaires et qu'ils « ne [f]ont pas l'objet d'un corpus important dans la recherche » (Parent, 2010, p. 3). La présente recherche s'intéresse donc à développer un outil qui permettrait d'assurer une démarche de consultation et de délibération sur l'intégration pédagogique des TIC. Pour atteindre notre objectif, nous avons opté pour une recherche-développement (Bergeron et Rousseau, 2021), où nous avons recruté un comité de neuf experts (n=9) de diverses spécialisations afin d'encadrer le développement, l'analyse et la mise à l'essai fonctionnelle de notre prototype. À partir d'un entretien semi-dirigé et d'un questionnaire de pré-développement, nous avons

développé une version initiale de notre prototype. À partir des commentaires du comité d'experts et de leurs réponses au questionnaire d'analyse et de validation, nous avons produit une version finale de notre prototype. En comparant notre prototype aux principes théoriques des dispositifs participatifs, il est possible de penser que nous avons créé un dispositif participatif qui aura à être éprouvé scientifiquement en l'implantant dans une variété d'établissements scolaires afin d'être validé et diffusé à plus grande échelle.

U. G. Hamza, A., Bwala, H. B., & Haruna, L. Z. (2025). **Assessment of Socio-Economic Factors Influencing Travel Mode Choice in Tertiary Institutions in Gombe Metropolis, Nigeria**. *British Journal of Education*, *13*(3). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-3-2025/assessment-of-socio-economic-factors-influencing-travel-mode-choice-in-tertiary-institutions-in-gombe-metropolis-nigeria/
This study investigated the influence of socio-economic factors on travel mode choice among staff and students of tertiary institutions in Gombe Metropolis, Nigeria. The study adopted survey research design. Both quantitative and qualitative approaches were employed to carry out the study. Four hundred (400) copies of a structured questionnaire representing the sample size of the […]

UNGEI : United nations girl's education initiative. (2025). ***Évaluation rapide de l'égalité de genre dans l'éducation au Mali : rapport de l'atelier de restitution des résultats***. Consulté à l'adresse UNGEI website: https://www.ungei.org/sites/default/files/2025-07/Rapport%20_GES_Mali_FR.pdf

UNHCR. (2025). ***UNHCR Education Report 2025*** (p. 24). Consulté à l'adresse UNHCR website: https://www.unhcr.org/media/unhcr-education-report-2025

Vasilakopoulou, K., & Santamouris, M. (2025). **Cumulative exposure to urban heat can affect the learning capacity of students and penalize the vulnerable and low-income young population: A systematic review**. *PLOS Climate*, *4*(7), e0000618. https://doi.org/10.1371/journal.pclm.0000618
Elevated temperatures pose significant threats to human health, with young people particularly susceptible to impaired cognitive performance and increased mental health risks. Prolonged exposure to heat may compound these effects, especially in educational settings. This systematic review synthesizes existing research on the long-term and cumulative effects of heat stress on students' cognitive performance. It evaluates the scale and mechanisms of cognitive decline, explores adaptation strategies and technologies designed to mitigate these impacts, and examines social and economic disparities in vulnerability to heat. The review also considers projections of future overheating and its cognitive consequences. A comprehensive literature search was conducted across PubMed, Scopus, PsycINFO, Web of Science, Science Direct, and Google Scholar for peer-reviewed studies published in English between 2009 and December 2024. Inclusion criteria focused on research examining prolonged temperature exposure effects on school and university students' learning capacity, socioeconomic inequalities, applied adaptation measures, and future climate-related cognitive risks. Studies focused on short-term heat effects, clinical trials, theses, and reviews were excluded. Eligible studies were selected for their large sample sizes and methodological robustness to minimize bias. The findings were synthesized narratively. Seven studies from six articles, encompassing data on nearly 14.5 million students across

61 countries, met the inclusion criteria. Long-term heat exposure was found to impair students' cumulative learning, with complex tasks (e.g., mathematics) more affected than simpler ones (e.g., reading). Adaptation via acclimatization and increased air conditioning use showed protective effects. However, lower socioeconomic groups faced disproportionately greater impacts, underlining critical inequalities. As global temperatures rise, these disparities may widen. The review notes challenges related to methodological differences and population heterogeneity across studies (S1 Checklist).

Velamazán, M., Santos, P., Sánchez-Reina, J. R., & Hernández-Leo, D. (2025). **Optimising anonymity in CSCL: comparing collaboration between identified and anonymous-to-peers login modes**. *Education and Information Technologies*, *30*(14), 20237-20288. https://doi.org/10.1007/s10639-025-13504-w
Most research on anonymity in computer-supported collaborative learning, which has reported both positive and negative outcomes, largely focuses on a fully anonymous login mode. In this context, further research is necessary to finetune the approach to the 'login mode' to optimise the potential benefits while mitigating the drawbacks. This study tests a subtle variation in this mode by which messages remain anonymous to peers (APM) but not to the teacher. We designed a quasi-experimental study with an analysis of the conversations and preferences of first-year university students (N = 109), conducted by employing content analysis of the log data and a post-task questionnaire. We conclude that APM is more productive in terms of participation and discussion oriented to content than in a completely anonymous mode. Additionally, a content analysis of the discussion messages focused on'off task'messages has been performed aiming to enhance comprehension of their nature, impact on social interactions, and the patterns associated with their use. The outcome of this analysis has resulted in a first attempt at a taxonomy that enhances the understanding of the APM and its impact on social interactions in CSCL environments.

Wakano, A., & Yamada, H. (2025). **The impact of terminating universal primary education on fertility: Evidence from Kenya**. *International Journal of Educational Development*, *117*, 103361. https://doi.org/10.1016/j.ijedudev.2025.103361
This paper investigates the educational impact on fertility caused by the termination of universal primary education (UPE) in Kenya. Although previous studies have used the introduction of UPE as a natural experiment, we focus on a unique policy change, namely, the termination of UPE. By using six waves of the Kenya Demographic and Health Survey (KDHS), our paper presents the statistically significant discontinuity in female years of education at the termination of UPE. The termination of UPE led to a decrease of 0.57 years in of female education. Using a fuzzy regression discontinuity design, we identify the impacts of education on both onset of fertility and total fertility. One additional year of female education delays onset of fertility by 0.67 years and reduces total fertility by 0.21 fewer children by the age of 46 years. As for the mechanism of these changes, we explore three possible pathways: labor participation, knowledge of contraception, and assortative mating.

Wofford, A. M., Perez-Felkner, L., Staudt Willet, K. B., & Nhien, C. (2025). **Geography of Computing Graduate Degree Opportunities: Examining the Characteristics of Minority-Serving Institutions**. *Research in Higher Education*, *66*(6), 37. https://doi.org/10.1007/s11162-025-09848-4

Minority-Serving Institutions (MSIs) play a critical role in supporting racially minoritized and low-income students. Despite their importance, MSIs continue to be overlooked in federal investments. This short research note delves into the historical and geographical factors influencing MSIs, generally, and in the vastly growing area of graduate education in STEM—and specifically computing—disciplines. Using a geography of opportunity lens to investigate the landscape of MSI offerings, we use a new publicly available database to assess relationships among the characteristics of MSIs offering graduate-level computing-related degrees, with a particular focus on institutional control, MSI type, and geographic region. Our results illuminate the geographic segregation of MSIs and their offerings. We attend to the implications of these disparities for advancing equitable educational policies.

Xie, Z., & Wang, J.-L. (2025). **(In)Congruence Effect of Individual and Classroom Victimization on Internalizing Problems: Examine Healthy Context Paradox Using Response Surface Analysis**. *Journal of Youth and Adolescence*, *54*(9), 2155-2167. https://doi.org/10.1007/s10964-025-02207-7
Previous research on Healthy Context Paradox has focused on how classroom environment shapes the emotional consequences (e.g., anxiety and depression) of bullying victimization, while limited attention to individual characteristics (e.g., psychological resilience) as potential moderators. Additionally, a better understanding Healthy Context Paradox mechanism requires assessing nonlinear effects of individual and classroom victimization on adolescents' internalizing problems. This study collected longitudinal data from 1029 adolescents over a 20-month period (Time 1: N = 1358, 49.5% girls, Mage ± SD = 12.38 ± 0.53; Time 2: N = 1029, 54.3% girls, Mage ± SD = 12.37 ± 0.49). Polynomial regression and multilevel average response surface analysis showed a linear effect, with higher level in individual and classroom victimization predicted worse outcomes. Moderated response surface analysis revealed that at low resilience level, greater incongruence between individual and classroom victimization predicted more internalizing problems, but this association became non-significant at high resilience level. These findings extended the Healthy Context Paradox and inform interventions to mitigate negative psychological outcomes among victims in seemingly healthy environments.

Zancarini-Fournel, M., Cacouault-Bitaud, M., Combaz, G., & Rayou, P. (2022). **Retour sur l'entretien « De l'histoire des femmes à la formation des enseignants au genre »**. *Recherche et formation*, (100), 9-23. https://doi.org/10.4000/14iad
Cet entretien réalisé en 2012 avec Michelle Zancarini-Fournel donne à voir l'itinéraire d'une pionnière en matière de formation à l'égalité entre filles et garçons, à la mixité et au genre. L'interviewée y retrace sa trajectoire d'enseignante, de chercheuse et de formatrice, son action pour sensibiliser à ces thèmes, les résistances rencontrées ainsi que les avancées effectuées. Elle dénonce également ce qui lui parait une querelle absurde sur le genre. Relisant aujourd'hui cet entretien, elle opère un retour réflexif sur ce qui, à l'époque, a facilité ou freiné les initiatives en matière de formation sur ces thèmes, tant dans l'IUFM de Lyon où elle travaillait que dans d'autres instituts, dans le cadre de sa mission nationale.

Zhang, L., & Liu, X. H. (2025). **Degrees of Connection: Examining the Relationships Among College Majors, Marriage, and Spouse Selection**. *Research in Higher Education*, *66*(6), 36. https://doi.org/10.1007/s11162-025-09857-3

This study examines how college majors are related to marital outcomes through homogamy based on college attainment and fields of study. Grounded in theories of educational assortative mating, opportunity structure, and personal preferences, we investigate how college majors predict marriage probability, spouse selection, and economic inequality among different-sex and same-sex couples using American Community Survey data (2019–2023) from over 9 million individuals aged 25–69. Findings reveal significant differences in marriage probability between individuals with and without college degrees and across college majors. Including earnings and occupations substantially reduces these disparities for men but has minimal impact for women. A clear pattern of major-based homogamy emerges for both different-sex and same-sex couples. STEM majors exhibit strong homogamy and a propensity to have spouses who majored in other STEM fields. Given the significant earnings gaps across majors, major-based homogamy amplifies income inequality among married couples, an effect particularly pronounced for women in different-sex marriages.

Zhou, J., Li, T., Li, S., Yang, P., & Gong, X. (2025). **Bidirectional Relations between Belief in a Just World and Internalizing and Externalizing Problems among Chinese Secondary Vocational Students**. *Journal of Youth and Adolescence*, *54*(10), 2644-2659. https://doi.org/10.1007/s10964-025-02259-9
Belief in a just world has been widely regarded as a psychological factor that supports adolescent adjustment. However, prior research has primarily relied on cross-sectional designs and has seldom explored longitudinal temporal relations, particularly how emotional and behavioral difficulties might influence, and be influenced by, belief in a just world. This four-wave longitudinal study investigated the bidirectional associations between both personal and general belief in a just world and internalizing and externalizing problems among Chinese secondary vocational school students, a group facing unique academic and social risks. Participants included 3312 secondary vocational school students (41.5 percent female; average age at baseline = 15.71 years, standard deviation = 0.86), with data collected across four waves at six-month intervals. Random intercept cross-lagged panel models revealed robust reciprocal associations between personal belief in a just world and internalizing or externalizing problems. While general belief in a just world did not significantly predict internalizing problems, internalizing problems significantly predicted a decline in general belief in a just world. Externalizing problems significantly predicted subsequent declines in general belief in a just world. General belief in a just world predicted lower externalizing problems only from Time 3 to Time 4, suggesting a possible age-related effect. These findings underscore the developmental significance of belief in a just world as both a protective factor and a belief system that can be shaped by adolescents' emotional and behavioral functioning in educational contexts marked by disadvantage.

Climat de l'école

Ahrsjš, U., Meghir, C., Palme, Mœ., & Schnabel, M. (2025). ***The Effect of Education Policy on Crime: An Intergenerational Perspective*** (Working paper N° 2356R2). Consulté à l'adresse Cowles Foundation for Research in Economics, Yale University website: https://EconPapers.repec.org/RePEc:cwl:cwldpp:2356r2
We examine the intergenerational effect of education policy on crime. Using administrative data that links outcomes across generations with crime records, we show that the Swedish comprehensive school reform, gradually implemented between 1949

and 1962, reduced conviction rates for both the generation directly affected by the reform and their sons. The reduction in conviction rates occurred in several types of crime. Mediation analysis suggests that key channels include increased parental educational attainment and household income, as well as reduced criminal behavior among fathers.

Bichi, H. H., Sanusi, Z. N., & Yau, H. S. (2025). **Influence of Bullying and Anxiety on Academic Achievement Among Senior Secondary School Students in Bichi Education Zone, Kano State, Nigeria**. *British Journal of Education*, *13*(2). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-2-2025/influence-of-bullying-and-anxiety-on-academic-achievement-among-senior-secondary-school-students-in-bichi-education-zone-kano-state-nigeria/
This study examines the influence of bullying and anxiety on academic achievement among senior secondary school students in Bichi Education Zone Kano State, Nigeria. Three objectives with corresponding research questions and hypotheses were formulated to guide the study. Ex-Post Facto research design was used. The population of the study consists of 4436 senior secondary II […]

Garcia, M. A., Culbreth, D., Foxx, S. P., Martin, F., & Wang, W. (2025). **Keeping students safe: the experiences of educators implementing monitoring applications in K-12 settings**. *Education and Information Technologies*, *30*(14), 19559-19589. https://doi.org/10.1007/s10639-025-13493-w
Using qualitative phenomenological inquiry, this study presents the experiences various educational staff roles have with implementing digital monitoring applications (MA) to protect k-12 students from harm. Participants of the study include 27 educational staff, including administrators, technology facilitators, technology directors, school counselors, and teachers selected through convenience sampling participated in structured interviews. Through multiple rounds of thematic coding, researchers identified 3 domains within the data: the parts that make up the whole, tension within a humanistic aspect: social agency, and MA use: easy to pick up, difficult to master. The findings suggest that the role that each staff member played in the implementation of monitoring applications attributed to the variance in MA intent and response. Implications for MA use, future needs, and continuous protection and surveillance of students are discussed.

George, B. (2025). **Principals' Supervisory Strategies and School Discipline in Public Secondary Schools in South-South Geopolitical Zone, Nigeria**. *British Journal of Education*, *13*(9). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-9-2025/principals-supervisory-strategies-and-school-discipline-in-public-secondary-schools-in-south-south-geopolitical-zone-nigeria/
The study focuses on principals' supervisory strategies and school discipline in public secondary schools in South-South Geopolitical Zone, Nigeria. Principals' supervisory strategies play a crucial role in maintaining school discipline. Effective school discipline is critical for fostering a safe, orderly and conducive learning environment. Four research questions were raised while four null hypotheses were formulated. […]

Harper & Patrón. (2025). **Three Decades of Campus Racial Climate Studies and 25 New Directions for Future Research**. *Community College Journal of Research and Practice*, *49*(10-11), 712-730. https://doi.org/10.1080/10668926.2025.2525350
Sylvia Hurtado's 1992 article, "The Campus Racial Climate: Contexts of Conflict." remains a groundbreaking contribution to research on campus racial climates. In their 2007

publication, "Nine Themes in Campus Racial Climates and Implications for Institutional Transformation," Shaun Harper and Sylvia Hurtado synthesized 15 years of studies and presented findings from qualitative climate assessments conducted at five U.S. postsecondary institutions. This article builds on those two highly-cited publications. Categorical clusters of 140 studies published in peer-reviewed academic journals within and beyond the field of higher education over three decades are presented herein. Also, 25 new topics that will deepen and modernize the study of campus racial climates are offered. The need for greater institutional type balance in the literature – specifically, increasing the number of climate studies conducted at community colleges – is repeatedly emphasized throughout this article.

Johansson, E., Walker, S., Lunn, J., Whiteford, C., Karlsudd, P., Puroila, A.-M., … Einarsdóttir, J. (2025). **Educators' and Parents' Perspectives About Belonging in Early Years Education in Europe**. *International Journal of Early Childhood*, *57*(2), 331-355. https://doi.org/10.1007/s13158-024-00400-6
The overall goal of this project is to gain a broad picture of belonging and the politics of belonging in early education settings (In Norway, Sweden, Finland, and Iceland the children attend school from 6 or 7 years. In the Netherlands children attend compulsory school at 4 years of age. Using the terms early education settings and (pre)schools with parenthesis we refer to educational institutions (preschool, day-care, compulsory school) involving children between 4 and 6 years) in five European countries: Finland, Iceland, the Netherlands, Norway, and Sweden. By 'belonging' we refer to children´s sense of feeling safe and 'at home'. By 'politics of belonging' we refer to societal structures and processes of safeguarding communities and their borders among children (and educators) in their early education settings. Educators (n = 648) and parents (n = 1,598) were surveyed about their perspectives about, and pedagogies for, belonging. Results indicated that, in general, parents and educators felt positively about belonging in their (pre)schools. Even so the study shows that experiences of belonging cannot be taken for granted, and a number of parents and educators worry about children being excluded and alienated. The study also revealed a relation between the educational level of educators and the complexity of pedagogic methods educators used to support children´s belonging in early education settings.

Johnson, Kwon, & Trinidad. (2025). **Campus Racial Climate and Faculty Interactions Among Students of Color at Hispanic-Serving Community Colleges**. *Community College Journal of Research and Practice*, *49*(10-11), 623-637. https://doi.org/10.1080/10668926.2025.2510283
This study examines the relationship between faculty interactions and students' perceptions of campus racial climate at Hispanic-Serving Institutions (HSIs), with a specific focus on community colleges. Utilizing data from the National Assessment of Collegiate Campus Climate (NACCC), we analyze responses from nearly 30,000 students across diverse racial and ethnic groups. The results reveal significant variation in students' perceptions of campus racial climate: Middle Eastern, Arab American, and Black students generally reported more positive perceptions, while Asian, Latinx, and multiracial students reported less favorable ones. Interactions with faculty of color were significantly associated with improved racial climate perceptions for Black and Latinx students, while interactions with White faculty yielded mixed effects—positively influencing climate perceptions for White and Native American students, but showing weaker associations for other racial groups. These findings have important implications

for institutional policy and practice, particularly in advancing racially inclusive faculty engagement, improving faculty racial literacy, and addressing the complex needs of racially and ethnically diverse students at HSI community colleges.

Lemieux, O., & Vaithyanathasarma, S. (2025). **Le Protecteur national de l'élève : origines, mise en œuvre et premiers constats**. *Formation et profession*, *33*(1), 5. https://doi.org/10.18162/fp.2025.a341

Martin, C., & Diter, K. (2025). ***Le bien-être des enfants à l'école*** (p. 342). Consulté à l'adresse https://hal.univ-lille.fr/hal-05268536

Le bien-être des enfants, en particulier à l'école, est devenu au cours des dernières décennies une question politique et académique majeure, comme en témoigne la forte augmentation des recherches et des politiques publiques en la matière. Le bien-être des enfants à l'école met en lumière et discute les différentes manières dont le bien-être scolaire a été défini et évalué, en dressant un état des lieux à la fois international et interdisciplinaire. L'ouvrage présente des recherches ayant pour point commun de faire dialoguer des perspectives trop souvent opposées dans la littérature : bien-être objectif versus bien-être subjectif ; perspective centrée sur l'adulte versus perspective centrée sur l'enfant ; ou encore analyse des déterminants familiaux versus analyse des déterminants scolaires du bien-être enfantin. L'originalité de l'ouvrage réside dans sa capacité à penser, dans un même mouvement, les multiples dimensions du bien-être des enfants à l'école, et à saisir la manière dont ces différents déterminants s'articulent et se combinent en fonction des contextes (géographiques, sociaux et familiaux) dans lesquels évoluent les enfants.

Meng, X., Chen, Y., Rudasill, K. M., Xu, L., Yu, D., & Harrell, D. R. (2025). **The Reciprocal Relationship between School Connectedness and Adolescent Depressive Symptoms: A Meta-analytic Cross-lagged Panel Analysis**. *Journal of Youth and Adolescence*, *54*(10), 2574-2592. https://doi.org/10.1007/s10964-025-02212-w

Theorists have long assumed that school connectedness and depressive symptoms influence each other in adolescence. However, previous empirical studies on the strength and direction of this relationship have yielded inconsistent results. The present study used cross-lagged modeling to meta-analyze the available longitudinal data (27 studies with 27 effects involving 57,074 participants, mean age ranging from 11.23 to 17.4 years) on the relationship between school connectedness and depressive symptoms in adolescence, and the possible moderating effects of publication and study characteristics. With prior levels of the relevant outcomes controlled for, results showed that prior school connectedness negatively predicted subsequent depressive symptoms with $\beta = -0.07$, 95% CI [–0.12, –0.02], while prior depressive symptoms also negatively predicted subsequent school connectedness with $\beta = -0.14$, 95% CI [–0.19, –0.08]. Moderation analyses showed that there was a moderating effect of publication year, study quality in the protective effect of school connectedness on depressive symptoms and a moderating effect of publication year, study quality, and culture in the debilitating effect of depressive symptoms on school connectedness. As the publication year became more recent, the effect of school connectedness on depressive symptoms decreased, and the effect of depressive symptoms on school connectedness decreased. As study quality increased, the effect of school connectedness on depressive symptoms decreased, and the effect of depressive symptoms on school connectedness decreased. As the individualism index increased, the effect of depressive symptoms on school connectedness increased. These findings suggest that the link between school

connectedness and adolescence depressive symptoms is symmetrically reciprocal and robust, adding support to that explaining the reciprocal relationship necessitates integrating Self-Determination Theory and Social Development Theory within the framework of Developmental Contextualism Theory.

Onyenso, C. F., & Adole, A. (2025). **Modern Toilet Systems: A Panacea to the Problems of Open Waste Disposal Among Public Primary Schools in Apa Local Government Area, Benue State**. *British Journal of Education*, *13*(10). Consulté à l'adresse https://eajournals.org/bje/vol13-issue10-2025/modern-toilet-systems-a-panacea-to-the-problems-of-open-waste-disposal-among-public-primary-schools-in-apa-local-government-area-benue-state/
This research focuses on reducing the incidence of excreta-related diseases, ensuring adequate human waste disposal, and promoting a healthier learning environment in public primary schools. Open defecation in exposed areas such as bushes, farmlands, waterways, and drains poses a serious environmental health hazard. Many schools lack resources for effective waste management. A modern toilet system, […]

Otero-Mayer, A., Expósito-Casas, E., & Vélaz-de-Medrano, C. (2025). **Understanding Key Factors in Quality Early Childhood Education Care for Children Under Three: Insights from Spanish Settings**. *International Journal of Early Childhood*, *57*(2), 505-525. https://doi.org/10.1007/s13158-024-00408-y
This study investigates the factors influencing quality in Early Childhood Education and Care (ECEC) in Spain focusing on the 0–3 age group. The research draws on data collected using the ITERS-3 (Infant/Toddler Environment Rating Scale, 3rd edition) instrument from 62 centers across Spain. Using nonparametric statistical analysis, particularly decision tree analysis, the study identifies key factors influencing the quality of ECEC environments. The results emphasize the significance of variables such as "Peer Interaction," "Encouraging children to communicate," "Schedule and transitions," "Free play," and "Diapering/toileting" to explain the quality of ECEC settings. The findings offer insights into the importance of promoting positive peer interactions, encouraging communication, and providing flexible scheduling and free play for ECEC quality improvement. Furthermore, the study explores how the quality of ECEC settings differs depending on center ownership (public, private, or subsidized ones—private but publicly funded). It reveals distinctions in the factors that contribute to quality across these ownership categories. These findings provide valuable insights for educators, policymakers, and stakeholders in enhancing ECEC quality and informing future research directions in the field. Overall, this study not only highlights critical quality indicators for ECEC for children under three but also offers a foundational evidence base to guide targeted educational practices and policy interventions, supporting equitable and high-quality access in Early Childhood Education.

Schurig, M., Weiß, S., Kiel, E., Heimlich, U., & Gebhardt, M. (2025). **Assessment of the quality of inclusive schools A short form of the quality scale of inclusive school development (QU!S-S) – reliability, factorial structure and measurement invariance**. *International Journal of Inclusive Education*, *29*(12), 2168-2183. https://doi.org/10.1080/13603116.2020.1862405
Many schools worldwide are facing the challenges of implementing inclusive education into their everyday lives. In order for this to succeed, meaningful measures are needed to evaluate concepts, instructional quality and learning. This paper addresses the

development of an instrument for the self-evaluation of schools on behalf of the quality of inclusion, the Quality Scale of Inclusive School Development-short form (QU!S-S). The instrument is based upon the theory of ecological environment of students in a school development model for inclusive schools and addresses five levels of school development as specific but connected dimensions. The levels are 'Students and their individual needs', 'Inclusive Instruction', 'Multiprofessional Cooperation', 'Inclusive School Concept and School Life' and 'External Support and Communal Networking'. The factorial structure is confirmed and successfully tested for measurement invariance between regular school teachers and teachers with duties in special education or psychology as well as primary and secondary schools. Intercorrelations between attitudes toward inclusion and the assessed dimensions are used to underline the appropriateness of the QU!S-S. It is discussed that the parsimonious linkage of different levels of inclusive school quality can establish a basis for discussion on school development.

Siu, J. C. L. (2025). **No Safe Space at School: Exploring Power Dynamics, Bullying Locations, and Maladaptive Behaviors Among US Adolescents**. *Journal of Youth and Adolescence*, *54*(9), 2288-2300. https://doi.org/10.1007/s10964-025-02190-z
School bullying is not merely a random event but rather involves intricate power dynamics in each bullying event. However, less is known about whether this power asymmetry could lead to different spatial patterns of bullying within the school environment, contributing to distinct perceptions of the usage of social spaces within the school context defined by bullies and victims. Further, it remains unclear how differentiated bullying victimization experiences and power imbalances could jointly result in victims' heterogeneous maladaptive behavioral responses. In response, this study was the first to conduct latent class analysis to identify subgroups of victims of bullying and compare these subgroups based on power differences with the bullies, locations of bullying, and their associations with distinct behavioral responses. This study used the adolescent sample from the 2022 School Crime Supplement (SCS) of the National Crime Victimization Survey (n = 1249; ages 12–18 years [mean: 14.3; SD: 1.85]; 45.8% male; 79.3% White, 9.8% Black, 2.5% Asian, and 8.4% other racial groups). Five victim classes emerged: "Marginal victims" (29.3%), "Outpowered victims" (28.2%), "Classroom-specific victims" (16.7%), "Hallway-specific victims" (16.8%), and "Pervasive victims" (9%). Results of logistic regression revealed that "Outpowered victims" and "Pervasive victims" were significantly more likely to exhibit maladaptive behaviors such as avoidance and fear, but only the "Pervasive victims" group showed an increased likelihood of carrying weapons to school, compared to the "Marginal victims" group. The findings suggest that bullying is intricately tied to power dynamics, with dominant-subordinate relationships reproduced in school spaces. Structured areas, such as classrooms and hallways, emerged as key bullying sites, challenging assumptions that bullying primarily occurs in unstructured spaces. This study reveals how power imbalances between adolescents shape their perception and use of school spaces, demonstrating that youth develop different behavioral responses based on their position in social hierarchies.

van Driel, B. (2025). ***Issue paper on countering hate in and through education*** (p. 58) [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/fr/publication-detail/-/publication/6c066db7-7d7d-11f0-9af8-01aa75ed71a1

This Issue Paper summarises the various presentations and discussions that took place during two WG meetings: online on June 20-21, 2024, focusing on confronting hate speech, and in Brussels on October 8-10, 2024, focusing on confronting (cyber)bullying. It also covers a webinar held on December 3, 2024, titled 'Parental and student active involvement in addressing (cyber)bullying', as well as a Peer Learning Activity (PLA) hosted by the Turkish Ministry of Education in Ankara, on April 7-8, 2025, titled 'Addressing Online and Offline Hate Speech and Bullying with Digital Literacy, Citizenship Education and Social-Emotional Learning'. The present Issue Paper incorporates the main contents of two Input Papers produced in 2024: one developed for the WG on hate speech, and a separate one on (cyber)bullying. This Issue Paper includes major insights, findings, discussions, and inspirational practices that arose from the WG meetings, the webinar and the PLA. The document also aims to frame and provide depth to the various presentations and discussions that took place during these events.

Xie, Z., & Wang, J.-L. (2025). **(In)Congruence Effect of Individual and Classroom Victimization on Internalizing Problems: Examine Healthy Context Paradox Using Response Surface Analysis**. *Journal of Youth and Adolescence*, *54*(9), 2155-2167. https://doi.org/10.1007/s10964-025-02207-7
Previous research on Healthy Context Paradox has focused on how classroom environment shapes the emotional consequences (e.g., anxiety and depression) of bullying victimization, while limited attention to individual characteristics (e.g., psychological resilience) as potential moderators. Additionally, a better understanding Healthy Context Paradox mechanism requires assessing nonlinear effects of individual and classroom victimization on adolescents' internalizing problems. This study collected longitudinal data from 1029 adolescents over a 20-month period (Time 1: N = 1358, 49.5% girls, Mage ± SD = 12.38 ± 0.53; Time 2: N = 1029, 54.3% girls, Mage ± SD = 12.37 ± 0.49). Polynomial regression and multilevel average response surface analysis showed a linear effect, with higher level in individual and classroom victimization predicted worse outcomes. Moderated response surface analysis revealed that at low resilience level, greater incongruence between individual and classroom victimization predicted more internalizing problems, but this association became non-significant at high resilience level. These findings extended the Healthy Context Paradox and inform interventions to mitigate negative psychological outcomes among victims in seemingly healthy environments.

Formation continue

Anderson, E. J., Brock, M. E., & Shawbitz, K. N. (2024). **Training Paraeducators to Promote Communication Opportunities for Students with Complex Communication Needs**. *Journal of Behavioral Education*. https://doi.org/10.1007/s10864-024-09548-6
Paraeducators are often tasked with supporting students with complex communication needs (CCN) without being well prepared to promote their communication. Previous studies have focused on training paraeducators to promote communication during non-instructional contexts for limited or unspecified communication types. We extend the literature by targeting the diversity of communication opportunities during academic instruction. We used a multiple-probe-across-participants design to test the effects of behavioral skills training to increase the number and variety of communication opportunities (i.e., mands, tacts, and intraverbals) provided by three paraeducators

providing instruction for students on the autism spectrum with CCN. The training package resulted in improvements in communication opportunities across all paraeducator-learner dyads. This study serves as an example of one method to promote diverse communication opportunities for students with CCN during academic instruction.

André, V. (2025). **Une méthodologie pour aider les professionnels de santé à développer la compétence interactionnelle des adultes avec un trouble du spectre de l'autisme**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rnw
Le trouble du spectre de l'autisme (TSA), tel qu'il est défini par le DSM-5-TR, désigne une famille de troubles neurodéveloppementaux entrainant des difficultés dans les relations sociales et les interactions. Les personnes avec un TSA peuvent avoir du mal à comprendre les codes, les implicites et les enjeux des interactions, ainsi qu'à produire ou interpréter des éléments verbaux et non verbaux. Ces difficultés peuvent affecter leur vie personnelle, sociale et professionnelle. Le projet pluridisciplinaire ITSA réunit des spécialistes de l'analyse des interactions et des spécialistes du TSA pour développer des ressources adaptées permettant de développer la compétence interactionnelle des adultes avec un TSA sans trouble du développement intellectuel. Le projet exploite des corpus multimodaux d'interactions authentiques pour créer deux types de ressources : des fiches descriptives des interactions pour les professionnels de santé et des vidéos interactives pour les personnes autistes elles-mêmes. Cet article présente la première de ces ressources, celles destinées aux professionnels de santé, ainsi que les résultats des premières expérimentations.

Angwaomaodoko, E. A. (2025). **The Place of Higher Education in Supporting Lifelong Learning: Adult Upskilling and Personal Development**. *British Journal of Education*, *13*(10). Consulté à l'adresse https://eajournals.org/bje/vol13-issue10-2025/the-place-of-higher-education-in-supporting-lifelong-learning-adult-upskilling-and-personal-development/
This study explores the role of higher education in fostering lifelong learning, with a focus on adult upskilling and personal growth in a rapidly changing world. As individuals navigate the complexities of modern life, lifelong learning emerges as a critical strategy for staying relevant, adaptable, and engaged. With flexible learning pathways, technology-enhanced learning, and community-driven […]

Benasé-Rebeyrol, S., & Colay, É. (2024). **La correspondance : une expérience de la rencontre de l'altérité avec des enseignants en formation**. *Études & Pédagogies*. https://doi.org/10.20870/eep.2024.7836
En tant que formatrices d'enseignants du secondaire, nous avons proposé aux groupes d'étudiants-stagiaires que nous accompagnions en 2022-2023 de participer à une correspondance dans le cadre des séances d'analyse de pratiques et de suivi de stage. Respectivement en poste à l'Inspé de Paris et de Créteil dans des champs disciplinaires différents (espagnol et sciences économiques et sociales), nous souhaitions faire l'expérience de cette institution de la Pédagogie Institutionnelle. L'expérience de l'altérité dans cette institution repose sur la figure du correspondant, « cet autre, lointain, imaginaire et réel à la fois » (Vasquez et Oury, 1997, p. 37) auquel chacun des membres de nos groupes a adressé questions et réponses dans la découverte du monde de l'autre. En tant que chercheuses en sciences de l'éducation et de la formation, nous avons analysé, à partir des matériaux recueillis lors de la dernière séance (leur parole et un bilan personnel rédigé par chacun) et de nos observations réalisées au fil des séances de correspondance, comment, au-delà d'un travail de clarification didactique, la

correspondance a fait soutien pour l'élaboration de la position subjective des stagiaires et étudiants et pour la construction de leur identité professionnelle tout en instaurant l'entité groupale autour d'une expérience commune.

Berger, E., Favrod, J., Frobert, L., & Nguyen, A. (2025). **Apprendre à initier une rencontre avec les patient·e·s dans un jeu de rôles : quelles compétences interactionnelles ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rny
Initier la rencontre avec un·e patient·e représente un enjeu important pour le ou la soignant·e en vue d'instaurer une relation propice au travail thérapeutique. Cette étude explore les compétences interactionnelles développées par des étudiantes infirmières lors de jeux de rôles avec des patient·e·s partenaires. L'analyse conversationnelle, menée à partir d'enregistrements vidéo retranscrits de binômes d'étudiants, se concentre sur la phase d'ouverture d'une séance psycho-éducative, moment clé pour instaurer une alliance de collaboration. Les échanges authentiques avec les patient·e·s partenaires permettent aux étudiants d'exercer les ajustements interactionnels nécessaires à l'alliance collaborative dans une activité thérapeutique en contexte de formation. Les analyses montrent comment les ressources multimodales mobilisées par les participant·e·s configurent la rencontre et l'engagement du groupe dans la séance, avec une dynamique interactionnelle collaborative plus ou moins symétrique.

Dos Santos Paulo, M., Gilles, J.-L., Rigo, J.-M., Barbaras, Y., & Bentayeb, A. (2024). **L'évaluation du retour sur les attentes à l'aide du cycle de Construction et de gestion qualité des évaluations de l'impact des formations (cycle CGQEIF)**. *Mesure et évaluation en éducation*, *47*(3), 1-37. https://doi.org/10.7202/1119630ar
Les évaluations de l'effet des formations sont peu pratiquées, notamment parce que les évaluateurs manquent d'instruments méthodologiques facilitant leur mise en oeuvre. Les auteurs présentent une recherche-développement (R-D) qui a abouti à une méthode d'évaluation des retours sur attentes (ROE) en formation qu'ils ont intitulée cycle de Construction et de gestion qualité des évaluations de l'impact des formations (cycle CGQEIF). Ce cycle a été mis à l'essai dans deux contextes de formation continue : une première fois, dans le secteur de la santé avec une formation d'assistants techniques spécialisés en salle d'opération (ATSSO) et ensuite, dans le cadre d'un module de formation de directeurs d'institutions de formation (FORDIF) en éducation. Les résultats des deux mises à l'essai nous ont permis d'améliorer la méthode et d'en renforcer la pertinence. Les leçons que nous en tirons seront exploitées lors d'une troisième mise à l'essai dans le contexte de l'enseignement supérieur.

Drakos, A. (2025). **Entre récit et navigation : mise en intrigue dynamique de l'expérience à l'aide d'un environnement virtuel à des fins de formation**. *Distances et Médiations des Savoirs*, *50*, 1. https://doi.org/10.4000/145dk
Cet article analyse le cours d'expérience de professionnels récemment habilités dans le cadre du dispositif « Navigation-Récit », conçu pour accompagner leurs premières interventions dans un bâtiment industriel à risques. Les participants y racontent un épisode marquant de leurs premières interventions, en navigant dans un environnement virtuel construit à partir de photos 360°. Cette phase de narration est suivie d'une phase de réflexivité, durant laquelle les participants analysent l'intervention passée et se projettent dans des situations de travail futures. Les résultats révèlent une articulation étroite entre la navigation dans l'environnement virtuel et le récit et mettent en lumière une expérience originale, qualifiée de « mise en intrigue dynamique ». La discussion met

en perspective cette expérience avec la triple temporalité de Ricoeur et examine son rôle dans la construction de connaissances. Un paradoxe central émerge : la visualisation réaliste des lieux favorise non seulement une immersion immédiate, mais permet également une mise à distance réflexive du vécu, ouvrant la voie à une reconfiguration temporelle de l'expérience. Cette « distance productive », émerge comme un levier pour le développement professionnel. Enfin, des perspectives d'adaptation du dispositif à des formations à distance sont proposées en conclusion.

Edisherashvili, N., Saks, K., Kallas, K., Pedaste, M., & Leijen, Ä. (2025). **Emotions matter—Targeting adult learners' achievement emotions in online instructional settings: Systematic literature review**. *Review of Education*, *13*(3), e70110. https://doi.org/10.1002/rev3.70110

Online learning, despite its growing popularity for its comparatively effortless access and convenience, has its respective sets of challenges. High rates of dropout, often linked to the solitary nature of online learning and difficulties with self-regulated learning, underscore the need for well-planned emotional support measures. This systematic literature review highlights some factors and interventions that influence achievement emotions in online adult learning, either stimulating positive or inhibiting negative emotions. It also examines what triggers negative emotions or switches off positive ones, both of which are crucial in establishing emotionally supportive online communities. According to Control-Value Theory, the review synthesises results of 33 peer-reviewed studies. Some studies in a number of these articles had more than one study or tested more than one intervention within a single study, resulting in a total of 71 distinct emotional support factors or interventions to be analysed. The study finds that cognitive reappraisal, mindfulness, supportive learning environment, and individualised virtual agents can reduce loneliness and evoke positive feelings such as enjoyment and pride while reducing negative ones such as anxiety and frustration. Other conclusions highlight the importance of open communication, feedback at the right time, and substantial interaction. Moderating variables—such as gender, age, and past history of online learning—also play an important role in the effectiveness of these interventions. The study recommends integrating these measures of emotional support into learning design by instructional designers and educators to address better the emotional needs of adult learners and improve academic performance. Context and implications Rationale for the study: Adult onlinelearning continues to face high dropout rates. Research indicates that achievement emotions such as anxiety, enjoyment and hope are central to determining learners' motivation and persistence in the online learning process. This study investigates the factors that influence achievement emotions and evaluates the effect of targeted support strategies for enriching learners' emotional experiences for improved persistence. Why the new evidence matters: The study outlines effective interventions that strengthen positive emotions and lower negative ones, hence boosting learner engagement. By adopting identified interventions e-learning environments can become more emotionally supportive. This matters significantly in maintaining learner motivation, reducing isolation, and enhancing general performance and retention in the online learning process. Implications for practitioners, policy-makers and researchers: Practitioners can integrate emotional support strategies, such as individualised feedback and encouraging virtual assistants, into online learning platforms. Policy-makers can establish guidelines to guarantee emotional support in online learning. Researchers can explore the interaction between emotions and online learning, proceeding to deeper analysis of specific learner groups and contexts. The present systemic review has the

potential to exert positive influence on shaping emotionally-supportive environments for online adult learners.

Fadul, K. A. A. (2025). **Investigating the Impact of Professional Development in ELT on Instructors' Quality and Students' Achievement: EFL Instructors' Perspectives in Saudi Universities**. *British Journal of Education*, *13*(6). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-6-2025/investigating-the-impact-of-professional-development-in-elt-on-instructors-quality-and-students-achievement-efl-instructors-perspectives-in-saudi-universities/
This study investigates the impact of professional development programs in English Language Teaching (ELT) on the quality of instruction provided by EFL instructors and the subsequent impact on students' academic achievement in Saudi universities. The hypothesis suggests that higher educational attainment results from instructor professional development. The researcher used a questionnaire to gather ideas, perspectives, […]

Filliettaz, L., & Mornata, C. (2025). **L'écoute active comme compétence interactionnelle en développement : le cas d'un dispositif de formation continue dans le champ de l'éducation spécialisée**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14ro0
Depuis une dizaine d'années environ, se sont développées, dans le champ de la formation des adultes, des démarches de formation qui placent au centre de l'attention le travail en tant qu'accomplissement collectif. Dans cette contribution, nous nous proposons d'examiner comment ce dispositif de formation par l'analyse des interactions a été mis en œuvre dans un contexte particulier, celui de la formation continue d'éducateurs spécialisés actifs dans le champ de l'autisme. A partir d'une analyse des traces enregistrées de séquences de co-analyse impliquant les « personnes ressources » en interaction avec les éducateurs accompagnés, nous nous appliquons à montrer comment le dispositif de l'analyse collective des interactions permet aux participants de s'orienter vers la part interactionnelle de leur travail d'accompagnement. En particulier, nous nous centrons sur le repérage par les participants d'une compétence interactionnelle qui consiste à endosser dans les entretiens d'accompagnement une posture active d'écoute. A partir du repérage des « mhmm » ou des « ouais » qui ponctuent régulièrement le discours des accompagnants, le groupe s'oriente progressivement vers la description et la théorisation de ces « petits mots qui valident », et s'engage collectivement dans un processus dynamique d'enquête portant sur les formats et les fonctions de tels régulateurs verbaux.

Fujs, D., Vrhovec, S., Hovelja, T., & Vavpotič, D. (2025). **SmartICST: a smart information and cyber security training approach for older adults**. *Education and Information Technologies*, *30*(14), 19911-19932. https://doi.org/10.1007/s10639-025-13564-y
An increasingly aging population, widespread internet connectivity, and an increasing number of cybersecurity incidents bring many challenges for the future of information security. Older adults, in particular, are a highly vulnerable demographic, often targeted by cyber attackers. This paper aims to develop an approach that enables the identification of different groups of users of information systems according to their requirements for information and cyber security training (ICST). To achieve this, we surveyed 784 older adults residing in the UK recruited through the Prolific platform. First, S-HAIS-Q (Shortened Human Aspects of Information Security Questionnaire) was used to

assess their information security performance. Through hierarchical clustering and k-means clustering, we identified five distinct groups. Additionally, predictive clustering trees (PCTs) were employed to simultaneously perform clustering and classification, providing deeper insights into the characteristics of these groups. This approach provides a segmentation framework highlighting the potential for customizing ICST to address the diverse needs of different groups of older adults. The results of our study indicate that it is possible to tailor and optimize ICST even among older adults who are more proficient in computer use than the general older adult population.

Grosjean, S., Cherba, M., & Matte, F. (2025). **Regard sur le travail interactionnel des patient·es simulé·es lors de vidéoconsultations médicales**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rnv
Cet article examine le travail interactionnel des patient·es simulé·es (PSs) lors de vidéoconsultations médicales, en s'appuyant sur une analyse multimodale d'un corpus d'enregistrements audio-vidéo. Les résultats montrent que les compétences interactionnelles accomplies localement par les PSs au cours d'une vidéoconsultation simulée reposent (a) sur l'accomplissement pratique de divers modes de présentation du scénario et (b) sur la capacité à accomplir un rôle de partenaire pédagogique en soutenant l'étudiant·e lorsqu'apparaissent des difficultés. Sans jamais interrompre la dynamique de la consultation, ils suggèrent des pistes d'action favorisant la poursuite de l'examen clinique, tout en préservant l'autonomie de l'étudiant·e. Ces résultats soulignent la nécessité de former les PSs à développer une sensibilité interactionnelle et des compétences multimodales pour optimiser l'apprentissage en contexte de vidéoconsultations simulées.

Hecquet, E. (2025). ***La professionnalisation des formateurs en soins infirmiers : un processus de transition entre héritages et mutations lié à l'universitarisation*** (Phdthesis, Université Grenoble Alpes [2020-....]). Consulté à l'adresse https://theses.hal.science/tel-05233579
Le processus d'universitarisation des formations en santé a été initié par les accords de Bologne il y a 25 ans. C'est dans ce contexte qu'a été promulgué l'arrêté du 31 juillet 2009 relatif au diplôme d'infirmier. Cet arrêté, applicable dès septembre 2009 en formation, comprenait trois référentiels : un référentiel de formation, un référentiel d'activités et un référentiel de compétences. L'évolution du modèle de formation s'est accompagnée inéluctablement d'une transformation du rôle des intervenants de cette formation. Notre recherche doctorale s'intéresse au processus de professionnalisation des formateurs en soins infirmiers suite à l'universitarisation en retenant comme entrée centrale, deux perspectives : d'une part, l'intention de professionnalisation des organisations et d'autre part, le développement professionnel des individus au sein de cette organisation. Après avoir mené une approche socio-historique fondée sur l'analyse d'un corpus de documents sources et de données secondaires, explorant la genèse de la création du diplôme d'infirmier ainsi que les différentes étapes d'évolution de la formation conduisant à ce métier dans divers contextes sociaux, trois enquêtes complémentaires viennent éclairer cet objet de recherche.Tout d'abord, une enquête exploratoire sous la forme d'entretiens compréhensifs permet de révéler l'expérience vécue des acteurs et de saisir le sens de la réforme de 2009 pour eux. Ensuite, une enquête transversale, réalisée à l'aide d'un questionnaire en ligne auto-administré, a été menée auprès de l'ensemble des directeurs des IFSI en France afin de donner une vue d'ensemble du processus d'intégration universitaire des IFSI à l'échelle nationale. Les

résultats révèlent une forte disparité, soulignant que la répartition géographique, l'éloignement des universités et la qualité des partenariats avec les acteurs locaux constituent des obstacles à ce développement. Toutefois, l'enquête a également montré que certains IFSI, malgré des caractéristiques initialement perçues comme des freins, présentent des signes d'intégration significatifs. Ce constat nous a conduit, après avoir sélectionné deux sites présentant des niveaux d'intégration contrastés, à examiner le processus de professionnalisation des formateurs tant sur le plan individuel qu'organisationnel, à travers une enquête de terrain. Cette enquête, de type ethnographique, s'est déroulée sur une dizaine de jours dans chaque site et comprenait la réalisation d'entretiens biographiques. Les résultats permettent d'abord de caractériser le parcours professionnel des formateurs et des directeurs d'IFSI. Ensuite, ils mettent en évidence des déterminants communs ainsi que des facteurs discriminants dans le développement professionnel des formateurs au sein d'IFSI avec des niveaux d'intégration universitaire variés. Enfin, l'étude évalue le rôle des orientations managériales dans ce développement. Ces résultats nous permettront de proposer des actions pour favoriser le processus d'universitarisation, en permettant une double acculturation basée sur les orientations managériales des équipes de direction des IFSI soutenant le développement professionnel des formateurs par la montée en compétences et l'évolution identitaire spécifique à ce contexte.

Hichri, J., Saidane, R., & Fejzo, A. (2025). **Retombées de la conception et de la consultation de capsules sur la rédaction scientifique**. *Formation et profession*, *33*(1), 8. https://doi.org/10.18162/fp.2025.a345

Jézégou, A., Zhao, Y., & Déro, M. (2024). **La présence socio-affective en e-Formation : le modèle théorique de référence, l'élaboration et la validation de l'échelle de mesure EMPSA e-Formation**. *Mesure et évaluation en éducation*, *47*(3), 122-156. https://doi.org/10.7202/1119634ar
L'article décrit le processus d'élaboration et de validation de l'Échelle de Mesure de la Présence Socio-Affective en Formation (EMSPA e-Formation). Cette échelle a été construite en prenant appui sur le modèle théorique de la présence sociale en e-Formation (Jézégou, 2022). L'étude repose sur un échantillon de 309 étudiants inscrits en Master en sciences de l'éducation et de la formation, intégralement en distanciel et dispensé par des universités françaises. Dans un premier temps, une analyse factorielle exploratoire met en évidence une structure factorielle à trois facteurs, caractérisée par une bonne cohérence interne. Dans un second temps, une analyse factorielle confirmatoire valide cette structuration et confirme les relations entre les trois facteurs identifiés. Les résultats montrent que cette échelle constitue un instrument psychométrique robuste pour l'étude et pour l'analyse de la présence socio-affective en e-formation, tout en ouvrant des perspectives pour de futures recherches.

Lizotte, É. (2025). **Les pratiques d'accompagnement des personnes professionnelles associées selon la perception des personnes stagiaires en situation d'emploi à la maîtrise qualifiante**. *Formation et profession*, *33*(1), 1. https://doi.org/10.18162/fp.2025.a336

Maffei-Almodovar, L., Sturmey, P., & Jessel, J. (2025). **Effectiveness of Pyramidal Training on Staff Acquisition of Five Behavior Analytic Procedures in the School**. *Journal of Behavioral Education*, *34*(3), 600-620. https://doi.org/10.1007/s10864-023-09539-z

Pyramidal training is an effective model for disseminating behavior analytic skills. However, pyramidal training in research is often conducted in controlled university settings. Further, research that has evaluated the effectiveness of pyramidal training in classroom settings (see Pence et al. 2014) often focuses on improving the use of one procedure (e.g., functional analysis) over a brief period. We conducted this study to evaluate the generalized effectiveness of behavioral skills training within a pyramidal model to improve teacher training skills across five procedures in the classroom setting over a nine-month period. We used behavioral skills training (BST) to train teachers (Tier 1) to implement BST to train teaching assistants (Tier 2) to implement Applied Behavior Analytic (ABA) procedures stimulus-stimulus pairing, multiple stimulus without replacement (MSWO) preference assessment, mand training, discrete trial teaching (DTT), and graphing data. Pyramidal training was effective in increasing teachers' procedural integrity of BST, and the social validity of the model was apparent in that teacher assistants' procedural integrity of target ABA procedures increased after Tier 2 training. Teachers required periodic feedback to maintain training skills, train novel procedures, and novel staff. Thus, pyramidal BST was effective to teach new skills, but required ongoing monitoring and feedback to ensure maintenance and generality of training skills.

Mamed, M. dos S., & Grossen, M. (2025). **Pratiques explicatives et dynamiques d'apprentissage professionnel en diabétologie**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rnu
L'Éducation Thérapeutique du Patient (ETP) constitue une réponse-clé dans la gestion du diabète. S'appuyant sur une approche socioculturelle, cette recherche s'intéresse aux pratiques effectives de l'ETP et se centre sur les explications produites par les soignants. Elle porte sur deux séances d'ETP qui impliquent un adolescent vivant avec un diabète, une infirmière et un médecin, et concernent la notion de corps cétoniques. Le dispositif méthodologique comprend quatre phases : constitution d'un collectif de travail, enregistrement de séances d'ETP, entretiens d'auto-confrontation avec les soignants et restitution collective à l'équipe. L'analyse discursive des données porte sur la co-construction des explications et les tensions professionnelles qu'elles révèlent. Les résultats montrent que l'explication constitue une ressource pour interroger les usages langagiers en soin, révéler les divergences entre disciplines professionnelles, renforcer la coopération interprofessionnelle et soutenir e développement professionnel dans les pratiques éducatives en diabétologie.

Maulini, O., Bouchetal, T., Malo, A., & Van Nieuwenhoven, C. (2025). ***Guide pour la formation réflexive des enseignants: Concevoir, conduire et développer des dispositifs professionnalisants***. Consulté à l'adresse https://www.deboecksuperieur.com/livre/9782807370005-guide-pour-la-formation-reflexive-des-enseignants
La formation réflexive à l'enseignement est un apprentissage du métier ancré dans l'expérience du terrain autant que dans la recherche à son propos. Les défis à relever par l'école et ses professionnels exigent plus que jamais des savoirs collectivement consolidés. Les pratiques pédagogiques, quant à elles, ont besoin de s'affirmer et de se discuter pour revendiquer autonomie et fiabilité, reconnaissance et autorité. La professionnalisation de l'enseignement implique un « travail sur le travail » collectivement pratiqué et documenté.Ce livre essentiel fait le bilan de cette conception médiane de la formation, en consacrant un chapitre à chacune de ses douze composantes-clés :

son ancrage dans le travail enseignant ;son orientation par référentiels ;son déroulement par alternance ;la didactisation des apprentissages ;les interactions formatrices ;l'accompagnement des praticiens, l'évaluation de leurs progrès ;l'hybridation des formats hybrides ;le recrutement des candidats ;leurs perspectives de perfectionnement ;le développement des spécialisations ;la formation des formateurs d'enseignants.L'objectif des auteurs consiste à proposer à tous les formateurs un ouvrage de référence dans lequel puiser des savoirs et des suggestions pour professionnaliserla formation.

Monfette, O., & Côté-Piché, D. (2025). **Portrait des conditions favorables à la réussite d'un stage IV en emploi**. *Formation et profession*, *33*(1), 7. https://doi.org/10.18162/fp.2025.a344

Mouratoglou, A. (2025). **A Study of Factors That Determine Greek Teachers' Performance Through a Professional Learning Intervention in Estimation**. *British Journal of Education*, *13*(4). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-4-2025/a-study-of-factors-that-determine-greek-teachers-performance-through-a-professional-learning-intervention-in-estimation/
In recent decades, several studies have been conducted on the subject of estimation. However, few relate to teaching interventions and their results. This study is included in the latest modern programs that have been implemented. Its aim is to study and compare the factors that determine the change in the performance of 11 in-service Greek […]

Moussi, D. (2025). ***Se former entre pairs: Nouvelles dynamiques de professionnalisation***. Consulté à l'adresse https://www.chroniquesociale.com/pedagogie-formation/1456-se-former-entre-pairs.html
La formation des enseignants en France fait l'objet de critiques récurrentes, soulignant des décalages entre les dispositifs existants et les réalités des pratiques professionnelles. Si les réformes se succèdent, les attentes des enseignants restent souvent insatisfaites, en raison d'une offre de formation jugée trop ponctuelle, trop académique et insuffisamment adaptée aux enjeux contemporains du métier. Cet ouvrage ne se contente pas de répéter ces constats, mais cherche plutôt à identifier des leviers et des pratiques alternatives, portées par les enseignants eux-mêmes, pour répondre à leurs besoins spécifiques. En s'intéressant aux dispositifs locaux initiés par les acteurs éducatifs, l'ouvrage explore des modèles de formation plus collaboratifs, plus ancrés dans les réalités du terrain et fondés sur des valeurs partagées. Ces initiatives, souvent éloignées des formats traditionnels, offrent de nouvelles perspectives sur l'autoformation, la coformation et les pédagogies alternatives, en réponse à un besoin croissant de sens et de cohésion professionnelle. Au travers des contributions de chercheurs issus de différentes universités, cet ouvrage propose un éclairage sur ces nouvelles dynamiques de formation, en mettant en avant les pistes et ressources susceptibles d'enrichir la formation et de renforcer l'engagement des enseignants dans leur développement professionnel. Une lecture incontournable pour les chercheurs, formateurs, enseignants et acteurs de l'éducation soucieux de faire évoluer les pratiques et de redéfinir les contours de la formation tout au long de la carrière.

Ndale, A. A., & Amos, O. (2025). **Influence of Regular Teacher Development Programmes on Implementing Inclusive Education in Public Primary Schools, Morogoro Municipal,**

Tanzania. *British Journal of Education*, *13*(5). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-5-2025/influence-of-regular-teacher-development-programmes-on-implementing-inclusive-education-in-public-primary-schools-morogoro-municipal-tanzania/
This study examines the influence of regular teacher professional development programs on implementing inclusive education in public primary schools in Morogoro Municipal, Tanzania. The study also assesses how continuous professional development affects their ability to accommodate and engage students with diverse educational needs within mainstream classrooms. To this end, the study adopted the Social Learning […]

Pluim, G. W. J. (2025). **Epistemological dimensions of integrating critical global citizenship in teacher education: A case for a holistic approach to GCE through the Body, Mind, and Soul**. *PROSPECTS*, *55*(1), 215-230. https://doi.org/10.1007/s11125-023-09672-7
Drawing upon a five-year critical reflexive autoethnographic study, this article proposes that student comprehension of critical global citizenship education (GCE) perspectives in teacher education hinges heavily on the disciplinary frameworks of the courses in which critical GCE is integrated. Courses that use pedagogies of international education and place-based education often apply experiential epistemologies of the Body; teaching through the Socratic method and using critical pedagogies are frequently based on cognitive epistemologies of the Mind, and courses that draw upon methods of developmentally appropriate practice and culturally responsive pedagogy commonly rely upon relational epistemologies of the Soul. Applied separately, these epistemological foundations may produce imbalanced perspectives on critical GCE; thus, the article describes how teacher education might holistically incorporate critical GCE to learn such complex concepts through Body, Mind, and Soul.

Polat, E. (2025). **Artificial intelligence literacy, lifelong learning, and fear of innovation: Identification of profiles and relationships**. *Education and Information Technologies*, *30*(14), 20183-20214. https://doi.org/10.1007/s10639-025-13548-y
The study aims to identify the profiles of university students regarding Artificial Intelligence Literacy, Lifelong Learning, and Fear of Innovation using cluster analysis and to examine the relationships among these variables. Cluster analysis and structural equation modeling were conducted with valid responses from 402 university students. The cluster analysis identified three distinct student profiles: the highly adaptive group (Profile 1), the needs improvement group (Profile 2), and the high support required group (Profile 3). Structural equation modeling revealed that artificial intelligence literacy positively affects the tendency for lifelong learning and negatively impacts the fear of innovation. Lifelong Learning Trends also negatively influences the fear of innovation. Furthermore, artificial intelligence literacy was found to indirectly reduce fear of innovation through lifelong learning tendencies. The findings from cluster analysis and structural equation modeling provide significant insights into understanding university students' artificial intelligence literacy, lifelong learning tendencies, and fear of innovation. Developing customized education and support programs tailored to each profile's characteristics and the relationships among the study variables can help students enhance their competencies in these areas.

Pouteyo, M. (2025). **Formation des éducateurs : tensions conceptuelles et réarticulations par temps de crise**. *Penser l'éducation*, *56*, 113. https://doi.org/10.4000/14qqu

At the heart of the various social work professions, the tension between theory and practice questions and irrigates training for these professions. The history of educator training has responded to this tension by gradually implementing a model that articulates these two poles around the concept of the clinic. Today, when in vocational training –as in the rest of educational institutions– the notion of competence has become a veritable pattern of thought, how does this new paradigm reconfigure the inherent tension between theory and practice? This article proposes to review the history of social work education to examine some of the contemporary conceptual changes, in order to contribute to uncovering one of the elements of the current crisis that social work education in France is going through.

Saillot, É., & Guyet, D. (2025). **Travailler les compétences interactionnelles au prisme des ajustements pour initier au raisonnement clinique en formation des masseurs-kinésithérapeutes**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rnz
Cet article propose une analyse compréhensive d'un dispositif de formation initiale des masseurs-kinésithérapeutes visant conjointement le développement de compétences interactionnelles au service de l'apprentissage du raisonnement clinique. Ce dispositif de formation a été coconstruit dans une approche interdisciplinaire, entre les sciences de la rééducation-réadaptation et les sciences de l'éducation et de la formation, notamment le cadre théorique des ajustements multiregistres, avec une orientation didactique professionnelle. La notion d'ajustement permet de travailler les compétences interactionnelles des masseurs-kinésithérapeutes avec leurs patient.e.s, qui fondent la démarche d'enquête au service du raisonnement clinique. L'analyse porte sur les traces de prises de conscience d'ajustements liés aux compétences interactionnelles chez les étudiant.e.s masseurs-kinésithérapeutes, sources d'apprentissages professionnels liés au raisonnement clinique.

Stumpf, A., & Meia, J.-S. (2025). **Intégration de la recherche en formation à l'enseignement : entre prescription et utilité**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14ro7
Dans le contexte international de professionnalisation de la formation des enseignant·e·s, l'intégration de la recherche dans les curricula constitue un défi majeur. Ainsi, dans une Haute École Pédagogique suisse, les résultats récurrents d'une évaluation de la qualité d'une formation à l'enseignement secondaire par les étudiant·e·s ont montré que la dimension recherche de la formation restait perçue de manière plus critique que les autres. Pour comprendre les raisons qui nourrissent ces perceptions, quatre focus-groupes ont été menés. Bien que certains obstacles à adhérer à la rédaction d'un mémoire aient été identifiés, des perceptions positives sont également mises en évidence, sous réserve que la recherche contribue à l'amélioration de la pratique et, plus globalement, au développement professionnel. Ont également émergé des recommandations à l'attention des responsables des formations à l'enseignement.

Zancarini-Fournel, M., Cacouault-Bitaud, M., Combaz, G., & Rayou, P. (2022). **Retour sur l'entretien « De l'histoire des femmes à la formation des enseignants au genre »**. *Recherche et formation*, (100), 9-23. https://doi.org/10.4000/14iad
Cet entretien réalisé en 2012 avec Michelle Zancarini-Fournel donne à voir l'itinéraire d'une pionnière en matière de formation à l'égalité entre filles et garçons, à la mixité et

au genre. L'interviewée y retrace sa trajectoire d'enseignante, de chercheuse et de formatrice, son action pour sensibiliser à ces thèmes, les résistances rencontrées ainsi que les avancées effectuées. Elle dénonce également ce qui lui parait une querelle absurde sur le genre. Relisant aujourd'hui cet entretien, elle opère un retour réflexif sur ce qui, à l'époque, a facilité ou freiné les initiatives en matière de formation sur ces thèmes, tant dans l'IUFM de Lyon où elle travaillait que dans d'autres instituts, dans le cadre de sa mission nationale.

Zorn, S., Atlan, E., & Corbeil, T. (2025). **Développement de compétences professionnelles dans le champ du polyhandicap : effets perçus d'un module de formation à l'analyse collective et croisée des interactions**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14ro2
Initier, soutenir et maintenir des interactions de qualité avec des personnes avec polyhandicap nécessite des compétences hautement spécialisées, lesquelles sont peu développées lors de la formation des différents professionnels impliqués dans leur accompagnement. Dans ce contexte, l'analyse collective des situations éducatives filmées représente un levier important pour développer les compétences professionnelles et améliorer l'accompagnement des personnes avec polyhandicap. Dans cet article, nous rendons compte d'un module de formation proposé dans un diplôme universitaire intitulé Polyhandicap, éducation et apprentissages et s'appuyant sur l'analyse collective de données filmées de situations éducatives. À partir de la triangulation des données recueillies (travaux d'observation, questionnaire, focus group), nous présentons les apports et limites du module de formation et identifions des pistes pour de futures formations des acteurs qui accompagnent les personnes avec polyhandicap.

Marché du travail

Giorgi, D. (2025). ***Qualité du travail, qualité de l emploi : éléments de comparaisons internationales*** (p. 97). Consulté à l'adresse Inspection générale des Affaires sociales website: https://www.vie-publique.fr/rapport/300172-igas-qualite-du-travail-qualite-de-l-emploi-comparaisons-internationales
Dans le contexte de négociations sociales portant notamment sur la qualité de la vie au travail, la prévention dans le domaine de la santé au travail, et la qualité de l'emploi, le ministère chargé du Travail avait demandé à l'Inspection générale des affaires sociales, début 2025, une note de parangonnage de bonnes pratiques sur ces sujets, relevées dans divers États européens.Les objectifs de politiques publiques et les dispositifs examinés dans cette note ciblent une population large et permettent d'aborder et de croiser de multiples thématiques :la qualité du travail et notamment la prévention des risques professionnels principaux, qu'il s'agisse des risques chimiques, de ceux liés à la chaleur, des troubles musculosquelettiques ou des risques psycho-sociaux, ainsi que l'impact possible des modèles managériaux sur les risques ;les besoins des femmes en matière de santé au travail ;la prévention de la désinsertion professionnelle ;la qualité de l'emploi et notamment le temps partiel subi, la prise en compte de contraintes personnelles des salariés ou demandeurs d'emploi, ou encore les possibilités de transitions professionnelles en cours de carrière.Les informations ainsi réunies peuvent servir de points de comparaison et, le cas échéant, de sources d'inspiration pour les politiques nationales.

Ihaddadene, F. (2025). ***Promesse d'embauche: Comment l'État met l'espoir des jeunes au travail***. Consulté à l'adresse https://ladispute.fr/catalogue/promesse-dembauche/
Stage, apprentissage, service civique, volontariats : depuis 50 ans, l'État multiplie les politiques jeunesses. Tous ces dispositifs ont en commun de mettre l'espoir des jeunes au travail sans se donner les moyens de l'honorer : promesse d'embauche sans engagement d'un emploi, promesse d'insertion sociale sans capacité de fournir un revenu minimum aux jeunes, promesse de citoyenneté sans ouverture des droits sociaux, promesse de mobilité sociale sans démocratisation de la formation, etc. En faisant le récit et en soulignant la cohérence de ces politiques depuis les années 1970, Florence Ihaddadene en livre la première synthèse et montre comment elles trient, classent et dressent les jeunes.

OCDE. (2025). ***Gender gaps in paid and unpaid work persist*** [Report]. Consulté à l'adresse OCDE website: https://doi.org/10.1787/25a6c5dc-en
This policy brief summarises key findings on gender gaps in paid and unpaid work, from the OECD report Gender Equality in a Changing World: Taking Stock and Moving Forward, identifying relevant social, economic and institutional factors preventing gender equality. It closes with relevant policy options to reduce gender gaps in paid and unpaid work.

Métiers de l'éducation

Aboagye, S. K., & Ayikue, M. A. (2025). **A Bibliometric Review of Research Trends in Educational Leadership**. *British Journal of Education*, *13*(2). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-2-2025/a-bibliometric-review-of-research-trends-in-educational-leadership/
Little attempt has been made to map global research trends in Educational Leadership. This paper presents a bibliometric review of the application of Leadership theories in OM to determine research trends and gaps in Educational Leadership. A total of 50 publications on Educational Leadership from 2015 to 2023 were reviewed. The analysis was done with […]

Amanfo, B. A., Amankwah, F., & Osei-Amankwah, L. (2025). **Perceived Impacts of Curriculum Reform Implementation on Teacher Education Development in Ghana**. *British Journal of Education*, *13*(6). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-6-2025/perceived-impacts-of-curriculum-reform-implementation-on-teacher-education-development-in-ghana/
This study used descriptive survey design to assess College of Education tutors' perception of the influence of curriculum reform implementation on teacher education development in the Ashanti region of Ghana. The quantitative research approach was employed. The proportionate simple random sampling technique was used to select 221 respondents from eight colleges of education in the […]

Anderson, E. J., Brock, M. E., & Shawbitz, K. N. (2024). **Training Paraeducators to Promote Communication Opportunities for Students with Complex Communication Needs**. *Journal of Behavioral Education*. https://doi.org/10.1007/s10864-024-09548-6

Paraeducators are often tasked with supporting students with complex communication needs (CCN) without being well prepared to promote their communication. Previous studies have focused on training paraeducators to promote communication during non-instructional contexts for limited or unspecified communication types. We extend the literature by targeting the diversity of communication opportunities during academic instruction. We used a multiple-probe-across-participants design to test the effects of behavioral skills training to increase the number and variety of communication opportunities (i.e., mands, tacts, and intraverbals) provided by three paraeducators providing instruction for students on the autism spectrum with CCN. The training package resulted in improvements in communication opportunities across all paraeducator-learner dyads. This study serves as an example of one method to promote diverse communication opportunities for students with CCN during academic instruction.

Beaud, L. (2025). **« J'ai vu ta très belle tentative pour recadrer » : (In)visibilité du travail de formateurs et formatrices en situation de handicap et analyse collective des interactions**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14ro1
Cet article s'intéresse au travail de formateurs en situation de handicap co-animant avec des formateurs-accompagnants des formations dans différents domaines. Ce travail est à ce jour très peu visibilisé et discuté au sein des binômes. Dans le cadre d'un projet de professionnalisation de ces acteurs, un dispositif d'analyse collective des interactions a été mis en place avec des formateurs en situation de handicap et des formateurs-accompagnants. Ce dispositif leur a permis d'identifier des compétences interactionnelles sur la base d'enregistrements vidéo de leur co-intervention. Grâce à une analyse interactionnelle de séquences issues de ce dispositif de formation, nous relevons comment les participants s'orientent vers la part visible de leur travail mais également vers une part invisible de celui-ci. Ce dispositif permet de souligner les processus collectifs à l'œuvre dans la mise en évidence et la reconnaissance du travail, dans sa dimension non-réalisée. Nous discutons les résultats à l'aide des concepts de travail empêché, de dynamiques de participation et de postures analytiques.

Benasé-Rebeyrol, S., & Colay, É. (2024). **La correspondance : une expérience de la rencontre de l'altérité avec des enseignants en formation**. *Études & Pédagogies*. https://doi.org/10.20870/eep.2024.7836
En tant que formatrices d'enseignants du secondaire, nous avons proposé aux groupes d'étudiants-stagiaires que nous accompagnions en 2022-2023 de participer à une correspondance dans le cadre des séances d'analyse de pratiques et de suivi de stage. Respectivement en poste à l'Inspé de Paris et de Créteil dans des champs disciplinaires différents (espagnol et sciences économiques et sociales), nous souhaitions faire l'expérience de cette institution de la Pédagogie Institutionnelle. L'expérience de l'altérité dans cette institution repose sur la figure du correspondant, « cet autre, lointain, imaginaire et réel à la fois » (Vasquez et Oury, 1997, p. 37) auquel chacun des membres de nos groupes a adressé questions et réponses dans la découverte du monde de l'autre. En tant que chercheuses en sciences de l'éducation et de la formation, nous avons analysé, à partir des matériaux recueillis lors de la dernière séance (leur parole et un bilan personnel rédigé par chacun) et de nos observations réalisées au fil des séances de correspondance, comment, au-delà d'un travail de clarification didactique, la correspondance a fait soutien pour l'élaboration de la position subjective des stagiaires et étudiants et pour la construction de leur identité professionnelle tout en instaurant l'entité groupale autour d'une expérience commune.

Bimonte, A. (2025). **« C'est toi qui as posé les pavés à Rome ? » : les dynamiques de proximité et de distance relationnelle dans l'accompagnement socio-professionnel en entreprise sociale**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rns
L'article s'intéresse à la problématique des relations d'accompagnement dans les métiers de la prise en charge d'autrui. Plus particulièrement, il vise à documenter les compétences interactionnelles susceptibles d'instaurer « la bonne distance » ou la « juste proximité » dans l'accompagnement socio-professionnel d'adultes vivant avec des troubles psychiques en situation de travail. À partir d'une démarche de recherche vidéo-ethnographique, conduite au sein de cinq entreprises sociales, les relations interpersonnelles entre les intervenants socio-professionnels et les bénéficiaires sont étudiées dans une perspective interactionnelle, à la lumière de l'humour, des systèmes de places et du travail de figuration (face work) qu'ils accomplissent dans leurs échanges au travail. L'analyse révèle que, selon que les participants s'orientent vers des activités de soutien ou d'évaluation des gestes professionnels (savoir-faire) ou des aptitudes et des comportements des personnes accompagnées (savoir-être), ils construisent collectivement des dynamiques relationnelles de proximité ou de distance variables, par la mise en œuvre de processus interactionnels complexes.

Bittner, J. (2025). **Between Extremes: Reflections on Teaching ESL in Korea and Australia**. *British Journal of Education*, *13*(8). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-8-2025/between-extremes-reflections-on-teaching-esl-in-korea-and-australia/
Coming from a background teaching ESL at a private elementary school in Korea—an extremely homogeneous and academically competitive environment—I was used to rigid hierarchy, tightly structured classrooms, and a relatively uniform student body from similar socioeconomic backgrounds. Transitioning to a low-income, highly diverse school in Melbourne's west, where the majority of students are EAL learners, […]

Blavier, P. (2025). **La multiplication des revues de sciences sociales (1975-2025) : crise de surproduction et spécialisation ?** *Actes de la recherche en sciences sociales*, *258259*(3-4), 58-71. https://doi.org/10.3917/arss.258.0058

Bouchamma, Y., Kaaouachi, A., & Lambert, M. (2025). ***Référentiel de compétences pour la gouvernance et le leadership en milieu universitaire: compétences professionnelles et transversales à la gestion d'un établissement d'enseignement supérieur***. Consulté à l'adresse https://www.degruyterbrill.com/document/isbn/9782766306725/html?srsltid=AfmBOoqX4tRy4_7pi0NcxZqs-wANbzAG-K_wb1cDb7meE1PlWnc7IvVF
Voici un référentiel conçu pour assurer l'acquisition et le développement des compétences requises par les gestionnaires d'établissement d'enseignement supérieur afin de répondre aux exigences de leur fonction.

Bozonnet, C., & Raybaud, A. (2025, septembre 16). **Chasse aux « wokes » : comment les polémiques de ces dernières années ont épuisé les universitaires**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/09/16/chasse-aux-wokes-comment-les-polemiques-de-ces-dernieres-annees-ont-epuise-les-universitaires_6641336_4401467.html

Coupes de subventions, cabales médiatiques… En France aussi, les universitaires sont attaqués par des forces conservatrices. Au point de créer un climat d'usure et d'autocensure dans les campus et les laboratoires.

Caminade, M. J. (2025, septembre 28). **Le désir de maternité des jeunes chercheuses face à la précarité : se lancer, reporter ou avorter ?** https://doi.org/10.64628/AAK.cevnca3wp
Quand l'accès à un poste titulaire correspond à un parcours d'obstacle, comment concrétiser un projet de maternité ? Une enquête auprès de jeunes chercheuses éclaire leurs dilemmes.

Champy, F., & Lantheaume, F. (2022). **Retour sur l'article « Faut-il parler de déprofessionnalisations au pluriel ? »**. *Recherche et formation*, (100), 25-44. https://doi.org/10.4000/14iae
Cet article vise à éclairer des vulnérabilités, parfois qualifiées de déprofessionnalisation, de certaines activités, notamment des activités « prudentielles », c'est-à-dire qui sont confrontées à de lourdes incertitudes dans le travail. Les textes présentent les évolutions des contextes de travail qui entravent la prudence (au sens philosophique) des professionnels. Ils montrent que ces évolutions résultent de déséquilibres du processus de rationalisation tel que Weber l'avait théorisé. Conduite en s'appuyant sur le concept de prudence et la théorie de la rationalisation, cette caractérisation des processus de fragilisation de certaines activités a un triple intérêt. Sur un plan analytique, elle permet de renouveler l'analyse de cette fragilisation et de l'articuler avec d'autres processus : dans le passé les conditions concrètes de la professionnalisation ; dans le présent des évolutions de la société globale, du management et des organisations. Sur un plan pratique, saisir que les fortes tensions auxquelles les membres de ces activités sont soumis sont principalement dues aux contradictions fondamentales entre façons de penser du management et prudence, permet d'armer les professionnels pour mieux répondre à ces fragilités sources de souffrance et de perte de sens. Enfin, sur le plan de la division du travail scientifique, cela positionne la sociologie du travail professionnel comme une spécialité très féconde pour l'étude d'une question aux enjeux plus larges que le seul travail : le recul de la prudence.

Council of Ministers of Education, Canada (CMEC). (2022). ***Business Case and Implementation Plan of a Pan-Canadian Credential Assessment Centre for Internationally Educated Teachers*** (p. 64). Consulté à l'adresse Council of Ministers of Education, Canada (CMEC) website: https://cmec.ca/Publications/Lists/Publications/Attachments/432/Business_Case_and_Implementation_Plan_PQAC_IETs_EN.pdf

Delplancke, M., & Huchet, C. (2024). **Former de futurs professeurs des écoles polyvalents aux problèmes pernicieux de l'Anthropocène dans une visée interdisciplinaire articulant didactiques des sciences et de la littérature**. *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr8
Les Questions Socialement Vives Environnementales peuvent être qualifiées de problèmes super pernicieux, ne présentant pas de solutions anticipables, mais seulement des issues provisoires (Fabre, 2021a). Or, s'il n'existe pas de véritables solutions, en quoi consiste le traitement en classe de tels problèmes ? Notre article s'intéresse à la prise en charge par les enseignants débutants de ces objets curriculaires. Nous avons mis en

œuvre une expérimentation pour interroger les conditions d'une formation des futurs professeurs des écoles à l'enseignement des QSVE, à partir : 1/ d'un dispositif de formation interdisciplinaire croisant sciences et littérature et 2/ s'inscrivant dans la continuité des travaux autour de la problématisation, notamment sa transposition dans le champ professionnel (Ouitre et al., 2022). Nos résultats montrent qu'une approche interdisciplinaire permet aux étudiants de commencer à problématiser les QSV à condition de mettre au travail leurs conceptions initiales des savoirs, de l'enseignement/apprentissage et de l'école, pour envisager la construction de pratiques professionnelles en adéquation avec la dimension inanticipable de ces questions vives et de leur enseignement.

du Toit, E. (2025). **Teaching, research, and everything in between: An autoethnographic account of academic identity**. *Review of Education*, *13*(3), e70108. https://doi.org/10.1002/rev3.70108
This analytic autoethnography offers a critical and personal reflection on two decades (2005–2025) of academic life at a South African university. Framed within South Africa's shifting higher education landscape, the study explores academic identity formation through eight thematic lenses: from early experiences as an unprepared lecturer to the challenges and rewards of research, postgraduate supervision, pedagogic innovation, academic citizenship, and institutional service. Despite the increasing demand for excellence across teaching, research and service, the narrative reveals a persistent lack of formal preparation and mentoring for new academics, highlighting a systemic oversight in academic development. However, alongside these structural challenges, the account affirms the deeply fulfilling nature of academic work when driven by curiosity, care and purpose. Alternating between cycles of self-doubt and confidence, fatigue and renewal, the role of the lecturer-researcher emerges as both intellectually rigorous and emotionally resonant. By drawing on the author's lived experience, supported by theoretical frameworks on professional development, emotional labour, and transformative learning, the article contributes to a growing body of scholarship that rehumanises academic life. It calls for greater institutional recognition of academic work's emotional and relational dimensions while affirming the value of narrative inquiry in understanding and sustaining academic passion.Context and implicationsRationale for this study: Academics are often expected to take on complex teaching, supervision, and service responsibilities with little formal preparation or mentoring. This autoethnography responds to that gap by offering a situated, two-decade account of academic identity development in South African higher education, where institutional transformation intersects with personal and professional growth.Why the new findings matter: By tracing turning points such as imposter syndrome, doctoral failure, supervision challenges, and quiet leadership, the study highlights how identity is shaped not only by outputs but also by emotional labour, boundary-setting, and relational practices. It demonstrates that autoethnography is more than a research method; it can also serve as a developmental tool that makes visible the hidden dimensions of academic life and provides others with a lens through which to interpret their own journeys.Implications for policy makers, practitioners, and researchers: The findings carry implications for multiple audiences. For practitioners, the narrative underscores the importance of reflection, mentorship, and boundary-setting as strategies to sustain passion and prevent burnout, showing that quiet, non-positional leadership and care work are as vital as teaching and research. For researchers, the study demonstrates how autoethnography can be used rigorously to interrogate academic identity, integrate personal and institutional

dimensions, and contribute to scholarly conversations about higher education transformation. For policy makers and institutions, the account highlights the need for structured academic development that recognises emotional and service labour, values academic citizenship, and fosters inclusive cultures. Investing in reflective and supportive professional development can help universities retain and empower their staff.

Duval, S., & Wentzel, B. (2025). **Valoriser et reconnaitre l'expertise de la profession enseignante à l'éducation préscolaire : et si on en parlait ?** *Formation et profession*, *33*(1), 6. https://doi.org/10.18162/fp.2025.a342

Ede, F. N., Nwafukwa, P. O., Odey, B. N., Ifeyinwa Anigbo, & Nwankwo, J. M. (2025). **Application of Information and Communication Technology by Principals in The Management of Secondary Schools in Ebonyi State for Job Creation and Empowerment in the Era of Covid-19 Pandemic**. *British Journal of Education*, *13*(8). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-8-2025/application-of-information-and-communication-technology-by-principals-in-the-management-of-secondary-schools-in-ebonyi-state-for-job-creation-and-empowerment-in-the-era-of-covid-19-pandemic/
The study x-rayed the application of ICT by principals in the management of secondary schools in Ebonyi State for job creation and empowerment. Three purposes and three research questions guided the study. The study adopted survey research design which sought information from the respondents without manipulation of the variables. The population of the study comprised […]

Fadul, K. A. A. (2025). **Investigating the Impact of Professional Development in ELT on Instructors' Quality and Students' Achievement: EFL Instructors' Perspectives in Saudi Universities**. *British Journal of Education*, *13*(6). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-6-2025/investigating-the-impact-of-professional-development-in-elt-on-instructors-quality-and-students-achievement-efl-instructors-perspectives-in-saudi-universities/
This study investigates the impact of professional development programs in English Language Teaching (ELT) on the quality of instruction provided by EFL instructors and the subsequent impact on students' academic achievement in Saudi universities. The hypothesis suggests that higher educational attainment results from instructor professional development. The researcher used a questionnaire to gather ideas, perspectives, […]

Gambhir, G., De Munari, P., & Kubacka, K. (2025). ***Mapping the status of teacher professional development in Kenya, Rwanda and Sierra Leone*** (p. 20). Consulté à l'adresse NFER website: https://www.nfer.ac.uk/publications/mapping-the-status-of-teacher-professional-development-in-kenya-rwanda-and-sierra-leone/
This policy brief explores how education sector plans, thematic policies, and teacher frameworks in Kenya, Rwanda, and Sierra Leone aim to empower teachers to adopt a more holistic approach to teaching.

Gamelin, K. (2025). **Le travail émotionnel des directions adjointes d'école secondaire : un outil stratégique pour mobiliser les équipes éducatives**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 204-227. https://doi.org/10.7202/1119554ar
Cette recherche qualitative examine le rôle stratégique du travail émotionnel chez les directions adjointes d'école secondaire (DAES) du Québec pour mobiliser leurs équipes.

Elle élargit la conception traditionnelle du travail émotionnel, généralement limité à l'affichage d'émotions attendues, en le positionnant comme un outil stratégique de mobilisation en vue de susciter des réponses constructives et atteindre des objectifs organisationnels. Adoptant une approche qualitative, l'étude s'appuie sur trois entretiens réalisés à l'aide de la méthode d'instruction au sosie auprès de trois DAES. Les résultats, sans chercher à les généraliser, révèlent que le travail émotionnel est une pratique quotidienne sur le terrain utilisée pour maintenir des relations harmonieuses, gérer des situations complexes et communiquer des émotions positives de manière intentionnelle. Ce travail émotionnel stratégique permet aux directions adjointes (DA) d'obtenir l'engagement des parties prenantes et de créer un climat favorable au changement et à la collaboration.

George, B. (2025). **Principals' Supervisory Strategies and School Discipline in Public Secondary Schools in South-South Geopolitical Zone, Nigeria**. *British Journal of Education*, *13*(9). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-9-2025/principals-supervisory-strategies-and-school-discipline-in-public-secondary-schools-in-south-south-geopolitical-zone-nigeria/
The study focuses on principals' supervisory strategies and school discipline in public secondary schools in South-South Geopolitical Zone, Nigeria. Principals' supervisory strategies play a crucial role in maintaining school discipline. Effective school discipline is critical for fostering a safe, orderly and conducive learning environment. Four research questions were raised while four null hypotheses were formulated. […]

Gordon College of Education & UNICEF Montenegro. (2025). ***Assessment of the Teachers' Professional Development System in Montenegro*** (p. 56). Consulté à l'adresse UNICEF website: https://www.unicef.org/montenegro/en/media/25686/file/Assessment%20of%20the%20Teachers%E2%80%99%20Professional%20Development%20System%20in%20Montenegro.pdf
The Assessment of the Teachers' Professional Development (TPD) system in Montenegro provides a comprehensive overview of the current state of this sector.

Gungaa, B., Purevdorj, T., & Altangerel, M. (2025). ***Exploring Secondary Teacher Workforce Management in Mongolia: Policies, Practices and Insights*** (p. 56). Consulté à l'adresse GPE KIX website: https://resources.norrageducation.org/resource/953/exploring-secondary-teacher-workforce-management-in-mongolia-policies-practices-and-insights
This case study has been produced by a team from Mongolia in the context of the KIX EMAP Learning Cycle "Secondary Teacher Workforce Management", held...

Hecquet, E. (2025). ***La professionnalisation des formateurs en soins infirmiers : un processus de transition entre héritages et mutations lié à l'universitarisation*** (Phdthesis, Université Grenoble Alpes [2020-....]). Consulté à l'adresse https://theses.hal.science/tel-05233579
Le processus d'universitarisation des formations en santé a été initié par les accords de Bologne il y a 25 ans. C'est dans ce contexte qu'a été promulgué l'arrêté du 31 juillet 2009 relatif au diplôme d'infirmier. Cet arrêté, applicable dès septembre 2009 en formation, comprenait trois référentiels : un référentiel de formation, un référentiel d'activités et un référentiel de compétences. L'évolution du modèle de formation s'est

accompagnée inéluctablement d'une transformation du rôle des intervenants de cette formation. Notre recherche doctorale s'intéresse au processus de professionnalisation des formateurs en soins infirmiers suite à l'universitarisation en retenant comme entrée centrale, deux perspectives : d'une part, l'intention de professionnalisation des organisations et d'autre part, le développement professionnel des individus au sein de cette organisation. Après avoir mené une approche socio-historique fondée sur l'analyse d'un corpus de documents sources et de données secondaires, explorant la genèse de la création du diplôme d'infirmier ainsi que les différentes étapes d'évolution de la formation conduisant à ce métier dans divers contextes sociaux, trois enquêtes complémentaires viennent éclairer cet objet de recherche.Tout d'abord, une enquête exploratoire sous la forme d'entretiens compréhensifs permet de révéler l'expérience vécue des acteurs et de saisir le sens de la réforme de 2009 pour eux. Ensuite, une enquête transversale, réalisée à l'aide d'un questionnaire en ligne auto-administré, a été menée auprès de l'ensemble des directeurs des IFSI en France afin de donner une vue d'ensemble du processus d'intégration universitaire des IFSI à l'échelle nationale. Les résultats révèlent une forte disparité, soulignant que la répartition géographique, l'éloignement des universités et la qualité des partenariats avec les acteurs locaux constituent des obstacles à ce développement. Toutefois, l'enquête a également montré que certains IFSI, malgré des caractéristiques initialement perçues comme des freins, présentent des signes d'intégration significatifs. Ce constat nous a conduit, après avoir sélectionné deux sites présentant des niveaux d'intégration contrastés, à examiner le processus de professionnalisation des formateurs tant sur le plan individuel qu'organisationnel, à travers une enquête de terrain. Cette enquête, de type ethnographique, s'est déroulée sur une dizaine de jours dans chaque site et comprenait la réalisation d'entretiens biographiques. Les résultats permettent d'abord de caractériser le parcours professionnel des formateurs et des directeurs d'IFSI. Ensuite, ils mettent en évidence des déterminants communs ainsi que des facteurs discriminants dans le développement professionnel des formateurs au sein d'IFSI avec des niveaux d'intégration universitaire variés. Enfin, l'étude évalue le rôle des orientations managériales dans ce développement. Ces résultats nous permettront de proposer des actions pour favoriser le processus d'universitarisation, en permettant une double acculturation basée sur les orientations managériales des équipes de direction des IFSI soutenant le développement professionnel des formateurs par la montée en compétences et l'évolution identitaire spécifique à ce contexte.

Hichri, J., Saidane, R., & Fejzo, A. (2025). **Retombées de la conception et de la consultation de capsules sur la rédaction scientifique**. *Formation et profession*, *33*(1), 8. https://doi.org/10.18162/fp.2025.a345

Jing, S., Shan, Y., Yang, S., Zhou, X., Wang, M., He, Z., … Stanley, L. P. (2025). **Who has higher scientific research productivity: PhDs from overseas or domestic?** *Quality & Quantity*, *59*(5), 3931-3958. https://doi.org/10.1007/s11135-025-02153-3
In recent years in China, overseas returned PhDs are given preferential treatment compared to those at home, especially in the selection of outstanding personnel by certain universities and scientific research institutes. This paper focuses on investigating the influence of overseas doctoral learning experiences on the scientific research performance of the distinguished young scholars in China. Employing the White heteroscedasticity robust least squares method, negative binomial regression method, and Propensity Score Matching method, the study reveals a significant inhibitory effect

of overseas doctoral learning experiences on the quantity of scientific research performance among distinguished youth fund winners. However, no significant impact is observed on the quality of their research. This research extends the understanding of the impact of universal doctoral education on scientific research performance within the most outstanding young scholars in China, and put forward the corresponding suggestions for the recruitment and the review of the Distinguished Young Scholars fund.

Karachalios, I., & Tantaroudas, N. (2025). **Future Greek Pre-Service Teachers' Knowledge, Attitudes and Self-Efficacy in Waste Management**. *British Journal of Education*, *13*(8). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-8-2025/future-greek-pre-service-teachers-knowledge-attitudes-and-self-efficacy-in-waste-management/
This quantitative survey examined the knowledge, attitudes, perceived competence, willingness and everyday practices of 46 final-year pre-service teachers at Democritus University of Thrace (Greece) in relation to solid waste and wastewater management. Using a structured questionnaire, the study shows familiarity with most key waste terms, confidence to implement Environmental Education Programmes (EEPs) and personal recycling […]

Lazcano, C., Galilea, S., Wenderoth, S., Rojas, A., & Ortúzar, M. S. (2025). **Exploring teacher job satisfaction in five Latin American countries: A Multi-level analysis using TALIS 2018**. *International Journal of Educational Research Open*, *9*, 100516. https://doi.org/10.1016/j.ijedro.2025.100516
This study investigates teacher job satisfaction in Chile, Argentina, Colombia, Mexico, and Brazil, using data from the 2018 Teaching and Learning International Survey. Through multi-level analysis, it examines individual and organizational factors influencing job satisfaction. Findings indicate that teacher cooperation and self-efficacy enhance job satisfaction, while workplace stress detracts from it. Positive teacher-student relationships and stakeholder involvement are identified as essential organizational factors. These results underscore the importance of supportive environments and collaborative practices in improving teacher well-being and retention. Implications for policy and practice are discussed, offering insights to boost job satisfaction and educational quality across diverse educational settings.

Logan, J. A. R., Hayward, A. L., Swanz, L. E., & Ceviren, A. B. (2025). **Education researchers' beliefs and barriers towards data sharing**. *Quality & Quantity*, *59*(5), 4061-4075. https://doi.org/10.1007/s11135-025-02188-6
Data sharing is increasingly becoming a highly encouraged or required practice for any federally funded research projects. However, the uptake of these practices in education science has been minimal. Research suggests that many researchers believe data sharing should be practiced always or often, but also suggests that many researchers rarely practice data sharing. This disconnect indicates a general lack of understanding around data sharing and suggests there are salient barriers that prevent education researchers from engaging in the practice. This work examines (a) the prevalence of positive attitudes and perceived barriers to data sharing in a sample of education researchers, and (b) if there is a difference between the perceived barriers for researchers who have different levels of data sharing experience. Results suggest education researchers generally hold positive attitudes towards data sharing, with 70% of the sample agreeing that it benefits their career, increases citations, and is good for science. However, barriers such as concerns about IRB issues and the potential for

misinterpretation of shared data were prevalent among respondents. Additionally, researchers with more experience sharing data were less likely to agree with these barriers compared to those with less or no sharing experience.

Marianno, L., Desimone, L. M., Lentz, A., & Farley-Ripple, E. N. (2025). **Research, Data, Expertise, or Opinion? Examining the Influences on School Leaders' Decisions Around Supporting Teachers**. *American Journal of Education*, *131*(4), 469-497. https://doi.org/10.1086/736178
Purpose: School leaders are critical to organizational change and school improvement, particularly through their role in facilitating teacher development. Yet the literature is thin regarding the extent to which various sources of evidence influence school leaders' decisions and regarding conditions that may shape differences in school leader decision making. Through this study, we aim to gain a more nuanced understanding of how school leaders integrate evidence by examining the sources of evidence they use to make decisions, the relative influence of each source of evidence, and patterns of school leader evidence use. Research Methods/Approach: Leveraging survey data from more than 50 school leaders, we examine the influence of various sources of evidence on school leaders' decisions around supporting teachers and conditions associated with types of evidence users. Findings: Findings suggest that school leaders engage in integrated evidence use, and conditions such as their district's norms and culture surrounding evidence use predict types of evidence users. Implications: This work has implications for policy makers and district leaders, because they may want to think more about integrated evidence use as a practice and identify ways to support school leaders in making sense of multiple types of evidence.

Maulini, O., Bouchetal, T., Malo, A., & Van Nieuwenhoven, C. (2025). ***Guide pour la formation réflexive des enseignants: Concevoir, conduire et développer des dispositifs professionnalisants***. Consulté à l'adresse https://www.deboecksuperieur.com/livre/9782807370005-guide-pour-la-formation-reflexive-des-enseignants
La formation réflexive à l'enseignement est un apprentissage du métier ancré dans l'expérience du terrain autant que dans la recherche à son propos. Les défis à relever par l'école et ses professionnels exigent plus que jamais des savoirs collectivement consolidés. Les pratiques pédagogiques, quant à elles, ont besoin de s'affirmer et de se discuter pour revendiquer autonomie et fiabilité, reconnaissance et autorité. La professionnalisation de l'enseignement implique un « travail sur le travail » collectivement pratiqué et documenté.Ce livre essentiel fait le bilan de cette conception médiane de la formation, en consacrant un chapitre à chacune de ses douze composantes-clés : son ancrage dans le travail enseignant ;son orientation par référentiels ;son déroulement par alternance ;la didactisation des apprentissages ;les interactions formatrices ;l'accompagnement des praticiens, l'évaluation de leurs progrès ;l'hybridation des formats hybrides ;le recrutement des candidats ;leurs perspectives de perfectionnement ;le développement des spécialisations ;la formation des formateurs d'enseignants.L'objectif des auteurs consiste à proposer à tous les formateurs un ouvrage de référence dans lequel puiser des savoirs et des suggestions pour professionnaliserla formation.

Meirieu, P., & Perez-Roux, T. (2022). **« Mal à l'aise dans la dualité "praticien/chercheur", je crois avoir trouvé, sinon une réconciliation, du moins une ligne de passage possible**

pour moi dans la posture et l'activité de "formateur" ». *Recherche et formation*, (100), 147-160. https://doi.org/10.4000/14ial
Après des études en philosophie, Philippe Meirieu se forme à l'animation au sein d'un mouvement d'Éducation populaire et à la pédagogie institutionnelle. Puis il devient enseignant, notamment dans un lycée expérimental en lien avec un laboratoire de pédagogie expérimentale. Il initie une recherche sur les pratiques pédagogiques groupales, sur la différenciation, orientée vers la question du transfert et de l'éducabilité. Vers la fin de sa carrière, il prend les responsabilités de directeur d'IUFM puis de vice-président de la région Rhône-Alpes délégué à la formation tout au long de la vie. Ses travaux articulent théories et outils pédagogiques, sans négliger la dimension philosophique et politique de l'éducation.

Michel, Y. (2025). **Paths and identity representations of regionalist teachers in the second half of the 20th century**. *ISCHE 46 Lille - Enseignant.e.s et enseignement. Une histoire en mouvement*. Présenté à Lille, France. Consulté à l'adresse https://hal.science/hal-05232250
This proposal reflects on the definition of the teacher as a "cultural mediator," building bridges between academic culture and socially distant audiences, acting as a true interpreter and translator of an intangible heritage (Zakhartchouk, 1999). This definition is generally little applied in History, since historical sociology has reserved the notion of cultural mediation for situations of contact between two distinct cultures. Nevertheless, historical studies have focused on marginal situations where school culture confronts regional culture transmitted by families. Thus, in France, until the 1980s, the school was commonly designated as the main agent of linguistic change, both for the repressive role it played toward regional languages and for the uprooting character of acculturation to national values (Weber, 1983). Thanks to the work of Jean-François Chanet (1996), the openness of the Third Republic's school system to regional cultures was rediscovered, notably through the local recruitment of teachers and the use of folkloric ethnography in class. This paved the way for the analysis of embedded identities: in school discourse, knowledge of the "small homelands" reinforced belonging to the nation (Michel, 2014). Building on Chanet's analyses, a survey was conducted in 2003 among 65 former primary and secondary teachers of the Rennes academy, who had incorporated optional regional language instruction into their activity under the framework of the 1951 Deixonne Law. Their years of practice place them in the second half of the 20th century: from the first experiments of the 1940s to normalization in the 1990s. The analysis of identity representations followed the sociological postulate of Chapoulie (1987) and Dubar (1996) on the link between social trajectory, professional practice, and relations to the institution. It reveals that Breton culture was transmitted through predominantly working-class and rural origins, a mother tongue different from French, and an identity more rooted in a constructed symbolic difference than in traditions. Yet, from respondents' childhood onward, the school imposed its cultural norms all the more easily as it also acted as a vehicle of social mobility. To be sure, it was generally during their studies that the awareness leading to regionalist activism arose. But later, even when harshly criticized, school culture prevailed in representations. It enabled the construction of an ordered identity discourse, drawing on objective arguments such as language and History. It was the school hierarchy of knowledge—and particularly the model of secondary education—that determined the aspiration for disciplinary recognition. The goal was not so much emancipation from the institution as normalization. In the representations of the majority of respondents, regional culture was

therefore not a ferment of the dissolution of national education, but rather an aspiration to cultural openness that confirmed social openness. Hence their claim to be "bicultural" and "cultural mediators."

Molénat, X. (2025, septembre 26). **Contractuel, un statut désormais banal dans l'Education nationale**. Consulté 29 septembre 2025, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/contractuel-un-statut-desormais-banal-leducation-nationale/00116335
Une étude sociologique établit que même s'il reste minoritaire, le statut de contractuel, auparavant cantonné à certains contextes, s'est diffusé dans l'ensemble des établissements et disciplines du secondaire.

Monfette, O., & Côté-Piché, D. (2025). **Portrait des conditions favorables à la réussite d'un stage IV en emploi**. *Formation et profession*, *33*(1), 7. https://doi.org/10.18162/fp.2025.a344

Mouratoglou, A. (2025). **A Study of Factors That Determine Greek Teachers' Performance Through a Professional Learning Intervention in Estimation**. *British Journal of Education*, *13*(4). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-4-2025/a-study-of-factors-that-determine-greek-teachers-performance-through-a-professional-learning-intervention-in-estimation/
In recent decades, several studies have been conducted on the subject of estimation. However, few relate to teaching interventions and their results. This study is included in the latest modern programs that have been implemented. Its aim is to study and compare the factors that determine the change in the performance of 11 in-service Greek […]

Moussi, D. (2025). ***Se former entre pairs: Nouvelles dynamiques de professionnalisation***. Consulté à l'adresse https://www.chroniquesociale.com/pedagogie-formation/1456-se-former-entre-pairs.html
La formation des enseignants en France fait l'objet de critiques récurrentes, soulignant des décalages entre les dispositifs existants et les réalités des pratiques professionnelles. Si les réformes se succèdent, les attentes des enseignants restent souvent insatisfaites, en raison d'une offre de formation jugée trop ponctuelle, trop académique et insuffisamment adaptée aux enjeux contemporains du métier. Cet ouvrage ne se contente pas de répéter ces constats, mais cherche plutôt à identifier des leviers et des pratiques alternatives, portées par les enseignants eux-mêmes, pour répondre à leurs besoins spécifiques. En s'intéressant aux dispositifs locaux initiés par les acteurs éducatifs, l'ouvrage explore des modèles de formation plus collaboratifs, plus ancrés dans les réalités du terrain et fondés sur des valeurs partagées. Ces initiatives, souvent éloignées des formats traditionnels, offrent de nouvelles perspectives sur l'autoformation, la coformation et les pédagogies alternatives, en réponse à un besoin croissant de sens et de cohésion professionnelle. Au travers des contributions de chercheurs issus de différentes universités, cet ouvrage propose un éclairage sur ces nouvelles dynamiques de formation, en mettant en avant les pistes et ressources susceptibles d'enrichir la formation et de renforcer l'engagement des enseignants dans leur développement professionnel. Une lecture incontournable pour les chercheurs, formateurs, enseignants et acteurs de l'éducation soucieux de faire évoluer les pratiques et de redéfinir les contours de la formation tout au long de la carrière.

Ndale, A. A., & Amos, O. (2025). **Influence of Regular Teacher Development Programmes on Implementing Inclusive Education in Public Primary Schools, Morogoro Municipal, Tanzania**. *British Journal of Education*, *13*(5). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-5-2025/influence-of-regular-teacher-development-programmes-on-implementing-inclusive-education-in-public-primary-schools-morogoro-municipal-tanzania/
This study examines the influence of regular teacher professional development programs on implementing inclusive education in public primary schools in Morogoro Municipal, Tanzania. The study also assesses how continuous professional development affects their ability to accommodate and engage students with diverse educational needs within mainstream classrooms. To this end, the study adopted the Social Learning […]

Nevins-Bennett, C. (2025). **The Impact of Programme Accreditation on Faculty Quality Within a Community College in a Small Island Developing State**. *British Journal of Education*, *13*(1). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-1-2025/the-impact-of-programme-accreditation-on-faculty-quality-within-a-community-college-in-a-small-island-developing-state/
The rise in the number of higher educational programmes in the Small Island Developing States (SIDS) has led to an increased call for programme accreditation. The purpose of this exploratory sequential mixed method s research is to investigate the impact of programme accreditation on lecturer quality of a community college within the SIDS. A phenomenological […]

Nwafukwa, P. O., Francisca N. Ede, Anigbo, I., Odey, B. N., & Nwankwo, J. M. (2025). **Lecturers' Competencies in The Teaching of Entrepreurship Education in Tertiary Institutions in Ebonyi State**. *British Journal of Education*, *13*(6). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-6-2025/lecturers-competencies-in-the-teaching-of-entrepreurship-education-in-tertiary-institutions-in-ebonyi-state/
The study investigated the lecturers' competencies in the teaching entrepreneurship education in tertiary institutions in Ebonyi Stat. The study adopted descriptive survey research design. Among the participants in the research were 188 lecturers from Ebonyi State University's Department of Education in Abakaliki, 197 lecturers from Alex Ekwueme Federal University in Ndufu Alike Ikwo, Ebonyi State, […]

Orwa, B. A., Ajowi, J., & Okwara, M. (2025). **Influence of Bureaucratic Leadership Styles on Teacher Turnover**. *British Journal of Education*, *13*(11). Consulté à l'adresse https://eajournals.org/bje/vol13-issue11-2025/influence-of-bureaucratic-leadership-styles-on-teacher-turnover/
The trend of teachers leaving teaching profession for other jobs or moving to other schools is worrying. The purpose of the study was to examine the influence of leadership styles of principals on teacher turnover in public secondary schools in Kenya. The objectives sought to determine the influence of autocratic leadership style on teacher turnover […]

Pluim, G. W. J. (2025). **Epistemological dimensions of integrating critical global citizenship in teacher education: A case for a holistic approach to GCE through the Body, Mind, and Soul**. *PROSPECTS*, *55*(1), 215-230. https://doi.org/10.1007/s11125-023-09672-7

Drawing upon a five-year critical reflexive autoethnographic study, this article proposes that student comprehension of critical global citizenship education (GCE) perspectives in teacher education hinges heavily on the disciplinary frameworks of the courses in which critical GCE is integrated. Courses that use pedagogies of international education and place-based education often apply experiential epistemologies of the Body; teaching through the Socratic method and using critical pedagogies are frequently based on cognitive epistemologies of the Mind, and courses that draw upon methods of developmentally appropriate practice and culturally responsive pedagogy commonly rely upon relational epistemologies of the Soul. Applied separately, these epistemological foundations may produce imbalanced perspectives on critical GCE; thus, the article describes how teacher education might holistically incorporate critical GCE to learn such complex concepts through Body, Mind, and Soul.

Podolsky, A., & Darling-Hammond, L. (2025). ***Think Again: Do the returns to teacher experience fizzle out?*** (p. 18). Consulté à l'adresse Thomas B. Fordham Institute website: https://fordhaminstitute.org/national/research/think-again-do-returns-teacher-experience-fizzle-out
For many years, the conventional wisdom in education reform circles was that teachers stopped improving after a few years on the job. This brief challenges that notion.

Pouteyo, M. (2025). **Formation des éducateurs : tensions conceptuelles et réarticulations par temps de crise**. *Penser l'éducation*, *56*, 113. https://doi.org/10.4000/14qqu
At the heart of the various social work professions, the tension between theory and practice questions and irrigates training for these professions. The history of educator training has responded to this tension by gradually implementing a model that articulates these two poles around the concept of the clinic. Today, when in vocational training –as in the rest of educational institutions– the notion of competence has become a veritable pattern of thought, how does this new paradigm reconfigure the inherent tension between theory and practice? This article proposes to review the history of social work education to examine some of the contemporary conceptual changes, in order to contribute to uncovering one of the elements of the current crisis that social work education in France is going through.

Rakoto-Raharimanana, H., Monin, N., & Barrère, A. (2022). **Retour sur l'article « Reconversion, bifurcation ou réorientation professionnelle ? Le cas des professeurs des écoles »**. *Recherche et formation*, (100), 85-105. https://doi.org/10.4000/14iah
Les mutations du travail depuis les années 1990 ont redéfini les carrières, faisant de la reconversion professionnelle un phénomène révélateur des tensions dans la réalisation de soi et la quête de sens dans le travail. Analysée comme une transition active, celle-ci émerge souvent d'une situation vécue (souffrance au travail, désaccords éthiques) poussant des individus, notamment diplômés, à quitter des métiers valorisés ou associés à des responsabilités importantes au profit du professorat. Ce choix, loin d'être un simple « repli », incarne une aspiration à l'équilibre entre vie professionnelle et vie privée, à un meilleur accord entre le travail et le sens donné à ce dernier ainsi qu'à davantage d'autonomie. Souvent portée par des femmes, la reconversion vers le professorat s'accompagne d'un travail réflexif pour requalifier le métier enseignant comme un « refuge honorable ». L'article ainsi que le Rebond qui l'accompagne invitent donc à repenser la reconnaissance du métier d'enseignant·es, les interactions entre parcours

individuels et structures collectives ainsi que les contours fluctuants de l'accomplissement de soi.

Shallon Atuhaire, Wilson Mugizi, & Kato, J. K. (2025). **The Influence of Technology Applications Use on the Research Competence of Lecturers of Kyambogo University**. *British Journal of Education*, *13*(3). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-3-2025/the-influence-of-technology-applications-use-on-the-research-competence-of-lecturers-of-kyambogo-university/
This study examined the influence of technology applications use on the research competence of lecturers of Kyambogo University. Using a correlational research design, data was collected from 192 teaching staff. The data were for descriptive statistics and structural equation modelling. Descriptive results revealed that technology applications use among lecturers was high. Findings also revealed that […]

Taylorson, J., Mavor, K., & Miles, P. (2025). **Applying a psychological lens to educators' professional identity: The case of English for Academic Purposes educators**. *Review of Education*, *13*(3), e70102. https://doi.org/10.1002/rev3.70102
This paper advances the social identity approach as a valuable theoretical lens for interrogating teaching-related professional identities, illustrating its analytical utility through a case study of English for Academic Purposes educators in higher education. Despite their pivotal role in supporting internationalisation agendas and student success, English for Academic Purposes educators often occupy structurally marginal and ambiguously defined positions, situated between academic and professional domains. Drawing on the two core components of the social identity approach—social identity theory and self-categorisation theory—this paper offers a social-psychological framework for examining how status, belonging and legitimacy are negotiated by English for Academic Purposes educators in roles historically undervalued within higher education academic hierarchies. The analysis carried out within this paper foregrounds key social identity processes, such as in-group identification (how individuals locate themselves within communities), perceptions of boundary permeability (the perceived openness of group boundaries and opportunities for movement between communities), and the ideological positioning of teaching (how teaching is framed and valued within institutional hierarchies). In doing so, the paper demonstrates the utility of the social identity approach in theorising the structural and psychological dynamics that influence teaching identities in higher education, offering new insight into the identity struggles and strategies of this group of educators. Context and implications Rationale for this study: This paper advances the Social Identity Approach (SIA) as a valuable theoretical lens for interrogating teaching-related professional identities, using English for Academic Purposes (EAP) educators in higher education (HE) as a case study. Despite their pivotal role in supporting internationalisation agendas and student success, EAP educators often occupy structurally marginal and ambiguously defined positions within HE, as they are often situated between academic and professional domains. This commentary contributes to a body of literature on EAP professional identity that has, to date, been led predominantly by sociological and critical theoretical frameworks. It extends this discussion by applying a social-psychological framework—the social identity approach—to examining how status, belonging, and legitimacy are negotiated by EAP educators. Why this paper matters: This paper uses English for Academic Purposes educators as a case study to demonstrate the value of the SIA for understanding educator professional identities. While SIA has been used extensively and effectively in

other fields such as organisational and health psychology, its application to educator identity remains limited. This work seeks to highlight the explanatory and predictive power of SIA for examining how educators negotiate, develop, and sustain their professional identities. Implications for researchers: This article explains a well-established, empirically developed theoretical framework, advocating for its application to examining educator professional identities, and demonstrating its application through the case of EAP educators. In particular, the paper shows how the core elements of SIA can be mapped onto issues of status, belonging, and legitimacy in teaching-focused roles, and suggests ways these insights could be used to strengthen professional cohesion and standing. While it has not been within the scope of this paper to design specific interventions, the predictive elements of SIA, particularly those relating to social influence and norm formation, offer a basis for developing context-sensitive, theoretically grounded strategies to foster stronger collective identities. Although EAP has served as the case study here, the framework's utility extends far beyond this group, offering a powerful lens for understanding educator identities across diverse educational contexts.

Ubabudu, M. C., & Basharu, I. A. (2025). **Re-Imaginig Teachers' Education in Nigeria for Global Competencies and Employability: Perspective of Lecturers of Colleges of Education in Anambra State**. *British Journal of Education*, *13*(9). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-9-2025/re-imaginig-teachers-education-in-nigeria-for-global-competencies-and-employability-perspective-of-lecturers-of-colleges-of-education-in-anambra-state/
The study examined how teachers' education can be reimagined in Nigerian Colleges of Education to promote global competencies and employability. Descriptive survey research design was used, and answers were provided to three research questions designed in this study. Population of the study comprised 3,708 lecturers of selected colleges of education in Anambra State, while a […]

UNESCO. (2025). ***Sommet mondial sur les enseignants*** (p. 10). Consulté à l'adresse UNESCO website: https://www.unesco.org/sites/default/files/medias/fichiers/2025/08/world-summit-teachers-final-santiago-consensus-fr.pdf

Zancarini-Fournel, M., Cacouault-Bitaud, M., Combaz, G., & Rayou, P. (2022). **Retour sur l'entretien « De l'histoire des femmes à la formation des enseignants au genre »**. *Recherche et formation*, (100), 9-23. https://doi.org/10.4000/14iad
Cet entretien réalisé en 2012 avec Michelle Zancarini-Fournel donne à voir l'itinéraire d'une pionnière en matière de formation à l'égalité entre filles et garçons, à la mixité et au genre. L'interviewée y retrace sa trajectoire d'enseignante, de chercheuse et de formatrice, son action pour sensibiliser à ces thèmes, les résistances rencontrées ainsi que les avancées effectuées. Elle dénonce également ce qui lui parait une querelle absurde sur le genre. Relisant aujourd'hui cet entretien, elle opère un retour réflexif sur ce qui, à l'époque, a facilité ou freiné les initiatives en matière de formation sur ces thèmes, tant dans l'IUFM de Lyon où elle travaillait que dans d'autres instituts, dans le cadre de sa mission nationale.

Numérique et éducation

Abboud, M., Emprin, F., Rogalski, J., & Vandebrouck, F. (2023). **Les technologies dans l'enseignement : activité de l'enseignant en classe et en formation**. In F. Vandebrouck, F. Emprin, & C. O.-B. et L. Vivier (Éd.), *Nouvelles perspectives en didactique des mathématiques. Preuve, modélisation et technologies numériques*: *Vol. XXIe école d'été de didactique des mathématiques, Sainte-Marie-de-Ré, 18-24 octobre 2021* (p. 91-112). Consulté à l'adresse https://hal.science/hal-04608034
This text builds on the theoretical and methodological considerations presented by M. Abboud (Abboud, 2024) and on her approach to teaching activity in technological environments. It aims at deepening certain features of the analysis of actual teaching practices and the training of these practices. This is illustrated by three studies, the first two analyzing activities in regular classrooms and the third in training sessions through the use of a classroom simulator.

Alharbi, A. S. (2025). **Hidden dialogues: The power of informal peer feedback in EFL online reflective blogging**. *Education and Information Technologies*, *30*(14), 20821-20850. https://doi.org/10.1007/s10639-025-13593-7
The increasing use of digital platforms in education has opened new avenues for peer interaction, particularly in the realm of language learning. This study explores the role of informal peer feedback on reflective blog posts in the context of English as a Foreign Language (EFL) learning. Drawing on sociocultural theory and the concept of dialogic feedback, the research examines how informal, peer interactions via WhatsApp contribute to learners' language development and critical thinking. The study was conducted with a cohort of female EFL learners at a university, where participants engaged in reflective blogging as part of their course. Coordinating focus group interviews with 110 participants and translating responses from Arabic to English while preserving linguistic and cultural nuances presented challenges during the research process. Employing focus group interviews, the research identified key themes related to the nature and impact of informal peer feedback. The findings suggest that informal feedback provided via WhatsApp can significantly enhance learners' engagement, and linguistic competence in comparison to formal feedback received within blog posts. However, the current study also highlights several challenges, including variability in feedback quality, miscommunication, and distraction from the topics under discussion. The study underscores the need for further research to explore the effectiveness of informal peer feedback across diverse educational contexts and to identify strategies for optimizing its implementation in EFL instruction. The implications of this study are twofold. Theoretically, it contributes to the understanding of feedback as a dialogic process that goes beyond traditional teacher-centered models. Practically, it offers insights for educators seeking to integrate incorporation of peer-feedback into language teaching, emphasizing the potential of informal feedback to foster a more interactive and student-centered learning environment.

Anselmi, P., Heller, J., Stefanutti, L., Robusto, E., & Barillari, G. (2025). **Real-life applications of competence-based test development to the construction, improvement, and shortening of tests**. *Education and Information Technologies*, *30*(14), 20735-20766. https://doi.org/10.1007/s10639-025-13581-x

Competence-based test development (CbTD) is a novel method for constructing tests that are as informative as possible about the competence state (the set of skills an individual masters) underlying the item responses. If desired, the tests can also be minimal, meaning that no item can be eliminated without reducing their informativeness. To demonstrate the usefulness and usability of CbTD in practice, this work illustrates real-life applications to the construction of a test from scratch, and the improvement and shortening of existing tests. In particular, a test for the assessment of students' mathematical formulation is constructed from scratch and validated using empirical data collected from middle and high school students. A booklet of the TIMSS 2003 eighth grade mathematics test is improved by adding a minimal set of items appropriately selected from another booklet of the same test, and the resulting booklet is compared with the original one. Finally, a shortened form of a well-known fraction subtraction test is developed and compared to other forms of the same length. The findings suggest that CbTD can help to improve the development of tests by identifying specific items needed to assess particular competence states. It can also support assessment practice in at least two respects: by enabling an unambiguous and precise identification of individuals' competence states, which helps plan personalized interventions, and by allowing for assessments that are shorter but just as accurate as longer ones.

Arevalo, G., & Epp, C. D. (2025). **Prisons as sites of inequitable educational opportunities: Exploring the potential for educational technology behind bars**. *Education and Information Technologies*, *30*(14), 20767-20796. https://doi.org/10.1007/s10639-025-13571-z

The application of technology in education has often been proposed as a positive support to improve access to and quality of education generally. However, research on technology in prison-based education is limited. This paper investigates the existing literature on educational programming in youth correctional institutions, and the role of technology in such programs, in Canada, Australia, and New Zealand – three nations with a shared history of colonialism, overincarceration of Indigenous people, and similar programming priorities. We discuss the lack of technology-supported prison-based educational programming and provide insight into potential paths forward in the development of technology-supported education programs in correctional settings.

Atasoy, A., & Moslemi Nezhad Arani, S. (2025). **ChatGPT: A reliable assistant for the evaluation of students' written texts?** *Education and Information Technologies*, *30*(14), 20385-20415. https://doi.org/10.1007/s10639-025-13553-1

There is growing interest in the potential of Artificial Intelligence (AI) to assist in various educational tasks, including writing assessment. However, the comparative efficacy of human and AI-powered systems in this domain remains a subject of ongoing exploration. This study aimed to compare the accuracy of human raters (teachers and pre-service teachers) and AI systems (ChatGPT and trained ChatGPT) in classifying written texts. The study employed both chi-square tests and logistic regression analysis to examine the relationship between rater groups (human vs. machine) and the accuracy of text classification. Initial chi-square analyses suggested no significant differences in classification accuracy between human and AI raters. However, the logistic regression model revealed a significant relationship, with human raters demonstrating a higher rate of correct classification compared to their AI counterparts. The logistic model achieved an 81.3% success rate in predicting correct classifications. While AI systems show promise in automated text processing, human raters currently demonstrate superior accuracy in

writing assessment tasks. These findings highlight the need for further research into the strengths and limitations of both human and AI-based approaches. The integration of AI in educational assessment should focus on complementing and supporting, rather than replacing, the expertise of human educators.

Atman Uslu, N., & Onan, A. (2025). **Exploring students' emotions towards programming: Analysing sentiments using concurrent conversion mixed methods**. *Education and Information Technologies*, *30*(14), 19879-19909. https://doi.org/10.1007/s10639-025-13482-z

Understanding the emotions experienced by programming students, particularly concerning gender and education level, is increasingly critical. However, only limited research has used text data to examine these differences within the context of programming education and emotions. This study aims to determine programming students' emotions and any differences based on gender in secondary and higher education and compare the performances of the algorithms used in prediction with sentiment analysis. The study uses concurrent conversion mixed methods and data from two study groups. The first group consisted of 444 secondary school students who completed an electronic questionnaire created for this study. The second group comprised 202 first-year software engineering and computer science students. The results of independent sample t-tests revealed significant differences in enjoyment, anxiety, boredom, and hope scores among secondary school students based on gender. The t-values for each category were as follows: enjoyment ($t = 2.333$, $p < .05$), anxiety ($t = 2.519$, $p < .05$), boredom ($t = 3.841$, $p < .01$), and hope ($t = -3.829$, $p < .01$). Among middle school students, girls reported higher scores in enjoyment, anxiety, and boredom compared to boys, while their hope scores were lower. However, no statistical differences occurred between females and males at higher education levels. Sentiment analysis revealed that BERTurk algorithms achieved higher accuracy scores than machine learning. BERT produced 96% accuracy for enjoyment, 92% for hope, 97% for anxiety, and 96% for boredom, while support vector machines and random forest algorithms achieved 94% accuracy in predicting positive and negative emotions.

Ayenku, O. P., Utum, M. C., Francis, O. A., & Ogonna, O. C. (2025). **Technologically Marital Conflicts and Academic Activities of Married Undergraduates in Public Universities**. *British Journal of Education*, *13*(7). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-7-2025/technologically-marital-conflicts-and-academic-activities-of-married-undergraduates-in-public-universities/

The study focused on the relationship between technologically based marital conflicts and academic activities of married undergraduates in public Universities. Six research questions guided the study and six hypotheses were tested at 0.05 level of significance. A correlation survey design was adopted for the study. The population of the study was 4069 married undergraduates. 400 […]

Ayık, Z., & Gül, M. D. (2025). **Enhancing teachers' GTPACK competencies in gifted education: the impact of GIFTLED AR integrated enrichment method**. *Education and Information Technologies*, *30*(14), 19765-19801. https://doi.org/10.1007/s10639-025-13562-0

This study examines the impact of participation in AR integrated enrichment (GIFTLED Method) workshops and classroom implementations on teachers' competencies in differentiation practices and the use of Instructional Technologies (IT) in the STEAM

education of gifted students. Focusing on the development of teachers' Gifted Technological Pedagogical Content Knowledge (GTPACK), the research analyzes the progression of teachers' abilities to tailor curriculum elements such as content, process, environment, and equipment, incorporating both hardware and software tools. Data were gathered through pre- and post-interviews and field notes to assess changes in teachers' concpetions, competencies, and strategies in differentiation. Data was analysed with MAXQDA that helped to demonstrate qualitatively and quantitatively. Results indicate a significant improvement in teachers' confidence and ability to integrate IT into their instruction, allowing for more personalized and creative learning experiences for gifted students. However, findings also reveal that teachers require ongoing professional development to address gaps in their GTPACK competency. The study highlights the importance of sustained support and structured training in fostering effective use of IT in differentiated instruction for gifted students, with implications for advancing gifted education practices.

Bach, S., Altieri, M., Korntreff, S., & Prediger, S. (2025). **Supporting cognitive engagement in working with interactive video: Potentials and limitations of video interaction and feedback**. *TWG16: Learning Mathematics with Technology and Other Resources*, *TWG16: Learning Mathematics with Technology and Other Resources*(4). Consulté à l'adresse https://hal.science/hal-05283377
This design research study investigates students' processes in an interactive and conceptually oriented video on understanding variables. Data has been collected in design experiments with eight pairs of adolescents. In the drag-and-drop question in focus of this paper, they receive feedback and can answer multiple times until correct. The qualitative analysis investigates their different attempts regarding cognitive engagement and use of feedback. It reveals that video interactions can support cognitive engagement but also bears a risk of eliciting superficial processes. While feedback on the result seems to trigger several attempts, sometimes by trial and error, elaborated feedback was hardly read in our sample. This shows the importance of a research-based design of interactive videos in general and automated feedback in particular.

Başaran, M., Vural, Ö. F., Metin, Ş., & Tamur, S. (2025). **Early Coding Education and its Multidimensional Impact on Preschool Development: An Analysis of ChatGPT's Insights**. *International Journal of Early Childhood*, *57*(2), 575-601. https://doi.org/10.1007/s13158-024-00411-3
This study investigates ChatGPT's perspectives on coding education for preschool children to provide a comprehensive understanding that is valuable for educators in early childhood education. An instrumental case study approach was employed, utilizing qualitative research design and case study methods. Data were gathered using a structured interview form containing 93 questions posed to ChatGPT version 3.5 to obtain in-depth insights into coding education during the preschool period. Content analysis examined ChatGPT's responses, identifying key themes and codes. The findings indicate that coding practices equip children with coding skills and support their development in multiple domains. Furthermore, the study highlights that uncertainties surrounding the definition of coding, the skills it encompasses, and its integration into curricula are gradually diminishing, with more explicit frameworks emerging. While there are drawbacks to artificial intelligence tools, the study concludes that tools like ChatGPT

have significant potential to contribute to the content development of teachers, offering valuable resources to enhance coding education in early childhood.

Bétermin, L., & Gentil, I. (2025). ***Pourquoi résister à l'IA générative dans l'enseignement universitaire ?*** Consulté à l'adresse https://hal.science/hal-05282313
L'objectif de ce texte est de développer une réflexion sur l'utilisation de l'intelligence artificielle (IA) générative de type ChatGPT dans l'enseignement à l'université. La critique que nous en faisons nous impose de comprendre à la fois ses impacts sur le vivant et ses dangers en situations pédagogiques, nous poussant à résister à l'IA et à la toile qu'on est en train de tisser pour elle. Ces idées seront discutées avec les étudiant.es de première année en mathématiques à l'Université Lyon 1.

Blahopoulou, J., & Ortiz-Bonnin, S. (2025). **Student perceptions of ChatGPT: benefits, costs, and attitudinal differences between users and non-users toward AI integration in higher education**. *Education and Information Technologies*, *30*(14), 19741-19764. https://doi.org/10.1007/s10639-025-13575-9
Today, there is no doubt that Artificial Intelligence (AI) presents both opportunities and challenges in higher education. This study examines three key areas: (1) students' use of ChatGPT, (2) their perceptions of its benefits and costs, and (3) the differences in attitudes toward AI integration in higher education between ChatGPT users and non-users. A sample of 737 undergraduate students at a Spanish university answered an online survey. The quantitative analysis revealed a high prevalence of ChatGPT use for academic and personal purposes, with students identifying its 24/7 accessibility as a major advantage, along with the time-saving benefits it offers. However, concerns were raised about potential costs, including the devaluation of university education when students rely on ChatGPT to complete assignments. Results indicate significant differences between ChatGPT users and non-users: users generally support AI integration in higher education, particularly in teaching methods, while non-users often oppose its integration, advocating for measures such as banning AI in universities. Our study provides valuable insights into student perspectives on the integration of ChatGPT in higher education, emphasizing the contrasting viewpoints of users and non-users. The findings underline the need for universities to actively involve students in shaping policies on artificial intelligence while offering targeted training to promote its responsible and ethical use. Furthermore, universities should support educators in adapting their teaching methodologies to the digital era by incorporating innovative strategies that enhance both teaching and learning.

Blake, J. T., Aspiranti, K. B., & Coleman, D. N. (2025). **Comparing the Efficacy of Virtual Implementation for Two Sight Word Flashcard Interventions**. *Journal of Behavioral Education*, *34*(3), 654-672. https://doi.org/10.1007/s10864-023-09541-5
Flashcard interventions are commonly used to increase sight-word acquisition and reading ability among students. However, most research on flashcard interventions is implemented in person and not using virtual instruction. The current study compared two flash card interventions, incremental rehearsal (IR) and strategic incremental rehearsal (SIR), on sight-word acquisition when administered via Zoom® video sharing technology. Participants included four struggling readers in first grade. An adapted alternating treatments single-case design exposed participants to the IR, SIR, and a control condition for 10 sessions with the interventionist providing all sessions via Zoom®. Findings indicated all participants learned more words with IR and SIR than in the control condition.

However, SIR resulted in more gains in sight-word acquisition compared to IR for all participants. Implications for implementing individualized interventions via virtual modalities are discussed.

Bortolotti, R. maria. (2025). ***Jeunesses populaires en ligne: Enquête sur les « nouvelles » sociabilités numériques des jeunes de cité***. Consulté à l'adresse https://www.editionsducygne.com/editions-du-cygne-jeunesses-populaires-en-ligne.html
Les usages numériques des jeunes de quartiers populaires cristallisent une série de préoccupations sociales, éducatives et politiques. Naïfs face aux technologies, dangereux ou en danger sur Internet, obsédés par la visibilité sur les réseaux sociaux : autant de représentations qui construisent une inquiétude collective.Que font-ils concrètement sur les réseaux ? Quels sens donnent-ils aux fonctionnalités de Snapchat, application qu'ils affectionnent le plus ? Comment organisent-ils leurs interactions sur leurs stories ? L'enquête révèle que, loin des conclusions toutes faites, ces jeunes structurent en ligne un « régime de sociabilité » dans l'ensemble bienveillant fondé sur l'amitié, l'amour, l'estime de soi et l'esprit collectif. Ce livre invite aussi à considérer que leurs sociabilités numériques sont novatrices – par les formes inédites de communication, d'expression de soi et d'émancipation qui s'y développent – autant qu'elles prolongent les tensions et réalités propres aux milieux populaires urbains : inégalités, souffrances, banalisation de la violence, injonctions de genre.L'ouvrage restitue les résultats d'une enquête doctorale menée entre sur les sociabilités numériques de jeunes de cités franciliennes. À la frontière des sciences de l'éducation, de la sociologie de la jeunesse et des usages du numérique, cette recherche présente une lecture nuancée de leurs pratiques en ligne, replacée dans leur contexte social, leur vie de quartier et leurs conditions matérielles d'existence.

Bui, H. T. M., Le, T. T. T., & Nguyen, H. T. M. (2025). ***Report on digital transformation in higher education in Southeast Asia*** (p. 87). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000395325

Caroline, C. (2024). **La problématisation sociétale au sein de commentaires numériques opinant sur l'actualité : une exploration basée sur la théorie de l'enquête de John Dewey**. *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr6
Pour favoriser le développement de la problématisation sociétale, cet article interprète un espace de commentaires numériques à partir du prisme de la théorie de l'enquête de John Dewey, en s'appuyant sur trois postulats : 1) La société contemporaine est dans un état de crise qui révèle la nécessité d'intégrer l'inanticipable dans nos modes de pensée, 2) cet état de crise peut être favorable à la démocratie si les citoyens problématisent les situations complexes 3) en raison de son accessibilité et de son rapport à l'immédiateté, l'espace numérique peut soutenir une problématisation sociétale notamment nécessaire face à des événements inanticipés. Étant donné ces considérations, cette contribution souligne les enjeux du développement d'une pensée problématologique chez des citoyens pluriels. Elle examine ensuite les critères épistémologiques de la théorie de l'enquête, qui opérationnalise la problématisation, pour les adapter à une démarche inclusive et prospective. Enfin, l'exemple d'un espace numérique de mise en discussion des actualités est exploré dans ses possibilités de constituer une ressource pour la problématisation des futures situations de trouble.

Chen, J. & Global Education Monitoring Report Team. (2025). ***A framework on the relationship between system and school leadership with the implementation of digital transformation reforms in education*** (p. 18). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000394960

Coe, J., Millett, A. C., Beane, S., & Grenfell-Essam, R. (2025). **Educator experiences of intensive and blended teaching andragogy in UK higher education**. *Review of Education*, *13*(3), e70105. https://doi.org/10.1002/rev3.70105
Significant shifts in the higher education sector during 2020 required the adoption of flexible learning modalities. In response, the University of Suffolk implemented a blended learning approach, incorporating both online and face-to-face delivery. Notably, the university became the first UK higher education institution to implement an intensive delivery mode for undergraduate courses. We employed qualitative thematic analysis to explore the lived experiences of eight psychology educators through two focus groups, focusing on intensive and blended teaching andragogy. Our findings reveal that intensive delivery positively influences both learners and educators by enhancing knowledge focus and providing rapid, actionable feedback. However, it also presents challenges, such as increased time constraints, limited accessibility, and negative effects on wellbeing and skill development. Similarly, blended approaches yielded mixed outcomes: while it improves educator wellbeing, flexibility and inclusivity, it can also reduce learner social wellbeing and engagement. We offer several recommendations for institutions considering a move to intensive delivery, emphasising the importance of addressing the challenges. However, as our findings are limited to the educators' perspectives, we advocate for future research incorporating learner experiences through both qualitative and quantitative methods. Context and implications Rationale for this study: Due to a lack of focus from educators' perspectives, this UK study explores educators' experiences and evaluation of blended and intensive learning. Why the new findings matter: Findings reveal the importance of educator experiences in blended and intensive teaching models for educators and learners, emphasising the need for well-considered andragogies that support engagement, adaptability and outcomes. Implications for educational institutions, policymakers, educators and learners: The research informs UK higher education institutions in evaluating and refining teaching structures to align with course requirements and learner needs. Insights can guide institutions in adopting evidence-based best practices to enhance student learning experiences and educator effectiveness. Additionally, findings can guide policymakers in developing appropriate teaching delivery strategies for diverse learners and educators. Well-considered andragogy may also benefit prospective and current learners by fostering engagement, social connectedness, and supporting better learning outcomes. Institutions can use these findings to implement adaptive teaching models that improve flexibility, accessibility, and overall educational quality, ensuring a more effective and inclusive higher education environment.

Dahri, N. A., Yahaya, N., & Vighio, M. S. (2025). **Transforming teacher education through collaborative digital innovations: An empirical study of teachers'perceptions and experiences**. *Education and Information Technologies*, *30*(14), 20697-20733. https://doi.org/10.1007/s10639-025-13583-9
This study examines the effects of interactive and collaborative digital training applications on teachers' academic performance, utilizing the Technology Acceptance Model and collaborative learning theories. A total of 219 government school computer

teachers participated in an online training program through Microsoft Teams, employing a mixed-methods approach that included quantitative data from public sector school computer teachers in Pakistan, alongside qualitative insights from 20 teachers engaged in post-reflection sessions through semi-structured interviews. Using structural equation modeling (SEM), The findings support the hypothesis that perceived ease of use, usefulness, and enjoyment positively influence the adoption of digital training tools. Furthermore, self-regulated learning significantly enhanced collaborative learning practices among teachers. In comparison, interaction with facilitators' peers impacted collaborative learning significantly. Additionally, the study demonstrated that using digital training tools significantly contributes to collaborative learning, which positively affects academic performance, exhibiting a 64% enhancement in educational outcomes. The research highlights collaborative digital training as the best solution for improving teacher preparation in Pakistan and supports the digital learning platforms for future teachers' professional development.

Darancik, Y., Kaçar, E., & Sezik, A. (2025). **AI anxiety and awareness of German teacher candidates**. *Education and Information Technologies*, *30*(14), 20215-20235. https://doi.org/10.1007/s10639-025-13573-x
The aim of this study is to examine the anxiety levels of prospective German teacher candidates in the face of rapid developments in artificial intelligence applications. Participants (n = 136) from the Department of German Language Teaching were included in the study. The 16-item Artificial Intelligence Anxiety Scale (AIAS) developed by Wang and Wang (2019) and validated by Akkaya et al. (2021) was used to measure AI anxiety. The findings indicate that the overall anxiety levels are 46,90 and Cronbach's alpha coefficient is 0.927. There are significant differences in AI anxiety levels among German teacher candidates based on socio-demographic variables such as gender and future career choices, on the other hand there is no difference in class variables. Significant differences were found both in total AI anxiety scores and in the sub-dimensions of 'Learning' and 'AI Configuration' based on career choices. In the gender variable, differences were also observed in the sub-dimensions of 'Job Replacement' and 'AI Configuration'. Furthermore, results from a 7-item survey administered to assess teacher candidates' perspectives on AI in the context of foreign language learning revealed a need for increased awareness regarding AI among teacher candidates. AI anxiety may limit teacher candidates' personal and professional development. In this sense, education programs should be updated to adapt teacher candidates to this technology and they should be made aware of this issue through in-service trainings. Especially, theoretical models such as 'Technological Acceptance Model' (TAM) could provide a useful framework for understanding teacher candidates' acceptance of AI technologies.

Delaporte, A. (2025). **Rapport fait au nom de la commission d'enquête sur les effets psychologiques de TikTok sur les mineurs**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4128* [Report]. Consulté à l'adresse Assemblée nationale (France) website: https://www.assemblee-nationale.fr/dyn/17/organes/autres-commissions/commissions-enquete/tiktok
Ce rapport de la commission d'enquête sur les effets psychologiques de TikTok sur les mineurs est rédigé après l'audition de plus de 170 personnes et l'organisation d'une consultation publique citoyenne du 23 avril au 31 mai 2025. Elle a recueilli plus de 30 000 réponses, dont près de 19 000 provenant de lycéens. Les rapporteurs constatent les effets

néfastes du réseau TikTok sur la santé mentale des mineurs mais déplorent que ce phénomène soit insuffisamment documenté. Selon les rapporteurs, la présence de contenus dangereux ne s'arrête pas aux contenus qui mettent en danger la santé voire la vie des utilisateurs. Elle favorise, par les mécanismes de viralisation des contenus problématiques, la diffusion d'idéologies politiques négatives et contraires aux droits humains. Racisme, antisémitisme, glorification du terrorisme, sexisme… Les rapporteurs formulent 43 propositions parmi lesquelles : l'interdiction des réseaux sociaux, hors messageries aux moins de 15 ans, l'instauration d'un couvre-feu numérique de 22 heures à 8 heures, la pérennisation et généralisation du dispositif

Demir, E., & Akbıyık, A. (2025). **Examining the impact of digital nudging on user interaction with E-platforms: a study of working professionals in distance learning**. *Education and Information Technologies*, *30*(14), 20879-20910. https://doi.org/10.1007/s10639-025-13600-x
Digital nudging is a subtle technique used to guide individuals' behaviors and influence their decision-making processes in online environments. This study highlights the critical role of digital nudging in enhancing the educational experiences of students in distance learning settings. It suggests that digital nudges can mitigate some of the inherent challenges of distance learning and improve students' academic engagement. Over one semester, various types of nudging notifications were delivered to distance learning graduate students enrolled in a specific course at a university in Türkiye. The methodology followed a four-phase design: literature review exploring digital nudging in education; expert consultation for selection of appropriate nudging types and recruitment of 21 volunteer participants; development of a Flutter-based mobile application that delivered digital nudges throughout the semester; data collection via learning management system analytics and focus group interviews with 11 participants, followed by thematic analysis using MAXQDA software. The system data revealed that digital nudges significantly increased user engagement. The qualitative results proved that digital nudging effectively addressed challenges faced by working master's students in distance learning. It enhanced their engagement and motivation by supporting them in managing their academic tasks amidst busy work and social lives. Moreover, digital nudging enriched their learning experience by positively influencing their behavior. This exploratory study underscores the potential of digital nudging in distance learning and offers valuable contributions to the existing literature. The findings also provide guidance for educational institutions and developers of educational software.

Devauchelle, B. (2025, septembre 19). **IA et éducation : Va-t-on apprendre autrement ?** Consulté 19 septembre 2025, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2025/09/19/ia-et-education-va-t-on-apprendre-autrement/
L'IA bouscule la société comme l'Ecole, « par la nécessaire transformation des manières d'enseigner en écho aux nouvelles possibilités d'apprendre » : « Ce n'est pas apprendre qui poserait problème

Diao, J., Tang, X., & Ding, X. (2025). **How do nations around the world navigate the digitalization of vocational education policies?** *Education and Information Technologies*, *30*(14), 19803-19831. https://doi.org/10.1007/s10639-025-13567-9
This study provides a comprehensive analysis of vocational education digitalization policies across China, Australia, Japan, Germany, and the UK. It utilizes a multi-

dimensional framework to assess policy subjects, themes and instruments. The findings highlight multi-stakeholder involvement and varying national approaches. A collective commitment to enhancing digital skills and aligning vocational education with industry requirements is evident, though specific priorities vary by country. There is a significant focus on supply-side policy instruments often at the expense of demand-side considerations. Common challenges include digital infrastructure disparity and the complexity of stakeholder collaboration. To address these, the study recommends enhancing collaboration mechanisms among diverse subjects, improving resource allocation, and balancing market-driven and government-led initiatives. Further, it suggests optimizing policy content, and enhancing policy instrument synergy and alignment with national and international contexts.

D'Mello, S. (2025). **Neurocognitive Benefits of Assistive Technology on English Language Learners with Special Learning Needs**. *British Journal of Education*, *13*(7). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-7-2025/neurocognitive-benefits-of-assistive-technology-on-english-language-learners-with-special-learning-needs/
This research paper investigates the neurocognitive effects of assistive technology (AT) on English Language Leaners (ELL) with specific learning difficulties. Neurodevelopmental disorders bring major learning difficulties for students in conventional educational settings and may hinder comprehension, spelling, retention, time management and decoding abilities which impact their academic performance. AT offers innovative solutions to bridge the […]

Dupre, A., & Grolleau, A.-C. (2024). **Évaluer avec les outils numériques : Analyse de pratiques d'enseignants engagés dans un DU de pédagogie universitaire**. *Évaluer les apprentissages avec les outils numériques dans l'enseignement supérieur*. Présenté à Lausanne, Switzerland. Consulté à l'adresse https://hal.science/hal-05224939

Ede, F. N., Nwafukwa, P. O., Odey, B. N., Ifeyinwa Anigbo, & Nwankwo, J. M. (2025). **Application of Information and Communication Technology by Principals in The Management of Secondary Schools in Ebonyi State for Job Creation and Empowerment in the Era of Covid-19 Pandemic**. *British Journal of Education*, *13*(8). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-8-2025/application-of-information-and-communication-technology-by-principals-in-the-management-of-secondary-schools-in-ebonyi-state-for-job-creation-and-empowerment-in-the-era-of-covid-19-pandemic/
The study x-rayed the application of ICT by principals in the management of secondary schools in Ebonyi State for job creation and empowerment. Three purposes and three research questions guided the study. The study adopted survey research design which sought information from the respondents without manipulation of the variables. The population of the study comprised […]

Edisherashvili, N., Saks, K., Kallas, K., Pedaste, M., & Leijen, Ä. (2025). **Emotions matter—Targeting adult learners' achievement emotions in online instructional settings: Systematic literature review**. *Review of Education*, *13*(3), e70110. https://doi.org/10.1002/rev3.70110
Online learning, despite its growing popularity for its comparatively effortless access and convenience, has its respective sets of challenges. High rates of dropout, often linked to the solitary nature of online learning and difficulties with self-regulated learning, underscore the need for well-planned emotional support measures. This systematic

literature review highlights some factors and interventions that influence achievement emotions in online adult learning, either stimulating positive or inhibiting negative emotions. It also examines what triggers negative emotions or switches off positive ones, both of which are crucial in establishing emotionally supportive online communities. According to Control-Value Theory, the review synthesises results of 33 peer-reviewed studies. Some studies in a number of these articles had more than one study or tested more than one intervention within a single study, resulting in a total of 71 distinct emotional support factors or interventions to be analysed. The study finds that cognitive reappraisal, mindfulness, supportive learning environment, and individualised virtual agents can reduce loneliness and evoke positive feelings such as enjoyment and pride while reducing negative ones such as anxiety and frustration. Other conclusions highlight the importance of open communication, feedback at the right time, and substantial interaction. Moderating variables—such as gender, age, and past history of online learning—also play an important role in the effectiveness of these interventions. The study recommends integrating these measures of emotional support into learning design by instructional designers and educators to address better the emotional needs of adult learners and improve academic performance. Context and implications Rationale for the study: Adult onlinelearning continues to face high dropout rates. Research indicates that achievement emotions such as anxiety, enjoyment and hope are central to determining learners' motivation and persistence in the online learning process. This study investigates the factors that influence achievement emotions and evaluates the effect of targeted support strategies for enriching learners' emotional experiences for improved persistence. Why the new evidence matters: The study outlines effective interventions that strengthen positive emotions and lower negative ones, hence boosting learner engagement. By adopting identified interventions e-learning environments can become more emotionally supportive. This matters significantly in maintaining learner motivation, reducing isolation, and enhancing general performance and retention in the online learning process. Implications for practitioners, policy-makers and researchers: Practitioners can integrate emotional support strategies, such as individualised feedback and encouraging virtual assistants, into online learning platforms. Policy-makers can establish guidelines to guarantee emotional support in online learning. Researchers can explore the interaction between emotions and online learning, proceeding to deeper analysis of specific learner groups and contexts. The present systemic review has the potential to exert positive influence on shaping emotionally-supportive environments for online adult learners.

ELbashir, B. (2025). **Social Media and EFL Learning Process**. *British Journal of Education*, *13*(10). Consulté à l'adresse https://eajournals.org/bje/vol13-issue10-2025/social-media-and-efl-learning-process/
Recently, social media has emerged as a technological tool that promotes learning in both academic and public settings. Students usually discuss and exchange academic content on social networks to improve their education. However, given the extensive infiltration of social media into academia, its effects require careful examination. Thus, the goal of this research is to […]

Eshet, Y., Steinberger, P., & Grinautsky, K. (2025). **The silent struggle and resiliency: exploring academic dishonesty and statistics anxiety, pre-, peri-, and post-pandemic landscape**. *Education and Information Technologies*, *30*(14), 19627-19645. https://doi.org/10.1007/s10639-025-13522-8

The dilemmas affecting the educational experience require effective coping while maintaining academic integrity. Thus, our study inquiries into the relationship among the coping behaviour of undergraduates (academic dishonesty), internal stressors (statistics anxiety) and external-environmental stressors (time-spans stressors: an unanticipated emergency, pre-, peri-(before and after vaccination) and post-COVID-19). Nine hundred twenty-three social sciences undergraduate students in Israeli academic institutions filled out the questionnaires, which included the Academic Misconduct Scale, Statistics Anxiety Rating Scale and the Academic Integrity Inventory. Findings show significant variations between statistics anxiety and academic dishonesty in the different time-spans. Additionally, results show that time-span affects the relationship between statistics anxiety and academic dishonesty diversely, with statistics anxiety reaching its highest peak in the post-COVID-19 time-span. We conclude that Statistics anxiety and avoidance behaviour may be addressed by means of smaller manageable tasks, boosting students' confidence, teaching coping strategies and reinforcing students' motivation.

Forsström, S., Njå, M., Munthe, E., Álvarez-Galván, J.-L., & Houldsworth, L. (2025). ***The impact of digital technologies on students' learning: Results from a literature review*** (335e éd.) [OECD Education Working Papers]. https://doi.org/10.1787/9997e7b3-en

Fu, Y., Ma, S., Xie, C., Li, S., & Liu, X. (2025). **Exploring the impact of environmental variables on learning performance and persistence in E-learning platforms**. *Education and Information Technologies*, *30*(14), 20099-20123. https://doi.org/10.1007/s10639-025-13572-y
Fostering learning persistence among university students is a critical function of e-learning platforms. However, previous research on e-learning has focused primarily on the impacts of content and instructional styles on the usefulness and effectiveness of a single approach, neglecting the environmental factors. Therefore, this study fills this research gap by incorporating environmental variables, including information quality, system quality, and service quality. Based on data from 2,746 participants, this study examines the influencing mechanisms of the continuous usage behaviour of the Learning Power platform that fosters learning persistence using Partial Least Squares-Structural Equation Modelling (PLS-SEM). Using the Stimulus-Organism-Response (SOR) model as a theoretical framework, we find that all three factors—information quality, system quality, and service quality—are positively and significantly associated with perceived effectiveness and satisfaction. Furthermore, perceived effectiveness and satisfaction are positively and significantly associated with learning persistence. Our findings also reveal that information quality and system quality fully mediate the relationship between environmental factors and learning persistence through perceived effectiveness and satisfaction. Service quality, however, only partially mediates this relationship. This study has theoretical and practical implications for developing the learning persistence of university students so that educators and developers can create more effective and sustainable e-learning environments.

Fujs, D., Vrhovec, S., Hovelja, T., & Vavpotič, D. (2025). **SmartICST: a smart information and cyber security training approach for older adults**. *Education and Information Technologies*, *30*(14), 19911-19932. https://doi.org/10.1007/s10639-025-13564-y
An increasingly aging population, widespread internet connectivity, and an increasing number of cybersecurity incidents bring many challenges for the future of information

security. Older adults, in particular, are a highly vulnerable demographic, often targeted by cyber attackers. This paper aims to develop an approach that enables the identification of different groups of users of information systems according to their requirements for information and cyber security training (ICST). To achieve this, we surveyed 784 older adults residing in the UK recruited through the Prolific platform. First, S-HAIS-Q (Shortened Human Aspects of Information Security Questionnaire) was used to assess their information security performance. Through hierarchical clustering and k-means clustering, we identified five distinct groups. Additionally, predictive clustering trees (PCTs) were employed to simultaneously perform clustering and classification, providing deeper insights into the characteristics of these groups. This approach provides a segmentation framework highlighting the potential for customizing ICST to address the diverse needs of different groups of older adults. The results of our study indicate that it is possible to tailor and optimize ICST even among older adults who are more proficient in computer use than the general older adult population.

Garcia, M. A., Culbreth, D., Foxx, S. P., Martin, F., & Wang, W. (2025). **Keeping students safe: the experiences of educators implementing monitoring applications in K-12 settings**. *Education and Information Technologies*, *30*(14), 19559-19589. https://doi.org/10.1007/s10639-025-13493-w
Using qualitative phenomenological inquiry, this study presents the experiences various educational staff roles have with implementing digital monitoring applications (MA) to protect k-12 students from harm. Participants of the study include 27 educational staff, including administrators, technology facilitators, technology directors, school counselors, and teachers selected through convenience sampling participated in structured interviews. Through multiple rounds of thematic coding, researchers identified 3 domains within the data: the parts that make up the whole, tension within a humanistic aspect: social agency, and MA use: easy to pick up, difficult to master. The findings suggest that the role that each staff member played in the implementation of monitoring applications attributed to the variance in MA intent and response. Implications for MA use, future needs, and continuous protection and surveillance of students are discussed.

Global Education Monitoring Report Team. (2025). ***Global education monitoring report 2025, regional edition on leadership in education, East Asia: lead for technology*** (p. 48). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000394934

Gravelle, F., Nicole, M.-C., Beaudoin, J., Monette, J., & Bérubé Daigneault, J. (2025). **Leadership pédagonumérique de gestionnaires de services complémentaires œuvrant à l'ère du numérique**. *Formation et profession*, *33*(1), 3. https://doi.org/10.18162/fp.2025.a339

Herrero, C., Arroyo Sagasta, A., Castaño Muñoz, J., Centeno, C., Coenen, J., Mccoshan, A., … Zubizarreta Pagalday, A. (2025). ***Supporting the digital transformation of Vocational Education and Training*** (p. 292). Consulté à l'adresse European Commission website: https://data.europa.eu/doi/10.2760/9727987
In a rapidly evolving world, society faces multifaceted challenges, including digital transformation, which significantly reshapes how we work, learn, and engage within communities. The European Union's digital strategy, « A Europe fit for the digital age, » aims to facilitate this transformation for citizens and businesses while aligning with the

climate neutrality goal by 2050. Digital technologies impact various life aspects, necessitating the development of digital skills among workers and citizens to address the widening skills gap and labor market demands. Vocational Education and Training (VET) plays a crucial role in bridging education with the labor market, facilitating reskilling and upskilling to enhance EU's strategic autonomy and competitiveness. VET's digital transformation is essential for maintaining competitiveness and enabling businesses, particularly SMEs, to leverage digital opportunities. The European Commission's initiatives, such as the European Skills Agenda and the Digital Education Action Plan, support VET's adaptation to the digital age. Research by the European Commission's Joint Research Centre explores enablers for VET's digital transformation, emerging trends, and the use of the SELFIE tool to foster collaboration between VET institutions and companies. This research informs policies to ensure EU VET systems remain competitive, offering quality training aligned with labor market needs. The studies highlight the importance of digital skills in VET and provide valuable insights for policymakers to address workforce competence requirements effectively.

Hu, T., Fu, Z., Wang, N., Gui, J., Song, Q., & Qian, X. (2025). **Exploration of project-based learning model for digital image processing education based on design, implementation, and evaluation**. *Education and Information Technologies*, *30*(14), 19473-19509. https://doi.org/10.1007/s10639-025-13541-5
Digital image processing is an integral part of the computer vision field. However, traditional digital image processing teaching methods mainly focus on theoretical knowledge, lacking practical teaching content. To address this issue, this article proposes a project-based learning (PBL) model that consists of four key stages: project proposal, implementation, summary, and evaluation. Instructors design one or more digital image processing projects in the project proposal stage with specific objectives, backgrounds, content, and deliverables. During the implementation stage, students work on the projects under close guidance, applying various teaching methods such as independent learning, teamwork, and academic exchange. The summary stage involves students reflecting on and evaluating their project outcomes, challenges, and potential improvements. Finally, the evaluation stage utilizes a comprehensive, operable, impartial, and traceable system to assess project completion quality and student performance. Through case studies, this project-based learning model demonstrates how it can help students better understand the theoretical knowledge of digital image processing, apply it to practical projects, and improve their ability to apply theoretical concepts to practical operations. Ultimately, this improves teaching quality and facilitates the achievement of teaching goals.

Hu, Y., Yu, X., Hu, Y., & Li, K. (2025). **Determinants of continuance intention to use GAI in academic research among graduate students:Findings from PLS-SEM and fsQCA**. *Education and Information Technologies*, *30*(14), 20289-20315. https://doi.org/10.1007/s10639-025-13565-x
The rapid advancement of generative artificial intelligence (GAI) has transformed academic research, especially for graduate students, who are progressively depending on GAI for diverse research activities. However, despite its potential to revolutionize research practices, a critical gap remains in understanding the factors that influence graduate students' continued use of GAI. This study addresses this gap by investigating the determinants of GAI continuance intention among graduate students, employing an integrated framework combining the expectation confirmation model (ECM) and task

technology fit (TTF) model, incorporating IT self-efficacy and facilitating conditions. We collected data from 315 graduate students at a university in Jiangsu Province, China. A mixed method of partial least squares structural equation modeling (PLS-SEM) and fuzzy-set qualitative comparative analysis (fsQCA) was used for data analysis. The results showed that task-technology fit, facilitating conditions, perceived usefulness, and satisfaction significantly impacted continuance intention, while IT self-efficacy did not. The fsQCA analysis revealed multiple configurations leading to high or low continuance intention, highlighting user heterogeneity. The research enhances the comprehension of GAI's ongoing use in academic settings, offering crucial knowledge for decision-makers, teachers, and administrators.

Jézégou, A., Zhao, Y., & Déro, M. (2024). **La présence socio-affective en e-Formation : le modèle théorique de référence, l'élaboration et la validation de l'échelle de mesure EMPSA e-Formation**. *Mesure et évaluation en éducation*, *47*(3), 122-156. https://doi.org/10.7202/1119634ar
L'article décrit le processus d'élaboration et de validation de l'Échelle de Mesure de la Présence Socio-Affective en Formation (EMSPA e-Formation). Cette échelle a été construite en prenant appui sur le modèle théorique de la présence sociale en e-Formation (Jézégou, 2022). L'étude repose sur un échantillon de 309 étudiants inscrits en Master en sciences de l'éducation et de la formation, intégralement en distanciel et dispensé par des universités françaises. Dans un premier temps, une analyse factorielle exploratoire met en évidence une structure factorielle à trois facteurs, caractérisée par une bonne cohérence interne. Dans un second temps, une analyse factorielle confirmatoire valide cette structuration et confirme les relations entre les trois facteurs identifiés. Les résultats montrent que cette échelle constitue un instrument psychométrique robuste pour l'étude et pour l'analyse de la présence socio-affective en e-formation, tout en ouvrant des perspectives pour de futures recherches.

Jongsma, M. V., Meeter, M., van Muijlwijk-Koezen, J. E., & Scholten, D. J. (2025). **The role of platform design in online peer feedback: a comparison of two digital environments**. *Education and Information Technologies*, *30*(14), 20797-20820. https://doi.org/10.1007/s10639-025-13598-2
With the emergence of new technologies, various methods for providing online peer feedback have become available. While the effects of online peer feedback on student perceptions and learning are often compared to those of offline peer feedback, there is a lack of research comparing different online feedback environments. This study focuses on how the structure of an online peer feedback platform influences the feedback given, student perceptions of it, and learning outcomes. Using an experimental crossover design with mixed methods, we compared two online peer feedback environments: a traditional approach utilizing Word and email, and a specialized online tool designed for feedback activities. Thirty-eight undergraduate students in pharmaceutical sciences were divided into two groups, each participating in two peer feedback activities—one using the online feedback tool and the other using the traditional approach. Results show that the type of feedback given varied significantly depending on the platform used. The structured online tool prompted more praise and local-level comments, while the traditional approach facilitated more revision-oriented and global-level feedback. However, the results did not support an effect of the platforms on student learning outcomes as assessed by teacher grades for the assignments. Students overwhelmingly preferred the structured online tool for its ease of use. These findings suggest that platform

design can significantly shape the quality of peer feedback and student experiences. Our study emphasizes the significance of selecting the appropriate platform and software settings to align with specific feedback objectives, ultimately aiming to enhance both student engagement and the quality of feedback.

Junker, R., Janeczko, J., Lehmkuhl, A., Zucker, V., Holodynski, M., & Meschede, N. (2025). **Modeling and prompting professional vision in a virtual learning environment: effects on pre-service teachers' cognitive load and motivation**. *Education and Information Technologies*, *30*(14), 19985-20010. https://doi.org/10.1007/s10639-025-13559-9
The adoption of virtual learning environments (VLEs) in education has grown significantly due to their potential to enhance learning. Effective learning in VLEs depends on managing cognitive load and sustaining motivation, particularly for complex tasks like developing teachers' professional vision - the ability to notice and interpret classroom events relevant to student learning. However, the interplay between specific scaffolds, cognitive load, and motivation in VLEs remains underexplored. This study uses a mixed-methods approach to examine the effects of video modeling and prompts on motivation and cognitive load among 104 pre-service teachers learning professional vision in a VLE. While scaffolds improved motivation, they had no direct effect on intrinsic, extraneous, or germane cognitive load. Specific scaffold usage strategies yielded insights: note-taking during video modeling reduced extraneous cognitive load, process-related prompt use lowered extraneous load and increased germane load, and content-related prompt use enhanced motivation. These findings emphasize the importance of well-designed scaffolds in fostering motivation and managing cognitive load. Future VLEs should integrate structured prompts and active engagement strategies, such as note-taking, to optimize learning outcomes and address the critical link between cognitive load and motivation.

Karadag, E., Aydogmus, M., Simsek, I., Ciftci, S. K., Karkali, K., Goumas, E., … Bellas, L. E. G. (2025). **Exploring the potential of virtual reality for motor skills training in children with special educational needs: Perspectives from experts from five countries**. *Education and Information Technologies*, *30*(14), 20543-20572. https://doi.org/10.1007/s10639-025-13524-6
Virtual reality (VR) has emerged as a promising tool for enhancing motor skill training in children with special educational needs (SEN). This qualitative case study explored the perspectives and experiences of experts regarding the integration of VR technology into motor skill training for children with SEN. This study investigated VR's perceived benefits, challenges, and adaptability of VR in supporting motor skill development in diverse educational and therapeutic settings. Semi-structured interviews were conducted with 20 purposively sampled experts including special education teachers and occupational therapists. A thematic analysis of the interview data revealed several key themes, including the potential of VR to provide engaging, personalized, and repetitive practice opportunities; the challenges of cost, accessibility, and teacher training; and the need for adaptability to accommodate various types of SEN. The participants emphasized the importance of collaboration between educators, therapists, and technology developers in creating effective VR interventions. These findings suggest that, while VR offers unique advantages for motor skill training, its successful implementation requires careful consideration of individual needs, resource availability, and professional development.

Kaya, H. D., Beyazgül, S., Gökçek, A. İ., Yilmaz, T., & Günaydin, S. (2025). **Content analysis and quality evaluation of YouTube videos on Leopold's Maneuvers: a mixed-method study**. *Education and Information Technologies*, *30*(14), 20653-20672. https://doi.org/10.1007/s10639-025-13595-5

This study aims to analyze the content and evaluate the quality of videos about Leopold's Maneuvers on YouTube. The current research is a mixed-method study. The videos scanned by the YouTube using the term "Leopold's Maneuvers." One hundred videos with the highest number of views were selected, and 38 videos. A descriptive form and Video Information and Quality Index (VIQI) were used in the quantitative evaluation of the data. Furthermore, view rates and interaction index were calculated. The content analysis approach was employed for the qualitative evaluation of the data. The mean number of views per video was 113.17 (1.83–977.37). The mean value of the interaction index for the videos is 273.47 (22.89-1695.70). The VIQI score for the videos is 16, with a range of 14 to 19. Leopold's Maneuvers were mostly shown on pregnant women in the videos. Six main themes were identified in the study, which were as follows; Preparation Phase, 1st Leopold's Maneuver, 2nd Leopold's Maneuver, 3rd Leopold's Maneuver, 4th Leopold's Maneuver, and Ending the Process. According to the coding matrix, the Preparation Phase was the most mentioned theme, whereas Ending the Process was the least mentioned theme. All phases were mentioned, although partially, about Leopold's Maneuvers on videos. Educators can use high-quality YouTube videos with strong VIQI scores to teach Leopold Maneuvers and combine them with hands-on training for a comprehensive education. Addressing content gaps, such as underrepresented phases, through the creation or endorsement of accurate videos can improve teaching materials. Additionally, guiding students to critically assess online content can strengthen their digital literacy and understanding.

KC, D., KC, P., Rado, I., & Vichit-Vadakan, N. (2025). **Digital inequality and learning outcomes: evidence from Thailand**. *Education and Information Technologies*, *30*(14), 19677-19702. https://doi.org/10.1007/s10639-025-13570-0

Amidst Thailand's declining performance in PISA reading assessments over the past two decades, this study examines how digital inequality influences student outcomes by integrating Digital Divide Theory with Self-Determination Theory (SDT). Using data from 8,507 students across 280 schools from the PISA 2022 assessment, we conducted multiple regression analysis to explore how first-level (access) and second-level (use and skills) digital divides interact with psychological factors, while accounting for socioeconomic disparities. The results reveal that although basic ICT access at home and school initially appeared beneficial, these effects diminished after controlling for usage patterns and socioeconomic background. In contrast, the quality of ICT access at school consistently predicted higher reading performance. General ICT use—particularly at school—was negatively associated with outcomes, while subject-specific ICT use was positively linked to achievement. Digital competence emerged as a positive predictor, whereas perceived autonomy in ICT use showed a consistent and unexpected negative association. Socioeconomic status significantly moderated these relationships, underscoring persistent educational inequalities. These findings suggest that Thailand's hardware-heavy policy approach may not necessarily translate into improved learning outcomes. These findings highlight the need to shift from access-oriented policies toward strategies that emphasize quality infrastructure, structured pedagogical integration of technology, teacher professional development, and targeted support for disadvantaged students.

Kwadade-Cudjoe, F. (2025). **Review of Virtual and in-Person Learning Strategies for Contemporary Higher Education: A Case of Tertiary Students, Ghana**. *British Journal of Education*, *13*(5). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-5-2025/review-of-virtual-and-in-person-learning-strategies-for-contemporary-higher-education-a-case-of-tertiary-students-ghana/
This study is to review virtual and in-person learning strategies. Learning to complete an intellectual programme and graduating successfully, have always been the objective of every student who embarks on an education. However, the exigencies of time (example school fees, transportation to campus and back, and learning and working simultaneously for some students) and a […]

Li, Y., & Chiu, T. K. F. (2025). **The mediating effects of needs satisfaction on the relationship between teacher support and student engagement with generative artificial intelligence (GenAI) chatbots from a self-determination theory (SDT) perspective**. *Education and Information Technologies*, *30*(14), 20051-20070. https://doi.org/10.1007/s10639-025-13574-w
Generative artificial intelligence (GenAI) chatbots, such as ChatGPT and ERNIE Bot, are documented to influence student learning experience and student engagement. However, factors affecting student engagement in GenAI chatbots learning context are less understood. Self-determination theory (SDT) suggests student basic needs satisfaction–autonomy, competence, and relatedness– are associated with student behavioral, cognitive, emotional and agentic engagement. Teacher support–autonomy, structure, and involvement– derived by the three SDT needs. Hence, this study aims to clarify how factors (i.e., teacher support, student needs satisfaction) affect student engagement in this GenAI context in second language (L2) education. It examines the mediating effect of needs satisfaction on the relationship between teacher support and student engagement with a chatbot Data was collected from 364 university students through a questionnaire. The participants learned English as second language with ERNIE Bot under teacher support for four sessions. Our results revealed that needs satisfaction could partially mediate the relationship between teacher support and student behavioral, cognitive, and agentic engagement. They also suggest that needs satisfaction fully mediates the relationship between teacher support and emotional engagement. These suggests that GenAI chatbots better emotionally engage students in language learning than teachers do. One possible explanation for this is that students found learning with chatbots to be enjoyable and stress-free in L2 education. The results suggest teachers should take AI chatbot's affordance and student feeling into account for emotional engagement when using GenAI chatbots. We suggest future studies should include additional factors such as personality and peer support.

Liang, C., Zhang, L., & Sun, J. (2025). **The Comparative Impact of Digital and Print Storybook Readingon Preschool Children's Comprehension and Vocabulary Learning: A Two-Decade Meta-Analysis**. *International Journal of Early Childhood*, *57*(2), 547-573. https://doi.org/10.1007/s13158-024-00410-4
This meta-analysis examines 29 studies published over the past 20 years on the effects of digital versus print reading on young children's story comprehension and vocabulary learning. The results show that digital reading offers a slight advantage in story comprehension (g+ = 0.242) and a more significant benefit in vocabulary learning (g+ = 0.660) compared to print reading. Moderation analyses revealed that

socioeconomic status and adult companion reading significantly moderated story comprehension but not vocabulary learning. Digital reading had a stronger positive effect on younger children, while children from low socioeconomic backgrounds showed less benefit from digital reading. Adult companion reading improved story comprehension in print reading, but had no effect on vocabulary learning. These findings highlight the potential of digital reading to support language development, with careful selection of materials and adult support being crucial.

Liu, J., & Shadiev, R. (2025). **A review of empirical research on game-based digital citizenship education**. *Education and Information Technologies*, *30*(14), 19365-19417. https://doi.org/10.1007/s10639-025-13549-x
There is a growing body of research exploring the application of digital games in Digital Citizenship Education (DCE) to enhance learner engagement within the information society. However, not many studies have systematically reviewed published research on this important topic. To address this gap, the present study systematically reviews empirical studies from 2010 to 2024 that examine the utilization of digital games in DCE to bolster learner engagement in the information society. Using Preferred Reporting Items for Systematic Reviews, we analyzed 22 selected articles to scrutinize digital game profiles, design, application strategies, methodologies, and outcomes. Results highlight a pronounced preference for role-play games, alongside the adoption of 25 instructional principles and 12 functional elements in game design. However, instructional auxiliaries remain limited, with group discussions prevailing. Primary and middle school students are the primary focus, predominantly in quasi-experimental research. Most studies span less than one month and employ quasi-experimental designs for data collection, focusing on technology acceptance and behavioral changes. The findings indicate positive outcomes, such as proficiency gains, enhanced technology acceptance, and positive perceptions of DCE, although some disadvantages have been noted. Based on these results, our discussion centers on the characteristics of DCE, aiming to serve as a reference for researchers and educators in the field.

Lu, C., Lee, J. C.-K., & Gu, M. M. (2025). **Integrating digital technologies into teaching: A study on pre-service language teachers' perceptions and practice**. *Education and Information Technologies*, *30*(14), 19537-19557. https://doi.org/10.1007/s10639-025-13511-x
Despite the globalization of education, which calls for the use of digital technologies in teaching and learning, less is known about the integration of digital technologies into classrooms by pre-service language teachers. This qualitative study investigates a group of pre-service language teachers' perceptions of integrating digital technologies into teaching and how they practise it in classrooms. Through interviews with twenty-two pre-service language teachers, the study finds that they held predominantly positive perceptions about integrating digital technologies into teaching. The pre-service language teachers at higher grades took an active role in applying digital technologies in class and demonstrated creativity in addressing potential challenges. This may be attributed to their realisation of their dual roles as digital learners and digital teachers, formed through their continuous use of digital technologies for learning and teaching purposes. Furthermore, some of them have explored the integrated teaching in order to address challenges such as the tensions between the growing call for teachers to use digital technologies in classrooms and school policies. These findings have important implications for teacher education and school policy.

Manneh, R. (2024). ***Impact des jeux sérieux sur la compétence de résolution de problèmes environnementaux et sur la motivation des élèves du primaire en science et technologie*** (Mémoire, Université du Québec à Montréal). Consulté à l'adresse https://archipel.uqam.ca/18311/

Au cours des dernières années, plusieurs problèmes telles que la perte de la biodiversité menacent l'environnement. Une sensibilisation des élèves aux enjeux environnementaux peut se faire grâce à l'éducation relative à l'environnement (ERE). Cependant, les initiatives en ERE se sont peu développées en milieu scolaire. Les méthodes traditionnelles adoptées par les enseignant.e.s de sciences au primaire ont notamment eu pour effet d'entraîner chez les élèves une baisse de motivation à l'égard de cette matière. La présente recherche de nature quantitative tente d'étudier l'effet de l'utilisation des jeux sérieux sur la compétence de résolution de problèmes en contexte environnemental et la motivation des élèves du primaire en sciences et technologie (ST). Une méthode quasi-expérimentale menée avec un échantillon de 130 élèves francophones de cinquième et sixième année du primaire a permis d'apporter plusieurs éléments de réponses. Un groupe expérimental a manipulé le jeu numérique « Nowatera » portant sur la préservation de la biodiversité. Alors que le groupe contrôle a pu réaliser une activité d'apprentissage avec les mêmes objectifs et contenu que le jeu. Afin de répondre le plus justement à l'objectif de l'étude, deux questionnaires pré/post ont été utilisés, soit un premier pour évaluer la compétence de résolution de problèmes environnementaux et un autre pour mesurer la motivation des élèves à l'égard des ST. Les résultats du Test-T ne montrent pas de différences significatives au niveau de la performance en résolution de problèmes et la motivation des élèves, à la suite de la manipulation du jeu sérieux ($p > 0,05$). Le temps d'intervention assez court et le recours assez rare des enseignant.e.s à la démarche d'investigation scientifique pourraient expliquer l'absence de résultats significatifs. De futures recherches pourraient tenter de combiner l'utilisation des jeux sérieux avec d'autres activités pédagogiques afin d'améliorer le rendement des élèves et accroître leur motivation.

Noben, N. (2024). ***Les plus-values du numérique en éducation : conceptualisation, modélisation et analyse d'activités d'apprentissage*** (Thèse présentée en vue de l'obtention d'un Doctorat en Sciences Psychologiques et de l'Éducation, Université de Liège). Consulté à l'adresse https://orbi.uliege.be/bitstream/2268/313406/1/The%CC%80se_NobenOK.pdf

Ce projet de thèse, concrétisé sous forme de quatre articles scientifiques, vise à construire et valider progressivement, grâce à une triangulation théorie-enseignants-experts, une définition, une typologie et un modèle permettant de conceptualiser la plus-value du numérique en éducation. Une fois la définition et la typologie construites sur base d'une revue narrative de la littérature (article 1), les représentations d'étudiants du Master en sciences de l'éducation ont été explorées et confrontées à cette première conceptualisation (article 2). Ensuite, la définition et la typologie, adaptées selon les représentations des étudiants, ont été soumises à un panel d'experts en utilisant la méthode Delphi (Okoli & Pawlawski, 2004) (article 3). L'utilisation de cette méthode et les retours des experts ont permis une révision en profondeur des éléments préalablement établis qui, ainsi révisés ont pu être partiellement validés. Ils ont alors pu servir de base solide pour la construction d'un modèle d'intégration du numérique en éducation. La construction de ce modèle et les analyses de 56 activités pédagogiques intégrant le numérique effectuées à l'aide de celui-ci ont fait l'objet du dernier article de ce projet

de recherche (article 4). Ces analyses visent à identifier et comparer les plus-values potentielles, identifiées lors de la construction de l'activité et les plus-values effectives, identifiées après la mise en place de l'activité. Ce modèle se veut être un outil permettant de soutenir la réflexion des enseignants quant aux plus-values du numérique identifiables dans les activités qu'ils construisent et mettent en place.Les plus-values du numérique : théorisation, typologie et analyse d'activités d'apprentissage intégrant des usages du numériqu

Ohanyelu, C. N., & Nwauwa, B. E. (2025). **Education Technology Innovation: Enhancing the Academic Performance of Undergraduate Distance Learners in Nigeria Universities Through Massive Open Online Courses (MOOCs)**. *British Journal of Education*, *13*(1). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-1-2025/education-technology-innovation-enhancing-the-academic-performance-of-undergraduate-distance-learners-in-nigeria-universities-through-massive-open-online-courses-moocs/
The research investigates the possible impacts of Massive Open Online Courses (MOOCs) on the academic performance of undergraduate distance learners in Nigerian universities. Given the abundance of information available in our digital age, technology plays a crucial role in educational advancement, making it possible for students to learn using computers and portable devices with internet […]

Okulu, H. Z. (2025). **Creating and evaluating instructional materials with generative artificial intelligence: visual representations in astronomy education**. *Education and Information Technologies*, *30*(14), 19833-19852. https://doi.org/10.1007/s10639-025-13580-y
Recent advancements in generative artificial intelligence for visualization offer significant opportunities to develop instructional materials. These opportunities can benefit astronomy education, which frequently relies on visual aids like representations. This document analysis study investigates ChatGPT-4o's capabilities for creating and evaluating visual representations for astronomy education. Initially, ChatGPT-4o was utilized to create representations illustrating the phases of the Moon. These visuals were then evaluated based on predefined criteria, focusing on iconic features for reading and interpreting the representation. Subsequently, existing visuals on the same topic were provided to ChatGPT-4o, and it was asked to evaluate these visuals using the same predefined criteria. Finally, the assessments were compared with ChatGPT-4o's evaluations. Findings suggest that while ChatGPT-4o-generated visual representations often contain inaccuracies that are potentially misleading for students, ChatGPT-4o effectively evaluates the iconic features to read and interpret the representations. This underscores the potential utility of generative artificial intelligence as a critical tool in ensuring the quality of visual representations in science education. It is recommended to integrate advanced artificial intelligence tools like ChatGPT-4o into the evaluation processes for instructional materials.

Othman, M. K., Mat, R., & Sim, K. C. (2025). **A systematic review of paper-based and digital board games for collaborative science learning**. *Review of Education*, *13*(3), e70107. https://doi.org/10.1002/rev3.70107
This study reviews the literature on board games for collaborative learning in science education, analysing 76 articles from 2000 to 2024. It examines research methodologies, data collection tools, sample sizes, and data analysis methods, focusing on subject areas and types of board games used. Key findings reveal a predominance of physical (paper-

based) board games. Research methodologies were primarily quantitative, with descriptive analysis being the most common approach, typically employing varied sample sizes (median 48.5 participants). Evidence suggests that board games can enhance scientific knowledge acquisition, improve student engagement, and foster collaborative skills. However, the review identifies critical limitations in the existing literature, including a prevalence of small sample sizes, a lack of long-term effectiveness studies, and insufficient focus on specific game mechanisms. Future research should prioritise investigating game mechanisms, explicitly measuring collaborative learning outcomes, improving methodological rigour, and assessing long-term impacts on knowledge retention. Context and implications Rationale for this study: This systematic review addresses a gap by synthesising empirical evidence on board games for collaborative learning in science education, providing a comprehensive overview of existing research. Why the new findings matter: Our findings quantify board games' positive impacts on science knowledge, engagement, and collaborative skills, while identifying methodological gaps and crucial future research directions. Implications for educational institutions, policymakers, educators and learners: This review highlights effective practices for integrating board games into science education, guiding the creation of more engaging and impactful collaborative learning experiences. For researchers: It identifies critical gaps in the literature, emphasising the need for studies on specific game mechanisms, long-term effectiveness, enhanced methodological rigour (e.g. control groups, inferential statistics), and exploration across diverse populations and digital technologies. This provides a roadmap for future investigations to deepen our understanding and optimise the integration of board games.

Özbek, A. B., & Torppa, M. (2025). **Developing an early literacy mobile app: design process and testing the app with children with special needs**. *Education and Information Technologies*, *30*(14), 20573-20596. https://doi.org/10.1007/s10639-025-13599-1
Early literacy skills are critical for reading success, and the potential effectiveness of technology-based interventions in supporting these skills has been highlighted in previous research. This study aims to develop a comprehensive early literacy support mobile app for children at risk of reading difficulties. The research was conducted following the design and development research model. A brief experimental study was carried out to assess the effectiveness of phonological awareness activities. The study included a total of 32 participants, with 16 children with special needs in the experimental group and 16 typically developing children in the control group. The findings indicated that teachers and parents have distinct expectations from educational technologies. Thematic analysis of the qualitative data revealed three primary themes: Content & Usability, Visual Features, and Concerns & Suggestions. Results from the experimental study demonstrated that the early literacy mobile app significantly enhanced phonological awareness among children with special needs, with children in the experimental group achieving notably higher posttest scores than their pretest scores. Although the average posttest scores for children with special needs improved significantly, they remained lower than those of children in the control group. The integration of educational technologies into lesson plans aimed at early literacy objectives has the potential to enhance instructional quality. These findings are discussed in relation to the literature.

Peng, Z., & Wan, Y. (2025). **Human vs. AI: What makes students prefer to self-disclosure to AI teaching assistant? The effect of psychological safety and relationship norms**.

Education and Information Technologies, *30*(14), 20851-20878. https://doi.org/10.1007/s10639-025-13586-6
What makes students prefer to self-disclosure to AI teaching assistant (AI TA) than human teaching assistants? Understanding this question can help online learning platforms better understand students' needs in the data collection stage to provide more appropriate recommendations and deploy AI and human-AI collaboration more effectively. Based on stimulus-organism-response (SOR) theory, using semi-structured interviews and a quantitative survey, this study explores the influencing factors and underlying mechanisms of students' preferences for self-disclosure to AI TA. The results show that AI TA has better perceived privacy, fairness, and service attitude than human TA, so students have higher psychological safety when interacting with AI TA and prefer self-disclosure to AI TA. This study also explores the effects of relationship norms on self-disclosure and finds that students are more willing to self-disclosure to AI TA when they want to establish communal relationships with it. These results provide suggestions for the deployment of AI TA and the design of human-AI collaboration and provide new enlightenment for self-disclosure, AI TA, and human-AI interaction research.

Polat, E. (2025). **Artificial intelligence literacy, lifelong learning, and fear of innovation: Identification of profiles and relationships**. *Education and Information Technologies*, *30*(14), 20183-20214. https://doi.org/10.1007/s10639-025-13548-y
The study aims to identify the profiles of university students regarding Artificial Intelligence Literacy, Lifelong Learning, and Fear of Innovation using cluster analysis and to examine the relationships among these variables. Cluster analysis and structural equation modeling were conducted with valid responses from 402 university students. The cluster analysis identified three distinct student profiles: the highly adaptive group (Profile 1), the needs improvement group (Profile 2), and the high support required group (Profile 3). Structural equation modeling revealed that artificial intelligence literacy positively affects the tendency for lifelong learning and negatively impacts the fear of innovation. Lifelong Learning Trends also negatively influences the fear of innovation. Furthermore, artificial intelligence literacy was found to indirectly reduce fear of innovation through lifelong learning tendencies. The findings from cluster analysis and structural equation modeling provide significant insights into understanding university students' artificial intelligence literacy, lifelong learning tendencies, and fear of innovation. Developing customized education and support programs tailored to each profile's characteristics and the relationships among the study variables can help students enhance their competencies in these areas.

Rasheed-Karim, W. (2025). **Teaching Neurodiverse Students Science Online Using Literature and Assistive Technology**. *British Journal of Education*, *13*(7). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-7-2025/teaching-neurodiverse-students-science-online-using-literature-and-assistive-technology/
This paper explores the challenges faced by neurodiverse students when learning science online and examines the role of literature and assistive technology (AT) in overcoming these obstacles. Through case studies and literature reviews, the paper highlights how tailored approaches to teaching can enhance engagement and comprehension for neurodiverse learners. This paper challenges how scientific terminology […]

Ren, J., & Tian, L. (2025). **The influence of learning styles on students' perceptions of gamified education**. *Education and Information Technologies*, *30*(14), 20673-20696. https://doi.org/10.1007/s10639-025-13588-4
Numerous scholars have empirically explored the impact of gamification on enhancing students' learning, yielding varied findings regarding the effectiveness of gamification, but whether students of different learning styles are all supportive of gamified education and game elements is still an open question. This study examined whether and why undergraduate students with different learning styles hold distinctive views towards gamified learning, gamified teaching and game elements. Mixed methods research was employed, with quantitative data collected initially, followed by the collection of qualitative data. In the quantitative phase, two questionnaires—Neil Fleming's VARK (visual, aural, read/write, and kinesthetic) model and Davis's Technology Acceptance Model—were administered to undergraduate students at a private college in China, yielding a total of 516 valid surveys. Interviews with 18 undergraduate students were conducted to explore their perceptions of gamification learning in the qualitative phase. The result verified students' wide affection to gamified education and showed a significant correlation between students' learning styles and their attitudes towards both gamified learning and gamified teaching, as well as their preferences for certain elements of gamified applications. This study discussed potential reasons for the correlations and factors of learners' learning experiences, as well as the usefulness and limitations of gamification applications. The findings could provide a basis for educational researchers, course designers, and game-based learning application designers.

Shahzad, M. F., Xu, S., An, X., Asif, M., & Javed, I. (2025). **Do generative AI technologies play a double-edged sword role in education? Findings from hybrid approach using PLS-SEM and fsQCA**. *Education and Information Technologies*, *30*(14), 19647-19676. https://doi.org/10.1007/s10639-025-13528-2
Based on the self-determination theory (SDT), this evaluates the effects of generative artificial intelligence (Gen-AI) on learning performance within China's education sector, emphasizing the roles of social interaction, utilitarian benefit, knowledge acquisition, and epistemic curiosity. The study employs a dual method, using PLS-SEM and fsQCA approaches for data analysis. Data were collected through an online questionnaire from students and teachers from Chinese institutes. The findings suggest that students and teachers have positive opinions on the influence of Gen-AI on learning performance through social interaction and knowledge acquisition. Utilitarian benefits positively mediate the affiliation between Gen-AI and teachers' learning performance, but in the case of students, they negatively mediate. Furthermore, epistemic curiosity acts as a positive moderator between Gen-AI technologies and social interaction and knowledge acquisition, but it has a negative relationship with Gen-AI technologies and utilitarian benefits. Furthermore, the fsQCA analysis reveals robust configurations with high consistency, explaining learning performance outcomes reliably and highlighting significant and unique contributions of specific configurations. The implications of this study emphasize how crucial generative AI technologies are in educational frameworks to optimize their potential benefits and enhance learning outcomes in China's quickly changing educational landscape.

Shallon Atuhaire, Wilson Mugizi, & Kato, J. K. (2025). **The Influence of Technology Applications Use on the Research Competence of Lecturers of Kyambogo University**.

British Journal of Education, *13*(3). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-3-2025/the-influence-of-technology-applications-use-on-the-research-competence-of-lecturers-of-kyambogo-university/
This study examined the influence of technology applications use on the research competence of lecturers of Kyambogo University. Using a correlational research design, data was collected from 192 teaching staff. The data were for descriptive statistics and structural equation modelling. Descriptive results revealed that technology applications use among lecturers was high. Findings also revealed that […]

She, H.-C., Chen, M.-J., Huang, L.-Y., & Hsueh, C.-Y. (2025). **Unfolding the cognitive process underlying computer-based scientific conceptual change with eye tracker: Behavioral performance and sequential analysis of attention**. *Education and Information Technologies*, *30*(14), 20157-20181. https://doi.org/10.1007/s10639-025-13577-7
Despite the recognized link between scientific reasoning, mental sets, and conceptual change, the cognitive mechanisms underlying successful conceptual change remain unclear. To explore this, we developed computer-based reasoning programs with and without mental set support to examine their effects on conceptual change in tasks of varying difficulty. Additionally, we used an eye tracker to simultaneously capture students' attention and its sequential patterns during the conceptual change process, aiming to uncover the cognitive processes involved. Students were randomly assigned to either a computer-based reasoning program with mental set support or one without. We found that students in the reasoning group with mental set outperformed those without it in achieving scientific conceptual change. Furthermore, both groups demonstrated higher conceptual change success, along with longer fixation durations and rereading times, in low-difficulty tasks compared to high-difficulty tasks. Students who successfully achieved conceptual change exhibited more fixation points within areas of interest (AOIs) and significantly greater bidirectional connections between them. In contrast, students who failed to revise their alternative conceptions allocated fewer fixation points to AOIs and displayed significantly more unidirectional connections between them. Generalized estimating equation analysis identified the number of fixations as the most critical predictor of both conceptual change success and task difficulty. These findings provide new insights into the interactions between eye movement and underlying cognitive processes, highlighting how visual attention contributes to achieving successful conceptual change.

Stone, B. W. (2025, septembre 18). **Comment l'IA influence nos façons d'apprendre – et pourquoi se méfier de la facilité**. https://doi.org/10.64628/AAK.pwak3sgjy
Les chatbots peuvent nous délester de certaines charges cognitives. Mais ces raccourcis n'ont-ils pas un prix à long terme ?

Suh, J., Lee, K., & Lee, J. (2025). **Programming education with ChatGPT: outcomes for beginners and intermediate students**. *Education and Information Technologies*, *30*(14), 19511-19536. https://doi.org/10.1007/s10639-025-13542-4
Artificial Intelligence (AI) has rapidly emerged as a powerful tool with the potential to enhance learning environments. However, effective use of new technologies in education requires a good understanding of the technology and good design for its use. Generative AI such as ChatGPT requires particularly well-designed instructions due to its ease of use in asking and answering questions using natural language. This study investigates the effectiveness of ChatGPT in assisting the learning process of university

students enrolled in Python programming courses. The primary question addressed is how differently the use of ChatGPT affects two groups at different levels of programming proficiency—beginners and intermediate. The study compares the impact of ChatGPT on academic performance between these two groups. The results show that for beginners, ChatGPT did not significantly contribute to improved learning outcomes. In addition, a survey was conducted to explore students'perceptions of the benefits and challenges of using ChatGPT, which revealed differences in responses between the two groups of learners. This research provides valuable insights into the potential applications of AI tools in educational settings, particularly in the context of programming education.

Sui, X., Lin, Q., Wang, Q., & Wan, H. (2025). **Who will benefit from AIGC: An empirical study on the intentions to use artificial intelligence generated content in higher education**. *Education and Information Technologies*, *30*(14), 20627-20651. https://doi.org/10.1007/s10639-025-13590-w
This study explores the role of Artificial Intelligence Generated Content (AIGC) in undergraduates' learning and research, and its increasing significance in higher education. Against this backdrop, understanding college students' attitudes, behaviors, and intentions towards AIGC is beneficial for better guiding their learning under the support of intelligent technology for high-quality development. Therefore, based on the Theory of Planned Behavior, this paper randomly sampled 336 Chinese undergraduates and conducted a survey. The results revealed that: (1) Undergraduates overall hold a positive attitude towards AIGC technology, perceive behavioral control, and intend to use it, yet some students feel less supported by peers and their institutions. (2) For the users group, attitudes towards AIGC technology, subjective norms, and perceived behavioral control each have a directly significant positive impact on the intention to use AIGC technology. Attitude and subjective norms are the two strongest predictors of the intention to use AIGC technology. (3) For the non-users group, attitudes towards AIGC technology and subjective norms only influence behavioral intentions through perceived behavioral control, which shows a significant full mediating effect between attitudes towards AIGC technology and behavioral intentions, as well as between subjective norms and behavioral intentions. The study provides valuable insights for enhancing undergraduates' application of AIGC technology.

Tan, R., Djonov, E., & Chik, A. (2025). **Balancing professionalism and accessibility: Comparing preschool English teaching by teachers and by apps**. *Education and Information Technologies*, *30*(14), 20317-20346. https://doi.org/10.1007/s10639-025-13576-8
The rise of English learning apps is reshaping preschool English education, offering an alternative to costly classroom teaching. However, limited research has compared how classroom- and app-based teaching support preschool English education. This study addresses this gap by examining the social practice of teaching preschoolers English as reported by teachers and represented in promotional discourses about English learning apps. Adopting Van Leeuwen's social semiotic framework (2008) of the relationship between discourse and social practice, we analysed semi-structured interviews with 10 preschool English teachers and the promotional discourses embedded within and surrounding two of the most popular English learning apps for young children in China. Our findings reveal that while classroom teaching emphasises professionalism and responsiveness to children's needs, app-based teaching prioritises affordability, parental involvement and transparency. This trend in app-based teaching presents both

challenges (potential de-professionalisation and reduced responsiveness of teaching) and opportunities (increased accessibility and educational equity). This study contributes to educational technology research by investigating the impact of digitalisation on early English language teaching from a social semiotic perspective. It also provides insights for educators and app developers on balancing the benefits of technology with the need for professional and responsive teaching, helping to enhance the potential of apps in supporting sustainable education quality and equity.

Tarifa-Rodriguez, A., Virues-Ortega, J., & Calero-Elvira, A. (2025). **The Behavioral Education in Social Media (BE-Social) Program for Postgraduate Academic Achievement: A Randomized Controlled Trial**. *Journal of Behavioral Education*, *34*(3), 479-505. https://doi.org/10.1007/s10864-024-09545-9
Few randomized controlled trials have evaluated social media study groups as educational aids in the context of online and blended teaching programs. We present the Behavioral Education in Social Media (BE-Social) intervention package, which integrates key evidence-informed behavioral intervention strategies delivered through a closed social media study group. BE-Social combines instructor-mediated cooperative learning and self-management training via multimedia posts and video modeling. Forty-six students were randomly assigned to a default online program (control) group or default online program plus BE-Social (intervention) group. Intervention outcomes included academic performance and social media engagement (reactions, comments). A mixed-effect ANOVA showed that individuals in the BE-Social group attained higher academic performance, $F(1, 46) = 18.37$, $p < .001$, $\eta 2 = .34$). On average, the intervention produced a 20-point increase in academic performance over a 100-point scale and significant increases in social media engagement. A parallel single-subject analysis revealed that intervention gains were not always consistent across participants. Findings are consistent with the view that social media platforms provide a prosthetic social milieu that can enrich traditional education by maximizing social rewards through increased interaction opportunities and timely positive feedback. We propose the digital environment reward optimization hypothesis to denote these processes.

Taschereau, J. (2024). ***Élaboration d'un dispositif participatif pour démocratiser l'intégration du numérique dans un contexte d'enseignement privé au secondaire*** (Mémoire accepté, Université du Québec à Montréal). Consulté à l'adresse https://archipel.uqam.ca/17365/
L'intégration pédagogique des technologies de l'information et des communications (TIC) est envisagée par le ministère de l'Éducation comme l'un des leviers de son Plan d'action numérique en éducation et en enseignement supérieur pour devenir « un leader mondial dans le domaine du numérique » (MÉES, 2018, p. 14). La société s'attend à ce que les personnes enseignantes intègrent les TIC dans plusieurs aspects de leur emploi (UNESCO, 2023). C'est le cas dans la classe de français au secondaire puisque les compétences disciplinaires sont maintenant situées dans le numérique. Malgré les investissements, l'accompagnement et les documents de référence publiés dans les dernières années, les TIC sont utilisées de manière inégale dans les milieux scolaires en raison d'une variété de contraintes (UNESCO, 2023). Cette utilisation inégale des TIC pourrait être expliquée par l'élaboration de politiques d'intégration du numérique qui ne sont pas à l'image de la variété des profils d'utilisateurs des TIC en contexte scolaire (Collin et al., 2018), notamment parce que bien des personnes enseignantes ne sont pas

intégrées dans les processus décisionnels en lien avec le numérique (UNESCO, 2023). L'adoption d'une vision commune et démocratique du numérique pourrait faciliter une utilisation plus homogène et fluide des TIC (CSÉ, 2020), mais il semblerait que les processus de consultation pour en arriver là ne soient pas clairs dans les établissements scolaires et qu'ils « ne [f]ont pas l'objet d'un corpus important dans la recherche » (Parent, 2010, p. 3). La présente recherche s'intéresse donc à développer un outil qui permettrait d'assurer une démarche de consultation et de délibération sur l'intégration pédagogique des TIC. Pour atteindre notre objectif, nous avons opté pour une recherche-développement (Bergeron et Rousseau, 2021), où nous avons recruté un comité de neuf experts (n=9) de diverses spécialisations afin d'encadrer le développement, l'analyse et la mise à l'essai fonctionnelle de notre prototype. À partir d'un entretien semi-dirigé et d'un questionnaire de pré-développement, nous avons développé une version initiale de notre prototype. À partir des commentaires du comité d'experts et de leurs réponses au questionnaire d'analyse et de validation, nous avons produit une version finale de notre prototype. En comparant notre prototype aux principes théoriques des dispositifs participatifs, il est possible de penser que nous avons créé un dispositif participatif qui aura à être éprouvé scientifiquement en l'implantant dans une variété d'établissements scolaires afin d'être validé et diffusé à plus grande échelle.

Tereshko, L. M., Zane, T., & Weiss, M. J. (2025). **The Effect of Choice on Student Performance in Online Graduate Classes**. *Journal of Behavioral Education*, *34*(3), 506-525. https://doi.org/10.1007/s10864-024-09543-x
There has been a steady growth in the use of online instruction in higher education. The COVID-19 pandemic has increased both the need for and the use of this technology when schools were shut down, further establishing online learning as a viable educational platform for higher education. Many online higher education courses rely heavily on reading textbooks, articles, or both, where students complete assignments and quizzes to demonstrate their knowledge of the presented material. Instructors often require students to complete activities to provide evidence that they have read the assigned materials. There is limited research on the extent to which assignments lead to the best student performance. The current study examined quiz scores after students completed either study questions or reading summaries. Instructors provided students with choices on which assignments to complete during some weeks and quiz scores were compared with weeks when students were not given a choice of assignments. Results showed that there were higher quiz scores in the weeks when students were given a choice of assignments. There was no difference in quiz scores across the types of assignments. Results are discussed in terms of embedding more choice into graduate-level online classes.

Thiriet, L., Xolin, M., Schirrer, M., & Le Bot, G. (2024, juillet). ***L'utilisation et l'intégration du numérique dans les pratiques enseignantes en éducation physique et sportive.*** Consulté à l'adresse https://hal.science/hal-05187087
• Introduction et objectifs Les travaux scientifiques sur l'usage du numérique en EPS s'intéressent aux liens entre les compétences digitales des enseignants et la réussite et l'apprentissage des élèves (Abdennour et Negaz, 2019 ; Jastrow et al., 2022 ; Wallace et al., 2023). L'objectif de cette recherche est de documenter les pratiques pédagogiques d'enseignants d'EPS intégrant le numérique dans leur enseignement comme plus-value pour les apprentissages de leurs élèves. Les enseignants, selon le rapport Profetic (MEN,

2018), ont recours au numérique dans leur préparation de séquence pédagogique en amont des leçons. Cependant lorsqu'il s'agit de le faire manipuler par les élèves à des fins d'apprentissages, une grande partie des enseignants interrogés ne se servent plus du numérique. • Méthodologie Pour répondre à ces objectifs nous avons menés quatre entretiens auprès de quatre enseignants d'EPS experts du numérique. Leur expertise est liée à leur utilisation du numérique au sein de leur enseignement, expertise qu'ils mettent à profit des étudiants et collègues enseignants lors de formations et reconnue au niveau académique pour l'un d'entre eux en tant que référent numérique. Ces entretiens semi-directif ont permis de documenter les outils et conseils indispensables pour utiliser le numérique en EPS et ceci de manière contextualisée dans leur contexte d'enseignement seulement dans certaines APSA. Suite à ces entretiens, un guide est élaboré avec les conseils dégagés lors des entretiens réalisés. Ce guide n'est pas exhaustif et ne couvre pas l'ensemble des APSA. • Résultats et discussion Les résultats de cette recherche sont en cours d'analyse. D'après les premiers résultats les enseignants « experts » intègrent le numérique dans leurs leçons au service des transformations des élèves. Selon eux, cette intégration dans l'utilisation du numérique doit se faire progressivement. Et l'AS se trouve être un siège d'expérimentations intéressant pour ensuite l'intégrer progressivement en fonction des réactions des élèves au cours des leçons d'EPS. • Conclusions et perspectives Par cette recherche nous souhaiterions donner aux enseignants des occasions concrètes d'utiliser le numérique dans leurs leçons. Cependant l'utilisation du numérique peut être limitée selon le contexte d'enseignement ou selon la résistance au changement des enseignants aux nouvelles technologies (Bocognano, 2021). Ces éléments sont à prendre en compte lors de la conception et de la mise en œuvre de nouvelles logiques d'intervention intégrant le numérique.

UNESCO. (2025). ***AI and Education: Protecting the Rights of Learners***. https://doi.org/10.54675/ROQH4287

UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific, International Centre for Higher Education Innovation, Mammen, A., & Lautre, V. (2025). ***Report on digital transformation in higher education in South Asia | #LeadingSDG4 | Education2030*** (p. 76). Consulté à l'adresse UNESCO website: https://www.unesco.org/sdg4education2030/en/publication/report-digital-transformation-higher-education-south-asia
Explores how South Asia's universities embrace ICT and innovation to enhance learning, strengthen policy, and accelerate the SDG4-Education2030 agenda

UNICEF. (2025). ***Digital Learning, Real Classrooms: Insights from Implementation Research in Ghana***. Consulté à l'adresse UNICEF website: https://www.unicef.org/innocenti/media/11531/file/UNICEF-Innocenti-Digital-Learning-Working-Paper-Ghana-2025.pdf

Valentini, A., & Blancas, A. (2025). ***The challenges of AI in higher education and institutional responses: is there room for competency frameworks?*** (p. 35). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000394935.locale=en

Velamazán, M., Santos, P., Sánchez-Reina, J. R., & Hernández-Leo, D. (2025). **Optimising anonymity in CSCL: comparing collaboration between identified and anonymous-to-**

peers login modes. *Education and Information Technologies*, *30*(14), 20237-20288. https://doi.org/10.1007/s10639-025-13504-w
Most research on anonymity in computer-supported collaborative learning, which has reported both positive and negative outcomes, largely focuses on a fully anonymous login mode. In this context, further research is necessary to finetune the approach to the 'login mode' to optimise the potential benefits while mitigating the drawbacks. This study tests a subtle variation in this mode by which messages remain anonymous to peers (APM) but not to the teacher. We designed a quasi-experimental study with an analysis of the conversations and preferences of first-year university students (N = 109), conducted by employing content analysis of the log data and a post-task questionnaire. We conclude that APM is more productive in terms of participation and discussion oriented to content than in a completely anonymous mode. Additionally, a content analysis of the discussion messages focused on'off task'messages has been performed aiming to enhance comprehension of their nature, impact on social interactions, and the patterns associated with their use. The outcome of this analysis has resulted in a first attempt at a taxonomy that enhances the understanding of the APM and its impact on social interactions in CSCL environments.

Verano-Tacoronte, D., Bolívar-Cruz, A., & Sosa-Cabrera, S. (2025). **Are university teachers ready for generative artificial intelligence? Unpacking faculty anxiety in the ChatGPT era**. *Education and Information Technologies*, *30*(14), 20495-20522. https://doi.org/10.1007/s10639-025-13585-7
This study investigates the role of technology-related anxiety in shaping university teachers' behavioral intention to adopt ChatGPT. Three distinct types of anxiety are examined: (a) anxiety about the future of the academic profession, (b) anxiety regarding the personal misuse of ChatGPT, and (c) anxiety concerning negative impacts on student learning. A structured questionnaire was administered to 249 faculty members from Spanish public universities. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to assess both the direct effects of each type of anxiety on behavioral intention and the mediating roles of effort expectancy (EE) and performance expectancy (PE). Results indicate that anxiety about student learning exhibits a significant negative direct effect on behavioral intention and an indirect effect through performance expectancy. Similarly, anxiety related to the misuse of ChatGPT is negatively associated with behavioral intention, with significant mediation through both EE and PE. In contrast, anxiety concerning the future of the academic profession does not show a statistically significant relationship with behavioral intention. The findings underscore the importance of addressing specific psychological barriers—particularly those linked to concerns over student learning and technology misuse—to facilitate ChatGPT integration in higher education. The study suggests that effective implementation strategies should combine technical training with targeted interventions aimed at managing technology-related anxiety, enhancing ethical practices, and improving perceptions of the tool's utility and ease of use.

Wang, K., Qu, Y.-Y., & Wong, S.-P. (2025). **Exploring college students' utilization of generative AI for career information seeking: an integrated model with PLS-SEM and FsQCA approach**. *Education and Information Technologies*, *30*(14), 20071-20098. https://doi.org/10.1007/s10639-025-13569-7
This research delves into the factors that shape Chinese college students' engagement with Generative AI (GenAI) for career exploration purposes, employing the lenses of the

Comprehensive Model of Information Seeking (CMIS) and the Technology Acceptance Model (TAM). Utilizing a mixed-methods design, which integrates partial least squares structural equation modelling (PLS-SEM) and fuzzy-set qualitative comparative analysis (fsQCA), this study gathered empirical data from 502 participants through a paper-based questionnaire. The results revealed that college students' utilization of GenAI for career information seeking is influenced by both individual factors (work-relevant knowledge & experience, technological readiness, and efficacy beliefs) and perceptions of the information carrier (perceived usefulness, perceived output quality, and perceived value). Through fsQCA, four configurations influencing students' career information seeking behavior were identified. This highlights that such behavior is not driven by a single factor but rather by a combination of these factors, underscoring the complexity of information-seeking behaviors. The findings provide theoretical support for CMIS as a viable framework beyond health information seeking and identifying practical applications and opportunities for future research on career information seeking. Moreover, the results highlight the necessity of balancing GenAI integration in career guidance education. Future studies should explore how to combine GenAI with other educational strategies to further enhance career preparation and address the limitations of GenAI in educational settings.

Wang, W.-S., Lin, C.-J., Lee, H.-Y., Huang, Y.-M., & Wu, T.-T. (2025). **Enhancing self-regulated learning and higher-order thinking skills in virtual reality: the impact of ChatGPT-integrated feedback aids**. *Education and Information Technologies*, *30*(14), 19419-19445. https://doi.org/10.1007/s10639-025-13557-x
This study explores the integration of ChatGPT technology into Virtual Reality (VR) learning environments to support self-regulated learning (SRL) strategies and foster higher-order thinking skills (HOTS). Utilizing a randomized controlled trial (RCT) design, 81 undergraduate students were randomly assigned to either an experimental group with GPT-feedback-supported VR learning or a control group with traditional feedback-supported VR learning. The VR learning environment focused on embedded IoT tasks, structured into six learning units aligned with Bloom's taxonomy. Results indicate that the experimental group demonstrated significantly higher cognitive levels across memory, understanding, and application tasks compared to the control group. Notably, GPT feedback markedly improved problem-solving and critical thinking skills, though its impact on creativity was limited. This limitation may be attributed to the directive nature of GPT feedback or the structured scope of learning tasks, which may not have encouraged open-ended creative exploration. SRL abilities were also significantly improved in the experimental group, highlighting the efficacy of GPT feedback in promoting self-reflection, goal setting, and strategy adjustment. The findings underscore the potential of integrating generative AI technologies like ChatGPT into VR learning environments to provide targeted, real-time feedback, thus addressing limitations of traditional VR feedback mechanisms. This integration supports deeper engagement and more effective learning outcomes, particularly in problem-solving and critical thinking, providing valuable insights for future educational technology implementations.

Watson, D., Webb, R., Cook, S., & Grant, K. (2025). **Does the internet lead to surface searching and a deficiency of discovery in student learning?** *Education and Information Technologies*, *30*(14), 19853-19878. https://doi.org/10.1007/s10639-025-13498-5
This paper investigates undergraduate students' information-seeking behaviour utilising a three-year empirical analysis focusing on students within an Applied Economics module

at a UK Higher Education institution. In the first year, students demonstrated proficiency in data identification and analysis. However, they struggled with empirical source discovery, emphasising the prevalence of « skittering » behaviour—reliance on easily accessible, non-scholarly sources. Traditional literature review methods in the second year showed limited success in correcting for this tendency. The third year introduced a refined approach, combining face-to-face teaching with eLearning materials and a « decolonisation of the curriculum » strategy. Results from an ordered probit analysis indicate that students engaging with eLearning materials and adopting a decolonised perspective are more likely to embrace higher-quality literature review methods. This study contributes to the discourse on pedagogical strategies, emphasising the need for inclusive practices to prepare students for the complexities of a globally interconnected academic landscape. It offers insights for educators across disciplines, highlighting the intricate relationship between curriculum design, student engagement, and literature review methods in the digital age.

Xie, Y., Li, Y., Yu, T., & Liu, Y. (2025). **Metacognitions about generative AI use: psychometric and network analysis among Chinese college students**. *Education and Information Technologies*, *30*(14), 20523-20542. https://doi.org/10.1007/s10639-025-13584-8
This study aimed to develop and validate the Metacognitions about Generative AI Use Scale (MGAUS) to assess college students' metacognitive beliefs about generative AI and to explore these metacognitions as predictors of generative AI addiction risk. A total of 1229 college students from China participated in the study, providing data through an online questionnaire. Exploratory factor analysis initially determined the MGAUS's structure, revealing two primary factors: "Positive metacognitions about generative AI use" and "Negative metacognitions about generative AI use", comprising nine items in total. Confirmatory factor analysis further validated the scale's stability and fit, as well as tested measurement invariance across gender, age, and educational levels. Correlation analysis indicated significant positive correlations between both positive and negative metacognitions and generative AI addiction. Additionally, negative metacognitions were significantly positively correlated with anxiety, whereas the correlation between positive metacognitions and anxiety was not significant. Multivariate regression analysis revealed that, after controlling for gender, both positive and negative metacognitions remained significant predictors of generative AI addiction, with negative metacognitions demonstrating stronger predictive power. A network analysis of the scale items further illuminated the close relationship between positive and negative metacognitions. Taken together, these findings contribute to the theoretical understanding of metacognition in the context of generative AI use and provide a scientific foundation for the prevention and intervention of generative AI addiction.

Xu, J., Li, Y., Shadiev, R., & Li, C. (2025). **College students' use behavior of generative AI and its influencing factors under the unified theory of acceptance and use of technology model**. *Education and Information Technologies*, *30*(14), 19961-19984. https://doi.org/10.1007/s10639-025-13508-6
Generative Artificial Intelligence (AI) is steadily gaining prominence in higher education and brings about huge impact on college students' daily life. However, limited studies paid attention to college students' use behavior of generative AI and its influencing factors. The study aimed to explore this issue by adopting an extended Unified Theory of Acceptance and Use of Technology (UTAUT) model. Two generative AI related variables, named "novelty value" and "perceived humanness," were added to the UTAUT model,

and the potential moderating effects of gender, grade and major were also considered in the model. The model was validated by collecting data from 1,190 college students at a Chinese university. Results indicated significant positive correlations among performance expectancy, effort expectancy, novelty value, social influence, facilitating conditions, and behavioral intention. Additionally, facilitating conditions and behavioral intention significantly influenced use behavior, while perceived humanness had no significant impact on behavioral intention. Moderating variables like gender and grade significantly affected the acceptance of generative AI, whereas major did not. The findings provided nuanced insights to advance the practical application of generative AI. Considering limited sample in the study, future research may encompass diverse demographics across multiple countries to enable cross-cultural comparisons.

Yan, L. I. (2025). **AI Literacy and Pedagogical Transformation: Exploring the Influence on College Language Teaching**. *British Journal of Education*, *13*(8). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-8-2025/ai-literacy-and-pedagogical-transformation-exploring-the-influence-on-college-language-teaching/
This study examines how college English teachers' Artificial Intelligence (AI) literacy influences pedagogical transformation, using a mixed-methods case study of a first-year undergraduate English debate contest (N=90 students). Findings reveal a significant positive correlation ($r = 0.72$, $p < 0.01$) between higher teacher AI literacy (encompassing technical, pedagogical, critical, and ethical dimensions) and more transformative […]

Yang, C., & Zhang, L. (2025). **The effects of online courses on academic performance: The role of innovative teaching models and teacher-student interaction**. *Education and Information Technologies*, *30*(14), 20445-20466. https://doi.org/10.1007/s10639-025-13578-6
Online courses and innovative teaching models have become increasingly important for China's higher education reform and innovation. However, their true effectiveness remains a subject of debate. This study analyzes the teaching outcomes of online courses and explores the impact of innovative teaching models on students' academic performance in online courses. It also investigates how teacher-student interaction moderates this impact. The results show that students in online courses score significantly lower than those in traditional classrooms. Innovative teaching models can partially offset the negative effect of limited teacher presence in online courses. While teacher-student interaction positively contributes to academic performance, it negatively moderates the relationship between the innovative teaching model and academic achievement. These findings suggest that large-scale online degree programs may not be suitable for the current context. It is essential to balance the frequency and depth of teacher-student interaction when designing innovative teaching models.

Yang, Y., Xu, M., Gong, B., Yang, L., & Zang, Y. (2025). **Leveraging science fiction to enhance technological literacy and critical thinking in higher education**. *Education and Information Technologies*, *30*(14), 20011-20049. https://doi.org/10.1007/s10639-025-13501-z
Despite the growing demand for technological literacy and critical thinking in higher education, traditional pedagogical methods often fail to fully engage students in developing these essential skills. Science fiction presents an underutilized yet promising tool for addressing this gap. This study investigates the impact of Science fiction on students' technological literacy, critical thinking, and creative problem-solving abilities in

higher education. Using a quantitative research approach, data were collected through a questionnaire survey of 322 students, and statistical analysis was conducted using Statistical Package for Social Sciences (SPSS). Correlation analysis reveals strong positive relationships between Science fiction exposure and technological literacy ($r = 0.73$), critical thinking skills ($r = 0.55$), technological understanding ($r = 0.69$), imagination and creativity ($r = 0.45$), and analytical thinking ($r = 0.78$). Further hypothesis testing confirms that students exposed to Science fiction exhibit significantly higher technological literacy and critical thinking skills than those without exposure. Cluster analysis highlights that Science fiction engagement leads to enhanced cognitive development, while mediation analysis demonstrates that imagination and creativity serve as key mechanisms linking Science fiction exposure to technological literacy. Additionally, moderation analysis suggests that prior technology exposure strengthens the relationship between Science fiction and cognitive skill development. These findings underscore the value of integrating Science fiction literature and media into educational curricula to enhance students' analytical and technological competencies. This study contributes to the field by providing empirical evidence of Science fiction's pedagogical potential, advocating for its strategic inclusion in higher education to cultivate well-rounded, adaptable learners in an increasingly technology-driven world.

Yao, D., & Lin, J. (2025). **Cognitive enhancement through competency-based programming education: a 12-year longitudinal study**. *Education and Information Technologies*, *30*(14), 20347-20383. https://doi.org/10.1007/s10639-025-13582-w
Programming education consistently faces challenges in bridging theory with practice and fostering students' cognitive competencies. This 12-year longitudinal study (2011–2023) investigates an innovative competency-based teaching model in university C programming education that integrates six educational theories into a coherent framework with three dimensions (theoretical, practical, innovative), four integration mechanisms, and five combinatorial strategies. Using a mixed-methods approach with a quasi-experimental design, we studied 4,051 undergraduate students from a Chinese university. Results revealed significant enhancement in students' cognitive abilities, as measured by Raven's Standard Progressive Matrices ($t(350) = 8.76$, $p < 0.001$, $d = 0.68$), which strongly correlated with improved academic performance ($r = 0.62$), computational thinking ($r = 0.71$), and problem-solving skills ($r = 0.67$). The model creates multiple pathways for cognitive development through synergistic interactions between components, promoting collaboration and self-directed learning with effects extending beyond graduation. Multiple regression analysis identified three key predictors of cognitive enhancement: classroom engagement ($\beta = 0.35$), project completion ($\beta = 0.28$), and participation in innovation activities ($\beta = 0.22$). This study provides robust empirical evidence for the long-term efficacy of a competency-based model in programming education, presenting a transformative approach to STEM education reform particularly relevant in rapidly evolving technological landscapes.

Yaşar, M. Ö., & Mede, E. (2025). **Press record to learn: Self-made videos as a tool for self-regulated learning in a MOOC-based flipped classroom**. *Review of Education*, *13*(3), e70090. https://doi.org/10.1002/rev3.70090
The use of videos in online learning is well established. However, the effectiveness of self-made videos in a Massive Open Online Course (MOOC)-based Flipped Classroom (FC) model remains unclear. This study examines whether self-made videos can enhance self-regulated learning (SRL) among pre-service English language teachers. The research

employs a mixed-methods approach, combining quantitative data from pre- and post-tests using the Self-Regulated Online Learning Questionnaire (SOL-Q-R) and qualitative insights from semi-structured and focus group interviews. The study was conducted at a state university in Turkey with 65 pre-service English language teachers during the 2022–2023 academic year. Findings indicate that self-made videos significantly improve SRL skills by fostering goal-setting, self-monitoring, and reflective learning. Qualitative results further reveal that participants perceive video-making as a valuable tool for enhancing autonomy and engagement. This study contributes to the growing body of research on video-based pedagogy and offers a structured framework for integrating self-made videos into blended learning environments.

You, H., & Yu, H. (2025). **Early childhood teachers in the digital age: An empirical exploration of the current status and influencing factors of their digital literacy**. *Education and Information Technologies*, *30*(14), 20125-20155. https://doi.org/10.1007/s10639-025-13568-8
Even though digital literacy (DL) has become a required skill for teachers in the digital age, limited research has focused on teachers' preparation for DL, particularly in early childhood education (ECE). Using a mixed-methods research approach, this study investigated the current status of ECE teachers' DL levels and the factors that influence them. The quantitative data were collected through a structured questionnaire. Descriptive statistics and latent profile analysis showed that the overall DL of 543 participants was moderate, with distinct intra-group differences classifiable into three groups. Analysis of variance indicated that there were differences in the levels of DL among ECE teachers with various demographic characteristics. Regression analyses further revealed that the degree, nature, and level of the kindergarten were significant influencing factors. Qualitative data were obtained through semi-structured interviews with 10 teachers. The coding results based on grounded theory showed that four social-ecological system factors that influence DL are individual characteristics, kindergarten support, social environment, and era development. These findings highlight the necessity for DL training programs and provide empirical data to policymakers.

Yu, X., Hu, Y., Hu, Y., & Li, K. (2025). **Exploring factors that influence graduate students' intention to use generative artificial intelligence in academic research: PLS-SEM and fsQCA methods**. *Education and Information Technologies*, *30*(14), 19447-19472. https://doi.org/10.1007/s10639-025-13530-8
The growing use of generative artificial intelligence (GAI) in academic research has created a need to understand graduate students' intention to adopt this technology. This study extended the technology acceptance model (TAM) to explore the factors that influence graduate students' willingness to use GAI for academic research purposes. We integrated partial least squares structural equation modeling (PLS-SEM) and fuzzy set qualitative comparative analysis (fsQCA) to conduct a comprehensive analysis of technology acceptance. A survey of graduate students at a university in Jiangsu Province, China, yielded 460 valid responses. The results of the PLS-SEM study showed that perceived usefulness, perceived ease of use, and subjective norms were direct factors affecting graduate students' willingness to use GAI for academic research. Among them, the impact of perceived usefulness was the most significant. IT self-efficacy, service quality, and facilitating conditions had indirect effects on behavioral intention. Furthermore, the fsQCA analysis revealed that there were five solutions showing high intention to use GAI. Among them, high perceived usefulness and high subjective norms

were the core conditions that existed in multiple paths. This study provides valuable insights for developing educational applications and promoting the adoption of GAI in academic research.

Zhang, K., Chen, J., & Yang, Z. (2025). **Assessment and intervention with virtual reality technology for children aged 3–12 years with autism spectrum disorders: A scoping review**. *Education and Information Technologies*, *30*(14), 19703-19740. https://doi.org/10.1007/s10639-025-13561-1
Over the past decade, a large number of literature reviews have explored the effectiveness of virtual reality technology as applied to children with autism spectrum disorder (ASD), but there has been a lack of scope focus on different types of virtual reality systems in assessment and intervention for children aged 3–12 years and a lack of generalization of the main uses of virtual reality technology in children with ASD. Therefore, this paper aims to analysis the assessment and intervention of different virtual reality systems for children with ASD by searching seven databases with a total of 52 studies. In this paper, a comprehensive and systematic search of seven well-known online databases covering the time period from January 2014 to December 2024 was conducted. The databases searched included Wed of Science, PubMed, IEEE Xplore Digital Library, Science Direct, and ACM Digital Library, PsycINFO, ERIC. The studies had to address all aspects of assessment or intervention education for children with ASD aged 3–12 years. The first and second authors completed a quality assessment of the literature. Fifty-two studies were obtained through inclusion criteria and literature quality assessment. Data coding was used to extract key information about the studies from the literature of the included studies to facilitate analysis and discussion of the findings. The results show that (1) Aged 6–12 years and high functioning or mild/moderate ASD children were the selection bias of most researchers; (2) Virtual Reality (VR) is effective in assessment and intervention applications; (3) Head-Mounted Display VR (HMD VR) might cause excessive perceptual sensitivity in children with ASD, which required desensitization experiments; (4) Desktop VR seems to be the most common among researchers. The study concluded that Desktop VR, Handheld VR, Projector VR, HMD VR, and CAVE VR are all effective in assessing and intervening with children with ASD. However, future research should explore how best to implement them in lower age groups and in different systems.

Zhang, Yan, Guo, W., Tara, A. N., Cao, X., Wu, H., & Shi, H. (2025). **The effects of different instructional strategies on the college students' critical thinking learning experience and neural correlates using functional near-infrared spectroscopy**. *Education and Information Technologies*, *30*(14), 20467-20494. https://doi.org/10.1007/s10639-025-13566-w
Critical thinking (CT) is an essential skill in today's ever-changing society. Yet, the influences of instructional strategy, a crucial factor of educational outcomes, on the development of CT remains unclear. We proposed that the instructional strategy played a significant role in fostering CT and aimed to explore the complex neural mechanisms underlying this relationship. To address this issue, we adopted a mixed-methods approach that combined questionnaire and functional near-infrared spectroscopy (fNIRS) to explore the impact of watching various instructional strategy videos (lecture-based, teacher-student interaction-based, and group discussion-based) on CT learners' subjective experience (i.e., perceived interaction, learning effectiveness, teaching effectiveness, emotional valence, emotional arousal and difficulty of learning tasks) and

brain activation. The study involved 41 university student volunteers aged 18 to 26 from various academic disciplines. The results showed that the CT learners reported more positive experiences regarding interpersonal interaction, instructional efficacy, and emotional arousal in the group discussion-based instructional mode. In particular, the prefrontal cortex (PFC), which is associated with mentalization showed increased activity during the teacher-student interaction and peer discussion conditions, suggesting that social interaction in teaching and learning supports the cognitive foundation necessary for openness in CT learning. In contrast, relying solely on traditional didactic teaching strategies resulted in a more negative experience for CT learners. Our study provides multimodal evidence of an essential mechanism through which classroom interactions promote the development of CT. Additionally, it offers valuable insights for future CT pedagogical models, emphasizing the importance of creating opportunities for students to interact with both teachers and peers.

Zhang, Yandong, & Zhang, Y. (2025). **Exploring technology-assisted language learning innovations and effectiveness in enhancing english linguistics skills for college students**. *Education and Information Technologies*, *30*(14), 20597-20625. https://doi.org/10.1007/s10639-025-13563-z
In the digital age, technology-assisted language learning (TALL) has emerged as a pivotal approach to enhancing English linguistic skills among college students. This study explores the effectiveness of TALL innovations in enhancing English linguistic skills among college students. Employing a mixed-methods approach, data were collected through questionnaires and interviews. 430 college students participated in the quantitative survey, while 50 students were interviewed to provide qualitative insights. The quantitative data were analyzed using Statistical Package for the Social Sciences (SPSS) software, and the qualitative data were processed using Nvivo. The findings indicate a positive correlation between the use of language learning apps and improved comprehension of English phonetics. The integration of AI-driven grammar tools was found to enhance syntactic accuracy in student writing assignments. Regular use of interactive pronunciation software positively influenced students' spoken English fluency. Gamified vocabulary apps were associated with increased motivation and perseverance in learning English. The novelty of this study lies in its comprehensive examination of multiple TALL tools and their specific impacts on different aspects of language learning. By combining quantitative and qualitative methodologies, the research provides a holistic understanding of how various technological innovations contribute to language skill development. The study's findings underscore the transformative potential of TALL in modern education.

Zhong, Z., Zou, X., Jin, S., Li, K., & Huang, J. (2025). **The impact of virtual teachers on learners in collaborative inquiry activities: An experimental study**. *Education and Information Technologies*, *30*(14), 19591-19626. https://doi.org/10.1007/s10639-025-13540-6
The effective implementation of Collaborative Inquiry-based Learning (CIL) activities hinges upon the learners receiving ample support and timely feedback. Without explicit guidance from educators within the interaction design, inquiry processes, and task steps, the efficacy of learning outcomes is challenging to ensure. Virtual teachers have the capacity to substitute for human educators, offering learners knowledge-based answers and personalized support throughout the collaborative inquiry process. The present study employs a two-factor experimental design to investigate the impact of the

anthropomorphic design features of virtual teachers (Photo-realistic, PVT vs. Cartoon-style, CVT) and the structure of collaborative scripts (Low, LCS vs. High, HCS) on the academic performance, motivation, and perceived needs of secondary school students engaged in CIL activities. Sixty-two students from two classes in a secondary school participated in the CIL activity experiment. Findings indicated that: (1) PVT significantly boosted learners' academic performance, while CVT enhanced learners' motivation and addressed their perceived needs. (2) LCS effectively stimulated learners' motivation and addressed their perceived needs, whereas HCS improved learners' academic performance. (3) There was no significant interaction between virtual teachers (PVT/CVT) and collaboration scripts (HCS/LCS) concerning learners' academic performance, motivation, and perceived needs.

Zhou, D., Li, T., Barakova, E., Chen, C., & Zhang, J. (2025). **Enhancing positive emotions and creativity in visual storytelling: the effect of multimedia transformation of drawings**. *Education and Information Technologies*, *30*(14), 20417-20443. https://doi.org/10.1007/s10639-025-13534-4
Visual storytelling is a widely practiced educational activity that encourages children's verbal and figural creative expression through both narrative and drawing. This study investigated how transforming children's drawings into multimedia formats—by adding sound effects, animated presentation, or a combination of both—impacted children's affective reaction and creativity in storytelling. An interactive prototype was developed to apply multimedia transformations to children's drawings when they experienced creative blocks. A mixed-methods approach was employed, involving 80 children aged 8 to 10 years, who were randomly assigned to four groups: a control group and three intervention groups subjected to sound effects, animated presentations, and a combination of both. Emotional and creative outcomes were assessed across these groups. Quantitative analyses showed that the groups subjected to the multimedia transformations exhibited significantly stronger positive emotions and creativity compared to the control group. Qualitative findings further revealed that children in the multimedia transformation groups experienced greater immersion due to the sound effects, which encouraged more detailed story elaboration, while the animated presentations facilitated the exploration of cause-and-effect relationships, inspiring more expansive storylines. The combination of the sound effects and the animated presentations was observed to provide the most comprehensive support, enhancing positive emotions, boosting independent creativity, and helping children overcome creative blocks in visual storytelling without introducing new content from external sources. These findings inform the design of storytelling-assisted systems and broaden understanding of how multimedia supports creativity and independent problem-solving through emotional enhancement.

Orientation scolaire et professionnelle

Acton, R., Cortes, K. E., Miller, L., & Morales, C. (2025). **Distance to degrees: How college proximity shapes students' enrollment choices and attainment across race-ethnicity and socioeconomic status**. *Economics of Education Review*, 102724. https://doi.org/10.1016/j.econedurev.2025.102724
Leveraging rich data on the universe of Texas high school graduates, we estimate how the relationship between geographic access to public two- and four-year

postsecondary institutions and postsecondary outcomes varies across race-ethnicity and socioeconomic status. We find that students are sensitive to the distance they must travel to access public colleges and universities, but there are heterogeneous effects across students – particularly with regard to distance to public two-year colleges (i.e., community colleges). White and higher-income students who live in a community college desert (i.e., at least 30 minutes driving time from the nearest public two-year college) substitute towards four-year colleges and are more likely to complete bachelor's degrees. Meanwhile, Hispanic, lower-income, and to some extent, Black students respond to living in a community college desert by forgoing college enrollment altogether, reducing the likelihood that they earn associate's degrees and reducing the likelihood that they ultimately transfer to four-year colleges and earn bachelor's degrees. These relationships persist up to eight years following high school graduation, resulting in substantial long-term gaps in overall degree attainment by race-ethnicity and income in areas with limited postsecondary access. JEL Codes: I21, I23, I24

An, B. P., & Loes, C. N. (2025). **Examining the Role of Student Engagement on the Relation Between Dual Enrollment and College Persistence or Transfer**. *Research in Higher Education*, *66*(6), 35. https://doi.org/10.1007/s11162-025-09854-6
We examine whether participation in dual enrollment increases student engagement in college using a nationally representative sample of postsecondary institutions. We use student engagement frameworks to guide our analysis, but draw on more recent studies that include student transfer as an outcome option. Dual enrollment initially exposes students to the demands of college, and they learn the roles and behaviors of what it means to be a "college student," leading to better navigation of the college environment. We therefore expect part of this preparation to manifest itself in their college engagement. We find that dual enrollment increases vertical transfer for students who begin postsecondary education at two-year colleges. Additionally, dual-enrolled students who start at four-year colleges are more likely to reverse transfer and continuously enroll at their first institution than nonparticipants. However, we found little evidence that student engagement accounts for the advantages of dual enrollment.

Barets, E. (2025, septembre 11). ***Ces étudiants qui font une année de césure, et en font un atout auprès des entreprises : « Quand je suis revenue, je savais où je voulais aller »***. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/09/11/c-est-vraiment-ma-cesure-que-j-ai-mise-en-avant-pour-obtenir-le-poste-pas-du-tout-le-master-que-j-ai-fait-l-annee-de-cesure-un-atout-dans-un-marche-du-travail-plus-concurrentiel_6640410_4401467.html
De plus en plus d'étudiants font une pause dans leurs études, pour voyager et faire des stages, des expériences qui sont ensuite valorisées par auprès des entreprises.

Fontanini, C. (2025). ***La Féminisation du métier de vétérinaire: Une construction différenciée des projets professionnels entre les étudiantes et les étudiants***. Consulté à l'adresse https://editions.univ-lorraine.fr/edul/catalog/book/b9782384511976
Un ouvrage de recherche sur un sujet peu exploré en France : la profession vétérinaire et sa féminisation.Depuis plus de trente ans, les femmes ont fait une entrée massive dans les écoles vétérinaires. Pourtant, malgré l'indéniable féminisation du métier, les qualités mises en avant dans la profession sont censées être avant tout masculines. L'égalité professionnelle est loin d'être acquise et si la présence des femmes n'est plus vraiment remise en cause, une différence importante continue à se faire sentir entre les genres au

niveau des espèces traitées, des modes d'exercice du métier, du temps de travail.L'autrice a conduit une recherche de cinq années sur des étudiantEs de l'École nationale vétérinaire de Toulouse, afin de saisir comment se construisent leurs aspirations et leurs représentations socioprofessionnelles. Elle a aussi questionné les messages implicites et explicites de leurs enseignantEs sur les différents types d'exercice (animaux de rente, animaux de compagnie…). Étudier l'évolution des représentations socioprofessionnelles des étudiantEs offre le moyen de percevoir les changements dans l'appréhension d'une profession, ainsi que les facteurs d'attrait ou de rejet par rapport à une pratique professionnelle. Christine Fontanini est professeure des universités et membre du Laboratoire interuniversitaire des sciences de l'éducation et de la communication (Université de Strasbourg, Université de Haute Alsace et Université de Lorraine). Ses recherches portent principalement sur les choix d'orientation dans l'enseignement supérieur en fonction du genre.

Ihaddadene, F. (2025). ***Promesse d'embauche: Comment l'État met l'espoir des jeunes au travail***. Consulté à l'adresse https://ladispute.fr/catalogue/promesse-dembauche/
Stage, apprentissage, service civique, volontariats : depuis 50 ans, l'État multiplie les politiques jeunesses. Tous ces dispositifs ont en commun de mettre l'espoir des jeunes au travail sans se donner les moyens de l'honorer : promesse d'embauche sans engagement d'un emploi, promesse d'insertion sociale sans capacité de fournir un revenu minimum aux jeunes, promesse de citoyenneté sans ouverture des droits sociaux, promesse de mobilité sociale sans démocratisation de la formation, etc. En faisant le récit et en soulignant la cohérence de ces politiques depuis les années 1970, Florence Ihaddadene en livre la première synthèse et montre comment elles trient, classent et dressent les jeunes.

Mensah, M. K. (2025). **Students' Utilisation of Guidance and Counselling Services in Senior High Schools**. *British Journal of Education*, *13*(1). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-1-2025/students-utilisation-of-guidance-and-counselling-services-in-senior-high-schools/
Although guidance and counselling services are needed at every stage in human life, it is more essential for late adolescents especially those in school due to the numerous needs they ought to satisfy. In view of that senior high schools are required to offer varied guidance and counselling services for students in order to promote […]

Rakoto-Raharimanana, H., Monin, N., & Barrère, A. (2022). **Retour sur l'article « Reconversion, bifurcation ou réorientation professionnelle ? Le cas des professeurs des écoles »**. *Recherche et formation*, (100), 85-105. https://doi.org/10.4000/14iah
Les mutations du travail depuis les années 1990 ont redéfini les carrières, faisant de la reconversion professionnelle un phénomène révélateur des tensions dans la réalisation de soi et la quête de sens dans le travail. Analysée comme une transition active, celle-ci émerge souvent d'une situation vécue (souffrance au travail, désaccords éthiques) poussant des individus, notamment diplômés, à quitter des métiers valorisés ou associés à des responsabilités importantes au profit du professorat. Ce choix, loin d'être un simple « repli », incarne une aspiration à l'équilibre entre vie professionnelle et vie privée, à un meilleur accord entre le travail et le sens donné à ce dernier ainsi qu'à davantage d'autonomie. Souvent portée par des femmes, la reconversion vers le professorat s'accompagne d'un travail réflexif pour requalifier le métier enseignant comme un « refuge honorable ». L'article ainsi que le Rebond qui l'accompagne invitent donc à

repenser la reconnaissance du métier d'enseignant·es, les interactions entre parcours individuels et structures collectives ainsi que les contours fluctuants de l'accomplissement de soi.

Wang, K., Qu, Y.-Y., & Wong, S.-P. (2025). **Exploring college students' utilization of generative AI for career information seeking: an integrated model with PLS-SEM and FsQCA approach**. *Education and Information Technologies*, *30*(14), 20071-20098. https://doi.org/10.1007/s10639-025-13569-7
This research delves into the factors that shape Chinese college students' engagement with Generative AI (GenAI) for career exploration purposes, employing the lenses of the Comprehensive Model of Information Seeking (CMIS) and the Technology Acceptance Model (TAM). Utilizing a mixed-methods design, which integrates partial least squares structural equation modelling (PLS-SEM) and fuzzy-set qualitative comparative analysis (fsQCA), this study gathered empirical data from 502 participants through a paper-based questionnaire. The results revealed that college students' utilization of GenAI for career information seeking is influenced by both individual factors (work-relevant knowledge & experience, technological readiness, and efficacy beliefs) and perceptions of the information carrier (perceived usefulness, perceived output quality, and perceived value). Through fsQCA, four configurations influencing students' career information seeking behavior were identified. This highlights that such behavior is not driven by a single factor but rather by a combination of these factors, underscoring the complexity of information-seeking behaviors. The findings provide theoretical support for CMIS as a viable framework beyond health information seeking and identifying practical applications and opportunities for future research on career information seeking. Moreover, the results highlight the necessity of balancing GenAI integration in career guidance education. Future studies should explore how to combine GenAI with other educational strategies to further enhance career preparation and address the limitations of GenAI in educational settings.

Zhang, L., & Liu, X. H. (2025). **Degrees of Connection: Examining the Relationships Among College Majors, Marriage, and Spouse Selection**. *Research in Higher Education*, 66(6), 36. https://doi.org/10.1007/s11162-025-09857-3
This study examines how college majors are related to marital outcomes through homogamy based on college attainment and fields of study. Grounded in theories of educational assortative mating, opportunity structure, and personal preferences, we investigate how college majors predict marriage probability, spouse selection, and economic inequality among different-sex and same-sex couples using American Community Survey data (2019–2023) from over 9 million individuals aged 25–69. Findings reveal significant differences in marriage probability between individuals with and without college degrees and across college majors. Including earnings and occupations substantially reduces these disparities for men but has minimal impact for women. A clear pattern of major-based homogamy emerges for both different-sex and same-sex couples. STEM majors exhibit strong homogamy and a propensity to have spouses who majored in other STEM fields. Given the significant earnings gaps across majors, major-based homogamy amplifies income inequality among married couples, an effect particularly pronounced for women in different-sex marriages.

Politique de l'éducation et système éducatif

Adamson, F., & Taneja, A. (2025). ***Démystifier les partenariats public-privé dans le domaine de l'éducation: ce que tout décideur politique devrait savoir (Note de Politique)*** (p. 20). Consulté à l'adresse Privatisation in Education and Human Rights Consortium (PEHRC) website: https://www.right-to-education.org/node/1711
Les partenariats public-privé (PPP) sont souvent présentés comme une solution miracle au manque de financement de l'éducation. Cette note politique, basée sur un document de travail plus long et plus développé, montre que ces arrangements génèrent souvent des coûts cachés plus élevés et creusent les inégalités en matière d'éducation.

Aganaba, D. (2025). **Moderating Role of Public Trust in Government on the Relationship Between Taxpayers' Education and Revenue Generation in Bayelsa State, Nigeria**. *British Journal of Education*, *13*(10). Consulté à l'adresse https://eajournals.org/bje/vol13-issue10-2025/moderating-role-of-public-trust-in-government-on-the-relationship-between-taxpayers-education-and-revenue-generation-in-bayelsa-state-nigeria/
This study investigates the moderating effects of public trust on the relationship between tax education and revenue generation in Bayelsa State. While tax education plays a vital role in enhancing taxpayers' knowledge, compliance, and willingness to pay taxes, the effectiveness of such educational efforts is often influenced by the degree of trust citizens have in […]

Ahrsjš, U., Meghir, C., Palme, Mœ., & Schnabel, M. (2025). ***The Effect of Education Policy on Crime: An Intergenerational Perspective*** (Working paper N° 2356R2). Consulté à l'adresse Cowles Foundation for Research in Economics, Yale University website: https://EconPapers.repec.org/RePEc:cwl:cwldpp:2356r2
We examine the intergenerational effect of education policy on crime. Using administrative data that links outcomes across generations with crime records, we show that the Swedish comprehensive school reform, gradually implemented between 1949 and 1962, reduced conviction rates for both the generation directly affected by the reform and their sons. The reduction in conviction rates occurred in several types of crime. Mediation analysis suggests that key channels include increased parental educational attainment and household income, as well as reduced criminal behavior among fathers.

Akpojotor, R. U., Mordi, C. U., Onoka, H. O., & Ogah, B. O. (2025). **Impact of Fuel Subsidy Removal on Staff Welfare and Students Academic Performance in Tertiary Institutions in Delta State**. *British Journal of Education*, *13*(3). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-3-2025/impact-of-fuel-subsidy-removal-on-staff-welfare-and-students-academic-performance-in-tertiary-institutions-in-delta-state/
This paper examined the impact of fuel subsidy removal on staff welfare and students' academic performance in tertiary institutions with a view of looking at the measures put in place by the government in ensuring that the people are not affected by the subsidy removal. Four research questions were posed for the study. A descriptive […]

Alimi, O. B., Linden, T., Roseo, E. M., & Tian, Z. (2025). ***Scaling Up Interventions to Reduce Learning Poverty in South Asia : The Six Scaling Principles for Success - A Brief Guide***. Consulté à l'adresse World Bank website:

https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099219508212529442
Scaling Up Interventions to Reduce Learning Poverty in South Asia : The Six Scaling Principles for Success - A Brief Guide (English)

Alnuaimi, A., Opoku, M. P., Tekin, A. K., & Ndijuye, L. G. (2025). **Inclusive Early Education in the Gulf context: An Assessment of Quality of Practices by School Leaders**. *International Journal of Early Childhood*, *57*(2), 485-504. https://doi.org/10.1007/s13158-024-00407-z
The 2022 World Conference on Early Childhood Education resulted in the Tashkent Declaration, which emphasized the need for an extension of early childhood education to vulnerable children, such as those living with a form of disability. A Gulf country, United Arab Emirates (UAE), participated in the world conference and committed towards practicing inclusive education. In this study, ecological system model was operationalized as conceptual framework to understand the quality of inclusive practices from the perspective of 151 early childhood education school leaders who completed the quality scale of inclusive school (QU!S–S). The data were subjected to computation of confirmatory factor, t-test, analysis of variances, and regression analysis. The study provides support for the hypothesized structural validity of the QU!S–S, and demographics provide additional insight into inclusive practices. It concludes with a call on policymakers in the UAE to reflect the tenets of the ecological system model in future early school inclusive policy.

Amanfo, B. A., Amankwah, F., & Osei-Amankwah, L. (2025). **Perceived Impacts of Curriculum Reform Implementation on Teacher Education Development in Ghana**. *British Journal of Education*, *13*(6). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-6-2025/perceived-impacts-of-curriculum-reform-implementation-on-teacher-education-development-in-ghana/
This study used descriptive survey design to assess College of Education tutors' perception of the influence of curriculum reform implementation on teacher education development in the Ashanti region of Ghana. The quantitative research approach was employed. The proportionate simple random sampling technique was used to select 221 respondents from eight colleges of education in the […]

Amoka, S., Jatau, B. S., Kwaha, J. Z., & Olatunji, K. J. (2025). **Minimum Curriculum and Course Specifications for Geological Engineering Technologists in Nigeria**. *British Journal of Education*, *13*(4). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-4-2025/minimum-curriculum-and-course-specifications-for-geological-engineering-technologists-in-nigeria/
In view of the vital role of mineral, petroleum and other earth resources in national development and economic growth, adequate development of quality technical professionals is critical for geological exploration and evaluation of the resources. This paper presents an overview of recent reviews of education programmes for geological engineering technologists. The geological programmes are traditionally […]

Awoniyi, B. K., & Awoniyi, A. O. (2025). **Industrial Education in Nigeria: Trends, Challenges, and Prospects for National Development**. *British Journal of Education*, *13*(11). Consulté à l'adresse https://eajournals.org/bje/vol13-issue11-2025/industrial-education-in-nigeria-trends-challenges-and-prospects-for-national-development/

Industrial education in Nigeria represents a vital framework for equipping individuals with the knowledge, technical skills, and practical competencies necessary to drive industrialisation and national development. It combines vocational training with broader socio-economic objectives, bridging the gap between theoretical learning and workplace demands. This review synthesises literature on the historical evolution, current state, challenges, and […]

Bagot, L., Dutey, C., de Formel, C., Liogier, V., & Rousseau, S. (2025). **En 2024, 197,1 milliards d'euros consacrés à l'éducation, soit 6,8 % du PIB**. *Note d'Information*, (25.52), 1-4. Consulté à l'adresse https://www.education.gouv.fr/en-2024-1971-milliards-d-euros-consacres-l-education-soit-68-du-pib-451458
En 2024, la France a consacré 197,1 milliards d'euros à son système éducatif, soit une hausse de 6,8 milliards d'euros par rapport à 2023 en euros courants (+ 3,6 %). En tenant compte de l'effet prix, la hausse est ramenée à 2,8 milliards en euros constants, soit + 1,4 % par rapport à 2023.

Belina, D., Geleta, A., Beyene, D., & Tafesse, M. (2025). **Enhancing school quality: insights into infrastructure, financial practices, and community engagement in secondary schools of Oromia Regional State, Ethiopia**. *Humanities and Social Sciences Communications*, *12*(1), 1275. https://doi.org/10.1057/s41599-025-05118-x
This study examined quality enhancement practices in secondary schools in the Oromia Regional State, Ethiopia, focusing on the influence of school infrastructure, financial practices, and community engagement on academic achievement. The study employed a convergent parallel mixed-methods design. A total of 32 schools, randomly selected across four zones in the region, participated in the research. The study involved 388 participants, including teachers, department heads, principals, and PTSA members. Data collection methods included questionnaires, interviews, and document reviews. The study found a strong correlation between quality practices and academic achievement. However, inconsistencies in infrastructure, material adequacy, utilization, and financial management present significant challenges. Addressing these challenges requires a comprehensive approach, including resource optimization, effective financial management, and community engagement and support. Recommended strategies involve conducting comprehensive needs assessments, prioritizing infrastructure and resources, seeking community partnerships for funding, and investing in resources with careful planning, ensuring transparency, and fostering sustainable improvements. These strategies aim to improve educational inputs, strengthen community ties, and support sustainable practices.

Benzehaf, B., & Zyad, H. (2025). **Global citizenship education in the Moroccan curriculum: Are Moroccan learners being prepared for the global village?** *PROSPECTS*, *55*(1), 231-247. https://doi.org/10.1007/s11125-024-09679-8
This article probes students' awareness of global citizenship and compares it with the content of the national citizenship syllabus to which they are exposed. The research reported herein examined pedagogical approaches to citizenship content, following a qualitative content analysis of textbooks and course packs. In addition, interviews were held with a group of students to explore how global citizenship education (GCE) content influences the knowledge, perceptions, and values of students, with the aim of gauging the depth of its impact. The results suggest that, though efforts have been made to incorporate GCE into the curriculum, several limitations weaken the links between

students and their communities on the one hand, and the global community on the other hand. Furthermore, the pedagogy used to teach GCE content exhibits several shortcomings, as the tasks assigned to the students do little to promote critical thinking. In light of the results, several implications are discussed.

Binette-Laporte, F., Plante, I., Chaffee, K., Fréchette-Simard, C., Goulet, M., Dubeau, A., … Yale-Soulière, G. (2024). **Le Questionnaire d'anxiété évaluative scolaire (QAES) : l'adaptation française d'une échelle courte destinée aux jeunes**. *Mesure et évaluation en éducation*, *47*(3), 38-62. https://doi.org/10.7202/1119631ar
Les instruments de mesure de l'anxiété évaluative scolaire ont généralement été validés à partir de populations anglophones. En outre, ces instruments sont généralement longs, ce qui complexifie leur administration en contexte scolaire. S'appuyant sur la Children's Test Anxiety Scale (CTAS, 2004), une adaptation française intitulée Questionnaire d'anxiété évaluative scolaire (QAES) a d'abord été produite, suivie de sa version courte, le Questionnaire d'anxiété évaluative scolaire-Courte (QAES-C). Deux études complémentaires comprenant respectivement 1 212 et 387 élèves québécois ont examiné les qualités psychométriques du QAES-C. Les résultats d'analyses factorielles exploratoires (étude 1) et confirmatoires (étude 2) ont révélé une structure reflétant les trois composantes de l'anxiété évaluative scolaire (cognitive, physiologique et comportementale). Dans les deux études, ces trois sous-échelles ont révélé une cohérence interne élevée. L'ensemble des résultats suggère que le QAES-C présente des qualités psychométriques satisfaisantes, justifiant son emploi pour mesurer l'anxiété évaluative scolaire vécue par les adolescents francophones.

Blavier, P. (2025). **La multiplication des revues de sciences sociales (1975-2025) : crise de surproduction et spécialisation ?** *Actes de la recherche en sciences sociales*, *258259*(3-4), 58-71. https://doi.org/10.3917/arss.258.0058

Bonnéry, S. (2025). ***Temps de l'enfant, rythmes scolaires : vraies questions et faux débats***. Consulté à l'adresse https://gabrielperi.fr/librairie/notes-actes/temps-de-lenfant-rythmes-scolaires/

Bonnet, S. (2025). **La fabrique locale de l'école : quelles postures des directions scolaires vis-à-vis des acteurs locaux ? Comparaison France-Italie**. *La direction scolaire dans tous ses états*. Présenté à Angers, France. Consulté à l'adresse https://hal.science/hal-05265472
The paper analyses the territorialisation of schools in France and Italy, in connection with the territorial experience of school heads. We show that the stronger this experience, the more successful the territorialization. The study, conducted in the Alpine arc, reveals obstacles (isolation, imposed mobility) and levers (local commitment, autonomy). It proposes to extend the reflection to the territorialization of didactics.

Bouchamma, Y., Kaaouachi, A., & Lambert, M. (2025). ***Référentiel de compétences pour la gouvernance et le leadership en milieu universitaire: compétences professionnelles et transversales à la gestion d'un établissement d'enseignement supérieur***. Consulté à l'adresse https://www.degruyterbrill.com/document/isbn/9782766306725/html?srsltid=AfmBOoqX4tRy4_7pi0NcxZqs-wANbzAG-K_wb1cDb7meE1PlWnc7IvVF

Voici un référentiel conçu pour assurer l'acquisition et le développement des compétences requises par les gestionnaires d'établissement d'enseignement supérieur afin de répondre aux exigences de leur fonction.

Brunel, M., Outers, P., & Campanholo, P. (2025). **Du prescrit légal aux supports d'enseignement : analyse comparée des orientations de l'enseignement de la littérature dans quatre contextes territoriaux pour la classe d'entrée au secondaire**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14ro6
Dans cet article, nous proposons de rendre compte d'une étude comparative internationale à dimension modeste : à partir d'un échantillon réduit de manuels en usage durant l'année scolaire 2019-2020 dans quatre contextes – Brésil, Fédération Wallonie-Bruxelles, Communauté flamande de Belgique, France –, pour un même niveau de scolarité (la classe d'entrée dans le secondaire), nous avons mené une analyse à l'échelle de l'organisation générale du chapitre, des corpus et des visées déclarées ou implicites ; le manuel a été considéré comme un révélateur de la manière dont une institution scolaire transmet une conception de la personne et du citoyen qu'elle souhaite former. Notre cadre théorique est fondé sur les finalités de l'enseignement-apprentissage de la littérature selon Richard (2004, p. 79-81) et Simard et al. (2019, p. 353-354), les types de corpus selon Rouxel (2015, p. 20) et Simard (1996, p. 44-46) et la question du sujet lecteur (Langlade et Rouxel, 2020, p. 105-106). Notre question de recherche principale est la suivante : « Dans nos quatre contextes territoriaux et linguistiques, de quelle(s) manière(s) les programmes et les manuels pour le cours de langue première de la classe d'entrée dans le secondaire rendent-ils compte de conceptions différentes de l'enseignement-apprentissage de la littérature et de la formation du lecteur du XXIe siècle ? ». Nous avons ainsi été amenés à analyser les manuels en nous interrogeant sur les finalités de l'enseignement-apprentissage de la littérature qui y sont énoncées, sur la place réservée au texte littéraire face aux autres textes (informatifs, argumentatifs, etc.), sur les corpus littéraires exploités (littérature patrimoniale, littérature de jeunesse, littérature nationale ou étrangère, etc.) et sur le lecteur que l'école veut former.

Bui, H. T. M., Le, T. T. T., & Nguyen, H. T. M. (2025). ***Report on digital transformation in higher education in Southeast Asia*** (p. 87). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000395325

CAF, CLADE, ECLAC, IDB : Inter American Development Bank, IIEP UNESCO, UNESCO, … World Bank. (2025). ***Financial sustainability, equity, and efficiency of educational investment as enabling requirements for educational transformation in Latin America and the Caribbean 2025*** (p. 33). Consulté à l'adresse UNICEF website: https://www.unicef.org/lac/en/media/52646/file/Financial%20sustainability,%20equity%20and%20efficiency%20of%20educational%20investment%20-%20English.pdf.pdf

Chen, J. & Global Education Monitoring Report Team. (2025). ***A framework on the relationship between system and school leadership with the implementation of digital transformation reforms in education*** (p. 18). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000394960

Cheslock, J. J. (2025). **Do not Discard $16 Billion: Accounting for IPEDS Administrative Unit Observations**. *Research in Higher Education*, *66*(6), 38. https://doi.org/10.1007/s11162-025-09856-4
The IPEDS Finance survey is a key resource for academic research, policy analysis, and efforts to improve transparency and accountability. However, the data from the survey can be difficult to use properly. This research note addresses a specific challenge: how to incorporate the $16 billion in revenues and expenditures reported annually within administrative unit observations. Commonly used procedures for preparing IPEDS finance data lead researchers to incorporate none or only a portion of these dollars. When incorporated, the dollars are often assigned to only some of the institutions affiliated with the administrative unit. To better understand this issue, I analyze IPEDS data to reveal five novel findings regarding revenues and expenditures held within administrative unit observations. The results show that this challenge is most relevant for public institutions, certain revenues and expenditure categories, and longitudinal analysis. To support researchers, I offer clear guidance for fully incorporating these dollars and linking them to all relevant institutions. The guidance includes a simple decision rule that will prove useful for most studies. Supplementary resources are provided to facilitate implementation. This research note ends with an illustration demonstrating how research findings can meaningfully vary based on the treatment of administrative unit observations.

Conseil Supérieur de l'éducation. (2025). ***La complexité du système éducatif sous le regard du Conseil supérieur de l'éducation : Rapport sur l'état et les besoins de l'éducation 2023-2025*** (p. 98). Consulté à l'adresse Gouvernement du Québec website: https://www.cse.gouv.qc.ca/wp-content/uploads/2025/09/50-0811-RF-complexite-systeme-educatif.pdf
Dans un contexte où les systèmes éducatifs nationaux se sont complexifiés, le gouvernement du Québec a besoin plus que jamais d'organismes indépendants qualifiés pour le conseiller en prenant en considération le contexte d'une société contemporaine plurielle.

Council of Ministers of Education, Canada (CMEC). (2022). ***Business Case and Implementation Plan of a Pan-Canadian Credential Assessment Centre for Internationally Educated Teachers*** (p. 64). Consulté à l'adresse Council of Ministers of Education, Canada (CMEC) website: https://cmec.ca/Publications/Lists/Publications/Attachments/432/Business_Case_and_Implementation_Plan_PQAC_IETs_EN.pdf

Couppié, T., Joseph, O., & Sawadogo, A. W. F. (2025). **Le CAP : entre rôle social et diplôme d'insertion**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4120* (p. 25) [Report]. Consulté à l'adresse CEREQ website: https://www.cereq.fr/le-cap-entre-role-social-et-diplome-dinsertion
Dans un contexte de réformes de l'enseignement professionnel, cette étude analyse la place du CAP dans les parcours de formation et d'insertion des jeunes. Elle s'appuie sur les enquêtes Génération du Céreq (2013 et 2020) pour comparer les trajectoires des sortants de 2010 et 2017. L'étude révèle une évolution des profils, avec une hausse des élèves issus de Segpa/Ulis, et confirme le rôle du CAP comme levier d'insertion, bien que moins favorable que le bac pro. Elle souligne des disparités selon la voie de formation, la

spécialité, le genre et l'origine sociale. Enfin, elle montre que la double diplomation CAP + bac améliore les perspectives d'insertion, parfois comparables à celles des diplômés du supérieur.

de la Rosa, M., Schmitz, F. M., Tekian, A., & Guttormsen, S. (2025). **Enhancing institutional processes and student experience in higher education through Journey Mapping: A systematic review**. *Review of Education*, *13*(3), e70100. https://doi.org/10.1002/rev3.70100
Higher education institutions (HEIs) navigate dynamic environments shaped by technological advancements and evolving labour market demands. To maintain competitiveness and high-quality offerings, HEIs require appropriate instruments. This study examines the application of the Student Journey Mapping (JM) approach within the higher education context. Originally from the business context, JM enables identification, visualisation and improvement of all student interactions with HEIs. We conducted a systematic review in accordance with the PRISMA protocol by retrieving international peer-reviewed studies in English and German, published between 2000 and 2024, from eight databases. The review focused on three primary JM frameworks applied in higher education: Customer Journey Mapping, Service Blueprinting, and the Brand Touchpoints Wheel. Initially, 15,615 studies were identified; after rigorous screening, 21 remained. Benefits encompass service improvement, innovation and raising faculty awareness of staff and student needs. However, challenges remain, primarily gaps in implementation knowledge and issues surrounding the sustainability and implementation of results. JM is a promising tool for HEIs to maintain attractive student offerings. Our findings align with factors critical to student success and suggest that JM provides valuable insights for enhancing HEIs' competitiveness and the quality of their educational offerings. Context and implications Rationale for this study: HEIs face increasing pressure to adapt programmes and structures to changing student needs and growing competition. This study explores how JM supports such transformation. Why the new findings matter: This is the first systematic review of JM in higher education, offering a structured synthesis and transferable model across diverse institutional contexts. Implications for practitioners, policy makers and researchers: The findings support HEIs in adopting student-centred innovation tools to drive structural development and keeping up the quality of teaching and learning. The proposed three-phase model provides guidance for strategic and operational use of JM and can inform practice, policy development and further research on institutional transformation in higher education.

Diao, J., Tang, X., & Ding, X. (2025). **How do nations around the world navigate the digitalization of vocational education policies?** *Education and Information Technologies*, *30*(14), 19803-19831. https://doi.org/10.1007/s10639-025-13567-9
This study provides a comprehensive analysis of vocational education digitalization policies across China, Australia, Japan, Germany, and the UK. It utilizes a multi-dimensional framework to assess policy subjects, themes and instruments. The findings highlight multi-stakeholder involvement and varying national approaches. A collective commitment to enhancing digital skills and aligning vocational education with industry requirements is evident, though specific priorities vary by country. There is a significant focus on supply-side policy instruments often at the expense of demand-side considerations. Common challenges include digital infrastructure disparity and the complexity of stakeholder collaboration. To address these, the study recommends enhancing collaboration mechanisms among diverse subjects, improving resource

allocation, and balancing market-driven and government-led initiatives. Further, it suggests optimizing policy content, and enhancing policy instrument synergy and alignment with national and international contexts.

Direction générale de l'éducation, de la jeunesse, du sport et de la culture (Commission européenne), Lekavičiūtė, E., Mulvik, I., Baroková, B., & Torras, N. (2025). ***School learning environments for sustainability in the EU: final report***. Consulté à l'adresse https://data.europa.eu/doi/10.2766/0222983
This study aims to explore how education infrastructure and learning environments can be more sustainable and supportive of student health, well-being and learning across the EU. It focuses on institutional and policy-level practices and programmes that help to maximise the positive impact of learning environments. In addition, the study seeks to highlight lessons learned and to showcase good practices in this area to inspire school communities to engage and participate.

Elacqua, G., Marotta, L., Martínez, M., Méndez, C., & Nascimento, D. (2025). ***Smart Spending in Education in Latin America and the Caribbean***. Consulté à l'adresse Inter-American Development Bank website: https://publications.iadb.org/en/smart-spending-education-latin-america-and-caribbean
This book offers an analysis of educational financing in Latin America and the Caribbean (LAC), highlighting that while investment in education is essential, the efficiency and effectiveness in the use of resources are decisive for improving learning outcomes and reducing educational gaps. Based on interviews and documentary analysis conducted in 22 countries in the region, the book proposes a conceptual framework that integrates the operational dimensions of financing mobilization, distribution, execution, and monitoring with the normative principles of adequacy, equity, efficiency, and transparency.

Elnour, Z., Siddig, K., & Grethe, H. (2025). **Economy-wide implications of increasing school enrolment in Sub-Saharan Africa**. *International Journal of Educational Development*, *118*, 103390. https://doi.org/10.1016/j.ijedudev.2025.103390
The high number of out-of-school youth in developing countries constitutes a pressing challenge with profound implications for attaining sustainable development. Sudan, for example, has the fifth-highest number globally while struggling with sluggish economic growth and high youth unemployment. In this study, we assess the potential economy-wide implications of options to enhance enrolment among youth by lowering private household spending on education and training services, taking Sudan as a case study. Cost reduction is considered for: a) primary education, b) secondary education, c) primary and secondary education, and d) all formal educational cycles and vocational training. We developed a recursive-dynamic single-country Computable General Equilibrium (STAGE-Edu) model that captures vocational training, secondary education by type (vocational and non-vocational), and education and training choices at different levels, with broad coverage of existing bridges between education and training. STAGE-Edu also establishes endogenous and consistent linkages between the educational and training system and the skill levels of the labour force through six-stage nested production functions. The findings suggest that cost reduction in primary education significantly reduces the number of out-of-school children and enhances long-term economic growth. However, it increases dropouts from post-primary education and vocational training. In contrast, cost reduction for both primary and

secondary education improves enrolment in the tertiary education cycle and promotes the overall skill composition. Funding such cost reductions from foreign development aid and grants yields higher economic benefits than increasing domestic taxes.

European Commission. Directorate general for education. (2025). ***Investing in education 2025*** [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/fr/publication-detail/-/publication/b575982f-82f0-11f0-9af8-01aa75ed71a1
This report presents the new 2023 data on public expenditure on education and discusses the economic returns to investing in education. Education investment in the EU is showing early signs of recovery, but persistent challenges remain. The new EU economic governance framework and the Union of Skills open the door for more strategic education investment. The report shows that education is a proven engine of competitiveness and long-term resilience. Tackling educational inequality is key to promoting intergenerational fairness and mobilising all economic potential. Quality education is also central to addressing Europe's demographic transition, including the challenge of skills shortages.

Ezeoba, K. O. (2025). **Effective Implementation of Entrepreneurial Curriculum in Tertiary Education: A Strategy for Job Creation and Poverty Reduction in Nigeria Society**. *British Journal of Education*, *13*(5). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-5-2025/effective-implementation-of-entrepreneurial-curriculum-in-tertiary-education-a-strategy-for-job-creation-and-poverty-reduction-in-nigeria-society/
The research work is based on effective implementation of entrepreneurial curriculum in tertiary education in South East Nigeria. Three research questions and two null hypothesis guided study. A survey research designed was adopted for the study. The study was carried out in government owned colleges of education in South East Nigeria. The population of the […]

Fournier-Gallant, V. (2025). **L'éducation à la sexualité intégrant la pensée critique et le dialogue : un enjeu de taille pour les personnes enseignantes du primaire**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 180-203. https://doi.org/10.7202/1119553ar
Au Québec, depuis la rentrée scolaire 2024-2025, l'éducation à la sexualité (EAS) est intégrée au récent programme Culture et citoyenneté québécoise (CCQ) (Gouvernement du Québec, 2024), qui préconise le développement de la pensée critique par le dialogue. Les personnes enseignantes du primaire sont responsables de l'éducation à la sexualité, en veillant à répondre aux besoins des élèves selon leur âge et leur niveau de développement. Cet article présente les données d'une étude descriptive à visée exploratoire effectuée au printemps 2024 par l'entremise d'un questionnaire en ligne auprès d'un échantillon restreint de personnes enseignantes (n = 71) oeuvrant dans des écoles primaires québécoises. Les résultats des analyses brossent un portrait des représentations des titulaires de classe et font ressortir les obstacles à l'enseignement de l'EAS, ses facilitateurs ainsi que les formes de soutien à l'appropriation dudit programme.

Gabriela Gavrila, S., Overbey, L., & Ramirez, F. O. (2025). **In the Name of Diversity: Analyzing the Adoptions of Diversity-Related Offices in U.S. Higher Education, 1968-2020**. *Minerva*, *63*(3), 423-448. https://doi.org/10.1007/s11024-025-09576-0

This paper seeks to explain the astonishing proliferation of diversity-related offices (DROs) in U.S. higher education over the past 50 years. We collected original archival data on the DRO adoption years for a nationally representative sample of 235 U.S. colleges and universities. Using event history models, we tested alternative theories for the organizational determinants of DRO adoptions from 1968 through 2020. We find that universities' internal characteristics were influential earlier on (1968-1994), while the external organizational environment mattered more in the later period (1995-2020). Selective universities are earlier DRO adopters throughout the analysis period, suggesting that the institutionalization of diversity in U.S. higher education has been, at least to some extent, a "follow-the-leader" process. We conclude by reflecting on the relationship between the persistent valorization of diversity in U.S. higher education, growing contestations, and current efforts to revitalize a more race-conscious and equity-focused agenda on American campuses.

Galán-Muros, V., Roser-Chinchilla, J., & Ricaurte, K. (2025). ***Financial aid to higher education students In Latin America and the Caribbean*** (p. 15) [Policy Brief]. Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000394910

Gardelle, L., Liu, J. C.-E., & Fabri, K. (2025). **Taiwanese Universities at the Crossroads: Engineering Education for Sustainability Transitions and Industrial Demands**. *Higher Education Research and Development, Special Issue on Educating for Societal Transition*(6), 1380. https://doi.org/10.1080/07294360.2025.2514501
This paper examines the interplay between sustainability transitions and industrial demands within Taiwanese engineering education. Taiwan, a newly industrialized economy, faces unique challenges in integrating sustainability into its engineering programs while maintaining economic growth. Based on 34 interviews with professors, deans, and university administrators across five prominent Taiwanese universities, this study explores how higher education stakeholders perceive and address these challenges. The findings reveal a strong emphasis on technical proficiency and alignment with industry needs, often at the expense of broader educational goals and sustainability. A significant gap exists between engineering and social sciences, with social sciences often being marginalized despite their critical role in fostering a more holistic educational approach. Despite the socio-economic pressures and the dominant technological focus, some educators are pioneering efforts to incorporate sustainability into the curriculum through course projects and University Social Responsibility (USR) initiatives. The study underscores the need for a paradigm shift towards more holistic and interdisciplinary approaches in engineering education to support sustainability transitions. By highlighting the specific context of Taiwan, this research contributes to a broader understanding of the complexities faced by newly industrialized countries in aligning educational practices with global sustainable development goals.

Gash, A., Laurison, D., & Bataille, P. (2024). **« Ce moment de coalition entre facultés, universités et disciplines va laisser une trace durable »**. *Sociétés contemporaines, 134135*(2-3), 257-269. https://doi.org/10.3917/soco.134.0257

Gilliot, J.-M., Liu, T., & Uyttebrouck, E. (2025). **Actes du colloque QPES 2025 - Écosystèmes de formation - Pour quelle(s) transformation(s)**. In *XIIIe Colloque Questions de Pédagogie dans l'Enseignement supérieur "Écosystèmes de formation, Pour quelle(s) transformations(s)"*. https://doi.org/10.5281/zenodo.17091408

Global Education Cluster, Inter-agency Network for Education in Emergencies, & Geneva Global Hub for Education in Ermergencies. (2025). ***Futures Cut Short: The devastating impact of aid cuts on education in emergencies*** (p. 8) [Policy Briefing]. Consulté à l'adresse Geneva Global Hub for Education in Emergencies ; Global Education Cluster ; Inter-agency Network for Education in Emergencies website: https://eiehub.org/news/policy-briefing-futures-cut-short

Global Education Monitoring Report Team. (2025a). ***Global education monitoring report 2025, regional edition on leadership in education, East Asia: lead for technology*** (p. 48). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000394934

Global Education Monitoring Report Team. (2025b). ***Note conceptuelle pour le rapport mondial de suivi sur l'éducation 2026, compte à rebours vers 2030 : 1. Accès et équité*** (p. 8). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000393218_fre

Gobana, J. A. (2025). **Investigating quality education in mother tongue: Ensuring children's rights to access and equity schooling**. *Cogent Education*, *12*(1), 2545617. https://doi.org/10.1080/2331186X.2025.2545617
Mother-tongue education is an absolute precondition of equitable access to quality education, especially in multilingual settings. Its benefits are well established, yet many education systems continue to systematically marginalize effective mother-tongue instruction, thus denying the rights of linguistically diverse learners. This article investigates the importance of mother-tongue-based education for providing optimum learning environments and children's rights to inclusive and equitable schooling. It draws theoretical frameworks from Linguistic Human Rights, Interdependence Hypothesis, Critical Pedagogy and Language Planning Orientations to argue eloquently for mother tongue-related considerations within education policy. It argues that learning through a child's first language enhances performance, promotes cultural identity, and helps in cognitive and socio-emotional development. The article also firmly positions mother-tongue education as essential for upholding children's linguistic rights, promoting social cohesion, and sustaining cultural diversity. The findings show there is an urgent need to solidify mother-tongue education systems further, as this deliberate policy implementation will be a momentous step towards fostering genuine equity in learning environments where children may thrive and reach their full potential.

Gordon College of Education & UNICEF Montenegro. (2025). ***Assessment of the Teachers' Professional Development System in Montenegro*** (p. 56). Consulté à l'adresse UNICEF website: https://www.unicef.org/montenegro/en/media/25686/file/Assessment%20of%20the%20Teachers%E2%80%99%20Professional%20Development%20System%20in%20Montenegro.pdf
The Assessment of the Teachers' Professional Development (TPD) system in Montenegro provides a comprehensive overview of the current state of this sector.

Gungaa, B., Purevdorj, T., & Altangerel, M. (2025). ***Exploring Secondary Teacher Workforce Management in Mongolia: Policies, Practices and Insights*** (p. 56). Consulté à

l'adresse GPE KIX website: https://resources.norrageducation.org/resource/953/exploring-secondary-teacher-workforce-management-in-mongolia-policies-practices-and-insights
This case study has been produced by a team from Mongolia in the context of the KIX EMAP Learning Cycle "Secondary Teacher Workforce Management", held...

Ihaddadene, F. (2025). ***Promesse d'embauche: Comment l'État met l'espoir des jeunes au travail***. Consulté à l'adresse https://ladispute.fr/catalogue/promesse-dembauche/
Stage, apprentissage, service civique, volontariats : depuis 50 ans, l'État multiplie les politiques jeunesses. Tous ces dispositifs ont en commun de mettre l'espoir des jeunes au travail sans se donner les moyens de l'honorer : promesse d'embauche sans engagement d'un emploi, promesse d'insertion sociale sans capacité de fournir un revenu minimum aux jeunes, promesse de citoyenneté sans ouverture des droits sociaux, promesse de mobilité sociale sans démocratisation de la formation, etc. En faisant le récit et en soulignant la cohérence de ces politiques depuis les années 1970, Florence Ihaddadene en livre la première synthèse et montre comment elles trient, classent et dressent les jeunes.

Kawar, L., & Perdoncin, A. (2024). **La situation politique actuelle de l'enseignement supérieur aux États-Unis vue depuis l'université du Michigan**. *Sociétés contemporaines*, *134135*(2-3), 245-256. https://doi.org/10.3917/soco.134.0245

KC, D., KC, P., Rado, I., & Vichit-Vadakan, N. (2025). **Digital inequality and learning outcomes: evidence from Thailand**. *Education and Information Technologies*, *30*(14), 19677-19702. https://doi.org/10.1007/s10639-025-13570-0
Amidst Thailand's declining performance in PISA reading assessments over the past two decades, this study examines how digital inequality influences student outcomes by integrating Digital Divide Theory with Self-Determination Theory (SDT). Using data from 8,507 students across 280 schools from the PISA 2022 assessment, we conducted multiple regression analysis to explore how first-level (access) and second-level (use and skills) digital divides interact with psychological factors, while accounting for socioeconomic disparities. The results reveal that although basic ICT access at home and school initially appeared beneficial, these effects diminished after controlling for usage patterns and socioeconomic background. In contrast, the quality of ICT access at school consistently predicted higher reading performance. General ICT use—particularly at school—was negatively associated with outcomes, while subject-specific ICT use was positively linked to achievement. Digital competence emerged as a positive predictor, whereas perceived autonomy in ICT use showed a consistent and unexpected negative association. Socioeconomic status significantly moderated these relationships, underscoring persistent educational inequalities. These findings suggest that Thailand's hardware-heavy policy approach may not necessarily translate into improved learning outcomes. These findings highlight the need to shift from access-oriented policies toward strategies that emphasize quality infrastructure, structured pedagogical integration of technology, teacher professional development, and targeted support for disadvantaged students.

Kebbi, J. A. (2025). **Assessment of the Impact of Bayelsa State Education Development Trust Fund on Secondary Education in Bayelsa State, Nigeria**. *British Journal of Education*, *13*(1). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-1-2025/assessment-of-

the-impact-of-bayelsa-state-education-development-trust-fund-on-secondary-education-in-bayelsa-state-nigeria/
In Bayelsa State, Nigeria, the research evaluated the "effect of the Bayelsa State Education Development Trust Fund (BSDTF) on secondary education." Determining the degree to which BSDTF improves staff and infrastructure development in secondary schools was the main goal of the study, which used a descriptive survey research approach. A sample of 120 instructors and […]

Kwak, D., Bell, M. C., Blair, K.-S. C., & Bloom, S. E. (2025). **Cultural Responsiveness in Assessment, Implementer Training, and Intervention in School, Home, and Community Settings: A Systematic Review**. *Journal of Behavioral Education*, *34*(3), 526-573. https://doi.org/10.1007/s10864-024-09547-7
The purpose of the current systematic review was to synthesize and evaluate the empirical database to assist researchers and practitioners in conducting culturally responsive research and implementing culturally responsive practices for children and adolescents from culturally diverse backgrounds. After screening 16,249 articles through journal and electronic database searches, a final selection of 22 peer-reviewed articles were included in the review. These experimental group and single-subject design studies addressed cultural responsiveness in assessment, implementer training, and intervention yielding positive behavioral, social skills, academic, and social–emotional outcomes for children and adolescents from diverse cultural backgrounds across school, home, and community settings. The studies were published across 15 journals (2010–2022) and included 281 implementers and 536 children and adolescents. Results showed that all but one study addressed most rubric items of quality indicators for culturally responsive experimental research (Bal & Trainor, Review of Educational Research, 86(2), 319–359, 2016) to some extent, and most studies addressed a majority of culturally sensitive elements of the Ecological Validity Model (EVM; Bernal et al., Journal of Abnormal Child Psychology, 23(1), 67–82, 1995). Most studies reported cultural responsiveness in intervention, whereas fewer described cultural adaptations to assessment and implementer training. Cultural adaptations that were made within the studies as well as suggestions for making adaptations within assessment, implementer training, and intervention delivery are described.

Lahire, B. (2025). ***Savoir ou périr***. Consulté à l'adresse https://www.seuil.com/ouvrage/savoir-ou-perir-bernard-lahire/9782021588965
Programmes surchargés, obsession de l'évaluation et de la compétition, manque de temps et de moyens : l'enseignement et la recherche souffrent de nombreux maux. En plus de produire des élèves, étudiants et chercheurs malheureux, dont le désir de comprendre est malmené, tout cela menace la survie de sociétés humaines qui, depuis leurs lointaines origines, dépendent de la création continue de connaissances pour s'adapter à des environnements changeants. À l'heure où les sciences sont attaquées de toutes parts, il devient vital de rompre avec ces logiques destructrices et de mettre en œuvre une politique révolutionnaire de l'enseignement et de la création scientifique.

Le Her, C. L. (2024). ***Décrire et comprendre l'activité des cellules d'animation pédagogique zonales au Sénégal : entre prescriptions institutionnelles et perceptions du dispositif par les enseignants à Dakar et en Casamance*** (Phdthesis, Normandie Université). Consulté à l'adresse https://theses.hal.science/tel-04836952

L'objet de ce travail est de décrire et de comprendre l'organisation de la collaboration entre enseignants à des fins de professionnalisation en contexte sénégalais. L'étude des prescriptions et des pratiques réelles permet de repérer plusieurs tendances. La perte de sens peut se traduire par les différentes visées évolutives des enseignants qui modifient l'organisation et le choix des thématiques abordées dans les échanges. La discontinuité entre le prescrit et le réel peut expliquer le manque de diversité des thématiques et l'absentéisme de certains enseignants. Des tensions et des contradictions sont observées à propos de l'engagement des acteurs et l'utilisation des outils informatiques et didactiques. Les initiatives personnelles d'enseignants montrent une volonté de continuer à collaborer à travers les cellules d'animation pédagogique zonales. Les discours institutionnels mettent en avant les réussites liées à l'intégration des outils informatiques dans le dispositif, en particulier en Casamance, alors que les postures d'acteurs en pratique, diffèrent selon les cas. Ils s'ajustent en fonction de la dynamique collective et individuelle du système, dans une approche descendante, ascendante ou itérative. Ainsi, la collaboration entre enseignants dans un cadre de travail est présentée comme une des voies de professionnalisation possibles.

Lemieux, O., & Vaithyanathasarma, S. (2025). **Le Protecteur national de l'élève : origines, mise en œuvre et premiers constats**. *Formation et profession*, *33*(1), 5. https://doi.org/10.18162/fp.2025.a341

Les universités étatsuniennes face au trumpisme. (2024). *Sociétés contemporaines*, *134135*(2-3), 231-231. https://doi.org/10.3917/soco.134.0231

Lowenhaupt, R., González, P. A., Queenan, J. (Jenna), Tesfa, E., & Dabach, D. B. (2025). **District Leadership Practices in Disrupted Contexts of Reception: Supporting Immigrant Communities in Times of Crisis**. *American Journal of Education*, *131*(4), 499-535. https://doi.org/10.1086/736180
Purpose: Immigrant-origin youth are placed at risk by large-scale upheavals that affect their contexts of reception, including disruptions to education caused by public health and natural disasters, as well as other crises. Here we examine how immigrant-serving districts were affected by the COVID-19 pandemic and district leaders' responses. Methods: Drawing from a longitudinal study conducted in six immigrant-serving districts across the United States, we focus on a set of qualitative data from partner meetings with district leaders during the pandemic. We analyzed 10 recurring Zoom meeting transcripts, spanning the start of school closures in the spring of 2020 to the fall of 2021. In these meetings, we engaged in ongoing discussions to support planning and inform district leaders' policy making. Through matrices and memoing, we generated and applied both thematic and open codes that we used to generate results. Findings: We show how the context of reception was fundamentally altered by pandemic disruptions and the variations across districts shaping district leaders' responses. In particular, geographic location, existing infrastructure relevant to pandemic response, and local policy making differentially affected these contexts of reception. As they navigated these disruptions, district leaders employed sustaining, adaptive, and innovative practices to address the needs of immigrant-origin students and families during the pandemic. Implications: Understanding how district leaders respond and support immigrant-origin youth through crises continues to be relevant in our volatile world. We show how leaders addressed disruption and argue that understanding district leadership for immigrant-origin youth is important given the upheavals we anticipate in the years ahead.

Magnússon, G., & Sivesind, K. (s. d.). **The OECD as a policy actor: cases from the Nordic education context**. *Nordic Journal of Studies in Educational Policy*, *0*(0), 1-8. https://doi.org/10.1080/20020317.2025.2538265

Marotta, L., Alfaro, M. P., Eusebio, J., Elacqua, G., & Ramos, M. (2025). **Building an Optimal Education Workforce**. *IDB Publications*. https://doi.org/10.18235/0013636
Ensuring efficient distribution of educational personnel is key to improving the quality and equity of the education system. This technical note presents a conceptual framework for implementing an Optimal Functional Staffing plana process that enables estimation and management of the appropriate number of educational personnel in each school, avoiding both shortages and surpluses in allocation. Additionally, it discusses the necessary conditions for implementation, emphasizing the importance of having an institutionalized process supported by reliable data and a trained technical team. The processes addressed in this note are fundamental for designing a human resources management and monitoring system that optimizes the analysis of educational personnel demand and supply.

Mathies, C., Karhunen, H., & DesJardins, S. L. (2025). **If You Charge Them, Will They Come? The Effect of Levying Tuition Fees on International Students**. *Research in Higher Education*, 66(6), 34. https://doi.org/10.1007/s11162-025-09855-5
In 2017, Finland began levying tuition fees on non-European Union (EU)/European Economic Area (EEA) international students. Using data from multiple Finnish government sources, we study the impact of tuition fee reform at various stages of the higher education enrollment selection process. Outcomes examined include how the policy change affects student application behavior, admissions and acceptances by institutions, and student enrollments. To identify the effects of the policy change, we employ a difference-in-differences approach using national register data and program-level tuition variations. Our findings led to three key findings: (1) the implementation of fees did not decrease the number of applications of international students subject to fees to Finnish higher education institutions, but it did induce a decrease in the admitted, accepted, and enrolled international student populations; (2) there was an increase in the proportion of fee-paying international students from the wealthiest countries and a decrease from the less wealthy countries; (3) less wealthy students were incentivized to earn more credits in their first year of study after the introduction of tuition fees. We provide a discussions of the implications for policy and practice and recommendations for future research.

Messaoui, A., Roelens, C., Sauvage, G. L., & Carminatti, N. (2024). **La recherche en éducation et formation à l'épreuve de l'inanticipable**. *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr0
L'inanticipable un sujet d'actualité Peut-être que la pandémie de COVID-19 pourrait y être pour beaucoup, peut-être que la focale de l'« anthropocène » en SHS pourrait aussi y participer… Le cyclone Chido qui s'est abattu sur Mayotte le 14 décembre 2024 fait émerger l'un des traumas de notre société. Qu'est-ce que nous apprend cet évènement sur l'inanticipable ? Les catastrophes climatiques sont un accélérateur de ce qu'est devenue la condition humaine actuelle. L'inanticipable constitue un m...

Micollet, P., & Roelens, C. (2025). **De l'état éducateur en matière sexuelle à une citoyenneté sexuelle libérale (et informée) ? Dynamiques historiques, tensions contemporaines, horizons prospectifs**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 36-57. https://doi.org/10.7202/1119547ar
Cet article se propose d'articuler des perspectives socio-historiennes et philosophiques en éducation sur l'éducation à la sexualité (EAS) pour, d'une part, penser sa pratique scolaire comme un élément important d'une formation ambitieuse des individus à une citoyenneté sexuelle conçue de manière à la fois libérale et informée, et aussi pour mieux comprendre ce qui en complique et en entrave à ce jour la mise en oeuvre optimale. Pour ce faire, nous croisons également des perspectives synchroniques et diachroniques sur l'EAS en France, son évolution et les défis qu'elle rencontre. L'analyse repose sur une approche intertextuelle croisant textes institutionnels, travaux scientifiques et matériaux empiriques issus d'une enquête de terrain. Nous formulons pour finir quelques pistes axiologiques (les principes et concepts qui peuvent la régir au mieux dans une démocratie contemporaine) et compréhensives à partir de l'EAS (ce que son étude révèle plus globalement sur nos sociétés et leurs écoles).

Mifsud, D., & Wilkins, A. (s. d.). **A Systematic Review of School Governance Literature Between 2000 and 2023**. *Leadership and Policy in Schools*, *0*(0), 1-23. https://doi.org/10.1080/15700763.2025.2539791
School governance is a contested concept due to ongoing disagreements over its meaning and application, particularly in education sub-fields like leadership, management, and administration (ELMA). Aware of global efforts to differentiate ELMA's knowledge base, this paper critically reviews school governance literature from 2000 to 2023. Using PRISMA guidelines, 361 journal articles were identified from Web of Science, Scopus, and Google Scholar. Employing both statistical and qualitative methods, we explore the volume, geographic distribution and publication outlets of said literature, as well as map the conceptual structures constituting the school governance field. Statistical results point to interesting findings, revealing a consistent upward trend in volume, together with an internationalisation of the ELMA field beyond the Global North, being published more widely in generic education journals including the Global South. A critical narrative synthesis of the 361 publications enabled us to construct a conceptual framework based on five main themes: school participation politics; autonomy and control; policy reform trends; global education confluences and influences; and digital governance. These findings yield important insight for future research relevant to theory, policy, and practice while simultaneously identifying blind spots and gaps in the field, thus laying the groundwork for future knowledge production.

Mochizuki, Y. (2025). **Can the subaltern decolonize? The limits and possibilities of decolonial global citizenship education in India**. *PROSPECTS*, *55*(1), 51-66. https://doi.org/10.1007/s11125-023-09656-7
The dominant policy discourse of sustainable development—including that of the Sustainable Development Goals (SDGs)—posits that we are facing a civilizational crisis, in which the current, universalized model of "development" no longer holds up, hence, "sustainable development" is ascendant as a global imperative. Global Citizenship Education (GCED), as enshrined in the SDG Target 4.7, is undeniably part of this global imperative. Decolonial approaches are gaining currency within academia as a movement to de-center the West as the epicenter of civilization and to "delink" from a self-serving narrative of "modernity" entangled with inherently violent and unsustainable

systems of subjugation and oppression ("coloniality"). While delinking has been envisaged as a strategy in our struggle for equality and recognition of colonized and marginalized people, this article demonstrates how delinking strategies could be appropriated to promote exclusivist nationalism and a neoliberal agenda, through the analysis of India's National Education Policy and related recent developments in the Indian education landscape. It draws attention to challenges associated with uncritically employing decolonial approaches in GCED in the Indian context and suggests possible ways to overcome them.

Molénat, X. (2025, septembre 22). **Pour l'éducation, la France dépense encore moins que ce que l'on croyait**. Consulté 23 septembre 2025, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/leducation-france-depense-lon-croyait/00116277
En relevant des conventions comptables discutables, quatre économistes montrent que le montant des dépenses publiques, et en premier lieu celles consacrées à l'Education nationale, est nettement surestimé.

Montmasson-Michel, F. (2025). ***Petite histoire de la maternelle***. Consulté à l'adresse https://ladispute.fr/catalogue/petite-histoire-de-la-maternelle/
Fabienne Montmasson offre la première histoire de la maternelle française. En analysant les transformations des pratiques éducatives, en retraçant les évolutions des législations sur l'enfance et en empruntant les outils de la sociologie pour souligner les rapports de classe et de genre qui structurent la maternelle, l'autrice fait le récit d'une institution prise en tenaille entre ses missions démocratiques et son rôle dans la hiérarchisation et la différenciation sociale. L'autrice s'intéresse en particulier au rôle primordial des femmes et de celleux que l'histoire a oublié. Elle livre une contribution essentielle pour comprendre l'école d'hier et transformer celle d'aujourd'hui.

Mukhtar Omar, A., Osman, M. A., & Abdi, A. I. (2025). **Assuring quality of teaching and learning in post-conflict higher education: The Case of Somalia**. *Cogent Education*, *12*(1), 2543039. https://doi.org/10.1080/2331186X.2025.2543039
This study examines the factors that contribute to ensuring the quality of teaching and learning in post-conflict higher education in Somalia (1991–present). It examines how the quality of the curriculum, academic staff, and infrastructure impact the quality of teaching and learning. A quantitative research approach was adopted, utilizing a structured questionnaire administered to the academic staff at higher education institutions in Mogadishu. The data were analyzed using the SmartPLS software. This is the first study to integrate Biggs' 3 P and Resource-Based View frameworks, and empirically quantify these relationships in a Somali post-conflict context. The findings indicated that all three factors had positive and significant impacts on teaching and learning quality, with infrastructure having the most substantial effect. This study recommends strategic investment in infrastructure, dynamic curriculum development, and faculty training. These insights provide valuable guidance for policymakers and academic leaders seeking to rebuild a resilient higher education system.

Nevins-Bennett, C. (2025). **The Impact of Programme Accreditation on Faculty Quality Within a Community College in a Small Island Developing State**. *British Journal of Education*, *13*(1). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-1-2025/the-

impact-of-programme-accreditation-on-faculty-quality-within-a-community-college-in-a-small-island-developing-state/
The rise in the number of higher educational programmes in the Small Island Developing States (SIDS) has led to an increased call for programme accreditation. The purpose of this exploratory sequential mixed method s research is to investigate the impact of programme accreditation on lecturer quality of a community college within the SIDS. A phenomenological […]

Niembro, A., & Svampa, F. (2025). **Territorial Inequalities and (de)Concentration of Public Investment in Science: A Study on CONICET (Argentina) and the Tensions Between Academic Excellence and Equity**. *Minerva*, *63*(3), 499-533. https://doi.org/10.1007/s11024-024-09550-2
The search for equity in science policy (in terms of territory, gender and other inequalities of opportunity) faces strong tensions with academic excellence, autonomy and meritocracy, which ultimately tend to concentration. Integrating different but related approaches and concepts, this article proposes an analytical framework to study the evolution of scientific policies, instruments or organizations through the lens of these tensions. The utility of this framework is illustrated by a case study of the Argentine National Scientific and Technical Research Council (CONICET in Spanish) and its scientific researcher career, with a focus on the deconcentration initiatives during the 2010-2022 period. This comprehensive perspective shows how tensions and contradictions translate into frequent marches and countermarches, turning the career calls into an incoherent set of layers, rationales, objectives and impacts, which counteract each other and tend to perpetuate rather than diminish territorial inequalities. Beyond this particular case study, we hope that this approach can be adapted in future research to examine other science policies and institutions, in order to identify and highlight the internal tensions that could interfere with some of the intended (equity) objectives.

OCDE. (2025a). **Les grandes mutations qui transforment l'éducation 2025**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4121* (p. 105) [Report]. Consulté à l'adresse OCDE website: https://doi.org/10.1787/6ff082ac-fr
Vous êtes-vous déjà demandé quel impact peut avoir la montée des inégalités et des polarisations sur l'éducation ? Ou comment les progrès de l'intelligence artificielle, de la réalité virtuelle ou d'autres technologies peuvent transformer l'enseignement et l'apprentissage ? La publication triennale Les grandes mutations qui transforment l'éducation donne un aperçu des grandes forces sociales, technologiques, économiques, environnementales et politiques qui redessinent les systèmes éducatifs du monde entier. Ces tendances bien réelles invitent à la réflexion et à une prospective stratégique sur la façon dont ces dynamiques mondiales font évoluer l'éducation et dont l'éducation peut nous aider à bâtir un avenir meilleur. Cette édition 2025 explore un riche éventail de sujets autour de quatre grands thèmes : conflit et coopération dans le monde ; travail et progrès ; voix et narratifs ; et corps et esprit. Cet ouvrage entend ainsi fournir une source fiable d'informations sur les grandes tendances qui font évoluer l'éducation de l'éducation et l'accueil des jeunes enfants à la formation tout au long de la vie. Il s'adresse à toutes celles et tous ceux désireux de savoir comment l'éducation peut nous aider à relever les défis d'aujourd'hui et nous préparer au mieux à ceux de demain.

OCDE. (2025b). **Regards sur l'éducation 2025 : France**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4117* (p. 14) [Report]. Consulté à l'adresse OCDE website: https://www.oecd.org/fr/publications/2025/09/education-at-a-glance-2025-country-notes_9749f4ff/france_0639c7fb.html
Cette note par pays présente un aperçu des principales caractéristiques du système éducatif en France à partir des données de Regards sur l'éducation 2025. Conformément au thème retenu cette année, elle met l'accent sur l'enseignement supérieur tout en couvrant d'autres parties du système éducatif. Les données de cette note correspondent à la dernière année disponible. Les lecteurs souhaitant connaître les années de référence des données sont invités à se reporter aux tableaux correspondants dans Regards sur l'éducation 2025. Lire aussi la synthèse du rapport.

OECD. (2025a). **Gender Equality in a Changing World: Taking Stock and Moving Forward**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4123* [Report]. Consulté à l'adresse OCDE website: https://doi.org/10.1787/e808086f-en
Despite significant progress over the last century, women still fare worse than men in most economic, social and political outcomes in EU and OECD countries. Drawing on novel data and using a lifecycle approach, this report presents a comprehensive stocktaking of how women, men, girls and boys are faring across seven key policy areas – education and skills, paid and unpaid work, leadership and representation, health, gender-based violence, the green transition and the digital transitions. The challenges are significant. Recognising that closing gender gaps requires serious and co-ordinated policy commitments and actions, this report presents countries' good practices in gender mainstreaming, encourages breaking down silos, and identifies useful policy combinations to advance gender equality. A conceptual framework is included for governments seeking to assess their own legal, policy and budgetary measures, to help countries transform gender equality commitments into action.

OECD. (2025b). ***To Have and Have Not – How to Bridge the Gap in Opportunities***. Consulté à l'adresse https://doi.org/10.1787/dec143ad-en
Over several decades, the OECD has documented the trends, drivers and consequences of inequality in outcomes, as well as the policies for addressing them. In the landmark 2018 report A Broken Social Elevator?, it examined effective ways to promote social mobility. However, people do not only care about outcomes and mobility. They also care about the process through which outcomes are achieved and the extent to which everyone is given a fair chance to succeed in life. To Have and Have Not makes another important contribution to the research and policy agenda by looking at opportunities and how they are distributed across societies. To do so, it applies an innovative methodology to measure the extent to which outcomes are shaped by inherited factors and other circumstances beyond an individual's control. The report explores how the role and influence of these circumstances differ across countries and population groups. It also provides a detailed focus on the relations between opportunities and « place » through an analysis of geographic disparities in access to education, employment and essential services. Finally, it identifies various policy options and interventions that can help ensure a more level playing field for all.

Ohamadike, N., & Morrison, S. (s. d.). ***Demanding more: Does education increase public backing for good governance in Africa?*** (Working Paper N° 212). Consulté à l'adresse

https://www.afrobarometer.org/publication/wp212-demanding-more-does-education-increase-public-backing-for-good-governance-in-africa/
Abstract This paper investigates how education shapes public attitudes toward transparent and accountable governance in Africa. Much of the research on governance and education has focused on...

Orwa, B. A., Ajowi, J., & Okwara, M. (2025). **Influence of Bureaucratic Leadership Styles on Teacher Turnover**. *British Journal of Education*, *13*(11). Consulté à l'adresse https://eajournals.org/bje/vol13-issue11-2025/influence-of-bureaucratic-leadership-styles-on-teacher-turnover/
The trend of teachers leaving teaching profession for other jobs or moving to other schools is worrying. The purpose of the study was to examine the influence of leadership styles of principals on teacher turnover in public secondary schools in Kenya. The objectives sought to determine the influence of autocratic leadership style on teacher turnover […]

Otero-Mayer, A., Expósito-Casas, E., & Vélaz-de-Medrano, C. (2025). **Understanding Key Factors in Quality Early Childhood Education Care for Children Under Three: Insights from Spanish Settings**. *International Journal of Early Childhood*, *57*(2), 505-525. https://doi.org/10.1007/s13158-024-00408-y
This study investigates the factors influencing quality in Early Childhood Education and Care (ECEC) in Spain focusing on the 0–3 age group. The research draws on data collected using the ITERS-3 (Infant/Toddler Environment Rating Scale, 3rd edition) instrument from 62 centers across Spain. Using nonparametric statistical analysis, particularly decision tree analysis, the study identifies key factors influencing the quality of ECEC environments. The results emphasize the significance of variables such as "Peer Interaction," "Encouraging children to communicate," "Schedule and transitions," "Free play," and "Diapering/toileting" to explain the quality of ECEC settings. The findings offer insights into the importance of promoting positive peer interactions, encouraging communication, and providing flexible scheduling and free play for ECEC quality improvement. Furthermore, the study explores how the quality of ECEC settings differs depending on center ownership (public, private, or subsidized ones—private but publicly funded). It reveals distinctions in the factors that contribute to quality across these ownership categories. These findings provide valuable insights for educators, policymakers, and stakeholders in enhancing ECEC quality and informing future research directions in the field. Overall, this study not only highlights critical quality indicators for ECEC for children under three but also offers a foundational evidence base to guide targeted educational practices and policy interventions, supporting equitable and high-quality access in Early Childhood Education.

Pageau, O., & Hirsch, S. (2025). **L'éducation à la sexualité dans les programmes scolaires au Québec : différentes réponses disciplinaires pour aborder un thème sensible**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 136-156. https://doi.org/10.7202/1119551ar
De l'ordre de l'intime, parler de la sexualité est aussi un thème sensible en classe parce qu'il touche les valeurs et les représentations sociales des élèves ainsi que celles du personnel scolaire et confronte diverses manières de vivre en société. Intégrée depuis peu dans les programmes Culture et citoyenneté québécoise tout en gardant sa place dans le programme de science et technologie, l'éducation à la sexualité est offerte en

fonction des compétences spécifiques du personnel et selon des approches différentes. Cet article propose de réfléchir sur l'EAS à partir de deux enquêtes différentes, l'une auprès des professeurs et professeures en formation initiale à l'université et l'autre auprès des enseignants et enseignantes en sciences de secondaire. Une première analyse s'attachera au concept des thèmes sensibles afin de comprendre ce qui rend ce contenu si sensible en classe et de dépasser le sens commun à cet égard. Une deuxième analyse cherchera à répertorier quelques défis que pose l'EAS à l'école secondaire, dont les différents types de savoirs à aborder, la posture enseignante dans cette «éducation à…» et la place accordée aux élèves dans cette discussion.

Palchuk, O. (2025). **Modernisation de l'éducation dans l'Ukraine d'après-guerre** (R. Étienne, Trad.). *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14ro3
L'objectif de cet article est d'étudier le rôle de l'éducation dans la reconstruction de l'Ukraine après la guerre et dans sa transition vers une économie fondée sur la connaissance. Cet article utilise une méthode mixte, combinant des techniques de recherche qualitatives et quantitatives afin d'analyser le rôle de l'éducation dans la reconstruction de l'Ukraine après la guerre et dans son intégration dans l'économie mondiale de la connaissance. Une approche comparative est menée pour examiner comment les initiatives éducatives couronnées de succès au Canada et en Grande-Bretagne peuvent être adaptées à l'Ukraine. Cela implique l'utilisation d'analyses statistiques - à partir de données économiques et éducatives pour mesurer l'impact à long terme de l'éducation sur les inégalités de revenus et la croissance économique ; d'entretiens avec des experts - afin de recueillir les points de vue d'enseignants, de décideurs politiques et de chercheurs sur les méthodes d'enseignement innovantes et l'amélioration de la pédagogie ; et d'enquêtes - afin de recueillir des données sur l'accès à l'éducation et sur les expériences d'apprentissage numérique destinées aux populations déplacées et aux communautés vulnérables en Ukraine. L'étude souligne le rôle de l'éducation en tant qu'élément-clé de la croissance économique et de la reprise après la fin de la-guerre en Ukraine. Elle démontre l'importance d'une intégration des pratiques de pleine conscience dans les écoles et du développement d'une plateforme nationale d'apprentissage numérique. Elle montre également que l'éducation doit être garantie pour tous les groupes sociaux, y compris les communautés marginalisées et les populations touchées par la guerre. L'éducation est un pilier fondamental pour la reprise après-guerre et fonder la résilience économique de l'Ukraine à long terme. L'expérience internationale prouve que les investissements dans les méthodes d'enseignement modernes, la numérisation et les pratiques fondées sur la pleine conscience contribuent à l'amélioration des résultats scolaires, de la santé mentale et de la préparation à l'emploi. Le développement d'une plateforme nationale d'éducation numérique augmenterait considérablement l'accessibilité, en particulier pour les populations déplacées et les communautés marginalisées.

Paraboa, C. C. (2023). ***La relation ville-école-société : Expériences participatives autour de projets locaux : Croisement de regards entre Florianopolis (Brésil) et Saint-Fons (France)*** (Phdthesis, Université Lumière - Lyon II). Consulté à l'adresse https://theses.hal.science/tel-04543913
Cette thèse, ancrée dans l'anthropologie de la ville et les pratiques urbaines, explore le processus de participation démocratique dans le contexte des projets d'aménagement

urbain. En effet, le développement urbain entraîne d'importantes conséquences sur l'ensemble du territoire de la ville, engendrant des tensions et des répercussions à la fois sur l'environnement et sur les dynamiques sociales locales. L'école publique, en tant qu'élément architectural et équipement public dédié à l'éducation culturelle et à la transmission des connaissances validées par les sciences, est inévitablement touchée par ces projets, eux-mêmes influencés par les normes de l'urbanisme contemporain. Mes expériences professionnelles et personnelles, ancrées dans le contexte scolaire, m'ont permis de m'engager dans ces projets de rénovation urbaine de 2010 à 2015. J'ai mené une enquête ethnographique sur des situations particulières de participation dans les quartiers d'Armação à Florianópolis, au Brésil, et de Carnot-Parmentier à Saint-Fons, situé dans la métropole de Lyon, et j'ai réalisé une analyse des projets d'aménagement territorial. Dans une approche réflexive et dans une perspective de recherche-action, je me suis impliquée dans des initiatives pédagogiques qui m'ont permis à travers une étude comparative multi-située, de suivre différents acteurs de la politique de la ville, des habitants, des professionnels des écoles ainsi que des élèves. J'ai analysé les dynamiques institutionnelles ainsi que les processus vécus par les acteurs sociaux impliqués dans les changements urbains, tout en examinant ma propre trajectoire et mon engagement. Malgré l'émergence de la participation démocratique dans nos sociétés, j'ai observé que dans les projets étudiés cette pratique reste marginale. Les expériences vécues, perçues et conçues, révélées par la mémoire des événements, la perception des relations et des affects, ainsi que par les réflexions des citoyens sur la réalité urbaine, sont peu prises en compte dans le processus participatif. Les expériences scolaires participatives observées sur le terrain ont été perçues comme des pratiques émancipatrices relationnelles, à la fois individuelles et collectives. L'école, influencée par des éléments épistémologiques et méthodologiques, peut devenir un acteur local crucial pour la construction transgénérationnelle de réponses aux défis liés à la gentrification, à l'environnement, au développement, ainsi qu'à la culture et aux politiques sociales urbaines. Cependant, les politiques éducatives et les politiques publiques territoriales, influencées par les processus politico-administratifs et scientifiques, semblent très peu connectées. Dans ce sens, considérer l'aspect systémique de l'expérience participative revêt d'une importance croissante pour le développement durable des villes et la promotion de l'épanouissement intégral des citoyens.

Patrinos, H. A., Jakubowski, M., & Gajderowicz, T. (2025). **Evaluation of achievement change in Egypt using PIRLS data**. *International Journal of Educational Development*, *117*, 103371. https://doi.org/10.1016/j.ijedudev.2025.103371
This study analyzes Egypt's exceptional reading achievement gains during the COVID-19 school closures, a period when most countries experienced declines. Drawing on data from the 2016 and 2021 Progress in International Reading Literacy Study (PIRLS), we find a 48-point improvement—equivalent to two years of learning—with notable gains among boys. Using Ordinary Least Squares (OLS) and projected trend models, we confirm the significance of this rise. Oaxaca-Blinder decomposition attributes only one-third of the improvement to observed factors. The study finds that Egypt's progress likely reflects systemic reforms, but more research is needed to confirm that.

Perrin, O. (2025). **L'éducation à la sexualité au secondaire québécois : représentations de parents et de personnes enseignantes**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 84-107. https://doi.org/10.7202/1119549ar

Depuis 2018, l'éducation à la sexualité est obligatoire dans les écoles secondaires québécoises, malgré des réticences exprimées dans les médias par certains parents et personnes enseignantes. Leurs représentations, pourtant susceptibles d'influencer la mise en oeuvre de cette éducation, restent peu explorées. Cette recherche qualitative exploratoire analyse ces représentations par entrevues semi-dirigées menées auprès de trois parents et trois enseignants (n = 6). L'analyse thématique révèle que ceux-ci sont globalement favorables à l'éducation à la sexualité, mais un doute parental quant au rôle de l'enseignant est relevé, ainsi qu'une collaboration ambivalente entre les parents et enseignants. De plus, les acteurs se sont révélés conjointement apprenants et éducateurs. Leurs représentations s'ancrent dans des contextes personnels, scolaires et sociohistoriques. La recherche ouvre des pistes, notamment sur le rôle éducatif des jeunes et le besoin d'apprentissage des acteurs.

Poulin, I., Descheneaux, J., & Bernier, V. (2025). **Éducation à la sexualité au primaire : relations entre la formation initiale des personnes étudiantes en enseignement, leur aisance, leurs connaissances et leur intention à enseigner l'éducation à la sexualité**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 108-135. https://doi.org/10.7202/1119550ar
Malgré quatre décennies d'éducation à la sexualité (EAS) au Québec, peu d'études se sont intéressées aux liens pouvant exister entre la formation initiale (FI) en EAS et d'autres facteurs, comme l'aisance, les connaissances et l'intention d'enseigner l'EAS à de futurs élèves. Ainsi, 207 personnes en fin d'études en enseignement primaire ont répondu à un questionnaire électronique au printemps 2023. Les résultats indiquent que seules trois universités offrent des cours optionnels en EAS et que l'aisance, les connaissances et l'intention d'enseigner l'EAS sont corrélées, ainsi que l'intention d'enseigner l'EAS et la quantité de FI reçue en EAS en nombre de thématiques. Une FI abordant le plus grand nombre de thématiques du programme apparaît prioritaire pour adéquatement préparer les futures personnes enseignantes.

Quesnay, P., Checcacci, M., Skerrett, M., Héry, S., Séguret, E., Perrin, E., … Gagnayre, R. (2025, mai). ***Quelle stratégie pour accompagner la révision des curriculums vers une approche par compétences***. Consulté à l'adresse https://hal.science/hal-05265459
Introduction : Les récents mouvements de réforme curriculaires dans les formations en santé visent à instaurer une approche par compétences (APC). Elles s'inscrivent dans un mouvement plus global d'amélioration des formations de l'enseignement supérieur français où l'importance de l'APC est rappelée par différentes instances de tutelle ou d'accréditation. Pourtant, l'APC est un changement complexe et les textes des réformes ne fournissent pas tous les repères nécessaires à sa mise en œuvre. La révision du curriculum de formation vers l'APC peut s'avérer difficile pour les équipes pédagogiques, nécessitant un accompagnement et des ressources dédiées. Cette question de l'accompagnement au changement semble d'autant plus importante pour les instituts qui regroupent plusieurs filières de formation ou pour les réseaux d'instituts de formation. Objectif : Cette communication questionne comment favoriser la révision d'un curriculum vers l'approche par compétences. Elle s'appuie sur la littérature scientifique relative aux stratégies de changement curriculaire. Ainsi, seront mobilisés des éléments conceptuels en lien avec le curriculum de formation, les modalités de révision du curriculum, la manière de concevoir le processus de changement, ou encore la stratégie de conduite d'un changement curriculaires. Résultats : Pour appuyer ces éléments conceptuels seront présentés des retours d'expériences réalisées dans des instituts de

formations en santé, ainsi que certains résultats issus du programme AVENIR(s), ANR France 2030 visant à soutenir le déploiement de l'APC et de la démarche portfolio au sein de l'enseignement supérieur français. Ces résultats concernent particulièrement l'expérimentation d'une stratégie de changement mixte et multisite au sein du réseau d'écoles Polytech, regroupant 16 écoles d'ingénieurs universitaires. Ils permettront d'illustrer, à un an et demi après le début des expérimentations, les leviers ainsi que les difficultés rencontrées dans la conduite du changement, ainsi que la dynamique du changement observée. Ces éléments peuvent constituer des repères pertinents pour la révision des curriculums de formation en santé. Ils amènent à considérer la révision curriculaire en tant que réforme permanente sur la base d'expérimentations avec les enseignants et les étudiants.

Ran, F. X., Eze, J., & Lin, Y. (2025). **Disentangle the Curriculum and Structural Effects of Math Pathway Reforms: Evidence from Maryland Community College System**. *Research in Higher Education*, 66(6), 39. https://doi.org/10.1007/s11162-025-09850-w
This study evaluates the impact of Maryland's Mathematics Reform Initiative (MMRI), which sought to improve student success in developmental and college-level math through comprehensive curriculum and structural reforms. Launched in 2015, the MMRI developed and implemented non-algebra math pathways tailored to students' chosen program of study. Using administrative data of Maryland community colleges from 2014 to 2019, we adopted a difference-in-differences approach to assess the effects of MMRI and how various reform components contributed to the overall outcomes. Our findings indicate that MMRI resulted in a 7-percentage-point increase in developmental math completion by the end of the first year. Although MMRI overall did not lead to a significant increase in gateway math completion rates, colleges that combined corequisite support and multiple measures placement with curriculum changes experienced a 4-percentage-point rise in first-year gateway math completion. We found no significant changes in STEM major selection, enrollment persistence, or transfer rates within two years of the reform. These results suggest that aligning math pathways with students' academic programs—while simultaneously addressing structural barriers—can support greater progression in college-level mathematics; however, broader systemic support is likely required to meaningfully improve enrollment persistence and degree completion.

Right to Education Initiative. (2025). ***Le suivi du droit à l'éducation dans les zones touchées par des conflits - Principales conclusions et recommandations stratégiques issues d'une table ronde organisée par l'Initiative pour le droit à l'éducation en juillet 2025*** (p. 4). Consulté à l'adresse Right to Education Initiative website: https://www.right-to-education.org/node/1727
Principales conclusions et recommandations stratégiques issues d'une table ronde organisée par l'Initiative pour le droit à l'éducation en juillet 2025. العربية ENGLISH ESPAÑOL

Rôle des processus motivationnels sous-tendant la participation scolaire des parents et leurs impacts sur le fonctionnement des instances scolaires et la réussite des élèves. (2024, octobre 22). Consulté 23 septembre 2025, à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/histoire-et-rapport/role-des-processus-motivationnels-sous-tendant-la-participation-scolaire-des-parents-et-leurs-impacts-sur-le-fonctionnement-des-instances-scolaires-et-la-reussite-des-eleves/
Il y a plus de dix ans, le ministère de l'Éducation, du Loisir et du Sport reconnaissait le besoin de conscientiser les parents quant à l'importance de

Ronguno, S. K. (2025). **Constraints Towards the Efficacy of Competency Based Curriculum Implementation in Kenya, A Case Study of Chesumei Sub-County, Kenya**. *British Journal of Education*, *13*(3). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-3-2025/constraints-towards-the-efficacy-of-competency-based-curriculum-implementation-in-kenya-a-case-study-of-chesumei-sub-county-kenya/
The current study was set to find out the challenges affecting the efficacy of implementation of Competency-Based Curriculum (CBC). The study focused on availability of teaching and learning materials, teaching staff preparedness in competency Based Curriculum pedagogy, policy framework and learner assessment. The study was necessitated by public outcry over mismatch in policy formulation and […]

Sabbagh, D. (2024). **La fin de l'affirmative action dans les universités américaines ?** *Sociétés contemporaines*, *134135*(2-3), 235-243. https://doi.org/10.3917/soco.134.0235
Saforo, E., Elorm Agbo, E., Akua Nti, M., Agyarkwa, M., & Yaa Fosua Fosu, B. (2025). ***Inclusive and Equitable Education: A Policy Framework for Addressing Learning Disparities in Ghana*** (p. 6) [Policy Brief]. Consulté à l'adresse ACET website: https://acetforafrica.org/research-and-analysis/insights-ideas/policy-briefs/inclusive-and-equitable-education/
Explore the state of education in Ghana, highlighting enrollment challenges, disparities, and policy recommendations for improvement.

Salaad, S. (2023, décembre 29). ***The Impact of Climate Change on the Education Sector in Somalia during the Deyr Season in 2023*** [SSRN Scholarly Paper]. https://doi.org/10.2139/ssrn.5377598
Global warming is directly impacting the education of Somali students. This research examined the impact of climate change-induced events on the education sector in Somalia. It specifically surveys the results of the Deyr season (October-November-December) in 2023 when the El Niño and the positive Indian Ocean Dipole (pIOD) rains occurred. The Deyr season rains were the heaviest in recent memory and breached natural and artificial barriers, flooding schools and temporarily closing more than 70% of schools surveyed nationwide. The survey takers contacted school administrators from 16 out of the 18 regions of Somalia to research the effects of global warming-induced Deyr rains in 2023. The results of the study show global warming-induced rains have had an adverse impact on the education of Somali students during the Deyr season in 2023.

Schurig, M., Weiß, S., Kiel, E., Heimlich, U., & Gebhardt, M. (2025). **Assessment of the quality of inclusive schools A short form of the quality scale of inclusive school development (QU!S-S) – reliability, factorial structure and measurement invariance**. *International Journal of Inclusive Education*, *29*(12), 2168-2183. https://doi.org/10.1080/13603116.2020.1862405
Many schools worldwide are facing the challenges of implementing inclusive education into their everyday lives. In order for this to succeed, meaningful measures are needed to evaluate concepts, instructional quality and learning. This paper addresses the development of an instrument for the self-evaluation of schools on behalf of the quality of inclusion, the Quality Scale of Inclusive School Development-short form (QU!S-S). The instrument is based upon the theory of ecological environment of students in a school development model for inclusive schools and addresses five levels of school development as specific but connected dimensions. The levels are 'Students and their

individual needs', 'Inclusive Instruction', 'Multiprofessional Cooperation', 'Inclusive School Concept and School Life' and 'External Support and Communal Networking'. The factorial structure is confirmed and successfully tested for measurement invariance between regular school teachers and teachers with duties in special education or psychology as well as primary and secondary schools. Intercorrelations between attitudes toward inclusion and the assessed dimensions are used to underline the appropriateness of the QU!S-S. It is discussed that the parsimonious linkage of different levels of inclusive school quality can establish a basis for discussion on school development.

Sonenshine, T. (2025, septembre 29). **Moins d'étudiants étrangers aux États-Unis : une baisse qui coûte cher aux universités**. https://doi.org/10.64628/AAK.9vmrw75md
On estime à 150 000 la baisse du nombre d'étudiants étrangers sur les campus états-uniens cet automne en raison des politiques mises en place par l'administration Trump.

Stefanou, A. (2025). ***L'éducation prioritaire*** (N° 6; p. 63). Consulté à l'adresse DEPP-MEN website: https://www.education.gouv.fr/l-education-prioritaire-414237
Ce document rassemble les indicateurs et les principaux enseignements des études menées par la DEPP sur l'éducation prioritaire.

Steiner-Khamsi, G. (2025a). **Conclusions**. In G. Steiner-Khamsi (Éd.), *Time in Education Policy Transfer: The Seven Temporalities of Global School Reform* (p. 209-234). https://doi.org/10.1007/978-3-031-82524-8_6
This chapter recapitulates the relevance of time as an analytical category for understanding policy transfer processes and outcomes. The concluding chapter describes the seven temporalities, visualizes them, and illustrates, in an exemplary manner, the research questions asked, and the insights gained from closely examining the temporal dimension. It also illustrates the diversity of interpretive frameworks necessary to capture the phenomenon of traveling reforms: sociological systems theory emphasizes context, system logic, and sense-making; neo-institutionalist theory traces global terms over an extended period; historical institutionalism illuminates path dependency and "layered legacies" (Wimmer, 2023) that affect the reception and translation of global reforms, while critical theories address the politics and economics of policy borrowing. Unlike the health sector, frequently enlisted as a comparator case, the education sector is characterized by a democratization of expertise. Public opinion matters greatly as school reforms are highly politicized. Compared to adjacent fields (public policy studies, political science, international relations), considerations of the temporal dimension are semi-orphaned in policy transfer research in education. The author notes that the number seven is meant in a biblical sense; that is, more temporalities emerge once we cease assuming that time is linear, continuous, chronological, and devoid of political maneuvering.

Steiner-Khamsi, G. (2025b). **Encounters with the Global Reform**. In G. Steiner-Khamsi (Éd.), *Time in Education Policy Transfer: The Seven Temporalities of Global School Reform* (p. 47-87). https://doi.org/10.1007/978-3-031-82524-8_2
This chapter deals with the global drivers and national adopters of the reform. It examines the first two movers—the OECD and the World Bank—that promoted and funded the global dissemination of SAWA. The Ministries of Finance were their primary counterparts at the national level. The reform was subsequently transferred and "translated" into line

ministries, including the Ministries of Education. In OECD countries, New Public Management (NPM) included the introduction of new procurement laws. Governments were henceforth obligated to invite businesses and other private providers to bid for public goods and services. Contracting became the preferred policy instrument that relied on numerical measures of "pedagogical services" and expected outputs, which would then be costed and outsourced. This marked the inception of datafication in the education sector. The World Bank, in turn, rigorously promoted decentralization policies in aid-recipient countries for both ideological and managerial reasons. The structural adjustment policies of the World Bank Group pursued the same goal as NPM: reduction of public expenditures, increase in revenues, and outsourcing to the private sector. The chapter also provides a first glimpse into meso-level investigations of how institutions selectively adopted and translated the global school reform to fit their local policy contexts.

Steiner-Khamsi, G. (2025c). **On the Global/Local Nexus and the Late Adopter/Early Adopter Interaction: The Tempo of Diffusion**. In G. Steiner-Khamsi (Éd.), *Time in Education Policy Transfer: The Seven Temporalities of Global School Reform* (p. 185-205). https://doi.org/10.1007/978-3-031-82524-8_5
This chapter presents the seventh temporality of policy transfer: the tempo, or the velocity, with which global ideas, "best practices," or, in this case, particular school reform packages, spread worldwide. Research on the diffusion of innovation has much to offer in answering the following research questions: Why does the dissemination pick up speed once a critical mass of educational systems adopts a global reform? Does it matter which countries were early adopters? Does the global script change because of feedback from early adopters? Does vicarious policy learning occur in which late adopters learn from the mistakes of early adopters? Is there a contagion effect whereby even controversial reforms, such as SAWA, spread like wildfire regardless of their well-known adverse outcomes? The focus on the tempo of policy transfer compels us to pay close attention to the relationship between early and late adopters and local and global actors. Consequently, the preoccupation with the tempo of diffusion connects macroscopic analyses of global reform trends with meso-level investigations of how institutions have responded to, bought into, and translated them in ways that make sense in their local context.

Steiner-Khamsi, G. (2025d). **Reception and Translation into the Local Context: The Timing, Lifespan, and Age of Reforms**. In G. Steiner-Khamsi (Éd.), *Time in Education Policy Transfer: The Seven Temporalities of Global School Reform* (p. 153-184). https://doi.org/10.1007/978-3-031-82524-8_4
This chapter introduces three temporalities—timing, lifespan, and age—that capture the various trajectories of SAWA adoption and translation at both the national and local levels. The multiple streams framework, theories that explain reform intensity shortly before and after a change in administration, and the externalization thesis are well-known interpretive frameworks that help explain the timing of policy borrowing. In contrast, further research is needed on why some reforms are short-lived while others are sustained and institutionalized. Policy analyses that determine the winners and losers of reform are likely to yield interesting findings on how reform is undermined, reframed, or rejected by disempowered groups, such as teachers unions. Even fewer studies exist on how a reform evolved or, phrased differently, how institutions gradually implement a reform. Arguably, historical antecedents and institutional legacies explain why local and national actors

buy into global reform and how they recontextualize it once it has been selectively adopted. Such an intellectual endeavor requires a retrospective analysis of how a borrowed global reform unfolded over time and which features became institutionalized and endured twenty or thirty years later. Noticeably, comparative policy researchers in education rarely have a long time horizon in sight when chronicling reform implementation.

Steiner-Khamsi, G. (2025e). **The Evolution of a Global Script: The Present, Future, and Sequence of Reforms**. In G. Steiner-Khamsi (Éd.), *Time in Education Policy Transfer: The Seven Temporalities of Global School Reform* (p. 91-152). https://doi.org/10.1007/978-3-031-82524-8_3
This chapter presents the three temporalities of policy transfer that explain why, how, and in which order the global script was developed: (i) the present at the time (also known as the historical period), (ii) the future, and (iii) the sequence. First, governments' managerial and financial burden to satisfy the demand for education is not to be underestimated. The chapter presents the four most popular strategies governments enlisted to cope with educational expansion. The fourth (neoliberal) strategy, promoted by the OECD and the World Bank, entailed deregulation, choice, and privatization and was positively associated with efficiency and quality gains. Second, intergovernmental organizations legitimize and accelerate the global dissemination of reforms by tying them to futuristic multi-year international agreements, such as EFA, MDGs, and SDGs. Global norm-setting and benchmarking have become effective tools for global governance, enabling intergovernmental organizations to monitor governments' progress toward common goals regularly. Finally, the chapter discusses in detail the sequence of the last four public administration reforms and demonstrates the changing role of the state, types of accountability, and types of regulation. The state's role has transitioned from that of a welfare, entrepreneurial, and interventionist state to, most recently, the engaged state.

Steiner-Khamsi, G. (2025f). ***Time in Education Policy Transfer: The Seven Temporalities of Global School Reform***. https://doi.org/10.1007/978-3-031-82524-8

Steiner-Khamsi, G. (2025g). **Traveling Reforms from a Comparative, Transnational, and Global Perspective**. In G. Steiner-Khamsi (Éd.), *Time in Education Policy Transfer: The Seven Temporalities of Global School Reform* (p. 3-45). https://doi.org/10.1007/978-3-031-82524-8_1
This chapter traces school reform trends over the period 1960–2025. It illustrates how the current reform began to take shape in the 1990s. It began first with a bundle of policies related to school-based management, choice, and privatization (summarized as school autonomy). A decade later, due to the detrimental effects of the neoliberal reform on equity and quality, a second bundle of policies was added that introduced standardized curricula, tests, and other performance evaluations (summarized as accountability). In the final stage, a full-fledged reform package circulated worldwide as a global script, featuring a particular theory of change, preferred policy instruments to induce and sustain change, and a specific mix of policies. Verger and his associates (Autonomous University of Barcelona) labeled the script School-Autonomy-with-Accountability (SAWA). The macroscopic preoccupation with international trends, presented in this chapter, has greatly benefited from research conducted by Patricia Bromley (Stanford University), Rie Kijima (University of Toronto), and their associates. They categorized and summarized over 10,000 policy documents that international organizations collected from almost

every country and made publicly available in the World Education Reform Database. They convincingly show that the peak of the neoliberal era was 1992–2008.

Superfine, B., & Park, J. (2025). **Selective High School Admissions Policies in Court: The New Battleground for Educational Diversity**. *American Journal of Education*, *131*(4), 565-588. https://doi.org/10.1086/736326
Purpose: Over the past 5 years, courts increasingly have considered cases involving the design and effects of selective high school admissions policies. This study examines three recent cases to highlight the importance of the courts in shaping selective high school admissions policies, how these policies have been considered in the institutional setting of the courts, and the theoretical and practical implications of these cases. Research Methods/Approach: This article uses legal analysis. Findings: Three recent cases reflect different approaches for using the courts to influence selective admissions policies. In some instances, judges conflicted over the constitutionality of such policies. In another instance, a judge dismissed the case as a political issue that would require a court to engage in functions best reserved to other governmental branches. These cases reflect the malleability of judicial interpretations of equality and discrimination in the institutional setting of the courts, in addition to the challenge of ascertaining acceptable intent and defining a baseline for disproportionate impact analyses—key drivers of such cases. Implications: Given the changing composition of the Supreme Court and its 2023 affirmative action decision, selective high school admissions policies appear set to be the next major legal battleground over efforts to diversify schools. The three cases underscore the importance of considering the institutional characteristics of the courts; tensions between judicial, political, and scientific decision making; and how the notion of a zero-sum game is framed in selective admissions cases.

Symeonidis, V., & Blomqvist, C. (2025). ***Policies and tools for comparing and recognising VET qualifications in Europe*** (Working Paper Series N° 25; p. 51). Consulté à l'adresse CEDEFOP website: https://www.cedefop.europa.eu/en/publications/6225
The findings highlight the need for conceptual consistency, the importance of building mutual trust between national qualification systems and using learning outcomes in recognition processes, as well as the potential of digitalisation and artificial intelligence to enhance the efficiency and effectiveness of comparison and recognition processes.

Tarifa-Rodriguez, A., Virues-Ortega, J., & Calero-Elvira, A. (2025). **The Behavioral Education in Social Media (BE-Social) Program for Postgraduate Academic Achievement: A Randomized Controlled Trial**. *Journal of Behavioral Education*, *34*(3), 479-505. https://doi.org/10.1007/s10864-024-09545-9
Few randomized controlled trials have evaluated social media study groups as educational aids in the context of online and blended teaching programs. We present the Behavioral Education in Social Media (BE-Social) intervention package, which integrates key evidence-informed behavioral intervention strategies delivered through a closed social media study group. BE-Social combines instructor-mediated cooperative learning and self-management training via multimedia posts and video modeling. Forty-six students were randomly assigned to a default online program (control) group or default online program plus BE-Social (intervention) group. Intervention outcomes included academic performance and social media engagement (reactions, comments). A mixed-effect ANOVA showed that individuals in the BE-Social group attained higher academic performance, $F(1, 46) = 18.37$, $p < .001$, $\eta 2 = .34$). On average,

the intervention produced a 20-point increase in academic performance over a 100-point scale and significant increases in social media engagement. A parallel single-subject analysis revealed that intervention gains were not always consistent across participants. Findings are consistent with the view that social media platforms provide a prosthetic social milieu that can enrich traditional education by maximizing social rewards through increased interaction opportunities and timely positive feedback. We propose the digital environment reward optimization hypothesis to denote these processes.

Thao Khamsing, W. (2025). **L'apprentissage dans l'enseignement supérieur en 2024**. *Note Flash du SIES*, (21), 1-2. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Sommaires-revues/DetailSommaire.php?parent=actu&id=8724
Fin 2024, au sein de l'enseignement supérieur, 657 900 étudiants sont en apprentissage, soit une hausse de 3 % en un an et de 14 % en deux ans. Au 31 décembre 2024, les centres de formation d'apprentis accueillent 657 900 étudiants préparant un diplôme de l'enseignement supérieur. Cela représente une hausse de 3 % en un an et de 14 % en deux ans. Près de trois apprentis sur dix sont inscrits en STS, un quart d'entre eux le sont dans des formations délivrant des titres homologués (TH) certifiés au répertoire national des certifications professionnelles (RNCP) et 17 % en écoles de commerce. Un peu moins de la moitié des étudiants en STS effectuent leur année de formation en apprentissage, tout comme 61 % des étudiants en licence professionnelle, 26 % des étudiants en IUT et 34 % des étudiants en écoles de commerce. Dans les formations d'ingénieur et dans les écoles de commerce, les apprentis sont en moyenne d'origine sociale moins favorisée que les étudiants « scolaires », mais pas dans les formations universitaires. Plus des trois quarts des apprentis sont inscrits dans des formations privées, la répartition entre établissement de formation public et privé pour l'apprentissage variant fortement selon la filière du diplôme préparé.

Togunloju, T., & Ajewole, I. P. (2025). **Student-Teacher Ratio and Infrastructural Development in Nigerian Universities: Issues, Challenges and the Way Forward**. *British Journal of Education*, *13*(5). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-5-2025/student-teacher-ratio-and-infrastructural-development-in-nigerian-universities-issues-challenges-and-the-way-forward/
The article discussed the students – teacher ratio and infrastructural development in Nigerian universities: issues, challenges and the way forward. Secondary data were used to support the points raised in the article. The secondary data were sourced from print media and online publication by recognized institutions and individual authors. There are many issues with student […]

UNESCO. (2025a). ***Les langues comptent : orientations mondiales pour l'éducation multilingue***. https://doi.org/10.54675/UTXF6991

UNESCO. (2025b). ***Transformer l'éducation vers l'ODD 4 : rapport d'enquête sur les mesures prises par les pays pour transformer l'éducation*** (p. 121). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000395413

UNESCO Institute for Statistics. (2025a). ***Buyer's guide to international student assessment*** (p. 45). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000394896

UNESCO Institute for Statistics. (2025b). ***Criteria for use of an assessment to report on SDG 4.1.1*** (p. 46). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000394907

UNESCO Institute for Statistics. (2025c). ***National education statistical capacity assessment: global analysis based on a maturity model*** (p. 123). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000394897

UNESCO Institute for Statistics & Global Education Monitoring Report Team. (2025). ***Tableau de bord pour l'ODD 4: rapport d'étape sur les points de référence nationaux: focus sur la non-scolarisation***. https://doi.org/10.54676/PMBP2328

UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific, International Centre for Higher Education Innovation, Mammen, A., & Lautre, V. (2025). ***Report on digital transformation in higher education in South Asia | #LeadingSDG4 | Education2030*** (p. 76). Consulté à l'adresse UNESCO website: https://www.unesco.org/sdg4education2030/en/publication/report-digital-transformation-higher-education-south-asia
Explores how South Asia's universities embrace ICT and innovation to enhance learning, strengthen policy, and accelerate the SDG4-Education2030 agenda

UNGEI : United nations girl's education initiative. (2025). ***Évaluation rapide de l'égalité de genre dans l'éducation au Mali : rapport de l'atelier de restitution des résultats***. Consulté à l'adresse UNGEI website: https://www.ungei.org/sites/default/files/2025-07/Rapport%20_GES_Mali_FR.pdf

UNHCR. (2025). ***UNHCR Education Report 2025*** (p. 24). Consulté à l'adresse UNHCR website: https://www.unhcr.org/media/unhcr-education-report-2025

UNICEF Eastern and Southern Africa. (2025). ***Climate and Education in Eastern and Southern Africa: An investment case*** (p. 8). Consulté à l'adresse UNICEF website: https://www.unicef.org/esa/reports/climate-and-education-eastern-and-southern-africa-investment-case

Urasa, E. J., Evans Ogoti, & Mbua, F. M. (2025). **Extensiveness of School Committees in Maintaining Infrastructure to Enhance Access to Education for Pupils with Special Education Needs in Public Primary Schools in Mvomero District, Tanzania**. *British Journal of Education*, *13*(10). Consulté à l'adresse https://eajournals.org/bje/vol13-issue10-2025/extensiveness-of-school-committees-in-maintaining-infrastructure-to-enhance-access-to-education-for-pupils-with-special-education-needs-in-public-primary-schools-in-mvomero-district-tanzania/
This study examined the extensiveness of school committees in maintaining infrastructure to improve access to education for pupils with Special Educational Needs (SEN) in public primary schools in Mvomero District, Tanzania. It adopted a convergent mixed-methods design underpinned by Social Theory, involving 15 schools, 15 head teachers, 99 pupils, 158 teachers, and 136 school committee […]

Valentini, A., & Blancas, A. (2025). ***The challenges of AI in higher education and institutional responses: is there room for competency frameworks?*** (p. 35). Consulté à

l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000394935.locale=en

Verneuil, Y. (2025). **L'éducation à la sexualité à l'école en France du début du xxe siècle à nos jours : une question demeurée socialement vive**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 13-35. https://doi.org/10.7202/1119546ar
En France, la question de l'introduction de l'éducation sexuelle à l'école est apparue dès le début du xxe siècle. Cette éducation s'est progressivement institutionnalisée, jusqu'à l'inscription dans la loi en 2001 et la mise au point d'un programme détaillé en 2025. Mais la réitération des circulaires ministérielles, en 2018 et en 2022, témoigne de décalage entre les prescriptions et la réalité sur le terrain. De fait, l'éducation à la sexualité demeure une «question socialement vive». C'est sur cette permanence que s'interroge cet article, sur la base d'un corpus d'archives associant des fonds publics (Archives nationales) à des sources imprimées (revues pédagogiques et d'associations) et exploité au moyen d'une analyse de contenu soucieuse de contextualisation et attentive à ce que la controverse publique produit elle-même sur le contexte.

Wofford, A. M., Perez-Felkner, L., Staudt Willet, K. B., & Nhien, C. (2025). **Geography of Computing Graduate Degree Opportunities: Examining the Characteristics of Minority-Serving Institutions**. *Research in Higher Education*, *66*(6), 37. https://doi.org/10.1007/s11162-025-09848-4
Minority-Serving Institutions (MSIs) play a critical role in supporting racially minoritized and low-income students. Despite their importance, MSIs continue to be overlooked in federal investments. This short research note delves into the historical and geographical factors influencing MSIs, generally, and in the vastly growing area of graduate education in STEM—and specifically computing—disciplines. Using a geography of opportunity lens to investigate the landscape of MSI offerings, we use a new publicly available database to assess relationships among the characteristics of MSIs offering graduate-level computing-related degrees, with a particular focus on institutional control, MSI type, and geographic region. Our results illuminate the geographic segregation of MSIs and their offerings. We attend to the implications of these disparities for advancing equitable educational policies.

Yang, M., Sarker, M. N. I., & Rahman, Md. N. (2025). **Integrating disaster preparedness into education policy and management in the face of multi-hazard risks**. *Environmental Research Communications*, *7*(9), 092003. https://doi.org/10.1088/2515-7620/ae0785
Because of their increasing frequency and severity, communities must be prepared for and anticipate natural hazards. Education plays a crucial role in building resilience and improving disaster preparedness. Despite the importance of disaster preparation, education policy and administration do not systematically incorporate disaster preparedness. This study addresses 'what can be done to increase resilience in the face of natural hazards by effectively integrating disaster preparedness into education policy and management?' Thus, this study identifies strategies for integrating disaster preparedness into education policy. A mixed-methods approach comprised a systematic review using PRISMA and thematic analysis. This study reveals notable shortcomings in existing education policies and management practices concerning disaster preparation, particularly in areas prone to natural disasters. The lack of a comprehensive disaster preparedness curriculum, insufficient teacher training, and underrresource allocation contribute to these shortcomings. The assessment also focused

on the benefits of disaster preparedness in education, including improved disaster response and recovery, increased community resilience, and improved knowledge and skills among students and teachers. Additionally, this study identified several cases demonstrating effective approaches and tactics for successfully integrating disaster preparation into education. This study argues that education policy and administration must prioritize disaster readiness, especially in areas at risk from natural hazards. With appropriate strategies and resources, disaster preparation can be effectively integrated into education with noticeable advantages. Educators must receive thorough training on disaster preparedness, and sufficient resources must be allocated. This study indicates that more research is needed to determine how disaster preparation can be integrated into education and measure the impact of such integration on community resilience and outcomes after disasters.

Pratiques enseignantes

Abboud, M., Emprin, F., Rogalski, J., & Vandebrouck, F. (2023). **Les technologies dans l'enseignement : activité de l'enseignant en classe et en formation**. In F. Vandebrouck, F. Emprin, & C. O.-B. et L. Vivier (Éd.), *Nouvelles perspectives en didactique des mathématiques. Preuve, modélisation et technologies numériques*: *Vol. XXIe école d'été de didactique des mathématiques, Sainte-Marie-de-Ré, 18-24 octobre 2021* (p. 91-112). Consulté à l'adresse https://hal.science/hal-04608034
This text builds on the theoretical and methodological considerations presented by M. Abboud (Abboud, 2024) and on her approach to teaching activity in technological environments. It aims at deepening certain features of the analysis of actual teaching practices and the training of these practices. This is illustrated by three studies, the first two analyzing activities in regular classrooms and the third in training sessions through the use of a classroom simulator.

Alharbi, A. S. (2025). **Hidden dialogues: The power of informal peer feedback in EFL online reflective blogging**. *Education and Information Technologies*, *30*(14), 20821-20850. https://doi.org/10.1007/s10639-025-13593-7
The increasing use of digital platforms in education has opened new avenues for peer interaction, particularly in the realm of language learning. This study explores the role of informal peer feedback on reflective blog posts in the context of English as a Foreign Language (EFL) learning. Drawing on sociocultural theory and the concept of dialogic feedback, the research examines how informal, peer interactions via WhatsApp contribute to learners' language development and critical thinking. The study was conducted with a cohort of female EFL learners at a university, where participants engaged in reflective blogging as part of their course. Coordinating focus group interviews with 110 participants and translating responses from Arabic to English while preserving linguistic and cultural nuances presented challenges during the research process. Employing focus group interviews, the research identified key themes related to the nature and impact of informal peer feedback. The findings suggest that informal feedback provided via WhatsApp can significantly enhance learners' engagement, and linguistic competence in comparison to formal feedback received within blog posts. However, the current study also highlights several challenges, including variability in feedback quality, miscommunication, and distraction from the topics under discussion. The study underscores the need for further research to explore the effectiveness of informal peer feedback across diverse educational contexts and to identify strategies for

optimizing its implementation in EFL instruction. The implications of this study are twofold. Theoretically, it contributes to the understanding of feedback as a dialogic process that goes beyond traditional teacher-centered models. Practically, it offers insights for educators seeking to integrate incorporation of peer-feedback into language teaching, emphasizing the potential of informal feedback to foster a more interactive and student-centered learning environment.

Aliaj, A., & Bushi, J. (2025). **Educational Assessment in Transition: Historical and Contemporary Perspectives from Albania**. *British Journal of Education*, *13*(8). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-8-2025/educational-assessment-in-transition-historical-and-contemporary-perspectives-from-albania/
This article examines the evolution of assessment systems in pre-university education within a comparative context, focusing on how assessment practices and structures have transformed in Albania. It examines the gradual transition from traditional and subjective models toward standardized approaches based on scientific principles and competency-oriented frameworks. In the Albanian case, historical development is examined from […]

Alnuaimi, A., Opoku, M. P., Tekin, A. K., & Ndijuye, L. G. (2025). **Inclusive Early Education in the Gulf context: An Assessment of Quality of Practices by School Leaders**. *International Journal of Early Childhood*, *57*(2), 485-504. https://doi.org/10.1007/s13158-024-00407-z
The 2022 World Conference on Early Childhood Education resulted in the Tashkent Declaration, which emphasized the need for an extension of early childhood education to vulnerable children, such as those living with a form of disability. A Gulf country, United Arab Emirates (UAE), participated in the world conference and committed towards practicing inclusive education. In this study, ecological system model was operationalized as conceptual framework to understand the quality of inclusive practices from the perspective of 151 early childhood education school leaders who completed the quality scale of inclusive school (QU!S–S). The data were subjected to computation of confirmatory factor, t-test, analysis of variances, and regression analysis. The study provides support for the hypothesized structural validity of the QU!S–S, and demographics provide additional insight into inclusive practices. It concludes with a call on policymakers in the UAE to reflect the tenets of the ecological system model in future early school inclusive policy.

Amond, M., Johnston, K., & Millwood, R. (2025). **Personal, Purposeful, Practical, Political Matters in the Teachmeet Phenomenon: An Interpretative Phenomenological Analysis**. *British Journal of Education*, *13*(8). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-8-2025/personal-purposeful-practical-political-matters-in-the-teachmeet-phenomenon-an-interpretative-phenomenological-analysis/
TeachMeet is a recent phenomenon in which informal gatherings are arranged by teachers to share and discuss practice with peers in a convivial setting. Our overarching research aim was to explore the essence, nature and niche of TeachMeet events. Review of literature in the domains of professional development, leaderless organisations, and TeachMeet led to research […]

Anderson, E. J., Brock, M. E., & Shawbitz, K. N. (2024). **Training Paraeducators to Promote Communication Opportunities for Students with Complex Communication Needs**. *Journal of Behavioral Education*. https://doi.org/10.1007/s10864-024-09548-6

Paraeducators are often tasked with supporting students with complex communication needs (CCN) without being well prepared to promote their communication. Previous studies have focused on training paraeducators to promote communication during non-instructional contexts for limited or unspecified communication types. We extend the literature by targeting the diversity of communication opportunities during academic instruction. We used a multiple-probe-across-participants design to test the effects of behavioral skills training to increase the number and variety of communication opportunities (i.e., mands, tacts, and intraverbals) provided by three paraeducators providing instruction for students on the autism spectrum with CCN. The training package resulted in improvements in communication opportunities across all paraeducator-learner dyads. This study serves as an example of one method to promote diverse communication opportunities for students with CCN during academic instruction.

Ayimbila, E. A., Ameyaw, Y., Azure, J. A., & Ayamba, A. (2025). **The Role of Flipped Classroom Approach on Students' Knowledge Retention in Biology Concepts**. *British Journal of Education*, *13*(4). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-4-2025/the-role-of-flipped-classroom-approach-on-students-knowledge-retention-in-biology-concepts/
This study was conducted to examine the role of flipped classroom approach on students' knowledge retention on biology concepts. A pretest, posttest non-equivalent control design was adopted for the study. The sample comprised of fifty-eight (58) level 300 biology students. 28 students constituted the control group and the experimental group was also made up of […]

Ayık, Z., & Gül, M. D. (2025). **Enhancing teachers' GTPACK competencies in gifted education: the impact of GIFTLED AR integrated enrichment method**. *Education and Information Technologies*, *30*(14), 19765-19801. https://doi.org/10.1007/s10639-025-13562-0
This study examines the impact of participation in AR integrated enrichment (GIFTLED Method) workshops and classroom implementations on teachers' competencies in differentiation practices and the use of Instructional Technologies (IT) in the STEAM education of gifted students. Focusing on the development of teachers' Gifted Technological Pedagogical Content Knowledge (GTPACK), the research analyzes the progression of teachers' abilities to tailor curriculum elements such as content, process, environment, and equipment, incorporating both hardware and software tools. Data were gathered through pre- and post-interviews and field notes to assess changes in teachers' concpetions, competencies, and strategies in differentiation. Data was analysed with MAXQDA that helped to demonstrate qualitatively and quantitatively. Results indicate a significant improvement in teachers' confidence and ability to integrate IT into their instruction, allowing for more personalized and creative learning experiences for gifted students. However, findings also reveal that teachers require ongoing professional development to address gaps in their GTPACK competency. The study highlights the importance of sustained support and structured training in fostering effective use of IT in differentiated instruction for gifted students, with implications for advancing gifted education practices.

Beaud, L. (2025). **« J'ai vu ta très belle tentative pour recadrer » : (In)visibilité du travail de formateurs et formatrices en situation de handicap et analyse collective des interactions**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14ro1

Cet article s'intéresse au travail de formateurs en situation de handicap co-animant avec des formateurs-accompagnants des formations dans différents domaines. Ce travail est à ce jour très peu visibilisé et discuté au sein des binômes. Dans le cadre d'un projet de professionnalisation de ces acteurs, un dispositif d'analyse collective des interactions a été mis en place avec des formateurs en situation de handicap et des formateurs-accompagnants. Ce dispositif leur a permis d'identifier des compétences interactionnelles sur la base d'enregistrements vidéo de leur co-intervention. Grâce à une analyse interactionnelle de séquences issues de ce dispositif de formation, nous relevons comment les participants s'orientent vers la part visible de leur travail mais également vers une part invisible de celui-ci. Ce dispositif permet de souligner les processus collectifs à l'œuvre dans la mise en évidence et la reconnaissance du travail, dans sa dimension non-réalisée. Nous discutons les résultats à l'aide des concepts de travail empêché, de dynamiques de participation et de postures analytiques.

Bellibaş, M. Ş., Aydın, B., Bowers, A., Perry, L., & Pietsch, M. (s. d.). **Instructional Leadership Moderating the Impact of (In)Congruency Between Peer and Individual Student SES on Achievement**. *Leadership and Policy in Schools*, *0*(0), 1-21. https://doi.org/10.1080/15700763.2025.2539806
The present study aims to investigate how school segregation, as well as the (in)congruence between the school and individual SES, can explain the variation in student achievement. Additionally, it examines the role of instructional leadership in mitigating this association. Using international large-scale assessments (PISA-TALIS link data) from seven countries – Australia, Colombia, the Czech Republic, Denmark, Georgia, Malta, and Turkey – we applied several multilevel polynomial regressions with response surface analyses. The results showed that both individual SES and school segregation have a profound impact on student achievement, with varying results across countries. Second, we found differential school composition effects, with the school composition effect strongest for low SES students in high SES schools. Third, our results do not support congruence theory, but they do somewhat favor (in)congruence theory. Finally, strong leadership magnifies benefits for low-SES students in high-SES schools and for all students at low-SES schools. Implications for policy, practice, and further research are discussed.

Berger, E., Favrod, J., Frobert, L., & Nguyen, A. (2025). **Apprendre à initier une rencontre avec les patient·e·s dans un jeu de rôles : quelles compétences interactionnelles ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rny
Initier la rencontre avec un·e patient·e représente un enjeu important pour le ou la soignant·e en vue d'instaurer une relation propice au travail thérapeutique. Cette étude explore les compétences interactionnelles développées par des étudiantes infirmières lors de jeux de rôles avec des patient·e·s partenaires. L'analyse conversationnelle, menée à partir d'enregistrements vidéo retranscrits de binômes d'étudiants, se concentre sur la phase d'ouverture d'une séance psycho-éducative, moment clé pour instaurer une alliance de collaboration. Les échanges authentiques avec les patient·e·s partenaires permettent aux étudiants d'exercer les ajustements interactionnels nécessaires à l'alliance collaborative dans une activité thérapeutique en contexte de formation. Les analyses montrent comment les ressources multimodales mobilisées par les participant·e·s configurent la rencontre et l'engagement du groupe dans la séance, avec une dynamique interactionnelle collaborative plus ou moins symétrique.

Bilal, E., Raffaëlli, C., Rugambage, N., Sallis, A., Yzern, B., & Monseur, C. (2025). **Pratiques enseignantes à l'école élémentaire : les principaux résultats de l'enquête Epode 2022**. *Note d'Information*, (25.53), 1-4. https://doi.org/10.48464/ni-25-53
L'enquête périodique sur l'enseignement (Epode) 2022 a interrogé un échantillon national représentatif d'enseignants exerçant à l'école élémentaire sur 84 activités, postures ou gestes professionnels.

Bimonte, A. (2025). **« C'est toi qui as posé les pavés à Rome ? » : les dynamiques de proximité et de distance relationnelle dans l'accompagnement socio-professionnel en entreprise sociale**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rns
L'article s'intéresse à la problématique des relations d'accompagnement dans les métiers de la prise en charge d'autrui. Plus particulièrement, il vise à documenter les compétences interactionnelles susceptibles d'instaurer « la bonne distance » ou la « juste proximité » dans l'accompagnement socio-professionnel d'adultes vivant avec des troubles psychiques en situation de travail. À partir d'une démarche de recherche vidéo-ethnographique, conduite au sein de cinq entreprises sociales, les relations interpersonnelles entre les intervenants socio-professionnels et les bénéficiaires sont étudiées dans une perspective interactionnelle, à la lumière de l'humour, des systèmes de places et du travail de figuration (face work) qu'ils accomplissent dans leurs échanges au travail. L'analyse révèle que, selon que les participants s'orientent vers des activités de soutien ou d'évaluation des gestes professionnels (savoir-faire) ou des aptitudes et des comportements des personnes accompagnées (savoir-être), ils construisent collectivement des dynamiques relationnelles de proximité ou de distance variables, par la mise en œuvre de processus interactionnels complexes.

Blake, J. T., Aspiranti, K. B., & Coleman, D. N. (2025). **Comparing the Efficacy of Virtual Implementation for Two Sight Word Flashcard Interventions**. *Journal of Behavioral Education*, *34*(3), 654-672. https://doi.org/10.1007/s10864-023-09541-5
Flashcard interventions are commonly used to increase sight-word acquisition and reading ability among students. However, most research on flashcard interventions is implemented in person and not using virtual instruction. The current study compared two flash card interventions, incremental rehearsal (IR) and strategic incremental rehearsal (SIR), on sight-word acquisition when administered via Zoom® video sharing technology. Participants included four struggling readers in first grade. An adapted alternating treatments single-case design exposed participants to the IR, SIR, and a control condition for 10 sessions with the interventionist providing all sessions via Zoom®. Findings indicated all participants learned more words with IR and SIR than in the control condition. However, SIR resulted in more gains in sight-word acquisition compared to IR for all participants. Implications for implementing individualized interventions via virtual modalities are discussed.

Bosio, E. (2025). **Global South university educators' perceptions of global citizenship education: Reflective dialogue, social change, and critical awareness**. *PROSPECTS*, *55*(1), 67-81. https://doi.org/10.1007/s11125-023-09635-y
This article investigates senior educators' (n=10) perceptions of global citizenship education (GCE) in higher education in the Global South, focusing specifically on Colombia, Ghana, and South Africa. Data were gathered through questionnaires and interviews and subsequently analysed using grounded theory and constant comparative

method. Three GCE themes emerged from the findings. According to the educators, GCE should: (a) encourage reflective dialogue in the classroom setting; (b) provide students with the confidence to believe that they can be catalysts for social change; and (c) foster students' critical awareness. The findings suggest that the 10 educators' approaches to GCE in Colombia, Ghana, and South Africa are generally focused on critical and ethical principles of GCE intended to foster critical global citizens. Based on this, the article concludes with a proposal for a GCE framework informed by critical pedagogy and rooted in social justice that can be used to teach GCE in universities in the Global South.

Bosio, E., & Waghid, Y. (2025). **Cultivating students' critical consciousness through global citizenship education: Six pedagogical priorities**. *PROSPECTS*, *55*(1), 131-142. https://doi.org/10.1007/s11125-023-09652-x
This article conceptualizes Global Citizenship Education (GCE) as a liberating and dynamic journey of consciousness-mobilization that supports students' critical thinking about how they can contribute to social justice. The authors' conceptualization of GCE for critical consciousness is entrenched in the work of Paulo Freire. It is political because it is meant to shape the learner into an emancipated, ethical, and critical global citizen. As such, GCE for critical consciousness is based on six pedagogical priorities: praxis, reflexive dialogue, decolonialism, ecocritical views, caring ethics, and empowering humanity. These six priorities are not meant to be comprehensive; they are aimed at boosting debate on the key levers needed to place GCE on a plausible critical, ethical, and sustainable path. Hence, those priorities explicitly challenge and move beyond Western-European-centric and neoliberal GCE conceptions. The article ends with a call for further academic action to (re)construct the momentum needed to push for their implementation.

Bowman, K. S., Tereshko, L., Marshall, K. B., Weiss, M. J., & Rose, K. (2025). **The Perceptions and Experiences of Professionals Collaborating with Behavior Analysts**. *Journal of Behavioral Education*, *34*(3), 574-599. https://doi.org/10.1007/s10864-023-09542-4
Behavior analysts frequently work in professional areas that necessitate treatment from an array of professionals, each representing different disciplines and specialties within healthcare, education, rehabilitation, and human services. Therefore, to best meet the diverse needs of clients and their families, behavior analysts are often required to work collaboratively with professionals from other disciplines and must acquire the skills to do so effectively. To learn more about behavior analysts' collaborative relationships with colleagues from other disciplines and identify opportunities for further education and training, we surveyed professionals from other disciplines including speech-language pathologists, educators, administrators, occupational therapists, social workers, and psychologists. Overall, participants agreed that continued collaboration with behavior analysts would be useful, although the results revealed challenges in collaboration and disparities in reported perceptions and experiences. These findings, as well as ideas for fostering better collaboration, will be reviewed.

Brunel, M., Outers, P., & Campanholo, P. (2025). **Du prescrit légal aux supports d'enseignement : analyse comparée des orientations de l'enseignement de la littérature dans quatre contextes territoriaux pour la classe d'entrée au secondaire**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14ro6

Dans cet article, nous proposons de rendre compte d'une étude comparative internationale à dimension modeste : à partir d'un échantillon réduit de manuels en usage durant l'année scolaire 2019-2020 dans quatre contextes – Brésil, Fédération Wallonie-Bruxelles, Communauté flamande de Belgique, France –, pour un même niveau de scolarité (la classe d'entrée dans le secondaire), nous avons mené une analyse à l'échelle de l'organisation générale du chapitre, des corpus et des visées déclarées ou implicites ; le manuel a été considéré comme un révélateur de la manière dont une institution scolaire transmet une conception de la personne et du citoyen qu'elle souhaite former. Notre cadre théorique est fondé sur les finalités de l'enseignement-apprentissage de la littérature selon Richard (2004, p. 79-81) et Simard et al. (2019, p. 353-354), les types de corpus selon Rouxel (2015, p. 20) et Simard (1996, p. 44-46) et la question du sujet lecteur (Langlade et Rouxel, 2020, p. 105-106). Notre question de recherche principale est la suivante : « Dans nos quatre contextes territoriaux et linguistiques, de quelle(s) manière(s) les programmes et les manuels pour le cours de langue première de la classe d'entrée dans le secondaire rendent-ils compte de conceptions différentes de l'enseignement-apprentissage de la littérature et de la formation du lecteur du XXIe siècle ? ». Nous avons ainsi été amenés à analyser les manuels en nous interrogeant sur les finalités de l'enseignement-apprentissage de la littérature qui y sont énoncées, sur la place réservée au texte littéraire face aux autres textes (informatifs, argumentatifs, etc.), sur les corpus littéraires exploités (littérature patrimoniale, littérature de jeunesse, littérature nationale ou étrangère, etc.) et sur le lecteur que l'école veut former.

Carminatti, N., Lefer-Sauvage, G., Messaoui, A., Roelens, C., Mothes, P., Carnus, M.-F., & Laborie, M. (2024). **L'inanticipable est arrivé !** *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr1
L'article introduit le concept de l'« inanticipable » dans le contexte des sciences de l'éducation, en soulignant la complexité et la pertinence de ce concept face aux crises contemporaines. Le 21e siècle, marqué par un état de « permacrisis », voit émerger l'inanticipable comme une dimension temporelle et conceptuelle incontournable, opposée à l'anticipable, mais aussi incluse en son sein. Le texte explore les implications de ce concept pour l'éducation, en examinant comment la pandémie de COVID-19 a précipité des transformations sociales inattendues. Le concept est discuté à travers diverses disciplines, notamment la physique, la psychanalyse et la philosophie, et il est lié aux notions de temps, d'altérité, et de fragilité des liens éducatifs. L'article invite à reconsidérer la place du sujet dans l'éducation, en acceptant l'imprévisibilité comme un élément constitutif de l'apprentissage et de la relation pédagogique, tout en soulignant les défis que cela pose pour les enseignants.

Caroline, C. (2024). **La problématisation sociétale au sein de commentaires numériques opinant sur l'actualité : une exploration basée sur la théorie de l'enquête de John Dewey**. *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr6
Pour favoriser le développement de la problématisation sociétale, cet article interprète un espace de commentaires numériques à partir du prisme de la théorie de l'enquête de John Dewey, en s'appuyant sur trois postulats : 1) La société contemporaine est dans un état de crise qui révèle la nécessité d'intégrer l'inanticipable dans nos modes de pensée, 2) cet état de crise peut être favorable à la démocratie si les citoyens problématisent les situations complexes 3) en raison de son accessibilité et de son rapport à l'immédiateté, l'espace numérique peut soutenir une problématisation sociétale

notamment nécessaire face à des événements inanticipés. Étant donné ces considérations, cette contribution souligne les enjeux du développement d'une pensée problématologique chez des citoyens pluriels. Elle examine ensuite les critères épistémologiques de la théorie de l'enquête, qui opérationnalise la problématisation, pour les adapter à une démarche inclusive et prospective. Enfin, l'exemple d'un espace numérique de mise en discussion des actualités est exploré dans ses possibilités de constituer une ressource pour la problématisation des futures situations de trouble.

Charles, S. (2024). **Quelles méthodologies peut-on utiliser pour repérer les habiletés spatiales d'étudiants ingénieurs ?** *Mesure et évaluation en éducation*, *47*(3), 93-121. https://doi.org/10.7202/1119633ar
La recherche sur les habiletés spatiales s'intéresse à qualifier les processus cognitifs qui la caractérisent. Dans le cadre du projet e-FRAN EXAPP_3D, notre recherche s'est portée sur la mesure des habiletés spatiales et des compétences de modélisation volumique d'étudiants ingénieurs primo-arrivants. Pour ce faire, nous avons investigué la mesure des habiletés spatiales la plus fréquemment observée dans les études contemporaines, c'est-à-dire les tests papier-crayon. Notre recherche a mis en évidence que la performance relevée dans ces tests n'est pas révélatrice des seules compétences visées : nos premiers entretiens ont révélé une pluralité de stratégies (cognitives, comportementales) mobilisées. Cette sensibilité des tests spatiaux aux stratégies de contournement présente le défi de définir un protocole expérimental qui permette de caractériser aussi bien la performance mesurée dans ces tâches que les compétences qui y sont mises en oeuvre. Cet article présente la méthodologie mixte que nous avons conçue pour répondre à ce double enjeu.

Chartier, A.-M., & Bourdoncle, R. (2022). **Retour sur l'article « L'expertise enseignante entre savoirs pratiques et savoirs théoriques »**. *Recherche et formation*, (100), 45-63. https://doi.org/10.4000/14iaf
L'article de 1998 (Recherche et formation no 27) a comparé deux modèles théoriques de formation des enseignants, l'un centré sur le transfert de la théorie à la pratique, l'autre sur la dynamique des savoirs en action. Une étude de cas fondée sur ce deuxième modèle (enseignement de l'écriture en grande section de maternelle) montre que l'expertise pédagogique associe des savoirs hétérogènes qui résistent à la théorisation réflexive. Le Rebond interroge le « travail d'écriture » exigé pour rendre compte de la pratique enseignante. Il conduit tout observateur à définir pour un public extérieur un texte « lisible », c'est-à-dire adoptant les règles rhétoriques du discours. Il délimite le thème, sélectionne, relie et hiérarchise les données, distingue l'observation et le commentaire, etc. La dynamique de l'action et la logique du discours restent donc deux tâches en interaction mais par construction hétérogènes.

Coe, J., Millett, A. C., Beane, S., & Grenfell-Essam, R. (2025). **Educator experiences of intensive and blended teaching andragogy in UK higher education**. *Review of Education*, *13*(3), e70105. https://doi.org/10.1002/rev3.70105
Significant shifts in the higher education sector during 2020 required the adoption of flexible learning modalities. In response, the University of Suffolk implemented a blended learning approach, incorporating both online and face-to-face delivery. Notably, the university became the first UK higher education institution to implement an intensive delivery mode for undergraduate courses. We employed qualitative thematic analysis to explore the lived experiences of eight psychology educators through two focus groups,

focusing on intensive and blended teaching andragogy. Our findings reveal that intensive delivery positively influences both learners and educators by enhancing knowledge focus and providing rapid, actionable feedback. However, it also presents challenges, such as increased time constraints, limited accessibility, and negative effects on wellbeing and skill development. Similarly, blended approaches yielded mixed outcomes: while it improves educator wellbeing, flexibility and inclusivity, it can also reduce learner social wellbeing and engagement. We offer several recommendations for institutions considering a move to intensive delivery, emphasising the importance of addressing the challenges. However, as our findings are limited to the educators' perspectives, we advocate for future research incorporating learner experiences through both qualitative and quantitative methods. Context and implications Rationale for this study: Due to a lack of focus from educators' perspectives, this UK study explores educators' experiences and evaluation of blended and intensive learning. Why the new findings matter: Findings reveal the importance of educator experiences in blended and intensive teaching models for educators and learners, emphasising the need for well-considered andragogies that support engagement, adaptability and outcomes. Implications for educational institutions, policymakers, educators and learners: The research informs UK higher education institutions in evaluating and refining teaching structures to align with course requirements and learner needs. Insights can guide institutions in adopting evidence-based best practices to enhance student learning experiences and educator effectiveness. Additionally, findings can guide policymakers in developing appropriate teaching delivery strategies for diverse learners and educators. Well-considered andragogy may also benefit prospective and current learners by fostering engagement, social connectedness, and supporting better learning outcomes. Institutions can use these findings to implement adaptive teaching models that improve flexibility, accessibility, and overall educational quality, ensuring a more effective and inclusive higher education environment.

Coelho, V. A., Marchante, M., & Brás, P. (2025). **Effectiveness of an Upper Middle School Social and Emotional Learning Program in Portugal: A Large-Scale Dissemination**. *Journal of Youth and Adolescence*, *54*(9), 2209-2221. https://doi.org/10.1007/s10964-025-02188-7
Few large Social and Emotional Learning program trials have been conducted outside the USA. This dissemination study analyzed the effectiveness of the Positive Attitude Upper Middle program in Portugal. The sample was composed of 2231 middle school students (Mage = 12.63, SD = 1.09; 47.3% girls), 669 in control groups, and 1562 distributed between the two intervention groups (led by experienced or inexperienced implementers). Students and their teachers reported that students from both intervention groups displayed larger gains in self-control, social awareness, relationship skills and responsible decision-making. For self-control, boys benefited more than girls and experienced implementers led intervention group students to larger gains. Thus, the current study supported the programs' effectiveness and highlighted the role of implementer experience.

Colognesi, S., Boonaert, V., & Wiertz, C. (2024). **La grille critériée : toujours une bonne méthode d'évaluation ? Comparaison de différentes méthodes d'évaluation des éléments paraverbaux dans les productions orales d'élèves de 11-12 ans**. *Mesure et évaluation en éducation*, *47*(3), 63-92. https://doi.org/10.7202/1119632ar
Cet article compare trois méthodes d'évaluation des aspects paraverbaux dans les productions orales : la méthode holistique absolue (note globale), la méthode

analytique absolue (grille critériée) et la méthode holistique comparative (logiciel Comproved). Trois questions principales guident l'étude : 1) Quelle est la fiabilité inter-évaluateurs de chaque méthode ? 2) Quelle est la corrélation entre ces méthodes ? et 3) Quels écarts de notation observe-t-on entre elles ? Chaque méthode a été utilisée pour évaluer des productions orales sur des critères paraverbaux tels que l'intonation, le volume et les pauses. Les résultats révèlent que, contrairement aux attentes, la méthode holistique absolue présente la meilleure fiabilité inter-évaluateurs. Bien que des corrélations significatives existent entre les méthodes, des écarts de notation importants subsistent. Ces résultats remettent en question l'utilisation systématique des grilles critériées et montrent qu'il est crucial d'adapter les méthodes d'évaluation aux objectifs spécifiques, notamment pour les aspects paraverbaux des productions orales.

Coulombe, É., Fournier-Gallant, V., & Point, C. (2025). **La pédagogie queer : un état des lieux**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 58-83. https://doi.org/10.7202/1119548ar
Depuis le militantisme queer datant de la crise du sida dans les années 1980, l'expérience queer a été étudiée travers les théories queer (TQ). Flexibles et critiques, elles s'intègrent à plusieurs domaines scientifiques, incluant celui de l'éducation. À l'aide d'une recension narrative de la littérature, nous souhaitons lier les TQ et la pédagogie pour étudier la pédagogie queer (PQ). Notre recherche exploratoire tente de définir la PQ, à comprendre les différentes conceptions y étant liées et ses applications concrètes. De plus, notre projet permet de catégoriser la mise en oeuvre de la PQ en deux compétences distinctes, soit l'analyse et l'action queer, tout en soulignant les défis d'application qui y sont liées, notamment l'inconfort qu'elles peuvent causer en milieu institutionnel.

Cruz, R. A., Firestone, A. R., Love, M., & Stone, E. (2025). **"Inclusion Is Great in Theory": A Mixed-Methods Investigation of Shifts in Preservice Teachers' Attitudes and Self-Efficacy**. *American Journal of Education*, *131*(4), 537-563. https://doi.org/10.1086/736325
Purpose: Building preservice teachers' capacity to ground their practice in inclusive frameworks represents a potential driver for rectifying inequitable access to high-quality learning, particularly for students receiving special education services. To do so, teacher educators must possess a deep understanding of how preparatory experiences shape future teachers' pedagogical beliefs and self-efficacy to enact equity-centered, inclusive practices. In this study, we explore preservice special educators' dynamic and context-driven attitudes about inclusion and their self-efficacy to enact inclusive pedagogy as they progressed through a Curriculum and Instruction course. Research Methods: We conducted a mixed-methods bounded case study with preservice teachers working toward their teaching licenses. We analyzed survey data, open-ended responses, written reflections, and teaching artifacts collected throughout the semester-long course. We used a mixed-methods findings integration technique to generate meta-inferences. Findings: Results indicated that preservice teachers' views about equity-centered inclusion evolved throughout the course, and that perceived institutional barriers influenced the malleability of their beliefs. Our convergent analysis foregrounded a tension between beliefs and practices as participants grappled with enacting course content amid the realities of K–12 classrooms. Implications: By tracing the complex processes whereby preservice teachers developed their perceptions of inclusive pedagogy, we identified focal areas for future policy and discourse. Through our discussion, we offer a nuanced lens for considering the complexities of teachers'

attitudes toward inclusion. We conclude with implications for preparing educators to identify and address inequities within and beyond special education.

Cybal-Michalska, A., & Rosalska, M. (2025). ***Leadership and Management: Complexity and Determinants in School Space***. https://doi.org/10.14220/9783737018555
This publication explores leadership issues within educational practices, demonstrating how management theories impact daily school leadership. It emphasizes that effective educational leadership goes beyond theoretical concepts, incorporating various roles and competencies. The book questions how leadership preferences influence strategies and highlights the need for ongoing development in leadership skills. It underscores the importance of diagnosing and enhancing actual competencies of educational leaders. The publication aims to provide insights for training and self-reflection, benefiting school leaders at various career stages.

Dahri, N. A., Yahaya, N., & Vighio, M. S. (2025). **Transforming teacher education through collaborative digital innovations: An empirical study of teachers'perceptions and experiences**. *Education and Information Technologies*, *30*(14), 20697-20733. https://doi.org/10.1007/s10639-025-13583-9
This study examines the effects of interactive and collaborative digital training applications on teachers' academic performance, utilizing the Technology Acceptance Model and collaborative learning theories. A total of 219 government school computer teachers participated in an online training program through Microsoft Teams, employing a mixed-methods approach that included quantitative data from public sector school computer teachers in Pakistan, alongside qualitative insights from 20 teachers engaged in post-reflection sessions through semi-structured interviews. Using structural equation modeling (SEM), The findings support the hypothesis that perceived ease of use, usefulness, and enjoyment positively influence the adoption of digital training tools. Furthermore, self-regulated learning significantly enhanced collaborative learning practices among teachers. In comparison, interaction with facilitators' peers impacted collaborative learning significantly. Additionally, the study demonstrated that using digital training tools significantly contributes to collaborative learning, which positively affects academic performance, exhibiting a 64% enhancement in educational outcomes. The research highlights collaborative digital training as the best solution for improving teacher preparation in Pakistan and supports the digital learning platforms for future teachers' professional development.

Darancik, Y., Kaçar, E., & Sezik, A. (2025). **AI anxiety and awareness of German teacher candidates**. *Education and Information Technologies*, *30*(14), 20215-20235. https://doi.org/10.1007/s10639-025-13573-x
The aim of this study is to examine the anxiety levels of prospective German teacher candidates in the face of rapid developments in artificial intelligence applications. Participants (n = 136) from the Department of German Language Teaching were included in the study. The 16-item Artificial Intelligence Anxiety Scale (AIAS) developed by Wang and Wang (2019) and validated by Akkaya et al. (2021) was used to measure AI anxiety. The findings indicate that the overall anxiety levels are 46,90 and Cronbach's alpha coefficient is 0.927. There are significant differences in AI anxiety levels among German teacher candidates based on socio-demographic variables such as gender and future career choices, on the other hand there is no difference in class variables. Significant differences were found both in total AI anxiety scores and in the sub-

dimensions of 'Learning' and 'AI Configuration' based on career choices. In the gender variable, differences were also observed in the sub-dimensions of 'Job Replacement' and 'AI Configuration'. Furthermore, results from a 7-item survey administered to assess teacher candidates' perspectives on AI in the context of foreign language learning revealed a need for increased awareness regarding AI among teacher candidates. AI anxiety may limit teacher candidates' personal and professional development. In this sense, education programs should be updated to adapt teacher candidates to this technology and they should be made aware of this issue through in-service trainings. Especially, theoretical models such as 'Technological Acceptance Model' (TAM) could provide a useful framework for understanding teacher candidates' acceptance of AI technologies.

de la Rosa, M., Schmitz, F. M., Tekian, A., & Guttormsen, S. (2025). **Enhancing institutional processes and student experience in higher education through Journey Mapping: A systematic review**. *Review of Education*, *13*(3), e70100. https://doi.org/10.1002/rev3.70100
Higher education institutions (HEIs) navigate dynamic environments shaped by technological advancements and evolving labour market demands. To maintain competitiveness and high-quality offerings, HEIs require appropriate instruments. This study examines the application of the Student Journey Mapping (JM) approach within the higher education context. Originally from the business context, JM enables identification, visualisation and improvement of all student interactions with HEIs. We conducted a systematic review in accordance with the PRISMA protocol by retrieving international peer-reviewed studies in English and German, published between 2000 and 2024, from eight databases. The review focused on three primary JM frameworks applied in higher education: Customer Journey Mapping, Service Blueprinting, and the Brand Touchpoints Wheel. Initially, 15,615 studies were identified; after rigorous screening, 21 remained. Benefits encompass service improvement, innovation and raising faculty awareness of staff and student needs. However, challenges remain, primarily gaps in implementation knowledge and issues surrounding the sustainability and implementation of results. JM is a promising tool for HEIs to maintain attractive student offerings. Our findings align with factors critical to student success and suggest that JM provides valuable insights for enhancing HEIs' competitiveness and the quality of their educational offerings. Context and implications Rationale for this study: HEIs face increasing pressure to adapt programmes and structures to changing student needs and growing competition. This study explores how JM supports such transformation. Why the new findings matter: This is the first systematic review of JM in higher education, offering a structured synthesis and transferable model across diverse institutional contexts. Implications for practitioners, policy makers and researchers: The findings support HEIs in adopting student-centred innovation tools to drive structural development and keeping up the quality of teaching and learning. The proposed three-phase model provides guidance for strategic and operational use of JM and can inform practice, policy development and further research on institutional transformation in higher education.

Dediwalage, M., Kalogeropoulos, P., Russo, J., & Vale, C. (2025). **A systematic literature review of student, parent and teacher experiences of mathematics education in multicultural classrooms**. *Review of Education*, *13*(3), e70109. https://doi.org/10.1002/rev3.70109

This systematic literature review analysed 40 studies published between January 2002 and April 2025, focusing on the mathematics experiences of students, parents, and teachers in multicultural classrooms. Using Bourdieu's concepts of field, habitus, and cultural capital, the review identified five key themes: relationships, parental involvement, racial narratives, culturally responsive pedagogy, and teacher diversity. These themes highlighted challenges that impeded student achievement and shaped stakeholder experiences. The findings emphasised that the social field of school mathematics has the potential to leverage the cultural capital of students and parents to improve outcomes. This is best achieved through culturally responsive pedagogy that fosters strong student-teacher relationships and meaningful parental involvement. Such inclusive approaches also combat racial narratives perpetuating deficit views of multicultural students and families. The review also underscores the importance of developing teachers' cultural competence through targeted pre-service and in-service training, as well as recruiting and retaining diverse educators. Implications for teacher education, institutional practices, and future research are also discussed. Context and implications Rationale for this study: This study addresses the urgent need to improve mathematics outcomes for culturally diverse students by examining student, parent, and teacher experiences through a Bourdieuian lens. Why the new findings matter: Findings reveal how overlooked cultural capital, teacher bias, and power imbalances sustain inequities, emphasising the need for cultural competence and responsive pedagogy in mathematics education. Implications for educators, institutions and researchers: This review underscores the importance of embedding culturally responsive pedagogy in teacher education. Teachers must recognise students' cultural capital, challenge deficit narratives, and build equitable relationships, particularly with minoritised families. Training should include field experiences in multicultural communities and promote parent partnerships. Institutions must prioritise diverse teacher recruitment, ongoing professional development promoting cultural competency, and identity-affirming practices. Researchers should promote community-based collaborations that engage families and address structural barriers such as racial narratives. Collectively, these efforts aim to reshape teacher habitus and institutional norms to foster inclusive, culturally responsive mathematics classrooms that affirm student identities and advance educational equity.

Delorey, J., Specht, J., Fairbrother, M., Ismailos, L., Villella, M., Charles, E., … Whitley, J. (2025). **Experiences that shape pre-service teachers' inclusive practice beliefs: a group concept mapping study**. *International Journal of Inclusive Education*, *29*(12), 2134-2149. https://doi.org/10.1080/13603116.2020.1862403

Teachers' beliefs inform their instructional practice, which in turn has direct bearing on students' success. The current study utilised Trochim's Group Concept Mapping (GCM) to explore the experiences that influence pre-service teachers' beliefs about teaching and learning in inclusive classrooms. Fifty-one pre-service teachers at the end of their programme were interviewed about these experiences. Fifteen pre-service teachers sorted the statements that captured these experiences and rated how important they would be for developing beliefs about teaching in inclusive classrooms. Four distinct themes were identified as was their importance. Practicum/collaboration experiences were most important followed by work and personal experience, and then education. These results underscore the importance of both professional and personal experiences and implicate teacher education programmes in the development process.

Delplancke, M., & Huchet, C. (2024). **Former de futurs professeurs des écoles polyvalents aux problèmes pernicieux de l'Anthropocène dans une visée interdisciplinaire articulant didactiques des sciences et de la littérature**. *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr8
Les Questions Socialement Vives Environnementales peuvent être qualifiées de problèmes super pernicieux, ne présentant pas de solutions anticipables, mais seulement des issues provisoires (Fabre, 2021a). Or, s'il n'existe pas de véritables solutions, en quoi consiste le traitement en classe de tels problèmes ? Notre article s'intéresse à la prise en charge par les enseignants débutants de ces objets curriculaires. Nous avons mis en œuvre une expérimentation pour interroger les conditions d'une formation des futurs professeurs des écoles à l'enseignement des QSVE, à partir : 1/ d'un dispositif de formation interdisciplinaire croisant sciences et littérature et 2/ s'inscrivant dans la continuité des travaux autour de la problématisation, notamment sa transposition dans le champ professionnel (Ouitre et al., 2022). Nos résultats montrent qu'une approche interdisciplinaire permet aux étudiants de commencer à problématiser les QSV à condition de mettre au travail leurs conceptions initiales des savoirs, de l'enseignement/apprentissage et de l'école, pour envisager la construction de pratiques professionnelles en adéquation avec la dimension inanticipable de ces questions vives et de leur enseignement.

Di Mambro, N., & Dumouchel, M. (2025). **Une gestion de la classe axée sur la responsabilisation au préscolaire**. *Formation et profession*, *33*(1), 4. https://doi.org/10.18162/fp.2025.a340

Dos Santos Paulo, M., Gilles, J.-L., Rigo, J.-M., Barbaras, Y., & Bentayeb, A. (2024). **L'évaluation du retour sur les attentes à l'aide du cycle de Construction et de gestion qualité des évaluations de l'impact des formations (cycle CGQEIF)**. *Mesure et évaluation en éducation*, *47*(3), 1-37. https://doi.org/10.7202/1119630ar
Les évaluations de l'effet des formations sont peu pratiquées, notamment parce que les évaluateurs manquent d'instruments méthodologiques facilitant leur mise en oeuvre. Les auteurs présentent une recherche-développement (R-D) qui a abouti à une méthode d'évaluation des retours sur attentes (ROE) en formation qu'ils ont intitulée cycle de Construction et de gestion qualité des évaluations de l'impact des formations (cycle CGQEIF). Ce cycle a été mis à l'essai dans deux contextes de formation continue : une première fois, dans le secteur de la santé avec une formation d'assistants techniques spécialisés en salle d'opération (ATSSO) et ensuite, dans le cadre d'un module de formation de directeurs d'institutions de formation (FORDIF) en éducation. Les résultats des deux mises à l'essai nous ont permis d'améliorer la méthode et d'en renforcer la pertinence. Les leçons que nous en tirons seront exploitées lors d'une troisième mise à l'essai dans le contexte de l'enseignement supérieur.

Duguet, A., & Moison, V. (2025). **Les représentations des étudiants de licence à l'égard des interactions verbales en cours magistral : un facteur d'engagement ? Présentation d'une recherche exploratoire**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14ro5
Cette recherche vise à étudier, par le prisme des représentations des étudiants, la nature et la fréquence des interactions verbales entre enseignants et étudiants de licence dans le contexte spécifique du cours magistral à l'université. Il s'agit également d'examiner comment ces représentations peuvent influer sur l'engagement des étudiants. A l'appui

d'une enquête par questionnaire menée auprès d'un échantillon de 1250 étudiants d'une université française, nous montrons que de l'avis des étudiants, ces interactions portent le plus souvent sur le contenu du cours et sont adressées au groupe entier. Ces représentations sont particulièrement liées à la composante et au niveau d'inscription des étudiants à l'université. De même, nous mettons en évidence le rôle significatif joué par ces représentations sur les différentes dimensions de l'engagement, cet effet étant encore plus prégnant pour ce qui concerne l'engagement comportemental et affectif.

Dupre, A., & Grolleau, A.-C. (2024). **Évaluer avec les outils numériques : Analyse de pratiques d'enseignants engagés dans un DU de pédagogie universitaire**. *Évaluer les apprentissages avec les outils numériques dans l'enseignement supérieur*. Présenté à Lausanne, Switzerland. Consulté à l'adresse https://hal.science/hal-05224939

Eryilmaz, N., & Strietholt, R. (2025). **School leadership matters: Evidence from TIMSS on teacher job satisfaction and students' academic outcomes**. *International Journal of Educational Research Open*, 9, 100520. https://doi.org/10.1016/j.ijedro.2025.100520
This study investigates the relationship between school leadership support and educational outcomes, focusing on student academic achievement and teacher job satisfaction, utilizing a meta-analytic approach with data from the TIMSS 2015 survey. The dataset comprises responses from eighth-grade mathematics and science teachers across 45 countries. Meta-analytic integration reveals that leadership support has a small-to-moderate positive effect on teacher job satisfaction, with pooled effect sizes of 0.20 (95 % CI: [0.18, 0.22]) for mathematics teachers and 0.22 (95 % CI: [0.19, 0.24]) for science teachers. However, leadership support demonstrates a small negative association with student achievement in both mathematics (-0.05, 95 % CI: [-0.07, -0.03]) and science (-0.04, 95 % CI: [-0.05, -0.02]). These findings highlight the complex interplay between leadership practices, teacher well-being, and student performance, underscoring the need for nuanced strategies that address these dynamics to enhance both teacher satisfaction and student outcomes.

Esau, O., & Jones, D.-M. (2025). **Towards a critical pedagogy of global citizenship: Breaking the silence as a trained dancer in post-apartheid South Africa**. *PROSPECTS*, *55*(1), 203-214. https://doi.org/10.1007/s11125-023-09665-6
This article reveals a reflective journey of a dancer through unpacking two performances experienced over the course of two years. It examines and navigates ways of decolonizing oppressive dominance and investigating the ramifications of indoctrination in dance. It depicts how a trained dancer evolved and became more conscious by breaking the "culture of silence" and changed in becoming a more critical reflective dancer in a post-apartheid South Africa. This project aligns itself with global citizenship education (GCE) as it re/imagines traditional forms of civic and citizenship education in a more critical and decolonial perspective. In writing this paper, we are reminded of "the myriad shifts of thinking, strategies and back-and-forth debating" with each other and can also see our "encounters as a dance" (Waghid in Dancing with doctoral encounters: Democratic education in motion, African Sun Media, 2015). In breaking the silence surrounding dance and its conservative elements, we question the technocratic practices and accepted norms in the performance arts and the dancing arena. How does a classical dancer redress the colonial past in a performance arts classroom? The significance of this paper lies in the argument that decolonization becomes an

imperative within GCE if one is striving for social justice and intends to commit oneself to a more equitable society where crossing borders must be a seamless act.

Fadul, K. A. A. (2025). **Investigating the Impact of Professional Development in ELT on Instructors' Quality and Students' Achievement: EFL Instructors' Perspectives in Saudi Universities**. *British Journal of Education*, *13*(6). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-6-2025/investigating-the-impact-of-professional-development-in-elt-on-instructors-quality-and-students-achievement-efl-instructors-perspectives-in-saudi-universities/
This study investigates the impact of professional development programs in English Language Teaching (ELT) on the quality of instruction provided by EFL instructors and the subsequent impact on students' academic achievement in Saudi universities. The hypothesis suggests that higher educational attainment results from instructor professional development. The researcher used a questionnaire to gather ideas, perspectives, […]

Fournier-Gallant, V. (2025). **L'éducation à la sexualité intégrant la pensée critique et le dialogue : un enjeu de taille pour les personnes enseignantes du primaire**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 180-203. https://doi.org/10.7202/1119553ar
Au Québec, depuis la rentrée scolaire 2024-2025, l'éducation à la sexualité (EAS) est intégrée au récent programme Culture et citoyenneté québécoise (CCQ) (Gouvernement du Québec, 2024), qui préconise le développement de la pensée critique par le dialogue. Les personnes enseignantes du primaire sont responsables de l'éducation à la sexualité, en veillant à répondre aux besoins des élèves selon leur âge et leur niveau de développement. Cet article présente les données d'une étude descriptive à visée exploratoire effectuée au printemps 2024 par l'entremise d'un questionnaire en ligne auprès d'un échantillon restreint de personnes enseignantes (n = 71) oeuvrant dans des écoles primaires québécoises. Les résultats des analyses brossent un portrait des représentations des titulaires de classe et font ressortir les obstacles à l'enseignement de l'EAS, ses facilitateurs ainsi que les formes de soutien à l'appropriation dudit programme.

Gilliot, J.-M., Liu, T., & Uyttebrouck, E. (2025). **Actes du colloque QPES 2025 - Écosystèmes de formation - Pour quelle(s) transformation(s)**. In *XIIIe Colloque Questions de Pédagogie dans l'Enseignement supérieur "Écosystèmes de formation, Pour quelle(s) transformations(s)"*. https://doi.org/10.5281/zenodo.17091408

Gozálvez, V., & Calandín, J. G. (2025). **Civic education in a new post-democratic context: The need to revitalize a dialogic and cooperative pedagogy for global citizenship**. *PROSPECTS*, *55*(1), 17-30. https://doi.org/10.1007/s11125-025-09741-z
According to the latest reports by international evaluation organizations, new forms of political dynamics in democracies are emerging globally that, paradoxically, endanger the very development of democracy: the rise of populism and social and political polarization, new forms of democratic authoritarianism, and, consequently, the risk of autocracy that endangers liberal democracy. This new scenario is also known as post-democracy, based on Crouch's (2004) categorization. In this context, this article advocates revitalizing civic education based on a participatory and deliberative model of democracy through pedagogical proposals to rethink the fundamental values of democratic citizenship. The discussion is organized around pedagogical methodologies

and approaches that aim to reinforce individuals' sense of citizenship through cooperation, deliberation, and solidarity. These strategies seek to consolidate the ethical and civic values of democracy in an intercultural and global context such as ours by countering the dangers of social fragmentation, the appeal of authoritarianism, and the withdrawal of identity that characterize post-democratic world trends.

Gravelle, F., Nicole, M.-C., Beaudoin, J., Monette, J., & Bérubé Daigneault, J. (2025). **Leadership pédagonumérique de gestionnaires de services complémentaires œuvrant à l'ère du numérique**. *Formation et profession*, *33*(1), 3. https://doi.org/10.18162/fp.2025.a339

Griful-Freixenet, J., Vantieghem, W., Gheyssens, E., & Struyven, K. (2025). **Connecting beliefs, noticing and differentiated teaching practices: a study among pre-service teachers and teachers**. *International Journal of Inclusive Education*, *29*(12), 2150-2167. https://doi.org/10.1080/13603116.2020.1862404
The ability of identifying decisive classroom situations such as inclusive instructions, named 'noticing', has been identified as a crucial skill in the context of creating inclusive classrooms. To our knowledge, the associations between differentiated teacher beliefs (i.e. growth mindset and ethical compass), noticing abilities, and implementation of differentiated teaching practices have not been empirically explored. This study aims to explore and contrast these associations by conducting two structural models within both pre-service teacher and in-service teacher contexts. The instruments consisted of self-reported questionnaires and a standardised video-based comparative judgement instrument. Results indicated that differentiated teachers' beliefs predict teachers' noticing of inclusive classroom situations. Regarding pre-service teachers, growth mindset beliefs also worked as filters on noticing inclusive instructions but not for ethical compass beliefs, as they are still inactive. Another important finding is that pre-service and in-service teachers' ability to notice inclusive instructions did not function as mediator between differentiated beliefs and practices. It can be concluded that more empirical grounding on the connection between pre-service teachers' and teachers' noticing of inclusive classroom situations with actual classroom practices is needed.

Grosjean, S., Cherba, M., & Matte, F. (2025). **Regard sur le travail interactionnel des patient·es simulé·es lors de vidéoconsultations médicales**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rnv
Cet article examine le travail interactionnel des patient·es simulé·es (PSs) lors de vidéoconsultations médicales, en s'appuyant sur une analyse multimodale d'un corpus d'enregistrements audio-vidéo. Les résultats montrent que les compétences interactionnelles accomplies localement par les PSs au cours d'une vidéoconsultation simulée reposent (a) sur l'accomplissement pratique de divers modes de présentation du scénario et (b) sur la capacité à accomplir un rôle de partenaire pédagogique en soutenant l'étudiant·e lorsqu'apparaissent des difficultés. Sans jamais interrompre la dynamique de la consultation, ils suggèrent des pistes d'action favorisant la poursuite de l'examen clinique, tout en préservant l'autonomie de l'étudiant·e. Ces résultats soulignent la nécessité de former les PSs à développer une sensibilité interactionnelle et des compétences multimodales pour optimiser l'apprentissage en contexte de vidéoconsultations simulées.

Hadji, C. (2025, septembre 22). **Notation au bac : pourquoi tant de difficultés à trouver la bonne formule d'examen ?** https://doi.org/10.64628/AAK.45655qu7k
Toutes les notes de première et de terminale compteront-elles pour le bac 2026 ? Le ministère de l'éducation nationale a annoncé sa volonté d'ajuster les modalités du contrôle continu, provoquant des crispations.

Hassen, H., Higgins, M., & Akponah, P. (2025, septembre 17). **Repenser les examens pour aider les étudiants à progresser : l'évaluation universitaire comme dialogue**. https://doi.org/10.64628/AAK.djsct9wwj
Comment faire des devoirs sur table et des notes de réels outils de progression ? Retour sur une recherche-action dans une université britannique.

Hellmich, F., Hoya, F., Schulze, J. R., & Blumberg, E. (2025). **Effects of pre-service teachers' collaboration on children's competencies and motivation in (non-)inclusive primary school science lessons**. *International Journal of Inclusive Education*, *29*(12), 2184-2198. https://doi.org/10.1080/13603116.2020.1862406
Teachers' collaboration is an important prerequisite for children's academic achievement in inclusive education. There are various challenges in teacher collaboration, with one being difficult personal relationships. Studies on the role of the team composition for children's competence and motivational development in (non-)inclusive education are still missing. Thus, we investigated children's competence development depending on a variation of the team composition. In our study, N = 142 pre-service primary school teachers and pre-service special needs teachers were assigned to one of our study groups. Half of the pre-service teachers could choose their tandem partners and the other half was randomly arranged in pairs. Pre-service teacher tandems planned science lessons and collaboratively taught groups of children in regular or in inclusive settings. On the basis of pre- and post-questionnaires, we investigated N = 804 children's competence and motivational development. Children who were taught by pre-service teachers in freely selected teams showed significant knowledge growth in a test on the subject of renewable energies compared to children who were taught by pre-service teachers in not freely selected teams. The setting (inclusive versus regular) had no significant impact on this effect. Significant differences between the study groups could not be proven concerning children's motivation.

Hichri, J., Saidane, R., & Fejzo, A. (2025). **Retombées de la conception et de la consultation de capsules sur la rédaction scientifique**. *Formation et profession*, *33*(1), 8. https://doi.org/10.18162/fp.2025.a345

Hu, T., Fu, Z., Wang, N., Gui, J., Song, Q., & Qian, X. (2025). **Exploration of project-based learning model for digital image processing education based on design, implementation, and evaluation**. *Education and Information Technologies*, *30*(14), 19473-19509. https://doi.org/10.1007/s10639-025-13541-5
Digital image processing is an integral part of the computer vision field. However, traditional digital image processing teaching methods mainly focus on theoretical knowledge, lacking practical teaching content. To address this issue, this article proposes a project-based learning (PBL) model that consists of four key stages: project proposal, implementation, summary, and evaluation. Instructors design one or more digital image processing projects in the project proposal stage with specific objectives, backgrounds, content, and deliverables. During the implementation stage, students work on the

projects under close guidance, applying various teaching methods such as independent learning, teamwork, and academic exchange. The summary stage involves students reflecting on and evaluating their project outcomes, challenges, and potential improvements. Finally, the evaluation stage utilizes a comprehensive, operable, impartial, and traceable system to assess project completion quality and student performance. Through case studies, this project-based learning model demonstrates how it can help students better understand the theoretical knowledge of digital image processing, apply it to practical projects, and improve their ability to apply theoretical concepts to practical operations. Ultimately, this improves teaching quality and facilitates the achievement of teaching goals.

Hu, Y., Yu, X., Hu, Y., & Li, K. (2025). **Determinants of continuance intention to use GAI in academic research among graduate students:Findings from PLS-SEM and fsQCA**. *Education and Information Technologies*, *30*(14), 20289-20315. https://doi.org/10.1007/s10639-025-13565-x
The rapid advancement of generative artificial intelligence (GAI) has transformed academic research, especially for graduate students, who are progressively depending on GAI for diverse research activities. However, despite its potential to revolutionize research practices, a critical gap remains in understanding the factors that influence graduate students' continued use of GAI. This study addresses this gap by investigating the determinants of GAI continuance intention among graduate students, employing an integrated framework combining the expectation confirmation model (ECM) and task technology fit (TTF) model, incorporating IT self-efficacy and facilitating conditions. We collected data from 315 graduate students at a university in Jiangsu Province, China. A mixed method of partial least squares structural equation modeling (PLS-SEM) and fuzzy-set qualitative comparative analysis (fsQCA) was used for data analysis. The results showed that task-technology fit, facilitating conditions, perceived usefulness, and satisfaction significantly impacted continuance intention, while IT self-efficacy did not. The fsQCA analysis revealed multiple configurations leading to high or low continuance intention, highlighting user heterogeneity. The research enhances the comprehension of GAI's ongoing use in academic settings, offering crucial knowledge for decision-makers, teachers, and administrators.

Johansson, E., Walker, S., Lunn, J., Whiteford, C., Karlsudd, P., Puroila, A.-M., … Einarsdóttir, J. (2025). **Educators' and Parents' Perspectives About Belonging in Early Years Education in Europe**. *International Journal of Early Childhood*, *57*(2), 331-355. https://doi.org/10.1007/s13158-024-00400-6
The overall goal of this project is to gain a broad picture of belonging and the politics of belonging in early education settings (In Norway, Sweden, Finland, and Iceland the children attend school from 6 or 7 years. In the Netherlands children attend compulsory school at 4 years of age. Using the terms early education settings and (pre)schools with parenthesis we refer to educational institutions (preschool, day-care, compulsory school) involving children between 4 and 6 years) in five European countries: Finland, Iceland, the Netherlands, Norway, and Sweden. By 'belonging' we refer to children´s sense of feeling safe and 'at home'. By 'politics of belonging' we refer to societal structures and processes of safeguarding communities and their borders among children (and educators) in their early education settings. Educators (n = 648) and parents (n = 1,598) were surveyed about their perspectives about, and pedagogies for, belonging. Results indicated that, in general, parents and educators felt positively about belonging in their

(pre)schools. Even so the study shows that experiences of belonging cannot be taken for granted, and a number of parents and educators worry about children being excluded and alienated. The study also revealed a relation between the educational level of educators and the complexity of pedagogic methods educators used to support children´s belonging in early education settings.

Jongsma, M. V., Meeter, M., van Muijlwijk-Koezen, J. E., & Scholten, D. J. (2025). **The role of platform design in online peer feedback: a comparison of two digital environments**. *Education and Information Technologies*, *30*(14), 20797-20820. https://doi.org/10.1007/s10639-025-13598-2
With the emergence of new technologies, various methods for providing online peer feedback have become available. While the effects of online peer feedback on student perceptions and learning are often compared to those of offline peer feedback, there is a lack of research comparing different online feedback environments. This study focuses on how the structure of an online peer feedback platform influences the feedback given, student perceptions of it, and learning outcomes. Using an experimental crossover design with mixed methods, we compared two online peer feedback environments: a traditional approach utilizing Word and email, and a specialized online tool designed for feedback activities. Thirty-eight undergraduate students in pharmaceutical sciences were divided into two groups, each participating in two peer feedback activities—one using the online feedback tool and the other using the traditional approach. Results show that the type of feedback given varied significantly depending on the platform used. The structured online tool prompted more praise and local-level comments, while the traditional approach facilitated more revision-oriented and global-level feedback. However, the results did not support an effect of the platforms on student learning outcomes as assessed by teacher grades for the assignments. Students overwhelmingly preferred the structured online tool for its ease of use. These findings suggest that platform design can significantly shape the quality of peer feedback and student experiences. Our study emphasizes the significance of selecting the appropriate platform and software settings to align with specific feedback objectives, ultimately aiming to enhance both student engagement and the quality of feedback.

Joseph, P., Lyamtane, E., & Muteti, C. (2025). **Collaboration Role of Head Teachers in Addressing Educational Needs of Vulnerable Pupils in Iringa and Mufindi Districts in Tanzania**. *British Journal of Education*, *13*(9). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-9-2025/collaboration-role-of-head-teachers-in-addressing-educational-needs-of-vulnerable-pupils-in-iringa-and-mufindi-districts-in-tanzania/
This study explored how public primary school head teachers in Iringa and Mufindi Districts, Tanzania, collaborate to address the educational needs of vulnerable pupils. Grounded in Joyce Epstein's theory of collaboration, the research used a mixed-methods convergent design to collect both quantitative and qualitative data. A sample of 32 schools, 32 head teachers, 64 welfare […]

Junker, R., Janeczko, J., Lehmkuhl, A., Zucker, V., Holodynski, M., & Meschede, N. (2025). **Modeling and prompting professional vision in a virtual learning environment: effects on pre-service teachers' cognitive load and motivation**. *Education and Information Technologies*, *30*(14), 19985-20010. https://doi.org/10.1007/s10639-025-13559-9

The adoption of virtual learning environments (VLEs) in education has grown significantly due to their potential to enhance learning. Effective learning in VLEs depends on managing cognitive load and sustaining motivation, particularly for complex tasks like developing teachers' professional vision - the ability to notice and interpret classroom events relevant to student learning. However, the interplay between specific scaffolds, cognitive load, and motivation in VLEs remains underexplored. This study uses a mixed-methods approach to examine the effects of video modeling and prompts on motivation and cognitive load among 104 pre-service teachers learning professional vision in a VLE. While scaffolds improved motivation, they had no direct effect on intrinsic, extraneous, or germane cognitive load. Specific scaffold usage strategies yielded insights: note-taking during video modeling reduced extraneous cognitive load, process-related prompt use lowered extraneous load and increased germane load, and content-related prompt use enhanced motivation. These findings emphasize the importance of well-designed scaffolds in fostering motivation and managing cognitive load. Future VLEs should integrate structured prompts and active engagement strategies, such as note-taking, to optimize learning outcomes and address the critical link between cognitive load and motivation.

Kaya, H. D., Beyazgül, S., Gökçek, A. İ., Yilmaz, T., & Günaydin, S. (2025). **Content analysis and quality evaluation of YouTube videos on Leopold's Maneuvers: a mixed-method study**. *Education and Information Technologies*, *30*(14), 20653-20672. https://doi.org/10.1007/s10639-025-13595-5
This study aims to analyze the content and evaluate the quality of videos about Leopold's Maneuvers on YouTube. The current research is a mixed-method study. The videos scanned by the YouTube using the term "Leopold's Maneuvers." One hundred videos with the highest number of views were selected, and 38 videos. A descriptive form and Video Information and Quality Index (VIQI) were used in the quantitative evaluation of the data. Furthermore, view rates and interaction index were calculated. The content analysis approach was employed for the qualitative evaluation of the data. The mean number of views per video was 113.17 (1.83–977.37). The mean value of the interaction index for the videos is 273.47 (22.89-1695.70). The VIQI score for the videos is 16, with a range of 14 to 19. Leopold's Maneuvers were mostly shown on pregnant women in the videos. Six main themes were identified in the study, which were as follows; Preparation Phase, 1st Leopold's Maneuver, 2nd Leopold's Maneuver, 3rd Leopold's Maneuver, 4th Leopold's Maneuver, and Ending the Process. According to the coding matrix, the Preparation Phase was the most mentioned theme, whereas Ending the Process was the least mentioned theme. All phases were mentioned, although partially, about Leopold's Maneuvers on videos. Educators can use high-quality YouTube videos with strong VIQI scores to teach Leopold Maneuvers and combine them with hands-on training for a comprehensive education. Addressing content gaps, such as underrepresented phases, through the creation or endorsement of accurate videos can improve teaching materials. Additionally, guiding students to critically assess online content can strengthen their digital literacy and understanding.

Kusi, T. A., Opoku-Asare, N. A., & Kquofi, S. (2025). **Assessing Teachers' Content Knowledge for Design Education in Basic Schools: An Exploratory Study in Kumasi Metropolis, Ghana**. *British Journal of Education*, *13*(7). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-7-2025/assessing-teachers-content-knowledge-for-design-education-in-basic-schools-an-exploratory-study-in-kumasi-metropolis-ghana/

Design education in Ghana's basic school system occurs within the Creative Arts and Design (CAD) curriculum that was introduced in 2020 as part of reforms in Junior High Schools (JHSs). To ascertain how the Design strand of CAD is understood, interpreted, and implemented by JHS teachers, we adopted the descriptive research design with observation and […]

Kwadade-Cudjoe, F. (2025). **Review of Virtual and in-Person Learning Strategies for Contemporary Higher Education: A Case of Tertiary Students, Ghana**. *British Journal of Education*, *13*(5). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-5-2025/review-of-virtual-and-in-person-learning-strategies-for-contemporary-higher-education-a-case-of-tertiary-students-ghana/
This study is to review virtual and in-person learning strategies. Learning to complete an intellectual programme and graduating successfully, have always been the objective of every student who embarks on an education. However, the exigencies of time (example school fees, transportation to campus and back, and learning and working simultaneously for some students) and a […]

Lahire, B. (2025). ***Savoir ou périr***. Consulté à l'adresse https://www.seuil.com/ouvrage/savoir-ou-perir-bernard-lahire/9782021588965
Programmes surchargés, obsession de l'évaluation et de la compétition, manque de temps et de moyens : l'enseignement et la recherche souffrent de nombreux maux. En plus de produire des élèves, étudiants et chercheurs malheureux, dont le désir de comprendre est malmené, tout cela menace la survie de sociétés humaines qui, depuis leurs lointaines origines, dépendent de la création continue de connaissances pour s'adapter à des environnements changeants. À l'heure où les sciences sont attaquées de toutes parts, il devient vital de rompre avec ces logiques destructrices et de mettre en œuvre une politique révolutionnaire de l'enseignement et de la création scientifique.

Le Her, C. L. (2024). ***Décrire et comprendre l'activité des cellules d'animation pédagogique zonales au Sénégal : entre prescriptions institutionnelles et perceptions du dispositif par les enseignants à Dakar et en Casamance*** (Phdthesis, Normandie Université). Consulté à l'adresse https://theses.hal.science/tel-04836952
L'objet de ce travail est de décrire et de comprendre l'organisation de la collaboration entre enseignants à des fins de professionnalisation en contexte sénégalais. L'étude des prescriptions et des pratiques réelles permet de repérer plusieurs tendances. La perte de sens peut se traduire par les différentes visées évolutives des enseignants qui modifient l'organisation et le choix des thématiques abordées dans les échanges. La discontinuité entre le prescrit et le réel peut expliquer le manque de diversité des thématiques et l'absentéisme de certains enseignants. Des tensions et des contradictions sont observées à propos de l'engagement des acteurs et l'utilisation des outils informatiques et didactiques. Les initiatives personnelles d'enseignants montrent une volonté de continuer à collaborer à travers les cellules d'animation pédagogique zonales. Les discours institutionnels mettent en avant les réussites liées à l'intégration des outils informatiques dans le dispositif, en particulier en Casamance, alors que les postures d'acteurs en pratique, diffèrent selon les cas. Ils s'ajustent en fonction de la dynamique collective et individuelle du système, dans une approche descendante, ascendante ou itérative. Ainsi, la collaboration entre enseignants dans un cadre de travail est présentée comme une des voies de professionnalisation possibles.

Lemarchand-Chauvin, M.-C., Necker, S., & Rémon, J. (2024). **Les enseignants débutants face à l'inanticipable : les « meilleurs moments d'enseignement » comme points de bascule**. *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr9
Nous proposons l'étude, du point de vue de l'inanticipable, de billets « meilleurs moments d'enseignement » publiés sur un carnet de bord collaboratif numérique par des professeurs de langue vivante débutants (première année en responsabilité) exerçant au lycée ou au collège. Dans le contexte spécifique du cours de langue nous analysons des traces de l'identification d'une saillance par l'enseignant. Nous avons repéré les segments de discours faisant référence à l'inanticipable, notamment les marqueurs linguistiques associés à la rupture de continuité cognitive, sociale et/ou spatio-temporelle. La construction de sens associée à la verbalisation de moments significatifs permet de renseigner les processus de construction professionnelle et subjective face à l'inanticipable. Nous présentons une taxonomie des facteurs à l'œuvre dans les situations où surgit l'inanticipable et la gradation des rapports à la prise de risque révélée par les stratégies face à l'inanticipable. Enfin, nous discutons le lien entre ces prises de risque et la professionnalisation de chacun.

Leroux, M., Connac, S., & Capitanescu-Benetti, A. (13 novembre2025). ***De la formation à la différenciation: Enjeux et inspirations pour mieux soutenir le développement des compétences du personnel scolaire***. Consulté à l'adresse https://www.alphil.com/livres/1462-1816-de-la-formation-a-la-differenciation-.html
Le principal défi de notre système scolaire réside dans sa difficulté à reconnaître et à accepter que les élèves sont tous différents. Quoi de plus compliqué en effet, en tant qu'enseignante ou qu'enseignant, que d'exercer son métier devant une classe d'élèves hétérogènes. Certes, plusieurs solutions sont régulièrement mises en oeuvre, mais aucune n'est sans risque : proposer des tâches simplifiées peut conduire à négliger les objectifs de l'école ; constituer des groupes de niveau risque de stigmatiser les élèves les plus fragiles ; orienter les élèves en difficulté vers des dispositifs de soutien peut creuser l'écart avec leurs camarades ; individualiser les apprentissages peut, quant à elle, épuiser les enseignants face à l'ampleur du travail… Pour sortir de cette impasse, la recherche en éducation converge sur un point essentiel : la nécessité d'une véritable formation pédagogique. C'est précisément ce que cet ouvrage explore. Comment former les enseignants à prendre en compte la diversité des élèves ? Comment les accompagner pour permettre à chacun de progresser ? Ce livre est le fruit d'un collectif remarquable. Des chercheurs venus de Belgique, du Canada, de France et de Suisse ont partagé leurs travaux, confronté leurs points de vue et enrichi leurs réflexions. Leurs contributions croisées, issues de contextes différents mais animées par une même ambition, sont ici réunies pour nourrir la réflexion de tous ceux qui oeuvrent en faveur d'une école plus équitable et plus inclusive.

Letzel, V., Pozas, M., & Schneider, C. (2025). **'It's all about the attitudes!' – Introducing a scale to assess teachers' attitudes towards the practice of differentiated instruction**. *International Journal of Inclusive Education*, *29*(12), 2119-2133. https://doi.org/10.1080/13603116.2020.1862402
Due to the continuously increasing heterogeneity of the student body within classrooms worldwide, teachers are called to appropriately meet the educational needs of all learners. Differentiated Instruction (DI) is an effective inclusive approach addressing students' individual needs. However, research shows that although teachers recognise its relevance, they rarely implement DI. Literature has suggested that teachers' attitudes

have a strong impact on their teaching behaviour. Different instruments have been developed to measure attitudes towards inclusion, inclusive practices, and heterogeneity. Yet, there are no existing scales focused on measuring teachers' attitudes towards the practice of DI. This study aims to introduce and provide psychometric evidence on a newly developed instrument that assesses teachers' attitudes towards DI (TAT-DIS). By means of exploratory and confirmatory factor analyses performed on self-report data from N = 295 secondary school teachers, two sufficiently reliable scales (Value of DI and Perceived Insufficient Resources), totalling 8 items were derived. In investigating the impact of teachers' attitudes towards DI on their actual DI practice, Value of DI was the strongest predictor for DI: the more value or utility teachers ascribe to DI, the more they practice DI. Conversely, when teachers perceive a lack of resources, they implement less DI.

Li, Y., & Chiu, T. K. F. (2025). **The mediating effects of needs satisfaction on the relationship between teacher support and student engagement with generative artificial intelligence (GenAI) chatbots from a self-determination theory (SDT) perspective**. *Education and Information Technologies*, *30*(14), 20051-20070. https://doi.org/10.1007/s10639-025-13574-w

Generative artificial intelligence (GenAI) chatbots, such as ChatGPT and ERNIE Bot, are documented to influence student learning experience and student engagement. However, factors affecting student engagement in GenAI chatbots learning context are less understood. Self-determination theory (SDT) suggests student basic needs satisfaction–autonomy, competence, and relatedness– are associated with student behavioral, cognitive, emotional and agentic engagement. Teacher support–autonomy, structure, and involvement– derived by the three SDT needs. Hence, this study aims to clarify how factors (i.e., teacher support, student needs satisfaction) affect student engagement in this GenAI context in second language (L2) education. It examines the mediating effect of needs satisfaction on the relationship between teacher support and student engagement with a chatbot Data was collected from 364 university students through a questionnaire. The participants learned English as second language with ERNIE Bot under teacher support for four sessions. Our results revealed that needs satisfaction could partially mediate the relationship between teacher support and student behavioral, cognitive, and agentic engagement. They also suggest that needs satisfaction fully mediates the relationship between teacher support and emotional engagement. These suggests that GenAI chatbots better emotionally engage students in language learning than teachers do. One possible explanation for this is that students found learning with chatbots to be enjoyable and stress-free in L2 education. The results suggest teachers should take AI chatbot's affordance and student feeling into account for emotional engagement when using GenAI chatbots. We suggest future studies should include additional factors such as personality and peer support.

Lindner, K.-T., & Schwab, S. (2025). **Differentiation and individualisation in inclusive education: a systematic review and narrative synthesis**. *International Journal of Inclusive Education*, *29*(12), 2199-2219. https://doi.org/10.1080/13603116.2020.1813450

This study integrates research about differentiation and individualisation in inclusive education since the UN Convention on the Rights of Persons with Disabilities in 2006 (United Nations, 2006). The concept of inclusive education for all learners increases the requirement for teachers to create educational spaces that encourage stimulating teaching and learning processes. Accordingly, a methodological shift from the

traditional 'one-size-fits-all' model to individualised teaching and learning offers a starting point for educational equity. The aim of this paper is to investigate the progress of differentiated and individualised teaching practices in inclusive classroom settings considering collaboration and teamwork, instructional practices, organisational practices and social/emotional/behavioural practices (see Finkelstein, Sharma, & Furlonger, 2019. "The Inclusive Practices of Classroom Teachers: A Scoping Review and Thematic Analysis." International Journal of Inclusive Education, 1–28). Results of a criteria-based review considering papers from 2008 to December 2018 encompass 17 articles that were included in the narrative synthesis. Results indicated that the following aspects are characteristic of inclusive education: collaboration and co-teaching, grouping, modification (of assessment, content, extent, instruction, learning environment, material, process, product and time frame), individual motivation and feedback, and personnel support of students. Implications of the findings and gaps in the research have been outlined.

Lizotte, É. (2025). **Les pratiques d'accompagnement des personnes professionnelles associées selon la perception des personnes stagiaires en situation d'emploi à la maîtrise qualifiante**. *Formation et profession*, *33*(1), 1. https://doi.org/10.18162/fp.2025.a336

Lu, C., Lee, J. C.-K., & Gu, M. M. (2025). **Integrating digital technologies into teaching: A study on pre-service language teachers' perceptions and practice**. *Education and Information Technologies*, *30*(14), 19537-19557. https://doi.org/10.1007/s10639-025-13511-x
Despite the globalization of education, which calls for the use of digital technologies in teaching and learning, less is known about the integration of digital technologies into classrooms by pre-service language teachers. This qualitative study investigates a group of pre-service language teachers' perceptions of integrating digital technologies into teaching and how they practise it in classrooms. Through interviews with twenty-two pre-service language teachers, the study finds that they held predominantly positive perceptions about integrating digital technologies into teaching. The pre-service language teachers at higher grades took an active role in applying digital technologies in class and demonstrated creativity in addressing potential challenges. This may be attributed to their realisation of their dual roles as digital learners and digital teachers, formed through their continuous use of digital technologies for learning and teaching purposes. Furthermore, some of them have explored the integrated teaching in order to address challenges such as the tensions between the growing call for teachers to use digital technologies in classrooms and school policies. These findings have important implications for teacher education and school policy.

Maffei-Almodovar, L., Sturmey, P., & Jessel, J. (2025). **Effectiveness of Pyramidal Training on Staff Acquisition of Five Behavior Analytic Procedures in the School**. *Journal of Behavioral Education*, *34*(3), 600-620. https://doi.org/10.1007/s10864-023-09539-z
Pyramidal training is an effective model for disseminating behavior analytic skills. However, pyramidal training in research is often conducted in controlled university settings. Further, research that has evaluated the effectiveness of pyramidal training in classroom settings (see Pence et al. 2014) often focuses on improving the use of one procedure (e.g., functional analysis) over a brief period. We conducted this study to evaluate the generalized effectiveness of behavioral skills training within a pyramidal model to improve teacher training skills across five procedures in the classroom setting

over a nine-month period. We used behavioral skills training (BST) to train teachers (Tier 1) to implement BST to train teaching assistants (Tier 2) to implement Applied Behavior Analytic (ABA) procedures stimulus-stimulus pairing, multiple stimulus without replacement (MSWO) preference assessment, mand training, discrete trial teaching (DTT), and graphing data. Pyramidal training was effective in increasing teachers' procedural integrity of BST, and the social validity of the model was apparent in that teacher assistants' procedural integrity of target ABA procedures increased after Tier 2 training. Teachers required periodic feedback to maintain training skills, train novel procedures, and novel staff. Thus, pyramidal BST was effective to teach new skills, but required ongoing monitoring and feedback to ensure maintenance and generality of training skills.

Mamed, M. dos S., & Grossen, M. (2025). **Pratiques explicatives et dynamiques d'apprentissage professionnel en diabétologie**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rnu
L'Éducation Thérapeutique du Patient (ETP) constitue une réponse-clé dans la gestion du diabète. S'appuyant sur une approche socioculturelle, cette recherche s'intéresse aux pratiques effectives de l'ETP et se centre sur les explications produites par les soignants. Elle porte sur deux séances d'ETP qui impliquent un adolescent vivant avec un diabète, une infirmière et un médecin, et concernent la notion de corps cétoniques. Le dispositif méthodologique comprend quatre phases : constitution d'un collectif de travail, enregistrement de séances d'ETP, entretiens d'auto-confrontation avec les soignants et restitution collective à l'équipe. L'analyse discursive des données porte sur la co-construction des explications et les tensions professionnelles qu'elles révèlent. Les résultats montrent que l'explication constitue une ressource pour interroger les usages langagiers en soin, révéler les divergences entre disciplines professionnelles, renforcer la coopération interprofessionnelle et soutenir e développement professionnel dans les pratiques éducatives en diabétologie.

Marianno, L., Desimone, L. M., Lentz, A., & Farley-Ripple, E. N. (2025). **Research, Data, Expertise, or Opinion? Examining the Influences on School Leaders' Decisions Around Supporting Teachers**. *American Journal of Education*, *131*(4), 469-497. https://doi.org/10.1086/736178
Purpose: School leaders are critical to organizational change and school improvement, particularly through their role in facilitating teacher development. Yet the literature is thin regarding the extent to which various sources of evidence influence school leaders' decisions and regarding conditions that may shape differences in school leader decision making. Through this study, we aim to gain a more nuanced understanding of how school leaders integrate evidence by examining the sources of evidence they use to make decisions, the relative influence of each source of evidence, and patterns of school leader evidence use. Research Methods/Approach: Leveraging survey data from more than 50 school leaders, we examine the influence of various sources of evidence on school leaders' decisions around supporting teachers and conditions associated with types of evidence users. Findings: Findings suggest that school leaders engage in integrated evidence use, and conditions such as their district's norms and culture surrounding evidence use predict types of evidence users. Implications: This work has implications for policy makers and district leaders, because they may want to think more about integrated evidence use as a practice and identify ways to support school leaders in making sense of multiple types of evidence.

Maxwell, B., & De Souter, L. (2025). **Entre impartialité et défense des droits de la personne : traiter les thèmes sensibles en classe**. *Formation et profession*, *33*(1), 2. https://doi.org/10.18162/fp.2025.a338

Messaoui, A., Roelens, C., Sauvage, G. L., & Carminatti, N. (2024). **La recherche en éducation et formation à l'épreuve de l'inanticipable**. *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr0
L'inanticipable un sujet d'actualité Peut-être que la pandémie de COVID-19 pourrait y être pour beaucoup, peut-être que la focale de l'« anthropocène » en SHS pourrait aussi y participer… Le cyclone Chido qui s'est abattu sur Mayotte le 14 décembre 2024 fait émerger l'un des traumas de notre société. Qu'est-ce que nous apprend cet évènement sur l'inanticipable ? Les catastrophes climatiques sont un accélérateur de ce qu'est devenue la condition humaine actuelle. L'inanticipable constitue un m...

Michelot, F., Béland, S., & Poellhuber, B. (2025). **Mesurer la pensée critique de futurs enseignants : éléments de validation d'échelles dans trois nations francophones**. *European Review of Applied Psychology / Revue Européenne de Psychologie Appliquée*, *75*(5), 101110. https://doi.org/10.1016/j.erap.2025.101110
Introduction Despite the importance of critical thinking in discourses or skills frameworks, this concept remains challenging to identify. Although the theoretical foundations are solid, the phenomenon is not easily quantified. Objective This article aims to contribute to developing French versions of critical thinking measurement tools by testing translated skills (HCTA; Halpern, 2010) and dispositions (CriTT; Stupple et al., 2017) tests in three French-speaking nations in Europe and America. Methodology The validity study of instruments scores was done in two steps, in a preliminary collection (n = 102) with principal component analyses, and in a main collection in Wallonia, France and Quebec (n = 245) with confirmatory factorial analyses. Results The proposed scales have positive metric qualities, particularly in terms of score reliability (respectively ωt = .78, α = .66 and ωt = .92, α = .92). Conclusion It allows us to apprehend them as solid alternatives to existing scales. We conclude this article by discussing their respective limitations.

Miller, A. H., Espinas, D. R., McNeish, D., & Barnes, M. A. (2025). **Dosage Response in Intensive Mathematics Interventions for Early Elementary Students With or At-Risk for Mathematics Learning Disability**. *Educational Psychology Review*, *37*(4), 91. https://doi.org/10.1007/s10648-025-10070-y
We examined the effect of intervention dosage on mathematics outcomes for students with or at risk for mathematics learning disability in kindergarten through third grade. Using linear and nonlinear models, we meta-analyzed 164 effect sizes from 24 published experimental and quasi-experimental studies. Results supported a linear model and an overall pooled mean effect size of β = .61 (95% CI [.29, .92]). Mixed-effects meta-regression analyses revealed that dosage (i.e., total hours spent in intervention) significantly predicted intervention effects such that for every 1-h increase in dosage, there was an increase of .03 effect size units (95% CI = .01, .06). However, the dosage main effect was no longer significant after controlling for moderators. Outcome proximity did significantly predict the dose–response relationship, such that effect sizes of proximal outcomes increased at a higher rate as a function of dose than did distal outcomes. Intervention effects were also moderated by group size such that 1:1 interventions had

higher effect sizes than small-group interventions. Recommendations for future research and implications for mathematics intervention are discussed.

Monnier, M. D., & Rougemont, H. (2025). ***Faire avec ? : Une recherche inclusive pour et par les enseignant·e·s***. Consulté à l'adresse https://www.librairielafabrique.fr/livre/25186027-faire-avec-une-recherche-inclusive-pour-et-par-les-enseignantet-8729-eet-8729-s-mylene-ducrey-monnier-heloise-rougemont-alphil
Que se passe-t-il dans les écoles qui évoluent, aujourd'hui, sous les feux croisés de la réussite et de l'inclusion ? Quelles pratiques promouvoir auprès des actrices et acteurs de l'éducation pour enrayer les inégalités scolaires ? Considérant que les réponses à ces questions ne nous appartenaient pas davantage qu'aux personnes directement impliquées, notre programme de formation s'est converti en un laboratoire de recherche participatif. Cet ouvrage est issu des discussions dans lesquelles se sont investi·e·s des enseignant·e·s en formation continue et leurs formateurs et formatrices. Le voyage critique qui en dessine la trame permet d'explorer certaines questions vives : peut-on individualiser l'accompagnement des élèves tout en prenant soin du groupe classe ? Instaurer une collaboration intermétiers féconde sous la contrainte ? Fonder une communauté d'apprentissage dans une école captive de la forme scolaire ? Différencier l'enseignement et l'apprentissage ou faire participer les élèves allophones sans produire de nouvelles inégalités ? Améliorer discipline et engagement en passant par les émotions ? Mettre des notes sans discriminer et faire de l'évaluation un soutien pour les apprentissages ? Bâtir des ponts entre école et familles en classe d'accueil ? Toute personne intéressée par l'école trouvera, en chemin, des clés pour lire les contraintes, les dilemmes et les opportunités de l'inclusion scolaire, ainsi que des pistes pédagogiques pour mieux enseigner et apprendre grâce à la diversité.

Mouratoglou, A. (2025). **A Study of Factors That Determine Greek Teachers' Performance Through a Professional Learning Intervention in Estimation**. *British Journal of Education*, *13*(4). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-4-2025/a-study-of-factors-that-determine-greek-teachers-performance-through-a-professional-learning-intervention-in-estimation/
In recent decades, several studies have been conducted on the subject of estimation. However, few relate to teaching interventions and their results. This study is included in the latest modern programs that have been implemented. Its aim is to study and compare the factors that determine the change in the performance of 11 in-service Greek […]

Ndale, A. A., & Amos, O. (2025). **Influence of Regular Teacher Development Programmes on Implementing Inclusive Education in Public Primary Schools, Morogoro Municipal, Tanzania**. *British Journal of Education*, *13*(5). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-5-2025/influence-of-regular-teacher-development-programmes-on-implementing-inclusive-education-in-public-primary-schools-morogoro-municipal-tanzania/
This study examines the influence of regular teacher professional development programs on implementing inclusive education in public primary schools in Morogoro Municipal, Tanzania. The study also assesses how continuous professional development affects their ability to accommodate and engage students with diverse educational needs within mainstream classrooms. To this end, the study adopted the Social Learning […]

Nikolaraizi, M., Argyropoulos, V., Papazafiri, M., & Kofidou, C. (2025). **Promoting accessible and inclusive education on disaster risk reduction: the case of students with sensory disabilities**. *International Journal of Inclusive Education*, *29*(12), 2238-2252. https://doi.org/10.1080/13603116.2020.1862408
The aim of the present paper is to describe a collaborative action research network, which aimed to enhance the access and participation of children who are deaf or hard of hearing (DHH) and children with visual impairments (VI) in disaster risk reduction (DRR) education. In total, eight teachers, four researchers and 63 students with and without sensory disabilities, aged 6–14 years old, participated in 71 learning workshops that took place at general and special education settings. A synthesis of theoretical principles in relation to accessibility, learning and DRR was applied in the design and implementation of participatory learning workshops. Our study underlines the important role of interdisciplinary working teams and collaborative practices among schools, non-formal learning centres and other organisations in the development of accessible and inclusive learning programmes in DRR for children with VI and children who are DHH.

Núñez-Regueiro, F., Watt, H., Richardson, P., Leroy, N., & Suryani, A. (2025). **The teaching motivation paradox: A systematic review and content analysis of candidate teachers' motivations across cultures and time**. *Social Psychology of Education*, *28*(1), 165. https://doi.org/10.1007/s11218-025-10114-9
Understanding the nature of teaching motivations can help attract and retain quality teachers and support educational effectiveness. We conducted a systematic review and content analysis of teaching motivations reported by candidate teachers in qualitative studies spanning 64 years of research published between 1961 and early 2025 (N = 39 studies, 4714 participants, 18 countries). Two major results were found. First, initial motivations to teach reflected intrinsic, altruistic, as well as extrinsic job factors, with the latter more pronounced in non-Western or less developed countries and among earlier generations of preservice teachers (before 2000). These cultural and time variations point to a "teaching motivation paradox": As society increases its levels of human development over time and across countries, more teachers are needed for school massification, but the teaching profession becomes less extrinsi- cally attractive as a profession. Second, the FIT-Choice scale proved ecologically valid as a frame for coding qualitative responses, with two more recently proposed motivations identified—i.e., subject interest and social status of teaching. The moti- vation of opportunity for higher education also occurred in non-Western or develop- ing countries, highlighting the potential benefit of considering additional motiva- tions across regions. Implications are derived for future research and measurement, and systemic strategies to tackle the teaching motivation paradox by revaluing the social status of the profession where needed. Supplemental materials 1 (SM1) and 2 (SM2) are publicly available on the OSF repository https:// osf. io/ 4quyw/.

Nusser, L., & Gehrer, K. (2025). **Addressing heterogeneity in secondary education: who benefits from differentiated instruction in German classes?** *International Journal of Inclusive Education*, *29*(12), 2220-2237. https://doi.org/10.1080/13603116.2020.1862407
In times of increasing heterogeneity in school classes – not only due to inclusive education – the demand for implementing differentiatedinstruction becomes more prominent. Differentiated instruction is supposed to support students according to their competence level. This paper investigates reading competence development in the

course of secondary school using data from Starting Cohort 3 of the German National Educational Panel Study (NEPS) and how it is affected by differentiated instruction within German class. Analyses aim at students with low achievement levels and with special educational needs (n = 433) compared to students with average and high achievement levels (n = 1456). The latent change model allows the estimation of the effects of differentiated instruction focusing on tiered assignments in German classes over the course of five years. Data does not suggest an effect of differentiated instruction on reading competence development for neither of the two groups. Although teachers report implementation of differentiated instruction, they may be challenged by the task of differentiated instruction, especially in adapting tiered assignments to various competence levels within class.

Okulu, H. Z. (2025). **Creating and evaluating instructional materials with generative artificial intelligence: visual representations in astronomy education**. *Education and Information Technologies*, *30*(14), 19833-19852. https://doi.org/10.1007/s10639-025-13580-y
Recent advancements in generative artificial intelligence for visualization offer significant opportunities to develop instructional materials. These opportunities can benefit astronomy education, which frequently relies on visual aids like representations. This document analysis study investigates ChatGPT-4o's capabilities for creating and evaluating visual representations for astronomy education. Initially, ChatGPT-4o was utilized to create representations illustrating the phases of the Moon. These visuals were then evaluated based on predefined criteria, focusing on iconic features for reading and interpreting the representation. Subsequently, existing visuals on the same topic were provided to ChatGPT-4o, and it was asked to evaluate these visuals using the same predefined criteria. Finally, the assessments were compared with ChatGPT-4o's evaluations. Findings suggest that while ChatGPT-4o-generated visual representations often contain inaccuracies that are potentially misleading for students, ChatGPT-4o effectively evaluates the iconic features to read and interpret the representations. This underscores the potential utility of generative artificial intelligence as a critical tool in ensuring the quality of visual representations in science education. It is recommended to integrate advanced artificial intelligence tools like ChatGPT-4o into the evaluation processes for instructional materials.

Papet, J., Bächtold, M., Barbe Asensio, D., & Ngoua-Ondo, A. (2025). **Des profils " académiques " d'étudiants différents à l'entrée en université : quelles caractéristiques psycho-cognitives spécifiques?** *Revue internationale de pédagogie de l'enseignement supérieur*, *41*(2). https://doi.org/10.4000/14kwe
Dans le prolongement de nombreux travaux sur la réussite universitaire et la transition psychosociale d'étudiants entrant à l'université, nous avons fait le choix d'aborder celle-ci sous l'angle de la caractérisation de ces étudiants sous forme de profils psycho-cognitifs. Ainsi, c'est par la combinaison de dimensions telles que la motivation, l'approche de l'apprentissage en profondeur et les croyances épistémiques dont on connaît désormais l'influence sur la réussite universitaire que nous avons tenté de dégager ce que nous nommerons des « profils académiques » en raison de leur relation à la connaissance et aux apprentissages. La combinaison de ces variables a été abordée grâce à l'utilisation d'un outil statistique : le clustering. Notre étude porte sur des données recueillies auprès de 2168 étudiants dans dix parcours de formation différents. Cinq profils académiques sont ainsi repérés et analysés et nommés comme suit : les

scolaires, les universitaires, les curieux, les énigmatiques et les résignés. Ils se distinguent par leurs composantes cognitives et psychologiques similaires au sein d'un même regroupement. Ces profils sont ensuite affinés grâce aux données d'entrée (académique, sociale et personnelle), aux données de bien-être (soutien social perçu et difficultés ressenties) et à la réussite universitaire. L'objectif est de pouvoir repérer chez ces profils des ressources intrinsèques plus que des obstacles à leur réussite, avec pour perspectives d'offrir aux enseignants une connaissance complémentaire de ce public relativement hétérogène, pour envisager des changements de discours, de méthodes, de postures à leur égard, et accompagner ainsi leurs acquisitions.

Patrick, S. K., Grissom, J. A., & Papay, J. P. (2025). **Navigating a Fractured Landscape: Teachers' Engagement with Professional Learning Across Multiple Forms and Formats**. *American Journal of Education*, *131*(4), 589-629. https://doi.org/10.1086/736324
Purpose: Coherent systems of teacher professional learning (PL) hold great promise for supporting teacher practice. Yet little research systematically examines characteristics of PL systems or how teachers are engaging with PL within and across schools and districts. Research Methods: We use statewide teacher survey and administrative data from Tennessee to examine variation in the reported quantity and instructional helpfulness of PL activities. We also explore whether PL engagement is associated with three sets of factors: professional skills and needs of individual teachers, external accountability pressures and instructional priorities, and organizational conditions and capacity to offer PL. Findings: There is substantial variation in PL engagement across and even within schools. Teacher need and external pressures appear to inform PL engagement, which is higher among less experienced and higher-performing teachers, teachers in tested classrooms, and teachers in priority schools (i.e., those identified by the state as low-performing). Local context is also a key driver, with teachers in smaller, rural districts and in schools with less supportive climates reporting less regular PL engagement. Organizational conditions, including ratings of climate and teacher autonomy, are associated with increased helpfulness. Implications: These findings indicate that teachers are not having uniform experiences with PL. Some districts may be targeting their limited resources toward PL based on certain teacher needs and external instructional priorities (i.e., state initiatives, tested subjects). Regional efforts to support PL and virtual PL may offer two potential avenues to increase access to PL for more teachers, especially those working in smaller, rural districts.

Paul, M., & Frétigné, C. (2022). **Retour sur l'article « Autour du mot. Accompagnement »**. *Recherche et formation*, (100), 123-143. https://doi.org/10.4000/14iaj
L'article « Accompagnement » de Maela Paul, initialement publié en 2009, rend compte des différentes facettes d'une activité dont se revendiquent les professionnels de l'éducation, du social, de l'insertion, etc. Le développement des pratiques conduites en son nom amène Maela Paul à interroger cette « nébuleuse » pour en distinguer les principaux segments. Quinze ans plus tard, l'autrice revisite son article et observe que la thématique de l'accompagnement, loin de tomber en désuétude, a au contraire forci. L'accompagnement, sous une diversité de formes, s'est massivement propagé comme référence posturale professionnelle, entrainant logiques contradictoires et injonctions paradoxales. L'évolution la plus significative de la période consiste en une théorisation de l'accompagnement ainsi que le développement de méthodes et de techniques organisant sa mise en œuvre.

Pelissier, C. (2024). **Former à l'« agir pour l'inanticipable » à partir d'une étude d'anticiper : principes de mises en œuvre pédagogiques**. *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr5
Le système universitaire est aujourd'hui en plein bouleversement. L'heure est à l'ouverture de scénarios pédagogiques visant le développement de l'« agir pour l'inanticipable ». Cette notion d'inanticipable, peu abordée dans la littérature, est présentée dans cet article comme pouvant se définir dans sa complémentarité de l'anticipable. Elle ouvre la pratique pédagogique sur la production d'« effets-papillons » visant le déploiement d'une multiplicité de conséquences d'actions apprenantes dans le temps et l'espace. Après avoir circonscrit « inanticiper » à partir de l'étude de contenus des définitions de ses 14 synonymes, nous l'abordons comme un « agir » possible soutenu par d'autres verbes rattachés à un processus cognitif et une dimension de la connaissance. Ces verbes peuvent être utilisés dans la formulation de consignes intégrée à une activité d'apprentissage. Fournies par l'enseignant, ces consignes ouvrent sur un potentiel d'« agir pour l'inanticipable ».

Peng, Z., & Wan, Y. (2025). **Human vs. AI: What makes students prefer to self-disclosure to AI teaching assistant? The effect of psychological safety and relationship norms**. *Education and Information Technologies*, *30*(14), 20851-20878. https://doi.org/10.1007/s10639-025-13586-6
What makes students prefer to self-disclosure to AI teaching assistant (AI TA) than human teaching assistants? Understanding this question can help online learning platforms better understand students' needs in the data collection stage to provide more appropriate recommendations and deploy AI and human-AI collaboration more effectively. Based on stimulus-organism-response (SOR) theory, using semi-structured interviews and a quantitative survey, this study explores the influencing factors and underlying mechanisms of students' preferences for self-disclosure to AI TA. The results show that AI TA has better perceived privacy, fairness, and service attitude than human TA, so students have higher psychological safety when interacting with AI TA and prefer self-disclosure to AI TA. This study also explores the effects of relationship norms on self-disclosure and finds that students are more willing to self-disclosure to AI TA when they want to establish communal relationships with it. These results provide suggestions for the deployment of AI TA and the design of human-AI collaboration and provide new enlightenment for self-disclosure, AI TA, and human-AI interaction research.

Pierrisnard, C. (2024). **Former à l'inanticipable : quelles représentations temporelles ?** *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr7
Pour former à l'inanticipable, les représentations temporelles sur lesquelles reposent l'organisation et le fonctionnement du système d'éducation et de formation en général apparaissent inadéquates. Une recherche collaborative qualitative, menée avec des enseignants-chercheurs et des professionnels de la formation, sur la base de récits et d'entretiens de co-explicitation, interroge les connaissances expérientielles construites en situation professionnelle, pour mieux identifier les aspects temporels critiques, qui semblent fonder l'expertise dans un contexte d'apprentissage de plus en plus inanticipable et permettent la création d'un milieu temporel inclusif et adaptatif. Les analyses portent à la fois sur l'activité déclarée et sur la dimension biographique des récits qui renseignent sur la transformation du vécu en expérience. Cinq aspects émergent des analyses : le moment (reconfiguration des temps), le kairos (opportunités à saisir), l'empan temporel (représentation de la durée de l'apprentissage), la spiralité

(retours avec élément majorant), et le rythme (allure). Nous montrons en quoi ces aspects peuvent favoriser les activités en contexte inanticipable et à quelles conditions.

Planifier à rebours: placer les cibles d'apprentissage au cœur des réflexions. (2025). Consulté à l'adresse https://www.puq.ca/catalogue/themes/planifier-rebours-4311.html
Êtes-vous prêt à maximiser l'impact de votre enseignement ? Comment investir votre énergie et votre temps pour faire une réelle différence dans l'apprentissage de vos élèves ? Le guide qui vous est proposé fait partie d'une collection dédiée à offrir des repères essentiels pour réfléchir aux situations complexes rencontrées dans la pratique enseignante Conçu pour soutenir l'exercice du juge- ment professionnel et éclairer la prise de déci- sion, il vous accompagne dans l'identification des priorités pour améliorer la qualité de l'en- seignement. Il vous aide à vous recentrer sur l'essentiel : ce que vos élèves doivent savoir, comprendre et être capables de faire. Grâce à des stratégies adaptées, vous apprendrez à ajuster votre planification en fonction des acquis et des objectifs pédagogiques, et à choi- sir des activités d'apprentissage significatives pour vos élèves. Le guide met également l'accent sur l'importance de définir des objectifs clairs et motivants, tout en donnant aux personnes apprenantes un sentiment de contrôle sur leur propre apprentissage. En clarifiant les attentes et les critères d'évaluation, vous optimisez leur engagement et leur adhésion aux objectifs poursuivis. Ne laissez plus la complexité du quoti- dien vous freiner. Êtes-vous prêt à transformer votre pratique et à offrir un apprentissage de qualité ? Voici l'outil qu'il vous faut pour réussir.

Point, C. (2024). **Former à l'inanticipable ? Avec John Dewey, construire une pédagogie de l'improvisation**. *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr3
L'inanticipable et l'imprévisible ont-ils leur place au sein de la philosophie et de la pédagogie de John Dewey ? Rien n'est moins sûr, car si John Dewey critique fermement dans le domaine de la psychologie, de la politique et de la pédagogie l'improvisation sauvage, capricieuse et désordonnée, il critique également, par ailleurs, une éducation « de l'habitude routinière » et « des directives dictées » (Dewey, 1938a) se nourrissant uniquement de l'anticipable et du prévisible. Pour répondre à cette question, ce travail s'articule en deux temps. Tout d'abord, nous présentons la critique de l'improvisation que réalise John Dewey à son époque dans le domaine de la psychologie, de la politique et de la pédagogie, et ce en la relevant au sein de ses nombreux écrits. Ensuite, dans un second temps, nous utiliserons cette critique pour définir à nouveaux frais la notion d'improvisation à l'aune des concepts pragmatistes d'expérience, d'enquête et de tact. Cela dans le but de comprendre comment une pédagogie de l'improvisation ainsi redéfinie peut être une bonne candidate face au défi de former à un monde inanticipable.

Poulin, I., Descheneaux, J., & Bernier, V. (2025). **Éducation à la sexualité au primaire : relations entre la formation initiale des personnes étudiantes en enseignement, leur aisance, leurs connaissances et leur intention à enseigner l'éducation à la sexualité**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 108-135. https://doi.org/10.7202/1119550ar
Malgré quatre décennies d'éducation à la sexualité (EAS) au Québec, peu d'études se sont intéressées aux liens pouvant exister entre la formation initiale (FI) en EAS et d'autres facteurs, comme l'aisance, les connaissances et l'intention d'enseigner l'EAS à de futurs élèves. Ainsi, 207 personnes en fin d'études en enseignement primaire ont répondu à un

questionnaire électronique au printemps 2023. Les résultats indiquent que seules trois universités offrent des cours optionnels en EAS et que l'aisance, les connaissances et l'intention d'enseigner l'EAS sont corrélées, ainsi que l'intention d'enseigner l'EAS et la quantité de FI reçue en EAS en nombre de thématiques. Une FI abordant le plus grand nombre de thématiques du programme apparaît prioritaire pour adéquatement préparer les futures personnes enseignantes.

Qiming, X., & Renganathan, S. (2025). **Using Picturebooks as a Pedagogical Tool to Teach Drawing: A Case Study in a Preschool in China**. *International Journal of Early Childhood*, *57*(2), 403-423. https://doi.org/10.1007/s13158-024-00403-3
This study investigates the use of picturebooks as a pedagogical tool to teach drawing skills for preschoolers. Conducted in a public preschool in China, this study is part of a larger project aimed at implementing a learner-centred approach by utilising picturebooks in preschool lessons. Through classroom observations and interviews with teachers, the study explored how drawing lessons were planned, structured, and executed by incorporating picturebooks. It also examined teachers' beliefs and attitudes in using this approach. While the findings indicated that picturebooks fostered children's creativity and engagement, the lessons were still predominately teacher centred. Moreover, teachers reported challenges in selecting appropriate picturebooks and balancing the focus between literacy and drawing instruction. The study further revealed how parental expectations added pressure on teachers to deliver visually appealing results, which sometimes limited children's creative freedom.

Ramulumo, M., & Shabalala, N. P. (2025). **Comparing Environmental Literacy in Stem and Non-Stem Preschools: Evaluating the Impact on Young Children's Understanding and Attitudes**. *International Journal of Early Childhood*, *57*(2), 447-462. https://doi.org/10.1007/s13158-024-00405-1
The importance of environmental literacy in early childhood education lies in its inclusion of the requisite knowledge, skills and attitudes for understanding the environment and making well-informed decisions. In preschool settings, promoting environmental literacy helps children develop foundational knowledge about natural systems, cultivates curiosity and encourages responsible environmental behaviour. This study investigates the incorporation of environmental literacy in preschools in Bloemfontein, South Africa, differentiating between STEM-focused and non-STEM settings. It also assesses the influence of this integration on the understanding and attitudes of young children towards the environment. Qualitative data was collected through semi-structured interviews and classroom observations, including pilot research to enhance the approach and triangulation to guarantee the accuracy of the data. The findings indicates that children attending preschools with a STEM concentration demonstrate higher levels of environmental literacy compared to their counterparts in non-STEM environments. This research highlights the need of including environmental education into all academic programs, employing hands-on, inquiry-based methods and ensuring equal opportunities for environmental learning for everyone. Optimising environmental education, namely by integrating STEM subjects, is of significance for preparing children to properly address future environmental issues.

Ray, J. E., Panahon, C. J., Hilt-Panahon, A., Petersen-Brown, S., & Filter, K. (2025). **Evaluating the Effects of Tootling When Implemented in Special Education Classrooms**.

Journal of Behavioral Education, *34*(3), 673-693. https://doi.org/10.1007/s10864-024-09544-w
Managing student behavior in special education classrooms can be difficult, particularly with students with social-emotional and behavioral challenges. Effective classroom behavior management strategies maximize academic instruction time and decrease disruptive behavior. Tootling is a multicomponent classwide behavior intervention that involves students monitoring and reporting other students' behaviors. Tootling has proven to be effective in decreasing disruptive behavior, increasing prosocial behavior, and increasing on-task behavior in the general education classroom. Special education classrooms may be another important setting for tootling implementation, but additional research is needed. The current study used a multiple baseline design across settings to examine the effectiveness of a tootling intervention in three special education classrooms with students who exhibit behavior difficulties. Results of the study demonstrated that the tootling intervention is effective in increasing on-task behavior with a sample of students in special education exhibiting behavioral difficulties. The tootling intervention was also effective in decreasing disruptive behavior, but not effective in increasing prosocial behavior. Additional research is needed to investigate the effectiveness of tootling in a variety of settings and with students with a variety of needs.

Roblez, A. (2024). **L'évaluation comme une activité illustratrice de crises : une place pour l'inanticipable ?** *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr4
Dans cet article, l'évaluation va être étudiée sous le prisme de l'inanticipable et de la crise, en mettant en avant particulièrement trois plans tempo-spatiaux dans le but d'interroger la place de l'inanticipable dans les structures de l'évaluation. Ceci me conduira à présenter un cadre analytique original, mettant le social et la valeur au centre des études sur l'évaluation, pour aborder ensuite deux exemples tirés de recherches empiriques autour du concept de crise. La présence de ces crises dans potentiellement toute évaluation peut expliquer le fait que pour une même activité une tension aussi importante existe, voire se pérennise ; tout en ouvrant sur de potentielles alternatives, à commencer par prendre en compte la crise elle-même.

Romani, P. W., & Koerner, A. M. (2025). **Comparison of Fixed-Ratio and Fixed-Interval Schedules of Reinforcement within the Treatment of Escape-Reinforced Problem Behavior**. *Journal of Behavioral Education*, *34*(3), 634-653. https://doi.org/10.1007/s10864-023-09540-6
The behavior-analytic approach to the assessment and treatment of problem behavior begins with a functional behavior assessment and concludes with function-based treatment implementation. Extinction bursts and the resurgence of problem behavior represent common barriers to successfully implementing these treatments. Recent research documents a common prevalence of these phenomena following contingency changes, including when transitioning from assessment to treatment. Researchers mitigate the disruptive impact of extinction bursts by controlling for the duration of exposure to the establishing operation (EO). Indeed, controlling for EO exposure when initiating treatment decreases the occurrence of problem behavior. While this effect has been documented, it is not clear if certain schedules of reinforcement are more appropriate for initial treatment arrangements than others. The purpose of the current study was to compare fixed-ratio (FR) and fixed-interval (FI)

schedules of reinforcement implementation after controlling for the duration of EO exposure for participants who engaged in negatively reinforced problem behavior. Results generally showed both FR and FI treatment arrangements produced reductions in problem behavior and improvements in task completion. Despite these reductions, problem behavior seemed more likely to occur during the FI treatment arrangement. We will discuss these data in terms of identifying effective initial behavioral treatment arrangements for individuals engaging in escape-reinforced problem behavior.

Ronguno, S. K. (2025). **Constraints Towards the Efficacy of Competency Based Curriculum Implementation in Kenya, A Case Study of Chesumei Sub-County, Kenya**. *British Journal of Education*, *13*(3). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-3-2025/constraints-towards-the-efficacy-of-competency-based-curriculum-implementation-in-kenya-a-case-study-of-chesumei-sub-county-kenya/
The current study was set to find out the challenges affecting the efficacy of implementation of Competency-Based Curriculum (CBC). The study focused on availability of teaching and learning materials, teaching staff preparedness in competency Based Curriculum pedagogy, policy framework and learner assessment. The study was necessitated by public outcry over mismatch in policy formulation and […]

Rousset, F., & Thomas, A. (2025). **Création de ressources didactiques ciblant l'interaction pour des apprenti·es allophones en formation professionnelle : l'exemple du projet DiCoi**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rnx
Cette contribution porte sur la création de matériel didactique ciblant le développement de la compétence d'interaction d'apprenti·es allophones en formation professionnelle en Suisse romande. Elle présente le projet de recherche appliquée – DiCoi (Digitalisation – Corpus – Interaction) et se focalise sur l'utilisation de bases de données comprenant des interactions authentiques dans la conception de ressources didactiques. À partir d'observations réalisées lors de la mise en application de ces ressources et de l'analyse des interactions enregistrées entre les allophones sur deux ans, nous mettons en exergue les enjeux liés à la langue et les besoins spécifiques de ce public. Nous montrons, de manière plus générale, la nécessité de développer et de didactiser des corpus spécialisés pour un enseignement plus contextualisé et ciblant les interactions typiques de la formation professionnelle.

Rushidi-Rexhepi, J., Hamzai, J., & Adili, B. (2025). **Literary Texts and Language Development: Piloting a Questionnaire Among Albanian Language and EFL Teachers in North Macedonia**. *British Journal of Education*, *13*(10). Consulté à l'adresse https://eajournals.org/bje/vol13-issue10-2025/literary-texts-and-language-development-piloting-a-questionnaire-among-albanian-language-and-efl-teachers-in-north-macedonia/
This pilot study aimed to adapt and validate a questionnaire assessing teachers' perceptions of the role of literary texts in students' language development. The original instrument by Duncan and Paran (2017) was modified to suit the Albanian educational context and piloted with a diverse sample of 30 teachers in North Macedonia, including both Albanian Language […]

Sagueton, S. (2025). **L'inégale participation des filles et des garçons en conseils coopératifs : vers une gestion égalitaire de la parole**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14ro4

Cette analyse découle d'une recherche-action sur la participation sexuée durant les conseils coopératifs en classe Freinet. Les premières observations montrent que les garçons interviennent deux à trois fois plus que les filles. L'article présente ainsi les mesures qui ont été prises pour tendre vers une gestion plus égalitaire de la parole dans ce dispositif pédagogique. Des comptages ont été réalisés durant vingt-sept conseils pour analyser leur efficacité. Les tests statistiques suggèrent que les mesures peuvent avoir certains effets positifs sur le volume de participation sexué. Par ailleurs, la liste de priorité, qui est un outil de gestion de parole, semble pouvoir répondre aux limites présentées par les mesures mises en place dans cette étude.

Schwab, S., & Arthur-Kelly, M. (2025). **Special issue: inclusive teaching practices in heterogeneous classrooms**. *International Journal of Inclusive Education*, *29*(12), 2115-2118. https://doi.org/10.1080/13603116.2020.1862401

Stumpf, A., & Meia, J.-S. (2025). **Intégration de la recherche en formation à l'enseignement : entre prescription et utilité**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14ro7
Dans le contexte international de professionnalisation de la formation des enseignant·e·s, l'intégration de la recherche dans les curricula constitue un défi majeur. Ainsi, dans une Haute École Pédagogique suisse, les résultats récurrents d'une évaluation de la qualité d'une formation à l'enseignement secondaire par les étudiant·e·s ont montré que la dimension recherche de la formation restait perçue de manière plus critique que les autres. Pour comprendre les raisons qui nourrissent ces perceptions, quatre focus-groupes ont été menés. Bien que certains obstacles à adhérer à la rédaction d'un mémoire aient été identifiés, des perceptions positives sont également mises en évidence, sous réserve que la recherche contribue à l'amélioration de la pratique et, plus globalement, au développement professionnel. Ont également émergé des recommandations à l'attention des responsables des formations à l'enseignement.

Tan, R., Djonov, E., & Chik, A. (2025). **Balancing professionalism and accessibility: Comparing preschool English teaching by teachers and by apps**. *Education and Information Technologies*, *30*(14), 20317-20346. https://doi.org/10.1007/s10639-025-13576-8
The rise of English learning apps is reshaping preschool English education, offering an alternative to costly classroom teaching. However, limited research has compared how classroom- and app-based teaching support preschool English education. This study addresses this gap by examining the social practice of teaching preschoolers English as reported by teachers and represented in promotional discourses about English learning apps. Adopting Van Leeuwen's social semiotic framework (2008) of the relationship between discourse and social practice, we analysed semi-structured interviews with 10 preschool English teachers and the promotional discourses embedded within and surrounding two of the most popular English learning apps for young children in China. Our findings reveal that while classroom teaching emphasises professionalism and responsiveness to children's needs, app-based teaching prioritises affordability, parental involvement and transparency. This trend in app-based teaching presents both challenges (potential de-professionalisation and reduced responsiveness of teaching) and opportunities (increased accessibility and educational equity). This study contributes to educational technology research by investigating the impact of digitalisation on early

English language teaching from a social semiotic perspective. It also provides insights for educators and app developers on balancing the benefits of technology with the need for professional and responsive teaching, helping to enhance the potential of apps in supporting sustainable education quality and equity.

Tarifa-Rodriguez, A., Virues-Ortega, J., & Calero-Elvira, A. (2025). **The Behavioral Education in Social Media (BE-Social) Program for Postgraduate Academic Achievement: A Randomized Controlled Trial**. *Journal of Behavioral Education*, *34*(3), 479-505. https://doi.org/10.1007/s10864-024-09545-9
Few randomized controlled trials have evaluated social media study groups as educational aids in the context of online and blended teaching programs. We present the Behavioral Education in Social Media (BE-Social) intervention package, which integrates key evidence-informed behavioral intervention strategies delivered through a closed social media study group. BE-Social combines instructor-mediated cooperative learning and self-management training via multimedia posts and video modeling. Forty-six students were randomly assigned to a default online program (control) group or default online program plus BE-Social (intervention) group. Intervention outcomes included academic performance and social media engagement (reactions, comments). A mixed-effect ANOVA showed that individuals in the BE-Social group attained higher academic performance, $F(1, 46) = 18.37$, $p < .001$, $\eta 2 = .34$). On average, the intervention produced a 20-point increase in academic performance over a 100-point scale and significant increases in social media engagement. A parallel single-subject analysis revealed that intervention gains were not always consistent across participants. Findings are consistent with the view that social media platforms provide a prosthetic social milieu that can enrich traditional education by maximizing social rewards through increased interaction opportunities and timely positive feedback. We propose the digital environment reward optimization hypothesis to denote these processes.

Taylorson, J., Mavor, K., & Miles, P. (2025). **Applying a psychological lens to educators' professional identity: The case of English for Academic Purposes educators**. *Review of Education*, *13*(3), e70102. https://doi.org/10.1002/rev3.70102
This paper advances the social identity approach as a valuable theoretical lens for interrogating teaching-related professional identities, illustrating its analytical utility through a case study of English for Academic Purposes educators in higher education. Despite their pivotal role in supporting internationalisation agendas and student success, English for Academic Purposes educators often occupy structurally marginal and ambiguously defined positions, situated between academic and professional domains. Drawing on the two core components of the social identity approach—social identity theory and self-categorisation theory—this paper offers a social-psychological framework for examining how status, belonging and legitimacy are negotiated by English for Academic Purposes educators in roles historically undervalued within higher education academic hierarchies. The analysis carried out within this paper foregrounds key social identity processes, such as in-group identification (how individuals locate themselves within communities), perceptions of boundary permeability (the perceived openness of group boundaries and opportunities for movement between communities), and the ideological positioning of teaching (how teaching is framed and valued within institutional hierarchies). In doing so, the paper demonstrates the utility of the social identity approach in theorising the structural and psychological dynamics that influence

teaching identities in higher education, offering new insight into the identity struggles and strategies of this group of educators. Context and implications Rationale for this study: This paper advances the Social Identity Approach (SIA) as a valuable theoretical lens for interrogating teaching-related professional identities, using English for Academic Purposes (EAP) educators in higher education (HE) as a case study. Despite their pivotal role in supporting internationalisation agendas and student success, EAP educators often occupy structurally marginal and ambiguously defined positions within HE, as they are often situated between academic and professional domains. This commentary contributes to a body of literature on EAP professional identity that has, to date, been led predominantly by sociological and critical theoretical frameworks. It extends this discussion by applying a social-psychological framework—the social identity approach—to examining how status, belonging, and legitimacy are negotiated by EAP educators. Why this paper matters: This paper uses English for Academic Purposes educators as a case study to demonstrate the value of the SIA for understanding educator professional identities. While SIA has been used extensively and effectively in other fields such as organisational and health psychology, its application to educator identity remains limited. This work seeks to highlight the explanatory and predictive power of SIA for examining how educators negotiate, develop, and sustain their professional identities. Implications for researchers: This article explains a well-established, empirically developed theoretical framework, advocating for its application to examining educator professional identities, and demonstrating its application through the case of EAP educators. In particular, the paper shows how the core elements of SIA can be mapped onto issues of status, belonging, and legitimacy in teaching-focused roles, and suggests ways these insights could be used to strengthen professional cohesion and standing. While it has not been within the scope of this paper to design specific interventions, the predictive elements of SIA, particularly those relating to social influence and norm formation, offer a basis for developing context-sensitive, theoretically grounded strategies to foster stronger collective identities. Although EAP has served as the case study here, the framework's utility extends far beyond this group, offering a powerful lens for understanding educator identities across diverse educational contexts.

Tereshko, L. M., Zane, T., & Weiss, M. J. (2025). **The Effect of Choice on Student Performance in Online Graduate Classes**. *Journal of Behavioral Education*, *34*(3), 506-525. https://doi.org/10.1007/s10864-024-09543-x

There has been a steady growth in the use of online instruction in higher education. The COVID-19 pandemic has increased both the need for and the use of this technology when schools were shut down, further establishing online learning as a viable educational platform for higher education. Many online higher education courses rely heavily on reading textbooks, articles, or both, where students complete assignments and quizzes to demonstrate their knowledge of the presented material. Instructors often require students to complete activities to provide evidence that they have read the assigned materials. There is limited research on the extent to which assignments lead to the best student performance. The current study examined quiz scores after students completed either study questions or reading summaries. Instructors provided students with choices on which assignments to complete during some weeks and quiz scores were compared with weeks when students were not given a choice of assignments. Results showed that there were higher quiz scores in the weeks when students were given a choice of assignments. There was no difference in quiz scores across the types of assignments.

Results are discussed in terms of embedding more choice into graduate-level online classes.

Thiriet, L., Xolin, M., Schirrer, M., & Le Bot, G. (2024, juillet). ***L'utilisation et l'intégration du numérique dans les pratiques enseignantes en éducation physique et sportive.*** Consulté à l'adresse https://hal.science/hal-05187087
• Introduction et objectifs Les travaux scientifiques sur l'usage du numérique en EPS s'intéressent aux liens entre les compétences digitales des enseignants et la réussite et l'apprentissage des élèves (Abdennour et Negaz, 2019 ; Jastrow et al., 2022 ; Wallace et al., 2023). L'objectif de cette recherche est de documenter les pratiques pédagogiques d'enseignants d'EPS intégrant le numérique dans leur enseignement comme plus-value pour les apprentissages de leurs élèves. Les enseignants, selon le rapport Profetic (MEN, 2018), ont recours au numérique dans leur préparation de séquence pédagogique en amont des leçons. Cependant lorsqu'il s'agit de le faire manipuler par les élèves à des fins d'apprentissages, une grande partie des enseignants interrogés ne se servent plus du numérique. • Méthodologie Pour répondre à ces objectifs nous avons menés quatre entretiens auprès de quatre enseignants d'EPS experts du numérique. Leur expertise est liée à leur utilisation du numérique au sein de leur enseignement, expertise qu'ils mettent à profit des étudiants et collègues enseignants lors de formations et reconnue au niveau académique pour l'un d'entre eux en tant que référent numérique. Ces entretiens semi-directif ont permis de documenter les outils et conseils indispensables pour utiliser le numérique en EPS et ceci de manière contextualisée dans leur contexte d'enseignement seulement dans certaines APSA. Suite à ces entretiens, un guide est élaboré avec les conseils dégagés lors des entretiens réalisés. Ce guide n'est pas exhaustif et ne couvre pas l'ensemble des APSA. • Résultats et discussion Les résultats de cette recherche sont en cours d'analyse. D'après les premiers résultats les enseignants « experts » intègrent le numérique dans leurs leçons au service des transformations des élèves. Selon eux, cette intégration dans l'utilisation du numérique doit se faire progressivement. Et l'AS se trouve être un siège d'expérimentations intéressant pour ensuite l'intégrer progressivement en fonction des réactions des élèves au cours des leçons d'EPS. • Conclusions et perspectives Par cette recherche nous souhaiterions donner aux enseignants des occasions concrètes d'utiliser le numérique dans leurs leçons. Cependant l'utilisation du numérique peut être limitée selon le contexte d'enseignement ou selon la résistance au changement des enseignants aux nouvelles technologies (Bocognano, 2021). Ces éléments sont à prendre en compte lors de la conception et de la mise en œuvre de nouvelles logiques d'intervention intégrant le numérique.

Ticca, A. C., de Saint-Georges, I., Ghimenton, A., & Lambert, P. (2025). **Compétence d'interaction et formation aux métiers de la mode et du vêtement : enseigner et apprendre l'« ordre » au sein de l'atelier de couture en lycée professionnel**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14rnt
Les activités d'enseignement et d'apprentissage en ateliers des lycées professionnels se caractérisent par des tâches complexes, où différents ordres de savoirs s'imbriquent. Pour illustrer cette complexité, l'article présente une étude de cas dans le champ des Métiers de la Mode et du Vêtement où la dimension de l'ordre émerge de façon récurrente. A partir d'une analyse multimodale d'interactions dans l'atelier de couture, nous mettons en lumière les dimensions de l'ordre rendues pertinentes par les activités des participantes autour de la confection d'une robe. En analysant la compétence d'interaction à l'œuvre — visible dans l'organisation séquentielle des activités pratiques

et dans la procédure inscrite dans une fiche technique que les élèves ont à suivre — l'étude permet de définir les contours de la multidimensionnalité de l'ordre, et, plus largement, de mieux comprendre les ateliers comme des espaces à la frontière entre travail et école.

Torres-Peña, R. C., Peña-González, D., & Ariza-Echeverri, E. A. (2025). **Mathematical Thinking in Preschool: Strengthening Seriation and Counting Through Problem Solving**. *International Journal of Early Childhood*, *57*(2), 379-401. https://doi.org/10.1007/s13158-024-00402-4
This study addresses the critical issue of mathematical underperformance among preschoolers in Yopal Casanare, Colombia, through the perspective of an action research project. It focuses on the design and implementation of a didactic unit aimed at promoting numerical thinking, specifically seriation and structured counting, in preschool students. The methodology centers on qualitative action research, combining problem-solving approaches to comprehensively examine and transform educational practices. The intervention was designed to address identified weaknesses in mathematical competencies. To assess the initial state of mathematical competence, the Utrecht Early Mathematical Education Test was administered to 25 transition-grade children, revealing significant deficiencies in seriation and structured counting. The didactic unit included three activities focused on pattern identification, structured counting, and comparison of collections. Post-intervention assessments demonstrated notable improvements in these areas, though the emphasis remains on qualitative insights rather than statistical significance. This study contributes valuable insights into early childhood mathematics education, highlighting the potential of problem-solving-based interventions to enhance foundational mathematical competencies and emphasizing the importance of early diagnostic assessment and targeted educational strategies.

Turaki, S. A., & Julius, E. (2025). **Effect of Flipped Learning Approach on Academic Performance and Retention of Undergraduate Students in Trigonometry in Kebbi State Nigeria**. *British Journal of Education*, *13*(9). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-9-2025/effect-of-flipped-learning-approach-on-academic-performance-and-retention-of-undergraduate-students-in-trigonometry-in-kebbi-state-nigeria/
This study investigated the effect of the flipped learning approach on the academic performance and retention of undergraduate students in trigonometry in Kebbi State, Nigeria. A quasi-experimental design was employed, involving 140 students divided into an experimental group (taught using flipped learning) and a control group (taught using traditional methods). The Trigonometry Achievement Test (TAT) […]

Verano-Tacoronte, D., Bolívar-Cruz, A., & Sosa-Cabrera, S. (2025). **Are university teachers ready for generative artificial intelligence? Unpacking faculty anxiety in the ChatGPT era**. *Education and Information Technologies*, *30*(14), 20495-20522. https://doi.org/10.1007/s10639-025-13585-7
This study investigates the role of technology-related anxiety in shaping university teachers' behavioral intention to adopt ChatGPT. Three distinct types of anxiety are examined: (a) anxiety about the future of the academic profession, (b) anxiety regarding the personal misuse of ChatGPT, and (c) anxiety concerning negative impacts on student learning. A structured questionnaire was administered to 249 faculty members

from Spanish public universities. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to assess both the direct effects of each type of anxiety on behavioral intention and the mediating roles of effort expectancy (EE) and performance expectancy (PE). Results indicate that anxiety about student learning exhibits a significant negative direct effect on behavioral intention and an indirect effect through performance expectancy. Similarly, anxiety related to the misuse of ChatGPT is negatively associated with behavioral intention, with significant mediation through both EE and PE. In contrast, anxiety concerning the future of the academic profession does not show a statistically significant relationship with behavioral intention. The findings underscore the importance of addressing specific psychological barriers—particularly those linked to concerns over student learning and technology misuse—to facilitate ChatGPT integration in higher education. The study suggests that effective implementation strategies should combine technical training with targeted interventions aimed at managing technology-related anxiety, enhancing ethical practices, and improving perceptions of the tool's utility and ease of use.

Wallian, N., Arville, P., & Carnus, C. (2024). **Néguentropie et crashs de classe : former à l'interprétation du fait éducatif inanticipable**. *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr2
Les modèles de formation des enseignants s'appuient généralement sur l'acquisition de gabarits de planification en situation ordinaire et sur l'automatisation de routines de fonctionnement (Yinger, 1979) aux fins d'assumer, sous le prisme de normes et dans l'urgence, un agenda multiple (Bucheton, 2009). En faisant un lien entre néguentropie (Bisschop et al., 2022) et formation à la prise de décision en éducation, cet article vise à montrer comment le mille-feuille évolutif des épistémologies professionnelles enseignantes débouche sur la problématique de l'inanticipable comme processus et ressource. En second lieu, le modèle de formation des aiguilleurs du ciel (ICNA) sera questionné au regard des savoirs disponibles sur la gestion des risques en situation dégradée. Enfin, des perspectives pour former à la prise en charge de l'inanticipable à partir de l'étude de cas de crashs de classe autoriseront l'usage de grilles d'intelligibilité mobilisant les trois notions d'incident critique, de moment remarquable et d'instant décisif. Des pistes pour élargir la compétence interprétative de l'enseignant à partir de l'étude de l'activité de l'élève sont proposées.

Wang, W.-S., Lin, C.-J., Lee, H.-Y., Huang, Y.-M., & Wu, T.-T. (2025). **Enhancing self-regulated learning and higher-order thinking skills in virtual reality: the impact of ChatGPT-integrated feedback aids**. *Education and Information Technologies*, *30*(14), 19419-19445. https://doi.org/10.1007/s10639-025-13557-x
This study explores the integration of ChatGPT technology into Virtual Reality (VR) learning environments to support self-regulated learning (SRL) strategies and foster higher-order thinking skills (HOTS). Utilizing a randomized controlled trial (RCT) design, 81 undergraduate students were randomly assigned to either an experimental group with GPT-feedback-supported VR learning or a control group with traditional feedback-supported VR learning. The VR learning environment focused on embedded IoT tasks, structured into six learning units aligned with Bloom's taxonomy. Results indicate that the experimental group demonstrated significantly higher cognitive levels across memory, understanding, and application tasks compared to the control group. Notably, GPT feedback markedly improved problem-solving and critical thinking skills, though its impact on creativity was limited. This limitation may be attributed to the directive nature

of GPT feedback or the structured scope of learning tasks, which may not have encouraged open-ended creative exploration. SRL abilities were also significantly improved in the experimental group, highlighting the efficacy of GPT feedback in promoting self-reflection, goal setting, and strategy adjustment. The findings underscore the potential of integrating generative AI technologies like ChatGPT into VR learning environments to provide targeted, real-time feedback, thus addressing limitations of traditional VR feedback mechanisms. This integration supports deeper engagement and more effective learning outcomes, particularly in problem-solving and critical thinking, providing valuable insights for future educational technology implementations.

Watson, D., Webb, R., Cook, S., & Grant, K. (2025). **Does the internet lead to surface searching and a deficiency of discovery in student learning?** *Education and Information Technologies*, *30*(14), 19853-19878. https://doi.org/10.1007/s10639-025-13498-5
This paper investigates undergraduate students' information-seeking behaviour utilising a three-year empirical analysis focusing on students within an Applied Economics module at a UK Higher Education institution. In the first year, students demonstrated proficiency in data identification and analysis. However, they struggled with empirical source discovery, emphasising the prevalence of « skittering » behaviour—reliance on easily accessible, non-scholarly sources. Traditional literature review methods in the second year showed limited success in correcting for this tendency. The third year introduced a refined approach, combining face-to-face teaching with eLearning materials and a « decolonisation of the curriculum » strategy. Results from an ordered probit analysis indicate that students engaging with eLearning materials and adopting a decolonised perspective are more likely to embrace higher-quality literature review methods. This study contributes to the discourse on pedagogical strategies, emphasising the need for inclusive practices to prepare students for the complexities of a globally interconnected academic landscape. It offers insights for educators across disciplines, highlighting the intricate relationship between curriculum design, student engagement, and literature review methods in the digital age.

Xu, J., Li, Y., Shadiev, R., & Li, C. (2025). **College students' use behavior of generative AI and its influencing factors under the unified theory of acceptance and use of technology model**. *Education and Information Technologies*, *30*(14), 19961-19984. https://doi.org/10.1007/s10639-025-13508-6
Generative Artificial Intelligence (AI) is steadily gaining prominence in higher education and brings about huge impact on college students' daily life. However, limited studies paid attention to college students' use behavior of generative AI and its influencing factors. The study aimed to explore this issue by adopting an extended Unified Theory of Acceptance and Use of Technology (UTAUT) model. Two generative AI related variables, named "novelty value" and "perceived humanness," were added to the UTAUT model, and the potential moderating effects of gender, grade and major were also considered in the model. The model was validated by collecting data from 1,190 college students at a Chinese university. Results indicated significant positive correlations among performance expectancy, effort expectancy, novelty value, social influence, facilitating conditions, and behavioral intention. Additionally, facilitating conditions and behavioral intention significantly influenced use behavior, while perceived humanness had no significant impact on behavioral intention. Moderating variables like gender and grade significantly affected the acceptance of generative AI, whereas major did not. The findings provided nuanced insights to advance the practical application of generative

AI. Considering limited sample in the study, future research may encompass diverse demographics across multiple countries to enable cross-cultural comparisons.

Yahaya, M., & Awoyale, O. (2025). **Teaching and Learning of Mathematics Among Secondary School Students for the Development of Entrepreneurship: Implications for Economic Diversification in Kwara State**. *British Journal of Education*, *13*(3). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-3-2025/teaching-and-learning-of-mathematics-among-secondary-school-students-for-the-development-of-entrepreneurship-implications-for-economic-diversification-in-kwara-state/
The objective of the study is to examine the roles of teaching and learning of mathematics among secondary students for development of entrepreneurship for economic development in Kwara State Descriptive survey was employed as the research design for the study and questionnaire containing closed and open-ended questions was the instrument for data collection. Sample of […]

Yan, L. I. (2025). **AI Literacy and Pedagogical Transformation: Exploring the Influence on College Language Teaching**. *British Journal of Education*, *13*(8). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-8-2025/ai-literacy-and-pedagogical-transformation-exploring-the-influence-on-college-language-teaching/
This study examines how college English teachers' Artificial Intelligence (AI) literacy influences pedagogical transformation, using a mixed-methods case study of a first-year undergraduate English debate contest (N=90 students). Findings reveal a significant positive correlation ($r = 0.72$, $p < 0.01$) between higher teacher AI literacy (encompassing technical, pedagogical, critical, and ethical dimensions) and more transformative […]

Yang, C., & Zhang, L. (2025). **The effects of online courses on academic performance: The role of innovative teaching models and teacher-student interaction**. *Education and Information Technologies*, *30*(14), 20445-20466. https://doi.org/10.1007/s10639-025-13578-6
Online courses and innovative teaching models have become increasingly important for China's higher education reform and innovation. However, their true effectiveness remains a subject of debate. This study analyzes the teaching outcomes of online courses and explores the impact of innovative teaching models on students' academic performance in online courses. It also investigates how teacher-student interaction moderates this impact. The results show that students in online courses score significantly lower than those in traditional classrooms. Innovative teaching models can partially offset the negative effect of limited teacher presence in online courses. While teacher-student interaction positively contributes to academic performance, it negatively moderates the relationship between the innovative teaching model and academic achievement. These findings suggest that large-scale online degree programs may not be suitable for the current context. It is essential to balance the frequency and depth of teacher-student interaction when designing innovative teaching models.

Yaşar, M. Ö., & Mede, E. (2025). **Press record to learn: Self-made videos as a tool for self-regulated learning in a MOOC-based flipped classroom**. *Review of Education*, *13*(3), e70090. https://doi.org/10.1002/rev3.70090
The use of videos in online learning is well established. However, the effectiveness of self-made videos in a Massive Open Online Course (MOOC)-based Flipped Classroom (FC) model remains unclear. This study examines whether self-made videos can enhance self-

regulated learning (SRL) among pre-service English language teachers. The research employs a mixed-methods approach, combining quantitative data from pre- and post-tests using the Self-Regulated Online Learning Questionnaire (SOL-Q-R) and qualitative insights from semi-structured and focus group interviews. The study was conducted at a state university in Turkey with 65 pre-service English language teachers during the 2022–2023 academic year. Findings indicate that self-made videos significantly improve SRL skills by fostering goal-setting, self-monitoring, and reflective learning. Qualitative results further reveal that participants perceive video-making as a valuable tool for enhancing autonomy and engagement. This study contributes to the growing body of research on video-based pedagogy and offers a structured framework for integrating self-made videos into blended learning environments.

You, H., & Yu, H. (2025). **Early childhood teachers in the digital age: An empirical exploration of the current status and influencing factors of their digital literacy**. *Education and Information Technologies*, *30*(14), 20125-20155. https://doi.org/10.1007/s10639-025-13568-8
Even though digital literacy (DL) has become a required skill for teachers in the digital age, limited research has focused on teachers' preparation for DL, particularly in early childhood education (ECE). Using a mixed-methods research approach, this study investigated the current status of ECE teachers' DL levels and the factors that influence them. The quantitative data were collected through a structured questionnaire. Descriptive statistics and latent profile analysis showed that the overall DL of 543 participants was moderate, with distinct intra-group differences classifiable into three groups. Analysis of variance indicated that there were differences in the levels of DL among ECE teachers with various demographic characteristics. Regression analyses further revealed that the degree, nature, and level of the kindergarten were significant influencing factors. Qualitative data were obtained through semi-structured interviews with 10 teachers. The coding results based on grounded theory showed that four social-ecological system factors that influence DL are individual characteristics, kindergarten support, social environment, and era development. These findings highlight the necessity for DL training programs and provide empirical data to policymakers.

Zenkl, D., & Vondrová, N. (2025). **Analysing post-intervention mistakes in combinatorial problem solving: A study on Czech secondary students**. *TWG 11: Teaching and Learning of Discrete and Computational Mathematics*, *TWG 11: Teaching and Learning of Discrete and Computational Mathematics*(22). Consulté à l'adresse https://hal.science/hal-05230147
This study examines the mistakes made by Czech secondary students after participating in a constructivism-based intervention. The intervention aimed to reduce the students' reliance on memorised formulas and promote diverse problem-solving strategies. The study concerns four classes with 88 students who underwent an intervention within design-based research. Following the intervention, students completed a test with combinatorial problems and their solutions were analysed to identify mistakes. The results revealed that while students' overall success rates were relatively low, the intervention resulted in less frequent formula-related mistakes but highlighted persistent issues with systematic listing and partitioning. Notably, a new type of mistake emerged, involving mistakes in counting natural numbers in an interval. The findings suggest that additional focus is needed on systematic problem-solving techniques and unfamiliar problem types to further enhance students' combinatorial reasoning in the intervention.

Zhang, K., Chen, J., & Yang, Z. (2025). **Assessment and intervention with virtual reality technology for children aged 3–12 years with autism spectrum disorders: A scoping review**. *Education and Information Technologies*, *30*(14), 19703-19740. https://doi.org/10.1007/s10639-025-13561-1

Over the past decade, a large number of literature reviews have explored the effectiveness of virtual reality technology as applied to children with autism spectrum disorder (ASD), but there has been a lack of scope focus on different types of virtual reality systems in assessment and intervention for children aged 3–12 years and a lack of generalization of the main uses of virtual reality technology in children with ASD. Therefore, this paper aims to analysis the assessment and intervention of different virtual reality systems for children with ASD by searching seven databases with a total of 52 studies. In this paper, a comprehensive and systematic search of seven well-known online databases covering the time period from January 2014 to December 2024 was conducted. The databases searched included Wed of Science, PubMed, IEEE Xplore Digital Library, Science Direct, and ACM Digital Library, PsycINFO, ERIC. The studies had to address all aspects of assessment or intervention education for children with ASD aged 3–12 years. The first and second authors completed a quality assessment of the literature. Fifty-two studies were obtained through inclusion criteria and literature quality assessment. Data coding was used to extract key information about the studies from the literature of the included studies to facilitate analysis and discussion of the findings. The results show that (1) Aged 6–12 years and high functioning or mild/moderate ASD children were the selection bias of most researchers; (2) Virtual Reality (VR) is effective in assessment and intervention applications; (3) Head-Mounted Display VR (HMD VR) might cause excessive perceptual sensitivity in children with ASD, which required desensitization experiments; (4) Desktop VR seems to be the most common among researchers. The study concluded that Desktop VR, Handheld VR, Projector VR, HMD VR, and CAVE VR are all effective in assessing and intervening with children with ASD. However, future research should explore how best to implement them in lower age groups and in different systems.

Zhong, Z., Zou, X., Jin, S., Li, K., & Huang, J. (2025). **The impact of virtual teachers on learners in collaborative inquiry activities: An experimental study**. *Education and Information Technologies*, *30*(14), 19591-19626. https://doi.org/10.1007/s10639-025-13540-6

The effective implementation of Collaborative Inquiry-based Learning (CIL) activities hinges upon the learners receiving ample support and timely feedback. Without explicit guidance from educators within the interaction design, inquiry processes, and task steps, the efficacy of learning outcomes is challenging to ensure. Virtual teachers have the capacity to substitute for human educators, offering learners knowledge-based answers and personalized support throughout the collaborative inquiry process. The present study employs a two-factor experimental design to investigate the impact of the anthropomorphic design features of virtual teachers (Photo-realistic, PVT vs. Cartoon-style, CVT) and the structure of collaborative scripts (Low, LCS vs. High, HCS) on the academic performance, motivation, and perceived needs of secondary school students engaged in CIL activities. Sixty-two students from two classes in a secondary school participated in the CIL activity experiment. Findings indicated that: (1) PVT significantly boosted learners' academic performance, while CVT enhanced learners' motivation and addressed their perceived needs. (2) LCS effectively stimulated learners' motivation

and addressed their perceived needs, whereas HCS improved learners' academic performance. (3) There was no significant interaction between virtual teachers (PVT/CVT) and collaboration scripts (HCS/LCS) concerning learners' academic performance, motivation, and perceived needs.

Zhu, G., Teo, C. L., Ong, A. K.-K., Yuan, K. G., Ker, C. L., & Yang, Y. (2025). **Towards an authentic collaborative inquiry model for cultivating data science skills and attitudes: effects of SPIRE on secondary school students**. *Education and Information Technologies*, *30*(14), 19933-19959. https://doi.org/10.1007/s10639-025-13579-5
Preparing the new generation to be data-literate citizens is a pressing challenge, and some explorations have been made to cultivate K-12 students' data science skills and attitudes. However, there is a lack of instructional models to guide the design of data science programs in K-12 due to its complex and interdisciplinary nature as well as the involvement of diverse communities in its research targeting various audiences. To address this research gap, we proposed an authentic collaborative inquiry model (SPIRE, Stimulate, Practice, Improve and Reflect) that integrates science inquiry procedures (emphasizing students' hands-on engagement in data science workflow) and the Knowledge Building approach (highlighting students' continuous and collaborative work on real-world problems and questions). Following the mode, we developed and engaged 67 secondary school students in an out-of-school Data Science program through two cycles. We examined how students' data science skills, perceived learning and attitudes changed during and after the program. The findings show that the groups of participants could engage in complete data science processes, demonstrating strong skills in identifying variables, aligning data with investigative questions, and interpreting results in their final artifacts. However, they performed relatively poorly in explaining the rationale of the investigation, comprehensive data analysis and considering other factors beyond those included in the investigative questions. Participants perceived learning significantly increased over the inquiry phases, and their perceived data science skills significantly increased after the program. Overall, the results were positive and uncovered skills requiring more support and scaffolding. Future research and practice can further examine how to apply the SPIRE model in K-12 data science education in schools in subjects such as data science, science, and mathematics and study how to enhance the data science skills that students do not perform well.

Zorn, S., Atlan, E., & Corbeil, T. (2025). **Développement de compétences professionnelles dans le champ du polyhandicap : effets perçus d'un module de formation à l'analyse collective et croisée des interactions**. *Éducation et socialisation. Les Cahiers du CERFEE*, (77). https://doi.org/10.4000/14ro2
Initier, soutenir et maintenir des interactions de qualité avec des personnes avec polyhandicap nécessite des compétences hautement spécialisées, lesquelles sont peu développées lors de la formation des différents professionnels impliqués dans leur accompagnement. Dans ce contexte, l'analyse collective des situations éducatives filmées représente un levier important pour développer les compétences professionnelles et améliorer l'accompagnement des personnes avec polyhandicap. Dans cet article, nous rendons compte d'un module de formation proposé dans un diplôme universitaire intitulé Polyhandicap, éducation et apprentissages et s'appuyant sur l'analyse collective de données filmées de situations éducatives. À partir de la triangulation des données recueillies (travaux d'observation, questionnaire, focus group), nous présentons les apports et limites du module de formation et identifions des pistes

pour de futures formations des acteurs qui accompagnent les personnes avec polyhandicap.

Relation formation-emploi

Bolli, T., McDonald, P., & Renold, U. (2025). **Labor market effects of a dual-VET apprenticeship: Evidence from Nepal**. *International Journal of Educational Development*, *117*, 103359. https://doi.org/10.1016/j.ijedudev.2025.103359
This paper analyzes the labor market effects of a Dual-VET Apprenticeship pilot in Nepal. The formal upper secondary education program usually lasts for two years. The program started in the end of 2019. It ended in spring 2022 after being heavily affected by COVID-19. We analyze labor market outcomes in 2023 and 2024 based on structured phone surveys among applicants of the program. We address endogeneity based on randomization of applicants and discontinuity in application test scores. A large share of non-apprentices enrolls in general upper secondary and tertiary education. Hence, our estimations contrast the program to a control group with relatively high educational attainment. OLS results suggest that the program tends to increase work propensity. Due to missing tertiary vocational education in Nepal, the enrollment of non-apprentices in general education further means that the program tends to decrease education propensity according to OLS results. However, these results do not hold in quasi-experimental estimates.

Cullen, J. B., Dahl, G. B., & De Thorpe, R. (2025). ***Job Mismatch and Early Career Success*** (Working paper N° 12104). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12104
How does being over- or underqualified at the beginning of a worker's career affect skill acquisition, retention, and promotion? Despite the importance of mismatch for the labor market, self-selection into jobs has made estimating these effects difficult. We overcome endogeneity concerns in the context of the US Air Force, which allocates new enlistees to over 130 different jobs based, in part, on test scores. Using these test scores, we create simulated job assignments based on factors outside of an individual's control: the available slots in upcoming training programs and the quality of other recruits entering at the same time. These factors create quasi-random variation in job assignment and hence how cognitively demanding an individual's job is relative to their own ability. We find that being overqualified for a job causes higher attrition, both during technical training and afterward when individuals are working in their assigned jobs. It also results in more behavioral problems, worse performance evaluations, and lower scores on general knowledge tests about the military taken by all workers. On the other hand, overqualification results in better performance relative to others in the same job: job-specific test scores rise both during technical training and while on the job, and these individuals are more likely to be promoted. Combined, these patterns suggest that overqualified individuals are less motivated, but still outperform others in their same job. Underqualification results in a polar opposite set of findings, suggesting these individuals are motivated to put forth more effort, but still struggle to compete when judged relative to others. Consistent with differential incentives, individuals who are overqualified are in jobs which are less valuable in terms of outside earnings potential, while the reverse is true for those who are underqualified.

Elnour, Z., Siddig, K., & Grethe, H. (2025). **Economy-wide implications of increasing school enrolment in Sub-Saharan Africa**. *International Journal of Educational Development*, *118*, 103390. https://doi.org/10.1016/j.ijedudev.2025.103390
The high number of out-of-school youth in developing countries constitutes a pressing challenge with profound implications for attaining sustainable development. Sudan, for example, has the fifth-highest number globally while struggling with sluggish economic growth and high youth unemployment. In this study, we assess the potential economy-wide implications of options to enhance enrolment among youth by lowering private household spending on education and training services, taking Sudan as a case study. Cost reduction is considered for: a) primary education, b) secondary education, c) primary and secondary education, and d) all formal educational cycles and vocational training. We developed a recursive-dynamic single-country Computable General Equilibrium (STAGE-Edu) model that captures vocational training, secondary education by type (vocational and non-vocational), and education and training choices at different levels, with broad coverage of existing bridges between education and training. STAGE-Edu also establishes endogenous and consistent linkages between the educational and training system and the skill levels of the labour force through six-stage nested production functions. The findings suggest that cost reduction in primary education significantly reduces the number of out-of-school children and enhances long-term economic growth. However, it increases dropouts from post-primary education and vocational training. In contrast, cost reduction for both primary and secondary education improves enrolment in the tertiary education cycle and promotes the overall skill composition. Funding such cost reductions from foreign development aid and grants yields higher economic benefits than increasing domestic taxes.

Ezeoba, K. O. (2025). **Effective Implementation of Entrepreneurial Curriculum in Tertiary Education: A Strategy for Job Creation and Poverty Reduction in Nigeria Society**. *British Journal of Education*, *13*(5). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-5-2025/effective-implementation-of-entrepreneurial-curriculum-in-tertiary-education-a-strategy-for-job-creation-and-poverty-reduction-in-nigeria-society/
The research work is based on effective implementation of entrepreneurial curriculum in tertiary education in South East Nigeria. Three research questions and two null hypothesis guided study. A survey research designed was adopted for the study. The study was carried out in government owned colleges of education in South East Nigeria. The population of the […]

Fu, C., Lin, H.-C. (Luke), & Tanaka, A. (2025). ***College Loans and Human Capital Investment*** (Working paper N° 34221). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:34221
College loans serve as a double-edged sword for human capital investment: While they facilitate access to education, the burden of repayment may distort post-education investments in human capital. We examine the role of college loans and loan repayment policies through a structural model in which heterogeneous individuals, faced with borrowing limits, make dynamic decisions on consumption, borrowing/saving, labor supply, and costly human capital investment (via both college education and on-the-job learning a la Ben-Porath (1967)). We estimate two versions of the model using data from the NLSY79: one with natural borrowing limits and another with parameterized limits. Counterfactual simulations based on both models suggest that, relative to the standard fixed repayment plan, income-driven repayment (IDR) plans modestly increase

educational attainment, lifetime earnings, and individual welfare. Although some generous IDR plans may result in losses for the loan program itself, overall government revenue is higher under IDRs than under the standard repayment plan when lifetime income taxes are accounted for, creating a win-win scenario for both individual welfare and government revenue.

Gardelle, L., Liu, J. C.-E., & Fabri, K. (2025). **Taiwanese Universities at the Crossroads: Engineering Education for Sustainability Transitions and Industrial Demands**. *Higher Education Research and Development, Special Issue on Educating for Societal Transition*(6), 1380. https://doi.org/10.1080/07294360.2025.2514501
This paper examines the interplay between sustainability transitions and industrial demands within Taiwanese engineering education. Taiwan, a newly industrialized economy, faces unique challenges in integrating sustainability into its engineering programs while maintaining economic growth. Based on 34 interviews with professors, deans, and university administrators across five prominent Taiwanese universities, this study explores how higher education stakeholders perceive and address these challenges. The findings reveal a strong emphasis on technical proficiency and alignment with industry needs, often at the expense of broader educational goals and sustainability. A significant gap exists between engineering and social sciences, with social sciences often being marginalized despite their critical role in fostering a more holistic educational approach. Despite the socio-economic pressures and the dominant technological focus, some educators are pioneering efforts to incorporate sustainability into the curriculum through course projects and University Social Responsibility (USR) initiatives. The study underscores the need for a paradigm shift towards more holistic and interdisciplinary approaches in engineering education to support sustainability transitions. By highlighting the specific context of Taiwan, this research contributes to a broader understanding of the complexities faced by newly industrialized countries in aligning educational practices with global sustainable development goals.

Ihaddadene, F. (2025). ***Promesse d'embauche: Comment l'État met l'espoir des jeunes au travail***. Consulté à l'adresse https://ladispute.fr/catalogue/promesse-dembauche/
Stage, apprentissage, service civique, volontariats : depuis 50 ans, l'État multiplie les politiques jeunesses. Tous ces dispositifs ont en commun de mettre l'espoir des jeunes au travail sans se donner les moyens de l'honorer : promesse d'embauche sans engagement d'un emploi, promesse d'insertion sociale sans capacité de fournir un revenu minimum aux jeunes, promesse de citoyenneté sans ouverture des droits sociaux, promesse de mobilité sociale sans démocratisation de la formation, etc. En faisant le récit et en soulignant la cohérence de ces politiques depuis les années 1970, Florence Ihaddadene en livre la première synthèse et montre comment elles trient, classent et dressent les jeunes.

McGuinness, S. (2025). **Local Labor Market Alignment of Short-Term Certificate Programs**. *Research in Higher Education*, *66*(6), 33. https://doi.org/10.1007/s11162-025-09852-8
Short-term certificate (STC) programs at community colleges represent a long-standing policy priority to align accelerated postsecondary credentials with job opportunities in local labor markets. Despite large investments in developing STCs, little evidence exists about where and when STCs are opened and whether community colleges open new programs of study in coordination with labor market trends. Using public workforce and postsecondary data, I examine health and manufacturing STC program openings to

understand alignment with labor market activity in related industries. I find that STCs are spatially aligned across labor markets within a state, but not necessarily temporally aligned with county-specific trends. One additional STC per college is associated with labor markets that had 2–3% points more total employment and new hires in related industries. Large launches of clustered STC programs occurred before periods of growth in health employment but declines in manufacturing. Large launches preceded earnings growth of 2–5% points in both sectors.

Réussite scolaire

Akpan, M. E., & Ekpo, M. O. (2025). **Effects of Punnett Square and Beads Teaching Resources on Students' Retention in Mendelian Genetics in Secondary Schools in Uyo, Nigeria**. *British Journal of Education*, *13*(5). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-5-2025/effects-of-punnett-square-and-beads-teaching-resources-on-students-retention-in-mendelian-genetics-in-secondary-schools-in-uyo-nigeria/
This study investigated the effectiveness of Punnett square and Beads teaching resources on students' retention in Mendelian genetics in Uyo Local Government Area. Four research questions and four null hypotheses were formulated to give direction to the study. Quassi-experimental research design was adopted for the study. The population of the study was 2,274 Senior Secondary […]

Akpojotor, R. U., Mordi, C. U., Onoka, H. O., & Ogah, B. O. (2025). **Impact of Fuel Subsidy Removal on Staff Welfare and Students Academic Performance in Tertiary Institutions in Delta State**. *British Journal of Education*, *13*(3). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-3-2025/impact-of-fuel-subsidy-removal-on-staff-welfare-and-students-academic-performance-in-tertiary-institutions-in-delta-state/
This paper examined the impact of fuel subsidy removal on staff welfare and students' academic performance in tertiary institutions with a view of looking at the measures put in place by the government in ensuring that the people are not affected by the subsidy removal. Four research questions were posed for the study. A descriptive […]

Ala, M. A., Raji, I. A., & Sanni, A. B. (2025). **University Ownership and Academic Achievement Among Undergraduates in Nigeria**. *British Journal of Education*, *13*(9). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-9-2025/university-ownership-and-academic-achievement-among-undergraduates-in-nigeria/
The study aimed at finding out the level of academic achievement and the significant difference of academic achievement among undergraduates in federal, state and private universities in southwestern, Nigeria. This research adopted an expo-facto descriptive design. The total population 282,834 students in total, with a target population of 72,062 undergraduates in 200 level and the […]

An, B. P., & Loes, C. N. (2025). **Examining the Role of Student Engagement on the Relation Between Dual Enrollment and College Persistence or Transfer**. *Research in Higher Education*, *66*(6), 35. https://doi.org/10.1007/s11162-025-09854-6
We examine whether participation in dual enrollment increases student engagement in college using a nationally representative sample of postsecondary institutions. We use student engagement frameworks to guide our analysis, but draw on more recent studies that include student transfer as an outcome option. Dual enrollment initially exposes

students to the demands of college, and they learn the roles and behaviors of what it means to be a "college student," leading to better navigation of the college environment. We therefore expect part of this preparation to manifest itself in their college engagement. We find that dual enrollment increases vertical transfer for students who begin postsecondary education at two-year colleges. Additionally, dual-enrolled students who start at four-year colleges are more likely to reverse transfer and continuously enroll at their first institution than nonparticipants. However, we found little evidence that student engagement accounts for the advantages of dual enrollment.

Aung, H. M., & Ogawa, K. (2025). **What drives academic achievement? A deep dive into demand and supply factors in Myanmar's primary schools**. *Cogent Education*, *12*(1), 2552581. https://doi.org/10.1080/2331186X.2025.2552581
This study examines the sources of variability in the academic achievements of primary students in Myanmar, focusing on both demand- and supply-side factors. Using data from the South East Asia Primary Learning Metrics (SEA-PLM) 2019, a comprehensive learning assessment conducted among Grade 5 students in six Southeast Asian countries, this study employs the hierarchical linear modeling (HLM) approach. The findings reveal that approximately one-third of the variability in academic achievement can be attributed to differences between schools, whereas the remaining variance occurs within schools. Demand-side factors contribute to one-fifth of the student-level differences and two-fifths of the school-level differences. Conversely, supply-side factors explain only one-fifth of the school-level differences. When both the demand and supply sides are integrated, half of the variance is explained between schools, and nearly one-fifth is explained within schools. The key predictors on the demand side include repetition status, positive attitudes toward school, parental education, and involvement, whereas teacher absenteeism, the student-teacher ratio, and shortages of instructional materials emerge as significant factors on the supply side.

Ayenku, O. P., Utum, M. C., Francis, O. A., & Ogonna, O. C. (2025). **Technologically Marital Conflicts and Academic Activities of Married Undergraduates in Public Universities**. *British Journal of Education*, *13*(7). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-7-2025/technologically-marital-conflicts-and-academic-activities-of-married-undergraduates-in-public-universities/
The study focused on the relationship between technologically based marital conflicts and academic activities of married undergraduates in public Universities. Six research questions guided the study and six hypotheses were tested at 0.05 level of significance. A correlation survey design was adopted for the study. The population of the study was 4069 married undergraduates. 400 […]

Bellibaş, M. Ş., Aydın, B., Bowers, A., Perry, L., & Pietsch, M. (s. d.). **Instructional Leadership Moderating the Impact of (In)Congruency Between Peer and Individual Student SES on Achievement**. *Leadership and Policy in Schools*, *0*(0), 1-21. https://doi.org/10.1080/15700763.2025.2539806
The present study aims to investigate how school segregation, as well as the (in)congruence between the school and individual SES, can explain the variation in student achievement. Additionally, it examines the role of instructional leadership in mitigating this association. Using international large-scale assessments (PISA-TALIS link data) from seven countries – Australia, Colombia, the Czech Republic, Denmark, Georgia, Malta, and Turkey – we applied several multilevel polynomial regressions with

response surface analyses. The results showed that both individual SES and school segregation have a profound impact on student achievement, with varying results across countries. Second, we found differential school composition effects, with the school composition effect strongest for low SES students in high SES schools. Third, our results do not support congruence theory, but they do somewhat favor (in)congruence theory. Finally, strong leadership magnifies benefits for low-SES students in high-SES schools and for all students at low-SES schools. Implications for policy, practice, and further research are discussed.

Bichi, H. H., Sanusi, Z. N., & Yau, H. S. (2025). **Influence of Bullying and Anxiety on Academic Achievement Among Senior Secondary School Students in Bichi Education Zone, Kano State, Nigeria**. *British Journal of Education*, *13*(2). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-2-2025/influence-of-bullying-and-anxiety-on-academic-achievement-among-senior-secondary-school-students-in-bichi-education-zone-kano-state-nigeria/
This study examines the influence of bullying and anxiety on academic achievement among senior secondary school students in Bichi Education Zone Kano State, Nigeria. Three objectives with corresponding research questions and hypotheses were formulated to guide the study. Ex-Post Facto research design was used. The population of the study consists of 4436 senior secondary II […]

Cosmos K. Dzikunu, Agyekum, M. W., Pajibo, E. D., & Yelkpieri, D. (2025). **Factors Accounting for Delayed Completion of Theses Among Postgraduate Students of the University of Education, Winneba**. *British Journal of Education*, *13*(2). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-2-2025/factors-accounting-for-delayed-completion-of-theses-among-postgraduate-students-of-the-university-of-education-winneba/
The purpose of this research is to examine the factors accounting for the delay of post-graduate theses completion among students in the University of Education, Winneba. The study adopted a case study design. Semi-structured interview was used to collect data. Documentary evidence from the University were also used. The target population was made up of […]

Edisherashvili, N., Saks, K., Kallas, K., Pedaste, M., & Leijen, Ä. (2025). **Emotions matter—Targeting adult learners' achievement emotions in online instructional settings: Systematic literature review**. *Review of Education*, *13*(3), e70110. https://doi.org/10.1002/rev3.70110
Online learning, despite its growing popularity for its comparatively effortless access and convenience, has its respective sets of challenges. High rates of dropout, often linked to the solitary nature of online learning and difficulties with self-regulated learning, underscore the need for well-planned emotional support measures. This systematic literature review highlights some factors and interventions that influence achievement emotions in online adult learning, either stimulating positive or inhibiting negative emotions. It also examines what triggers negative emotions or switches off positive ones, both of which are crucial in establishing emotionally supportive online communities. According to Control-Value Theory, the review synthesises results of 33 peer-reviewed studies. Some studies in a number of these articles had more than one study or tested more than one intervention within a single study, resulting in a total of 71 distinct emotional support factors or interventions to be analysed. The study finds that cognitive

reappraisal, mindfulness, supportive learning environment, and individualised virtual agents can reduce loneliness and evoke positive feelings such as enjoyment and pride while reducing negative ones such as anxiety and frustration. Other conclusions highlight the importance of open communication, feedback at the right time, and substantial interaction. Moderating variables—such as gender, age, and past history of online learning—also play an important role in the effectiveness of these interventions. The study recommends integrating these measures of emotional support into learning design by instructional designers and educators to address better the emotional needs of adult learners and improve academic performance. Context and implications Rationale for the study: Adult onlinelearning continues to face high dropout rates. Research indicates that achievement emotions such as anxiety, enjoyment and hope are central to determining learners' motivation and persistence in the online learning process. This study investigates the factors that influence achievement emotions and evaluates the effect of targeted support strategies for enriching learners' emotional experiences for improved persistence. Why the new evidence matters: The study outlines effective interventions that strengthen positive emotions and lower negative ones, hence boosting learner engagement. By adopting identified interventions e-learning environments can become more emotionally supportive. This matters significantly in maintaining learner motivation, reducing isolation, and enhancing general performance and retention in the online learning process. Implications for practitioners, policy-makers and researchers: Practitioners can integrate emotional support strategies, such as individualised feedback and encouraging virtual assistants, into online learning platforms. Policy-makers can establish guidelines to guarantee emotional support in online learning. Researchers can explore the interaction between emotions and online learning, proceeding to deeper analysis of specific learner groups and contexts. The present systemic review has the potential to exert positive influence on shaping emotionally-supportive environments for online adult learners.

Ehiemere, F. I., & Chikezie, I. J. (2025). **Exploring Motivation Variables as Predictors of Academic Assessment Outcomes Among Junior Secondary School Students in Aba Education Zone, Abia State**. *British Journal of Education*, *13*(4). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-4-2025/exploring-motivation-variables-as-predictors-of-academic-assessment-outcomes-among-junior-secondary-school-students-in-aba-education-zone-abia-state/
This study explores how motivation variables predict academic assessment outcomes among junior secondary school students in Aba Education Zone, Nigeria. Using a correlational design, 531 students were sampled through a multi-stage approach. Data were collected via the Motivation and Academic Assessment Outcome Questionnaire (MAAOQ), with a reliability coefficient of 0.869. Regression analysis showed that academic […]

Eryilmaz, N., & Strietholt, R. (2025). **School leadership matters: Evidence from TIMSS on teacher job satisfaction and students' academic outcomes**. *International Journal of Educational Research Open*, 9, 100520. https://doi.org/10.1016/j.ijedro.2025.100520
This study investigates the relationship between school leadership support and educational outcomes, focusing on student academic achievement and teacher job satisfaction, utilizing a meta-analytic approach with data from the TIMSS 2015 survey. The dataset comprises responses from eighth-grade mathematics and science teachers across 45 countries. Meta-analytic integration reveals that leadership support has a small-

to-moderate positive effect on teacher job satisfaction, with pooled effect sizes of 0.20 (95 % CI: [0.18, 0.22]) for mathematics teachers and 0.22 (95 % CI: [0.19, 0.24]) for science teachers. However, leadership support demonstrates a small negative association with student achievement in both mathematics (-0.05, 95 % CI: [-0.07, -0.03]) and science (-0.04, 95 % CI: [-0.05, -0.02]). These findings highlight the complex interplay between leadership practices, teacher well-being, and student performance, underscoring the need for nuanced strategies that address these dynamics to enhance both teacher satisfaction and student outcomes.

Fadul, K. A. A. (2025). **Investigating the Impact of Professional Development in ELT on Instructors' Quality and Students' Achievement: EFL Instructors' Perspectives in Saudi Universities**. *British Journal of Education*, *13*(6). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-6-2025/investigating-the-impact-of-professional-development-in-elt-on-instructors-quality-and-students-achievement-efl-instructors-perspectives-in-saudi-universities/
This study investigates the impact of professional development programs in English Language Teaching (ELT) on the quality of instruction provided by EFL instructors and the subsequent impact on students' academic achievement in Saudi universities. The hypothesis suggests that higher educational attainment results from instructor professional development. The researcher used a questionnaire to gather ideas, perspectives, […]

Forsström, S., Njå, M., Munthe, E., Álvarez-Galván, J.-L., & Houldsworth, L. (2025). ***The impact of digital technologies on students' learning: Results from a literature review*** (335e éd.) [OECD Education Working Papers]. https://doi.org/10.1787/9997e7b3-en

Fu, Y., Ma, S., Xie, C., Li, S., & Liu, X. (2025). **Exploring the impact of environmental variables on learning performance and persistence in E-learning platforms**. *Education and Information Technologies*, *30*(14), 20099-20123. https://doi.org/10.1007/s10639-025-13572-y
Fostering learning persistence among university students is a critical function of e-learning platforms. However, previous research on e-learning has focused primarily on the impacts of content and instructional styles on the usefulness and effectiveness of a single approach, neglecting the environmental factors. Therefore, this study fills this research gap by incorporating environmental variables, including information quality, system quality, and service quality. Based on data from 2,746 participants, this study examines the influencing mechanisms of the continuous usage behaviour of the Learning Power platform that fosters learning persistence using Partial Least Squares-Structural Equation Modelling (PLS-SEM). Using the Stimulus-Organism-Response (SOR) model as a theoretical framework, we find that all three factors—information quality, system quality, and service quality—are positively and significantly associated with perceived effectiveness and satisfaction. Furthermore, perceived effectiveness and satisfaction are positively and significantly associated with learning persistence. Our findings also reveal that information quality and system quality fully mediate the relationship between environmental factors and learning persistence through perceived effectiveness and satisfaction. Service quality, however, only partially mediates this relationship. This study has theoretical and practical implications for developing the learning persistence of university students so that educators and developers can create more effective and sustainable e-learning environments.

Lahire, B. (2025). ***Savoir ou périr***. Consulté à l'adresse https://www.seuil.com/ouvrage/savoir-ou-perir-bernard-lahire/9782021588965
Programmes surchargés, obsession de l'évaluation et de la compétition, manque de temps et de moyens : l'enseignement et la recherche souffrent de nombreux maux. En plus de produire des élèves, étudiants et chercheurs malheureux, dont le désir de comprendre est malmené, tout cela menace la survie de sociétés humaines qui, depuis leurs lointaines origines, dépendent de la création continue de connaissances pour s'adapter à des environnements changeants. À l'heure où les sciences sont attaquées de toutes parts, il devient vital de rompre avec ces logiques destructrices et de mettre en œuvre une politique révolutionnaire de l'enseignement et de la création scientifique.

Liang, C., Zhang, L., & Sun, J. (2025). **The Comparative Impact of Digital and Print Storybook Readingon Preschool Children's Comprehension and Vocabulary Learning: A Two-Decade Meta-Analysis**. *International Journal of Early Childhood*, *57*(2), 547-573. https://doi.org/10.1007/s13158-024-00410-4
This meta-analysis examines 29 studies published over the past 20 years on the effects of digital versus print reading on young children's story comprehension and vocabulary learning. The results show that digital reading offers a slight advantage in story comprehension (g+ = 0.242) and a more significant benefit in vocabulary learning (g+ = 0.660) compared to print reading. Moderation analyses revealed that socioeconomic status and adult companion reading significantly moderated story comprehension but not vocabulary learning. Digital reading had a stronger positive effect on younger children, while children from low socioeconomic backgrounds showed less benefit from digital reading. Adult companion reading improved story comprehension in print reading, but had no effect on vocabulary learning. These findings highlight the potential of digital reading to support language development, with careful selection of materials and adult support being crucial.

Lombardini, S., Kondylis, F., Lerva, B., Heirman, J., Khincha, R., & Uckat, H. I. (2025). ***An Apple a Day: The Impact of Healthier School Meals on Children in Jordan*** (Working paper N° 11208). Consulté à l'adresse The World Bank website: https://EconPapers.repec.org/RePEc:wbk:wbrwps:11208
Poor nutritional choices and unhealthy behaviors are considered responsible for the rise in childhood overweight and obesity and may reinforce each other, creating a vicious cycle. This paper studies a primary school intervention designed to break the cycle early in life by replacing date bars with calorie-equivalent meals lower in sugar and fat. Leveraging the randomized pilot of a menu change in Jordan's national school feeding program, the study shows that children consuming the alternative meals spend 8 percent less money to buy processed snacks, are more physically active (0.1 standard deviation), and go to school one extra day per year.

Ndakara, E. J., & Urien, P. (2025). **The Effects of Parenting Styles on the Educational Development of Secondary School Students in Ethiope East L.G.A of Delta State**. *British Journal of Education*, *13*(4). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-4-2025/the-effects-of-parenting-styles-on-the-educational-development-of-secondary-school-students-in-ethiope-east-l-g-a-of-delta-state/
The study explored the effects of parenting styles on the educational development of secondary school students in Ethiope East L.G.A of Delta State. Parenting style is a pattern

of behaviors, attitudes, and approaches that a parent uses when interacting with and raising their children. Two research questions were raised and two null hypotheses were formulated in the study. […]

Ngo & Nhien. (2025). **Using QuantCrit to Understand the Academic Momentum of Southeast Asian and Pacific Islander Community College Students**. *Community College Journal of Research and Practice*, *49*(10-11), 669-686. https://doi.org/10.1080/10668926.2025.2510268
This study uses data from a large California community college district to examine Southeast Asian, Filipino/a/x, and Native Hawaiian and Pacific Islander (SEA&PI) students' educational goals upon enrolling in community college and how their course-taking decisions relate to degree attainment and upward transfer outcomes. Drawing upon the theory of academic momentum and using a QuantCrit framework, we engage in a disaggregated transcript analysis that explores how early momentum indicators (e.g., degree aspirations; units attempted and completed; gatekeeper math and English enrollment) relate to degree attainment, centering SEA&PI students in each analysis. The findings reveal that while SEA&PI students enter community college with higher aspirations (e.g., educational goals) than other students, some groups are less likely to sustain this momentum toward completion. We discuss how colleges can enact policies and practices that sustain SEA&PI student momentum.

Ngwoke, R. I., & Igiri, T. O. (2025). **School Location as a Correlate of Senior Secondary School Students' Achievement in Reading Comprehension in the English Language in Ebonyi State**. *British Journal of Education*, *13*(3). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-3-2025/school-location-as-a-correlate-of-senior-secondary-school-students-achievement-in-reading-comprehension-in-the-english-language-in-ebonyi-state/
This study considered school location as one of the correlates of Reading Comprehension achievement in senior secondary schools in Ebonyi State of Nigeria. The design adopted for this study was correlation research design. Location as a variable was correlated with students' achievement in reading comprehension in English. Two purposes of study and two research questions […]

Nusser, L., & Gehrer, K. (2025). **Addressing heterogeneity in secondary education: who benefits from differentiated instruction in German classes?** *International Journal of Inclusive Education*, *29*(12), 2220-2237. https://doi.org/10.1080/13603116.2020.1862407
In times of increasing heterogeneity in school classes – not only due to inclusive education – the demand for implementing differentiatedinstruction becomes more prominent. Differentiated instruction is supposed to support students according to their competence level. This paper investigates reading competence development in the course of secondary school using data from Starting Cohort 3 of the German National Educational Panel Study (NEPS) and how it is affected by differentiated instruction within German class. Analyses aim at students with low achievement levels and with special educational needs (n = 433) compared to students with average and high achievement levels (n = 1456). The latent change model allows the estimation of the effects of differentiated instruction focusing on tiered assignments in German classes over the course of five years. Data does not suggest an effect of differentiated instruction on reading competence development for neither of the two groups. Although teachers report implementation of differentiated instruction, they may be challenged by the task

of differentiated instruction, especially in adapting tiered assignments to various competence levels within class.

Ohanyelu, C. N., & Nwauwa, B. E. (2025). **Education Technology Innovation: Enhancing the Academic Performance of Undergraduate Distance Learners in Nigeria Universities Through Massive Open Online Courses (MOOCs)**. *British Journal of Education*, *13*(1). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-1-2025/education-technology-innovation-enhancing-the-academic-performance-of-undergraduate-distance-learners-in-nigeria-universities-through-massive-open-online-courses-moocs/
The research investigates the possible impacts of Massive Open Online Courses (MOOCs) on the academic performance of undergraduate distance learners in Nigerian universities. Given the abundance of information available in our digital age, technology plays a crucial role in educational advancement, making it possible for students to learn using computers and portable devices with internet […]

Orbach, L., Silva-Chelles, E., & de Salles, J. F. (2025). **Exploring the interrelationships of children's mental health, socioeconomic status, and math performance: Cross-cultural patterns in Brazil and Germany**. *Review of Education*, *13*(3), e70106. https://doi.org/10.1002/rev3.70106
Children worldwide are currently facing a multitude of crises that are negatively impacting their mental health and academic performance. Three years after the onset of the COVID-19 pandemic, their mental health remains impaired, and profound learning gaps have been identified. Both factors are influenced by socioeconomic status (SES), which raises the question of a vicious circle that may impede children's future participation in society. The present study aims to provide further insights into this interplay by analysing cross-cultural data with traditional linear and latent profile analyses (LPA) from Brazil and Germany. Mental health problems (emotional problems, hyperactivity, conduct problems, peer problems, state-math anxiety [state-MA]), health-related quality of life, SES and math performance were assessed in 589 German third to sixth graders (50.1% girls) and 403 Brazilian third to sixth graders (50.6% girls). The results indicated that in both countries, state-MA and SES were stable predictors of math fluency, while cross-cultural differences were identified for trait-assessments of mental health problems, indicating cultural differences in the state–trait-discrepancy. The link between mental health problems and math fluency was not moderated by SES. LPA revealed basic profiles of mental health, SES, and math fluency in both countries, mostly characterised by different levels of MA and quality of life. In addition to profiles associated with math difficulties, there was evidence of resilient groups. The findings underline the complexity of the relationship between mental health and math performance and raises questions about cultural differences in the self-assessment of mental health traits. Implications for future research are discussed. Context and implications Rationale for this study: This study examines the interaction between children's mental health, socioeconomic status (SES) and math performance in Brazil and Germany. It addresses the absence of cross-cultural research that considers these factors together, particularly in light of the widening learning gaps and impaired child wellbeing caused by the COVID-19 pandemic. Why the new findings matter: The results show that maths-specific state anxiety and SES consistently predict maths performance, while cultural differences influence how children report mental health issues. Importantly, resilient subgroups emerge, demonstrating that strong performance and well-being are possible despite adversity. Implications for policymakers, practitioners and researchers: Policymakers should address

SES-related inequalities and incorporate mental health into education programmes. Practitioners can focus on reducing math anxiety and fostering resilience in the classroom. Researchers are encouraged to adopt longitudinal, cross-cultural approaches and refine culturally sensitive assessment tools.

Papet, J., Bächtold, M., Barbe Asensio, D., & Ngoua-Ondo, A. (2025). **Des profils " académiques " d'étudiants différents à l'entrée en université : quelles caractéristiques psycho-cognitives spécifiques?** *Revue internationale de pédagogie de l'enseignement supérieur*, *41*(2). https://doi.org/10.4000/14kwe
Dans le prolongement de nombreux travaux sur la réussite universitaire et la transition psychosociale d'étudiants entrant à l'université, nous avons fait le choix d'aborder celle-ci sous l'angle de la caractérisation de ces étudiants sous forme de profils psycho-cognitifs. Ainsi, c'est par la combinaison de dimensions telles que la motivation, l'approche de l'apprentissage en profondeur et les croyances épistémiques dont on connaît désormais l'influence sur la réussite universitaire que nous avons tenté de dégager ce que nous nommerons des « profils académiques » en raison de leur relation à la connaissance et aux apprentissages. La combinaison de ces variables a été abordée grâce à l'utilisation d'un outil statistique : le clustering. Notre étude porte sur des données recueillies auprès de 2168 étudiants dans dix parcours de formation différents. Cinq profils académiques sont ainsi repérés et analysés et nommés comme suit : les scolaires, les universitaires, les curieux, les énigmatiques et les résignés. Ils se distinguent par leurs composantes cognitives et psychologiques similaires au sein d'un même regroupement. Ces profils sont ensuite affinés grâce aux données d'entrée (académique, sociale et personnelle), aux données de bien-être (soutien social perçu et difficultés ressenties) et à la réussite universitaire. L'objectif est de pouvoir repérer chez ces profils des ressources intrinsèques plus que des obstacles à leur réussite, avec pour perspectives d'offrir aux enseignants une connaissance complémentaire de ce public relativement hétérogène, pour envisager des changements de discours, de méthodes, de postures à leur égard, et accompagner ainsi leurs acquisitions.

Patrinos, H. A., Jakubowski, M., & Gajderowicz, T. (2025). **Evaluation of achievement change in Egypt using PIRLS data**. *International Journal of Educational Development*, *117*, 103371. https://doi.org/10.1016/j.ijedudev.2025.103371
This study analyzes Egypt's exceptional reading achievement gains during the COVID-19 school closures, a period when most countries experienced declines. Drawing on data from the 2016 and 2021 Progress in International Reading Literacy Study (PIRLS), we find a 48-point improvement—equivalent to two years of learning—with notable gains among boys. Using Ordinary Least Squares (OLS) and projected trend models, we confirm the significance of this rise. Oaxaca-Blinder decomposition attributes only one-third of the improvement to observed factors. The study finds that Egypt's progress likely reflects systemic reforms, but more research is needed to confirm that.

Rôle des processus motivationnels sous-tendant la participation scolaire des parents et leurs impacts sur le fonctionnement des instances scolaires et la réussite des élèves. (2024, octobre 22). Consulté 23 septembre 2025, à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/histoire-et-rapport/role-des-processus-motivationnels-sous-tendant-la-participation-scolaire-des-parents-et-leurs-impacts-sur-le-fonctionnement-des-instances-scolaires-et-la-reussite-des-eleves/

Il y a plus de dix ans, le ministère de l'Éducation, du Loisir et du Sport reconnaissait le besoin de conscientiser les parents quant à l'importance de

Tarifa-Rodriguez, A., Virues-Ortega, J., & Calero-Elvira, A. (2025). **The Behavioral Education in Social Media (BE-Social) Program for Postgraduate Academic Achievement: A Randomized Controlled Trial**. *Journal of Behavioral Education*, *34*(3), 479-505. https://doi.org/10.1007/s10864-024-09545-9
Few randomized controlled trials have evaluated social media study groups as educational aids in the context of online and blended teaching programs. We present the Behavioral Education in Social Media (BE-Social) intervention package, which integrates key evidence-informed behavioral intervention strategies delivered through a closed social media study group. BE-Social combines instructor-mediated cooperative learning and self-management training via multimedia posts and video modeling. Forty-six students were randomly assigned to a default online program (control) group or default online program plus BE-Social (intervention) group. Intervention outcomes included academic performance and social media engagement (reactions, comments). A mixed-effect ANOVA showed that individuals in the BE-Social group attained higher academic performance, $F(1, 46) = 18.37$, $p < .001$, $\eta 2 = .34$). On average, the intervention produced a 20-point increase in academic performance over a 100-point scale and significant increases in social media engagement. A parallel single-subject analysis revealed that intervention gains were not always consistent across participants. Findings are consistent with the view that social media platforms provide a prosthetic social milieu that can enrich traditional education by maximizing social rewards through increased interaction opportunities and timely positive feedback. We propose the digital environment reward optimization hypothesis to denote these processes.

Tereshko, L. M., Zane, T., & Weiss, M. J. (2025). **The Effect of Choice on Student Performance in Online Graduate Classes**. *Journal of Behavioral Education*, *34*(3), 506-525. https://doi.org/10.1007/s10864-024-09543-x
There has been a steady growth in the use of online instruction in higher education. The COVID-19 pandemic has increased both the need for and the use of this technology when schools were shut down, further establishing online learning as a viable educational platform for higher education. Many online higher education courses rely heavily on reading textbooks, articles, or both, where students complete assignments and quizzes to demonstrate their knowledge of the presented material. Instructors often require students to complete activities to provide evidence that they have read the assigned materials. There is limited research on the extent to which assignments lead to the best student performance. The current study examined quiz scores after students completed either study questions or reading summaries. Instructors provided students with choices on which assignments to complete during some weeks and quiz scores were compared with weeks when students were not given a choice of assignments. Results showed that there were higher quiz scores in the weeks when students were given a choice of assignments. There was no difference in quiz scores across the types of assignments. Results are discussed in terms of embedding more choice into graduate-level online classes.

Turaki, S. A., & Julius, E. (2025). **Effect of Flipped Learning Approach on Academic Performance and Retention of Undergraduate Students in Trigonometry in Kebbi State**

Nigeria. *British Journal of Education*, *13*(9). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-9-2025/effect-of-flipped-learning-approach-on-academic-performance-and-retention-of-undergraduate-students-in-trigonometry-in-kebbi-state-nigeria/
This study investigated the effect of the flipped learning approach on the academic performance and retention of undergraduate students in trigonometry in Kebbi State, Nigeria. A quasi-experimental design was employed, involving 140 students divided into an experimental group (taught using flipped learning) and a control group (taught using traditional methods). The Trigonometry Achievement Test (TAT) […]

Udofia, P. M., & Ibok, E. O. (2025). **Effects of Brain Based Learning (BBL) On Students' Academic Achievement and Retention in Mathematics Word Problem in Akwa Ibom State-Nigeria**. *British Journal of Education*, *13*(8). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-8-2025/effects-of-brain-based-learning-bbl-on-students-academic-achievement-and-retention-in-mathematics-word-problem-in-akwa-ibom-state-nigeria/
The study seeks to determine the effects of Brain Based Learning (BBL) on students' academic achievement and retention in mathematics word problem in Akwa Ibom State Nigeria. Three research questions were asked, and three corresponding null hypotheses were formulated to guide the study. The non-equivalent control group pre-test post-test quasi-experimental research design was adopted. The […]

UNICEF. (2025). ***Digital Learning, Real Classrooms: Insights from Implementation Research in Ghana***. Consulté à l'adresse UNICEF website: https://www.unicef.org/innocenti/media/11531/file/UNICEF-Innocenti-Digital-Learning-Working-Paper-Ghana-2025.pdf
Yang, C., & Zhang, L. (2025). **The effects of online courses on academic performance: The role of innovative teaching models and teacher-student interaction**. *Education and Information Technologies*, *30*(14), 20445-20466. https://doi.org/10.1007/s10639-025-13578-6
Online courses and innovative teaching models have become increasingly important for China's higher education reform and innovation. However, their true effectiveness remains a subject of debate. This study analyzes the teaching outcomes of online courses and explores the impact of innovative teaching models on students' academic performance in online courses. It also investigates how teacher-student interaction moderates this impact. The results show that students in online courses score significantly lower than those in traditional classrooms. Innovative teaching models can partially offset the negative effect of limited teacher presence in online courses. While teacher-student interaction positively contributes to academic performance, it negatively moderates the relationship between the innovative teaching model and academic achievement. These findings suggest that large-scale online degree programs may not be suitable for the current context. It is essential to balance the frequency and depth of teacher-student interaction when designing innovative teaching models.

Zhou, J., Li, T., Li, S., Yang, P., & Gong, X. (2025). **Bidirectional Relations between Belief in a Just World and Internalizing and Externalizing Problems among Chinese Secondary Vocational Students**. *Journal of Youth and Adolescence*, *54*(10), 2644-2659. https://doi.org/10.1007/s10964-025-02259-9

Belief in a just world has been widely regarded as a psychological factor that supports adolescent adjustment. However, prior research has primarily relied on cross-sectional designs and has seldom explored longitudinal temporal relations, particularly how emotional and behavioral difficulties might influence, and be influenced by, belief in a just world. This four-wave longitudinal study investigated the bidirectional associations between both personal and general belief in a just world and internalizing and externalizing problems among Chinese secondary vocational school students, a group facing unique academic and social risks. Participants included 3312 secondary vocational school students (41.5 percent female; average age at baseline = 15.71 years, standard deviation = 0.86), with data collected across four waves at six-month intervals. Random intercept cross-lagged panel models revealed robust reciprocal associations between personal belief in a just world and internalizing or externalizing problems. While general belief in a just world did not significantly predict internalizing problems, internalizing problems significantly predicted a decline in general belief in a just world. Externalizing problems significantly predicted subsequent declines in general belief in a just world. General belief in a just world predicted lower externalizing problems only from Time 3 to Time 4, suggesting a possible age-related effect. These findings underscore the developmental significance of belief in a just world as both a protective factor and a belief system that can be shaped by adolescents' emotional and behavioral functioning in educational contexts marked by disadvantage.

Zhu, G., Teo, C. L., Ong, A. K.-K., Yuan, K. G., Ker, C. L., & Yang, Y. (2025). **Towards an authentic collaborative inquiry model for cultivating data science skills and attitudes: effects of SPIRE on secondary school students**. *Education and Information Technologies*, *30*(14), 19933-19959. https://doi.org/10.1007/s10639-025-13579-5

Preparing the new generation to be data-literate citizens is a pressing challenge, and some explorations have been made to cultivate K-12 students' data science skills and attitudes. However, there is a lack of instructional models to guide the design of data science programs in K-12 due to its complex and interdisciplinary nature as well as the involvement of diverse communities in its research targeting various audiences. To address this research gap, we proposed an authentic collaborative inquiry model (SPIRE, Stimulate, Practice, Improve and Reflect) that integrates science inquiry procedures (emphasizing students' hands-on engagement in data science workflow) and the Knowledge Building approach (highlighting students' continuous and collaborative work on real-world problems and questions). Following the mode, we developed and engaged 67 secondary school students in an out-of-school Data Science program through two cycles. We examined how students' data science skills, perceived learning and attitudes changed during and after the program. The findings show that the groups of participants could engage in complete data science processes, demonstrating strong skills in identifying variables, aligning data with investigative questions, and interpreting results in their final artifacts. However, they performed relatively poorly in explaining the rationale of the investigation, comprehensive data analysis and considering other factors beyond those included in the investigative questions. Participants perceived learning significantly increased over the inquiry phases, and their perceived data science skills significantly increased after the program. Overall, the results were positive and uncovered skills requiring more support and scaffolding. Future research and practice can further examine how to apply the SPIRE model in K-12 data science education in schools in subjects such as data science, science, and mathematics and study how to enhance the data science skills that students do not perform well.

Valeurs

Addae, D., Amponsah, S., & Kwapong, O. A. T. F. (2025). **Global citizenship education curriculum through the lens of Indigenous knowledge systems: Perspectives from Ghana**. *PROSPECTS*, *55*(1), 185-201. https://doi.org/10.1007/s11125-023-09677-2
This article explores, through semi-structured interviews with selected doctoral students and lecturers, clues for the incorporation of Indigenous knowledge systems into the curriculum of proposed academic programs in Development Education at a university in Ghana. We have used Freire's pedagogy of hope as a theoretical lens to examine how Global Citizenship Education (GCE) curriculum inspired by Indigenous knowledges could offer hope to the world through the development of desired global citizens. We have argued that although GCE is ingrained in Western ideology, it should strive to embrace multiple [Indigenous] knowledges to enhance its contextual relevance. The findings show the nuanced and textured conceptualizations of global citizenship and GCE and demonstrate the bases for the inclusion of specific Ghanaian Indigenous knowledges in the GCE curriculum. The findings also highlight the opportunities and challenges of incorporating Indigenous themes in the curriculum. Based on the findings, we discuss some implications for GCE curriculum.

Aguilar-Forero, N., & Salazar, F. (2025). **Critical/decolonial global citizenship education and libraries from the global south**. *PROSPECTS*, *55*(1), 105-117. https://doi.org/10.1007/s11125-023-09655-8
This article presents the results of a comparative case study which seeks to understand the characteristics of two library experiences from the Global South. The study sought to (1) analyze the opportunities for and challenges of promoting critical/decolonial Global Citizenship Education from two library experiences in Colombia; (2) identify how these experiences, from diverse situations, show we can employ local solutions to resolve the great problems we face as a global community today. The article concludes that the promotion of library experiences from the Global South and the promotion of critical/decolonial Global Citizenship Education from these types of libraries require imagining and making possible a library without books, without the physical spaces usually associated with libraries, without "users", and without conventional librarians.

Alì, M. (2025). **La recherche en éducation dans la France d'Outre-mer : cadres déontologiques et défis éthiques**. *Séminaire du Réseau de Recherches Interdisciplinaires sur les Interactions entre Cultures, Langues et Apprentissages Scolaires (RIICLAS). Montpellier-Schoelcher-Papeete, 16 septembre 2025.* Présenté à Montpellier, France. Consulté à l'adresse https://hal.science/hal-05262113
In France, there is no single, universally accepted ethical framework for guiding research in education. While the legislature has indeed established standards defining scientific integrity, research ethics, and professional conduct for researchers, these standards remain rather vague and offer only general guidelines, sometimes failing to reflect the realities of the field. Learned societies, research and innovation organizations, and other public agencies have developed their own codes of ethics, but few researchers in the field of education explicitly refer to them. Despite the fact that most French universities now have bodies responsible for research, their role in addressing ethical issues, particularly in the social sciences and humanities, seems rather limited. Using examples and case studies, this article aims to discuss some of the dynamics observed in French overseas territories and other post-colonial contexts.

Allard-Cobetto, P., Piché, E., Fortier, J., Fernet, M., & Hébert, M. (2025). **Explorer l'opinion des jeunes quant aux ateliers d'éducation à la sexualité du programme Étincelles : pour des relations intimes positives et sans violence**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 157-179. https://doi.org/10.7202/1119552ar
La violence entre partenaires intimes (VPI) est une problématique de santé publique qui affecte une proportion importante de personnes adolescentes. De ce fait, différents programmes de prévention sont développés pour sensibiliser les jeunes. Le programme Étincelles, offert en milieu scolaire au Québec, vise à promouvoir les relations intimes positives et à prévenir la violence chez les jeunes par le biais d'ateliers en classe. Cette étude qualitative avait pour objectif de documenter l'appréciation des jeunes quant aux ateliers du programme Étincelles et recueillir leurs recommandations. Après avoir participé aux ateliers, 30 jeunes (M = 15,6 ans; ÉT = 0,85) ont indiqué avoir apprécié le dynamisme des activités, ainsi que leur potentiel à générer des expériences éducatives significatives, tout en représentant adéquatement leur réalité. Ces constats établissent le programme comme une ressource pédagogique pertinente à l'éducation à la sexualité auprès des adolescents, et permettent de brosser un portrait des notions essentielles, selon les élèves, à incorporer à ces enseignements.

Alscher, P., & Jana, C. (2025). **Exploring the Relationship Between Non-institutionalized Political Participation and Political Efficacy Among High School Students**. *Journal of Youth and Adolescence*, *54*(9), 2143-2154. https://doi.org/10.1007/s10964-025-02186-9
Understanding the interplay between political participation and political efficacy is crucial for fostering democratic engagement. This two-wave panel study investigated the potentially reciprocal relationship between non-institutionalized political participation and internal and external political efficacy among adolescents. The study drew on a German sample of 444 students from Grade 7 and Grade 8 (wave 1: Mage = 12.94, SDage = 0.61; 46.9% female). It examined whether and how internal and external political efficacy are related to participation and whether participation, in turn, is related to political efficacy over time. Results revealed low stability for external political efficacy and non-institutionalized participation and moderate stability for internal political efficacy between Grade 7 and Grade 8. When students' demographics were controlled for, internal political efficacy in Grade 7 was positively related to non-institutionalized participation in Grade 8, but no significant effects of participation on efficacy were observed. This study provides initial insights into the relationship between open democratic practices, like petitioning, protesting, and boycotting, and adolescents' perceptions of political efficacy. Results suggested that the transformative potential of participatory activities may depend on specific conditions. The findings highlight the need for further research to explore these dynamics longitudinally and across different forms of participation.

Benzehaf, B., & Zyad, H. (2025). **Global citizenship education in the Moroccan curriculum: Are Moroccan learners being prepared for the global village?** *PROSPECTS*, *55*(1), 231-247. https://doi.org/10.1007/s11125-024-09679-8
This article probes students' awareness of global citizenship and compares it with the content of the national citizenship syllabus to which they are exposed. The research reported herein examined pedagogical approaches to citizenship content, following a qualitative content analysis of textbooks and course packs. In addition, interviews were held with a group of students to explore how global citizenship education (GCE) content

influences the knowledge, perceptions, and values of students, with the aim of gauging the depth of its impact. The results suggest that, though efforts have been made to incorporate GCE into the curriculum, several limitations weaken the links between students and their communities on the one hand, and the global community on the other hand. Furthermore, the pedagogy used to teach GCE content exhibits several shortcomings, as the tasks assigned to the students do little to promote critical thinking. In light of the results, several implications are discussed.

Bosio, E. (2025). **Global South university educators' perceptions of global citizenship education: Reflective dialogue, social change, and critical awareness**. *PROSPECTS*, *55*(1), 67-81. https://doi.org/10.1007/s11125-023-09635-y
This article investigates senior educators' (n=10) perceptions of global citizenship education (GCE) in higher education in the Global South, focusing specifically on Colombia, Ghana, and South Africa. Data were gathered through questionnaires and interviews and subsequently analysed using grounded theory and constant comparative method. Three GCE themes emerged from the findings. According to the educators, GCE should: (a) encourage reflective dialogue in the classroom setting; (b) provide students with the confidence to believe that they can be catalysts for social change; and (c) foster students' critical awareness. The findings suggest that the 10 educators' approaches to GCE in Colombia, Ghana, and South Africa are generally focused on critical and ethical principles of GCE intended to foster critical global citizens. Based on this, the article concludes with a proposal for a GCE framework informed by critical pedagogy and rooted in social justice that can be used to teach GCE in universities in the Global South.

Bosio, E., & de Wit, H. (2025). **Fostering service to society, inclusion, and equity through Global Citizenship Education: A conversation with Hans de Wit**. *PROSPECTS*, *55*(1), 5-15. https://doi.org/10.1007/s11125-024-09695-8
This article presents a dialogue on the topic of Global Citizenship Education (GCE) in relation to service to society, inclusion, and equity. It features Hans de Wit, professor emeritus, distinguished fellow, and former director of the Center for International Higher Education at Boston College in the United States, and Emiliano Bosio, guest-editor of Prospects and director of the Global Citizenship Education Interview Series. Because of his insights and perspective, Professor de Wit was honored with the A. Noam Chomsky North Star Lifetime Achievement Global Connections Award by Star Scholars (the Society of Transnational Academic Scholars) in 2021. The objective of this discussion is to offer a critical view of GCE, delving into the dynamic interplay among global citizenship, the internationalization of higher education, societal service, inclusiveness, and equity. Professor de Wit sheds light on the intricate origins and historical context of global citizenship and internationalization. This exploration centers on concepts like attaining global learning for all students and the future of internationalization in the post-Covid-19 landscape and offers insights that enrich our understanding of the complex foundations and historical development of GCE.

Bosio, E., & Waghid, Y. (2025a). **Cultivating students' critical consciousness through global citizenship education: Six pedagogical priorities**. *PROSPECTS*, *55*(1), 131-142. https://doi.org/10.1007/s11125-023-09652-x
This article conceptualizes Global Citizenship Education (GCE) as a liberating and dynamic journey of consciousness-mobilization that supports students' critical thinking

about how they can contribute to social justice. The authors' conceptualization of GCE for critical consciousness is entrenched in the work of Paulo Freire. It is political because it is meant to shape the learner into an emancipated, ethical, and critical global citizen. As such, GCE for critical consciousness is based on six pedagogical priorities: praxis, reflexive dialogue, decolonialism, ecocritical views, caring ethics, and empowering humanity. These six priorities are not meant to be comprehensive; they are aimed at boosting debate on the key levers needed to place GCE on a plausible critical, ethical, and sustainable path. Hence, those priorities explicitly challenge and move beyond Western-European-centric and neoliberal GCE conceptions. The article ends with a call for further academic action to (re)construct the momentum needed to push for their implementation.

Bosio, E., & Waghid, Y. (2025b). **Embracing the decolonial, critical, and ethical shift in global citizenship education**. *PROSPECTS*, *55*(1), 83-87. https://doi.org/10.1007/s11125-025-09735-x

Carminatti, N., Lefer-Sauvage, G., Messaoui, A., Roelens, C., Mothes, P., Carnus, M.-F., & Laborie, M. (2024). **L'inanticipable est arrivé !** *Questions Vives. Recherches en éducation*, (41). https://doi.org/10.4000/14hr1
L'article introduit le concept de l'« inanticipable » dans le contexte des sciences de l'éducation, en soulignant la complexité et la pertinence de ce concept face aux crises contemporaines. Le 21e siècle, marqué par un état de « permacrisis », voit émerger l'inanticipable comme une dimension temporelle et conceptuelle incontournable, opposée à l'anticipable, mais aussi incluse en son sein. Le texte explore les implications de ce concept pour l'éducation, en examinant comment la pandémie de COVID-19 a précipité des transformations sociales inattendues. Le concept est discuté à travers diverses disciplines, notamment la physique, la psychanalyse et la philosophie, et il est lié aux notions de temps, d'altérité, et de fragilité des liens éducatifs. L'article invite à reconsidérer la place du sujet dans l'éducation, en acceptant l'imprévisibilité comme un élément constitutif de l'apprentissage et de la relation pédagogique, tout en soulignant les défis que cela pose pour les enseignants.

Dewey, J., Renier, S., & Rubi, S. (2022). **Retour sur l'article « L'Éducation progressiste et la science de l'éducation »** (S. Renier, Trad.). *Recherche et formation*, (100), 107-122. https://doi.org/10.4000/14iai
Au moment de célébrer le numéro anniversaire de la revue Recherche et formation, la republication de ce texte de John Dewey prend une place et un sens particulier, parmi l'ensemble des textes choisis. Particulière, cette place l'est par le statut du texte lui-même, une traduction depuis l'anglais vers le français et non un texte original, ainsi que par sa date de publication originelle, distante de presque un siècle désormais. Ce faisant, il s'agit de questionner tant les usages et lectures que nous pouvons faire des auteurs et pédagogues issus de la tradition éducative, que de souligner l'importance et la vitalité du mouvement de traduction pour le champ des sciences de l'éducation et de la formation.

Esau, O., & Jones, D.-M. (2025). **Towards a critical pedagogy of global citizenship: Breaking the silence as a trained dancer in post-apartheid South Africa**. *PROSPECTS*, *55*(1), 203-214. https://doi.org/10.1007/s11125-023-09665-6

This article reveals a reflective journey of a dancer through unpacking two performances experienced over the course of two years. It examines and navigates ways of decolonizing oppressive dominance and investigating the ramifications of indoctrination in dance. It depicts how a trained dancer evolved and became more conscious by breaking the "culture of silence" and changed in becoming a more critical reflective dancer in a post-apartheid South Africa. This project aligns itself with global citizenship education (GCE) as it re/imagines traditional forms of civic and citizenship education in a more critical and decolonial perspective. In writing this paper, we are reminded of "the myriad shifts of thinking, strategies and back-and-forth debating" with each other and can also see our "encounters as a dance" (Waghid in Dancing with doctoral encounters: Democratic education in motion, African Sun Media, 2015). In breaking the silence surrounding dance and its conservative elements, we question the technocratic practices and accepted norms in the performance arts and the dancing arena. How does a classical dancer redress the colonial past in a performance arts classroom? The significance of this paper lies in the argument that decolonization becomes an imperative within GCE if one is striving for social justice and intends to commit oneself to a more equitable society where crossing borders must be a seamless act.

Fournier-Gallant, V. (2025). **L'éducation à la sexualité intégrant la pensée critique et le dialogue : un enjeu de taille pour les personnes enseignantes du primaire**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 180-203. https://doi.org/10.7202/1119553ar
Au Québec, depuis la rentrée scolaire 2024-2025, l'éducation à la sexualité (EAS) est intégrée au récent programme Culture et citoyenneté québécoise (CCQ) (Gouvernement du Québec, 2024), qui préconise le développement de la pensée critique par le dialogue. Les personnes enseignantes du primaire sont responsables de l'éducation à la sexualité, en veillant à répondre aux besoins des élèves selon leur âge et leur niveau de développement. Cet article présente les données d'une étude descriptive à visée exploratoire effectuée au printemps 2024 par l'entremise d'un questionnaire en ligne auprès d'un échantillon restreint de personnes enseignantes (n = 71) oeuvrant dans des écoles primaires québécoises. Les résultats des analyses brossent un portrait des représentations des titulaires de classe et font ressortir les obstacles à l'enseignement de l'EAS, ses facilitateurs ainsi que les formes de soutien à l'appropriation dudit programme.

Fournier-Gallant, V., & Point, C. (2025). **L'éducation à la sexualité (EAS) : état des lieux de la recherche en éducation d'un champ sous tension**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 1-12. https://doi.org/10.7202/1119545ar
Un article de la revue Nouveaux cahiers de la recherche en éducation, diffusée par la plateforme Érudit.

Fuchs, J., Bertin-Renoux, A., & Gottsmann, L. (2025). **Les enjeux de l'éducation à l'environnement : prise de conscience d'une crise de sens de l'éducation contemporaine**. *Penser l'éducation*, *56*, 131-159. https://doi.org/10.4000/14qqw
The challenges of environmental education: awareness of a crisis of meaning in contemporary educationThere are many schemes claiming to be environmental education (eco-delegates, educational areas, outdoor classes, optional classes, etc.). Since the acceleration of their pedagogical implementation, particularly from the 1950s onwards, they have expanded, promoting immersion in nature, pupils' active participation and multidisciplinarity. Today, they are embraced by teachers in a variety

of forms, and often appear popular as potential responses to the urgency of environmental issues and their social corollaries. This article examines how these schemes are concretely embodied in professional practices, focusing specifically on the eco-delegate scheme.

Gey, A. (2025). **Global citizenship and environmental responsibility: The local commons hypothesis**. *PROSPECTS*, *55*(1), 119-130. https://doi.org/10.1007/s11125-024-09685-w
This article has both theoretical and practical purposes. It starts with a project-orientated and axiological identification between education for sustainable development and global citizenship education. It then recalls the importance of the sense of responsibility in constructing identity and knowledge. To best construct a sense of responsibility, the article proposes to measure the relevance of education in commons, as it has been redefined and theorized by political and economic scientists following the work of Ostrom (1990). After clarifying the definition of these commons and how they can be used in educational methods, the article describes an experimental protocol set up within the foreign-language curriculum of an international school.

Gillett-Swan, J., Monta, C. C., & Shanks, R. (2025). **A systematic review of definitions of rights education for children: Children's rights education (CRE), children's human rights education (CHRE), and other rights education subtypes**. *Review of Education*, *13*(3), e70104. https://doi.org/10.1002/rev3.70104
For those working in the field of rights education, there is a broad understanding of what rights education encompasses and why it is significant, but there do not appear to be any agreed definitions of subtypes of rights education aside from human rights education (HRE) (which itself is contested). This lack of conceptual clarity makes it difficult to be certain that what is being delivered within a 'rights education' framework fulfils its obligations. To address this gap, this systematic review sought to understand how rights education for children has been defined in existing academic research. This review used seminal philosopher H.W.B. Joseph's rules for defining terms and an assessment was made of each definition against these rules. Findings confirm that few of the papers incorporate a specific definition of rights education for children, or its subtypes, such as children's rights education (CRE) or children's human rights education (CHRE). The analyses conducted in this article point to the need for definitional clarity for each of the terms CRE, CHRE and rights education for children. As a way forward, a definition of rights education for children is proposed as an overarching term positioned within international human rights law, which encompasses several specific subtypes that each use a different international human rights text to anchor its content, methods, approach and rationale. A new set of criteria to devise and assess definitions is also provided. Context and implications Rationale for this study: Rights education for children is espoused in foundational legally binding and non-binding documents. Distinctions between types of rights education exist, such as in their aims, purpose or framing, but there does not appear to be a shared understanding of what rights education for children means. Why the new findings matter: Conceptual clarity is necessary to establish a shared understanding of what does (and does not) constitute different types of rights education. Implications for practitioners, researchers and policy makers: This original contribution ensures that clarity and better understanding of the meaning of key concepts can be brought to the important field of rights education for children. This clarity is a significant improvement for researchers, education practitioners, policy makers and other stakeholders, given the lack of clarity that currently exists. This study has implications for practitioners/educators

to guide their planning and delivery of rights education; researchers in providing boundaries between the different types of rights education so those seeking to engage with the concepts can be sure they are talking about the same thing when planning, delivering, learning and researching different aspects of rights education; policy makers to aid in determining whether what is being delivered fulfils the legislative obligations associated with rights education.

Gozálvez, V., & Calandín, J. G. (2025). **Civic education in a new post-democratic context: The need to revitalize a dialogic and cooperative pedagogy for global citizenship**. *PROSPECTS*, *55*(1), 17-30. https://doi.org/10.1007/s11125-025-09741-z
According to the latest reports by international evaluation organizations, new forms of political dynamics in democracies are emerging globally that, paradoxically, endanger the very development of democracy: the rise of populism and social and political polarization, new forms of democratic authoritarianism, and, consequently, the risk of autocracy that endangers liberal democracy. This new scenario is also known as post-democracy, based on Crouch's (2004) categorization. In this context, this article advocates revitalizing civic education based on a participatory and deliberative model of democracy through pedagogical proposals to rethink the fundamental values of democratic citizenship. The discussion is organized around pedagogical methodologies and approaches that aim to reinforce individuals' sense of citizenship through cooperation, deliberation, and solidarity. These strategies seek to consolidate the ethical and civic values of democracy in an intercultural and global context such as ours by countering the dangers of social fragmentation, the appeal of authoritarianism, and the withdrawal of identity that characterize post-democratic world trends.

Inguaggiato, C., Yemini, M., & Khavenson, T. (2025). **A scoping review of research on school-age youth activism in global citizenship education**. *PROSPECTS*, *55*(1), 143-164. https://doi.org/10.1007/s11125-025-09728-w
Global citizenship education (GCE) has become a key topic in educational discourse, especially since its inclusion in the United Nations' 2030 Agenda for Sustainable Development. This scoping literature review analyses 43 articles published between 2012 and 2023 on school-age youth activism within GCE literature. Articles were sourced from the EBSCO, ERIC, and WoS databases, using keywords related to youth, activism, and GCE. The review finds that research on GCE programmes focused on promoting forms of activism found them to be resource-intensive and predominantly based in affluent schools in the Global North. Programmes featured in the studies often emphasise social sciences and promote student activism in topics such as climate change and human rights. Activism depicted in these studies largely excludes the epistemological questioning necessary for Global North–South cooperation, being confined to specific subjects and contexts. The review calls for more research on school-age youth activism within the GCE framework and for the development of new programmes addressing activism in various contexts and in more nuanced ways.

Karachalios, I., & Tantaroudas, N. (2025). **Future Greek Pre-Service Teachers' Knowledge, Attitudes and Self-Efficacy in Waste Management**. *British Journal of Education*, *13*(8). Consulté à l'adresse https://eajournals.org/bje/vol13-issue-8-2025/future-greek-pre-service-teachers-knowledge-attitudes-and-self-efficacy-in-waste-management/
This quantitative survey examined the knowledge, attitudes, perceived competence, willingness and everyday practices of 46 final-year pre-service teachers at Democritus

University of Thrace (Greece) in relation to solid waste and wastewater management. Using a structured questionnaire, the study shows familiarity with most key waste terms, confidence to implement Environmental Education Programmes (EEPs) and personal recycling […]

Kraft, Matthew A., Malik, Sohil, & Falken, Grace. (2025). ***Education and Climate Change: Synthesizing the Evidence to Guide Future Research*** (EdWorkingPaper No 25-1238; p. 66). Consulté à l'adresse Annenberg Institute at Brown University website: https://edworkingpapers.com/ai25-1238

Liu, J., & Shadiev, R. (2025). **A review of empirical research on game-based digital citizenship education**. *Education and Information Technologies*, *30*(14), 19365-19417. https://doi.org/10.1007/s10639-025-13549-x
There is a growing body of research exploring the application of digital games in Digital Citizenship Education (DCE) to enhance learner engagement within the information society. However, not many studies have systematically reviewed published research on this important topic. To address this gap, the present study systematically reviews empirical studies from 2010 to 2024 that examine the utilization of digital games in DCE to bolster learner engagement in the information society. Using Preferred Reporting Items for Systematic Reviews, we analyzed 22 selected articles to scrutinize digital game profiles, design, application strategies, methodologies, and outcomes. Results highlight a pronounced preference for role-play games, alongside the adoption of 25 instructional principles and 12 functional elements in game design. However, instructional auxiliaries remain limited, with group discussions prevailing. Primary and middle school students are the primary focus, predominantly in quasi-experimental research. Most studies span less than one month and employ quasi-experimental designs for data collection, focusing on technology acceptance and behavioral changes. The findings indicate positive outcomes, such as proficiency gains, enhanced technology acceptance, and positive perceptions of DCE, although some disadvantages have been noted. Based on these results, our discussion centers on the characteristics of DCE, aiming to serve as a reference for researchers and educators in the field.

Micollet, P., & Roelens, C. (2025). **De l'état éducateur en matière sexuelle à une citoyenneté sexuelle libérale (et informée) ? Dynamiques historiques, tensions contemporaines, horizons prospectifs**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 36-57. https://doi.org/10.7202/1119547ar
Cet article se propose d'articuler des perspectives socio-historiennes et philosophiques en éducation sur l'éducation à la sexualité (EAS) pour, d'une part, penser sa pratique scolaire comme un élément important d'une formation ambitieuse des individus à une citoyenneté sexuelle conçue de manière à la fois libérale et informée, et aussi pour mieux comprendre ce qui en complique et en entrave à ce jour la mise en oeuvre optimale. Pour ce faire, nous croisons également des perspectives synchroniques et diachroniques sur l'EAS en France, son évolution et les défis qu'elle rencontre. L'analyse repose sur une approche intertextuelle croisant textes institutionnels, travaux scientifiques et matériaux empiriques issus d'une enquête de terrain. Nous formulons pour finir quelques pistes axiologiques (les principes et concepts qui peuvent la régir au mieux dans une démocratie contemporaine) et compréhensives à partir de l'EAS (ce que son étude révèle plus globalement sur nos sociétés et leurs écoles).

Mochizuki, Y. (2025). **Can the subaltern decolonize? The limits and possibilities of decolonial global citizenship education in India**. *PROSPECTS*, *55*(1), 51-66. https://doi.org/10.1007/s11125-023-09656-7
The dominant policy discourse of sustainable development—including that of the Sustainable Development Goals (SDGs)—posits that we are facing a civilizational crisis, in which the current, universalized model of "development" no longer holds up, hence, "sustainable development" is ascendant as a global imperative. Global Citizenship Education (GCED), as enshrined in the SDG Target 4.7, is undeniably part of this global imperative. Decolonial approaches are gaining currency within academia as a movement to de-center the West as the epicenter of civilization and to "delink" from a self-serving narrative of "modernity" entangled with inherently violent and unsustainable systems of subjugation and oppression ("coloniality"). While delinking has been envisaged as a strategy in our struggle for equality and recognition of colonized and marginalized people, this article demonstrates how delinking strategies could be appropriated to promote exclusivist nationalism and a neoliberal agenda, through the analysis of India's National Education Policy and related recent developments in the Indian education landscape. It draws attention to challenges associated with uncritically employing decolonial approaches in GCED in the Indian context and suggests possible ways to overcome them.

Pageau, O., & Hirsch, S. (2025). **L'éducation à la sexualité dans les programmes scolaires au Québec : différentes réponses disciplinaires pour aborder un thème sensible**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 136-156. https://doi.org/10.7202/1119551ar
De l'ordre de l'intime, parler de la sexualité est aussi un thème sensible en classe parce qu'il touche les valeurs et les représentations sociales des élèves ainsi que celles du personnel scolaire et confronte diverses manières de vivre en société. Intégrée depuis peu dans les programmes Culture et citoyenneté québécoise tout en gardant sa place dans le programme de science et technologie, l'éducation à la sexualité est offerte en fonction des compétences spécifiques du personnel et selon des approches différentes. Cet article propose de réfléchir sur l'EAS à partir de deux enquêtes différentes, l'une auprès des professeurs et professeures en formation initiale à l'université et l'autre auprès des enseignants et enseignantes en sciences de secondaire. Une première analyse s'attachera au concept des thèmes sensibles afin de comprendre ce qui rend ce contenu si sensible en classe et de dépasser le sens commun à cet égard. Une deuxième analyse cherchera à répertorier quelques défis que pose l'EAS à l'école secondaire, dont les différents types de savoirs à aborder, la posture enseignante dans cette «éducation à…» et la place accordée aux élèves dans cette discussion.

Palmer, N. (2025). **Orienting practical global citizenship education in an International Baccalaureate international school**. *PROSPECTS*, *55*(1), 263-281. https://doi.org/10.1007/s11125-024-09692-x
This article details research into the articulation and implementation of global citizenship education (GCE) in an International Baccalaureate international school. It delineates the perspectives of school community members on contextually specific aspects of GCE and offers a substantive theory of GCE practice in a transnational context. Along with allosyncrasy, denoting the behaviours, propensities, and temperament unique to individuals and groups interrelating with others, the analysis indicates three sub-core

categories: authenticating through action, determining empathetic propensity, and enacting long-term responsiveness. These categories are further interpreted against the thinking of David Hansen and Michel Foucault, signifying a break from normative divergence, plurality and individualism. This research will interest those seeking insight into innovative school-based GCE development, practical, cultural convergence, and conceptions of civic action within transnational educational practice.

Pasha, A. (2025). **Global (citizenship) education and national narratives: The perspective of Pakistan**. *PROSPECTS*, *55*(1), 249-261. https://doi.org/10.1007/s11125-024-09690-z
In tracing the historical emergence of the field of global education and its associated educational traditions, this article examines some of the core discussions of global education from the perspective of Pakistan. Specifically, it focuses on debates about whether global education should focus on developing in youth a social justice orientation or the ability to compete globally; it also looks at the role and responsibility of the local in relation to the global, particularly in the context of the Global South. Finally, this article examines questions about the ownership and relevance of global education within a national policy agenda.

Perrin, O. (2025). **L'éducation à la sexualité au secondaire québécois : représentations de parents et de personnes enseignantes**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 84-107. https://doi.org/10.7202/1119549ar
Depuis 2018, l'éducation à la sexualité est obligatoire dans les écoles secondaires québécoises, malgré des réticences exprimées dans les médias par certains parents et personnes enseignantes. Leurs représentations, pourtant susceptibles d'influencer la mise en oeuvre de cette éducation, restent peu explorées. Cette recherche qualitative exploratoire analyse ces représentations par entrevues semi-dirigées menées auprès de trois parents et trois enseignants (n = 6). L'analyse thématique révèle que ceux-ci sont globalement favorables à l'éducation à la sexualité, mais un doute parental quant au rôle de l'enseignant est relevé, ainsi qu'une collaboration ambivalente entre les parents et enseignants. De plus, les acteurs se sont révélés conjointement apprenants et éducateurs. Leurs représentations s'ancrent dans des contextes personnels, scolaires et sociohistoriques. La recherche ouvre des pistes, notamment sur le rôle éducatif des jeunes et le besoin d'apprentissage des acteurs.

Pluim, G. W. J. (2025). **Epistemological dimensions of integrating critical global citizenship in teacher education: A case for a holistic approach to GCE through the Body, Mind, and Soul**. *PROSPECTS*, *55*(1), 215-230. https://doi.org/10.1007/s11125-023-09672-7
Drawing upon a five-year critical reflexive autoethnographic study, this article proposes that student comprehension of critical global citizenship education (GCE) perspectives in teacher education hinges heavily on the disciplinary frameworks of the courses in which critical GCE is integrated. Courses that use pedagogies of international education and place-based education often apply experiential epistemologies of the Body; teaching through the Socratic method and using critical pedagogies are frequently based on cognitive epistemologies of the Mind, and courses that draw upon methods of developmentally appropriate practice and culturally responsive pedagogy commonly rely upon relational epistemologies of the Soul. Applied separately, these epistemological foundations may produce imbalanced perspectives on critical GCE; thus, the article describes how teacher education might holistically incorporate critical GCE to learn such complex concepts through Body, Mind, and Soul.

Poulin, I., Descheneaux, J., & Bernier, V. (2025). **Éducation à la sexualité au primaire : relations entre la formation initiale des personnes étudiantes en enseignement, leur aisance, leurs connaissances et leur intention à enseigner l'éducation à la sexualité**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 108-135. https://doi.org/10.7202/1119550ar
Malgré quatre décennies d'éducation à la sexualité (EAS) au Québec, peu d'études se sont intéressées aux liens pouvant exister entre la formation initiale (FI) en EAS et d'autres facteurs, comme l'aisance, les connaissances et l'intention d'enseigner l'EAS à de futurs élèves. Ainsi, 207 personnes en fin d'études en enseignement primaire ont répondu à un questionnaire électronique au printemps 2023. Les résultats indiquent que seules trois universités offrent des cours optionnels en EAS et que l'aisance, les connaissances et l'intention d'enseigner l'EAS sont corrélées, ainsi que l'intention d'enseigner l'EAS et la quantité de FI reçue en EAS en nombre de thématiques. Une FI abordant le plus grand nombre de thématiques du programme apparaît prioritaire pour adéquatement préparer les futures personnes enseignantes.

Ramulumo, M., & Shabalala, N. P. (2025). **Comparing Environmental Literacy in Stem and Non-Stem Preschools: Evaluating the Impact on Young Children's Understanding and Attitudes**. *International Journal of Early Childhood*, *57*(2), 447-462. https://doi.org/10.1007/s13158-024-00405-1
The importance of environmental literacy in early childhood education lies in its inclusion of the requisite knowledge, skills and attitudes for understanding the environment and making well-informed decisions. In preschool settings, promoting environmental literacy helps children develop foundational knowledge about natural systems, cultivates curiosity and encourages responsible environmental behaviour. This study investigates the incorporation of environmental literacy in preschools in Bloemfontein, South Africa, differentiating between STEM-focused and non-STEM settings. It also assesses the influence of this integration on the understanding and attitudes of young children towards the environment. Qualitative data was collected through semi-structured interviews and classroom observations, including pilot research to enhance the approach and triangulation to guarantee the accuracy of the data. The findings indicates that children attending preschools with a STEM concentration demonstrate higher levels of environmental literacy compared to their counterparts in non-STEM environments. This research highlights the need of including environmental education into all academic programs, employing hands-on, inquiry-based methods and ensuring equal opportunities for environmental learning for everyone. Optimising environmental education, namely by integrating STEM subjects, is of significance for preparing children to properly address future environmental issues.

Right to Education Initiative. (2025). ***Le suivi du droit à l'éducation dans les zones touchées par des conflits - Principales conclusions et recommandations stratégiques issues d'une table ronde organisée par l'Initiative pour le droit à l'éducation en juillet 2025*** (p. 4). Consulté à l'adresse Right to Education Initiative website: https://www.right-to-education.org/node/1727
Principales conclusions et recommandations stratégiques issues d'une table ronde organisée par l'Initiative pour le droit à l'éducation en juillet 2025. العربية ENGLISH ESPAÑOL

Shaheed, F. (2025). ***The right to be safe in education - Report of the Special Rapporteur on the right to education*** (p. 20). Consulté à l'adresse United Nations website: https://www.ohchr.org/en/documents/thematic-reports/ahrc5941-right-be-safe-education-report-special-rapporteur-right
The present report is submitted to the Human Rights Council pursuant to the Council resolutions 8/4 and 53/7. The Special Rapporteur on the right to education, Farida Shaheed, addresses the "right to be safe in education", as part of the right to education.

Torres, C. A., & Bosio, E. (2025). **Global citizenship education as a planetary ethics: Embracing humans and non-humans in the pursuit of global solidarity**. *PROSPECTS*, *55*(1), 31-49. https://doi.org/10.1007/s11125-025-09738-8
This article-dialogue explores global citizenship education (GCE) as a form of planetary ethics. It features Carlos Alberto Torres, distinguished professor and former director of the UCLA-Latin American Center in the United States, and Emiliano Bosio, guest editor of Prospects and director of the Global Citizenship Education Interview Series. Taking an ethical planetary perspective, the article proposes a paradigm shift that expands the scope of GCE beyond a focus solely on human beings to one that encompasses the interdependence of animals, the environment, and the overall well-being of the planet. First, it argues that Bosio and Torres' concept of a global commons (planet, people, and peace) constitutes the three fundamental elements for a GCE grounded in planetary ethics, particularly in the face of what Torres refers to in this article as a "crisis of civilization", encompassing moral, human rights, immigration, multiculturalism, deregulation, planetary, and epistemological crises. Second, it examines the concept of the pursuit of happiness in education and its significance in relation to our discussion of GCE as a form of planetary ethics. Third, it proposes that values such as tolerance, self-vigilance in knowledge acquisition, self-awareness, dialogical and deliberative democracy, and hermeneutics of suspicion should be integrated into a future-oriented pedagogy for GCE as planetary ethics. The article concludes by arguing that these values should be translated into practical initiatives that promote social justice.

UNICEF Eastern and Southern Africa. (2025). ***Climate and Education in Eastern and Southern Africa: An investment case*** (p. 8). Consulté à l'adresse UNICEF website: https://www.unicef.org/esa/reports/climate-and-education-eastern-and-southern-africa-investment-case

Verneuil, Y. (2025). **L'éducation à la sexualité à l'école en France du début du xxe siècle à nos jours : une question demeurée socialement vive**. *Nouveaux cahiers de la recherche en éducation*, *27*(1), 13-35. https://doi.org/10.7202/1119546ar
En France, la question de l'introduction de l'éducation sexuelle à l'école est apparue dès le début du xxe siècle. Cette éducation s'est progressivement institutionnalisée, jusqu'à l'inscription dans la loi en 2001 et la mise au point d'un programme détaillé en 2025. Mais la réitération des circulaires ministérielles, en 2018 et en 2022, témoigne de décalage entre les prescriptions et la réalité sur le terrain. De fait, l'éducation à la sexualité demeure une «question socialement vive». C'est sur cette permanence que s'interroge cet article, sur la base d'un corpus d'archives associant des fonds publics (Archives nationales) à des sources imprimées (revues pédagogiques et d'associations) et exploité au moyen d'une analyse de contenu soucieuse de contextualisation et attentive à ce que la controverse publique produit elle-même sur le contexte.

Waghid, Z., & Meda, L. (2025). **Defamiliarization in advancing a decolonial approach to global citizenship education**. *PROSPECTS*, *55*(1), 89-103. https://doi.org/10.1007/s11125-023-09647-8

The purpose of this article is to investigate whether defamiliarization used in schools by some preservice teachers during their teaching practice can be considered an appropriate decolonizing pedagogical practice for advancing global citizenship education (GCE). The research used a case study design, with data collected in the form of reflection essays from 11 preservice teachers during their teaching practice period. The findings indicate that the specific defamiliarization practice used by these teachers aided both them and their students, through a reflective and collaborative process, in recognizing and critiquing the hierarchical knowledge paradigm in the current school curriculum and consciously resisting epistemic violence. The defamiliarization practice increased participants' self-reflexivity and served as a pedagogy of dissensus. This is a novel study in that it accounts for the perceived benefits of defamiliarization in advancing certain aspects of critical GCE from the Global South.