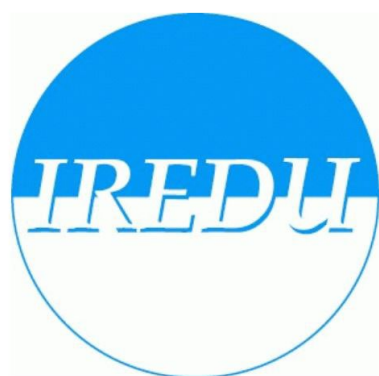


Veille de l'IREDU



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Acquisition de compétences

Abdullah, M. Y. (2025). **Probing into EFL students' perceptions about the impact of utilizing AI-powered tools on their academic writing practices.** *Education and Information Technologies*, 30(15), 21189-21220. <https://doi.org/10.1007/s10639-025-13601-w>

Artificial intelligence (AI) is experiencing evolutionary changes currently, influencing nearly all areas of society and, mainly, the way we learn. This has promoted many scholars and practitioners in the field of education to consider AI as a significant topic for research. This study investigates EFL students' perceptions regarding the impact of AI-powered tools on their academic writing practices. To achieve the aim of the study, Grammarly, Wordtune, ChatGPT and Quillbot were utilized in the course of "Academic Writing 2" at a private university in Oman. The study involved 30 EFL students who enrolled in that course. Using a qualitative approach via learning journals, observations, and focus-group interviews, the data obtained were triangulated to ensure valid, reliable, and unbiased results, leading to a comprehensive understanding of the investigated phenomenon. The results of analyzing the data obtained from these multiple sources revealed that most of the participants demonstrated positive perceptions towards utilizing Grammarly and Wordtune for grammar and style suggestions, Quillbot for paraphrasing and summarizing, and ChatGPT for brainstorming and idea generation in their academic writing classroom. Additionally, the majority acknowledged that utilizing these tools has significantly influenced their academic writing practices in various stages of their writing process. Furthermore, the results also highlighted that using AI tools created a personalized and dynamic learning environment that facilitated more meaningful interactions and allowed students to improve their essential academic writing skills, and the overall writing performance over the semester. Based on the findings, potential implications and suggestions for future research are also given.

Abouelenein, Y. A. M., Ghazala, A. F. A., Mahdy, E. M. M., & Khalaf, M. H. R. (2025). **The R5E pattern: can artificial intelligence enhance programming skills development?** *Education and Information Technologies*, 30(15), 22177-22205. <https://doi.org/10.1007/s10639-025-13616-3>

The rapid proliferation of artificial intelligence (AI), particularly within education, presents both opportunities and challenges. While AI offers innovative solutions to pedagogical challenges, unstructured utilization of AI tools like ChatGPT can foster passive learning, with students relying on automated solutions rather than engaging in active learning. This quasi-experimental study addressed this concern by introducing and evaluating the R5E pattern, a novel pedagogical model for integrating ChatGPT into programming education to promote active learning and critical thinking. The study compared the efficacy of the R5E pattern with unstructured ChatGPT use in developing programming skills among undergraduate students. Seventy students were randomly assigned to either an R5E group or an unstructured ChatGPT using group. A mixed-methods approach, employing the Programming Skills Cognitive Test (PS-CT) and the Programming Skills Performance Observation Card (PS-POC), assessed both cognitive and performance aspects of programming skills. Pre- and post-intervention data revealed improved programming skills across both groups; however, statistically significant differences favoured the R5E group on both post-intervention assessments. A significant positive correlation between PS-CT and PS-POC scores indicated that increased theoretical knowledge corresponded with enhanced practical performance. Qualitative observations revealed that R5E students engaged in more peer and instructor

interaction, alongside ChatGPT use, and posed more sophisticated questions, unlike the second group, which relied more heavily on direct ChatGPT queries. These findings support the superior efficacy of the structured R5E pattern in fostering programming skill development compared to unstructured ChatGPT use. While limitations, including sample size and a short post-test timeframe, necessitate further research, this study suggests the R5E pattern holds promise as a validated pedagogical model for integrating AI into education. Future research should expand the sample, extend the intervention duration, and utilize a delayed post-test.

Adinda, D., Denami, M., & Marquet, P. (2025). **Formations hybrides : utiliser un forum électronique pour favoriser l'autodirection des étudiants.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (51). Consulté à l'adresse <https://journals.openedition.org/dms/11747>

Cet article étudie la disposition plus ou moins spontanée à l'autodirection des étudiants dans un contexte de formation via un dispositif hybride. À cette fin, deux groupes d'étudiants (expérimental et témoin) inscrits à une formation hybride, mais avec des consignes différentes d'utilisation du forum, ont été observés. Les différences de recours au forum entre les deux groupes et l'articulation de ce dernier aux activités des étudiants en présentiel ont été analysées. Notre hypothèse, selon laquelle un tel forum électronique favoriserait l'autodirection des étudiants, est validée pour le groupe dans lequel un scénario d'échanges à distance est proposé de façon renforcée, soutenant la construction d'une connaissance collective, et lorsque l'esprit critique est encouragé.

Allard, É., & Samson, G. (2025). **Effets potentiels d'une intervention interdisciplinaire en sciences et en arts sur la construction de concepts scientifiques d'enfants de maternelle.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 290-314. <https://doi.org/10.26443/mje/rsem.v59i2.9926>

Les enfants développent très tôt des représentations sur différents phénomènes pour expliquer le monde autour d'eux, souvent inadéquates ou incomplètes. L'intervention précoce permettrait de favoriser la compréhension de concepts par une approche peu étudiée au niveau préscolaire : l'interdisciplinarité. Notre étude qualitative visait à explorer les effets d'une intervention interdisciplinaire en sciences et en arts sur la construction de concepts scientifiques de dix-sept enfants d'une classe de maternelle, en particulier en lien avec la lumière et les phénomènes associés. Les données ont été recueillies à l'aide de dessins et d'entretiens semi-dirigés avant et après l'intervention, soit quatre activités interdisciplinaires d'une heure. Les résultats tendent à démontrer que l'intervention favorise efficacement la construction de concepts scientifiques chez la majorité des participants.

Astatke, M., Weng, C., & Yohannes, A. (2025). **What is the role of immersive virtual reality (IVR) in the development of creativity skills and engagement among students in STREAM (Science, Technology, Religion, Engineering, Art, and Mathematics)-based learning?** *Education and Information Technologies*, 30(15), 21403-21425. <https://doi.org/10.1007/s10639-025-13610-9>

With the growing availability of immersive technologies, such as Immersive Virtual Reality (IVR), students are now afforded greater opportunities to explore diverse educational domains, including Science, Technology, Religion, Engineering, Arts, and Mathematics (STREAM). However, there remains a paucity of research investigating the efficacy of IVR-based STREAM approaches in enhancing students' creativity and engagement. The

present study seeks to address this gap by designing and evaluating an IVR-based STREAM approach tailored specifically for religious studies in middle school education. The primary objective of the research is to assess the impact of this innovative approach on students' creativity and engagement. A sample of 40 seventh-grade students was recruited and randomly assigned to one of two groups: the experimental group, which engaged with the religious studies lesson using Head-Mounted Displays (HMD), and the control group, which utilized desktop-based virtual reality (DVR) to interact with the same content. To evaluate the outcomes, pre- and post-intervention questionnaires were administered to measure student engagement, while creativity was assessed using a standardized rubric. The findings of the study indicate that students in the experimental group, who interacted with the lesson through IVR, exhibited significantly higher levels of creativity and engagement compared to their counterparts in the control group. These results demonstrate the effectiveness of IVR-based STREAM approaches in religious education and highlight the benefits of immersive technologies in formal education. The study offers valuable insights for educators and policymakers, advocating for innovative, interactive teaching methods that enhance creativity and active student engagement.

Bircan, M. A., Şeref, İ., & Nacaroglu, O. (2025). **The effect of STEM themed story writing training with artificial intelligence tools on the digital literacy and 21 st century skills of preservice teachers.** *Education and Information Technologies*, 30(15), 21479-21498. <https://doi.org/10.1007/s10639-025-13625-2>

This study aims to reveal the effect of artificial intelligence (AI) tools and STEM-themed story writing training on preservice Turkish teachers' digital literacy (DL) levels and 21st century skills (21.cS). A control group experimental design was used in the study. The sample of the study consisted of 36 (17 control, 19 experimental) preservice Turkish teachers. The data collection process lasted eight weeks. First of all, experimental and control groups were randomly selected and pre-tests (DL scale and 21.cS scale) were applied. During the application process, the preservice teachers in the control group produced the stories themselves without using any tools. The preservice teachers in the experimental group created their stories using AI tools. Each group was asked to create their stories according to the themes of "space and the universe", "renewable energy sources", "sustainable agriculture" and "environmental pollution" respectively. The stories were evaluated in terms of textuality criteria (cohesion, coherence, purposefulness, acceptability, informativeness, situationality, and intertextuality). At the end of eight weeks, post-tests were administered. As a result of the research, no significant difference was found between the pre-test and post-test DL scores of the preservice teachers in the experimental and control groups. While there was no significant difference between the pre-test and post-test 21.cS scores of the control group, a significant difference was found in favor of the post-test in the experimental group. In addition, there was no significant difference between the DL ($F(1, 32) = 0.541, p = .468$) and 21.cS ($F(1, 32) = 0.002, p = .966$) scale scores of the experimental and control groups. The research is limited in terms of generalizability due to the limited sample size and the fact that it was conducted only with Turkish teacher candidates. However, it offers original contributions to the field as one of the pioneering studies that experimentally examines the effects of AI tools on 21.cS in STEM-themed story writing. The findings show that AI tools can be functional in the development of these skills and it is recommended that they be tested in different disciplines, age groups and cultural contexts.

Caglia, D., & Tschirner, E. (2025). **Assessing the German vocabulary size of elementary school students in Graubünden, Switzerland**. *Swiss Journal of Educational Research*, 47(2), 188-201. <https://doi.org/10.24452/sjer.47.2.9>

Wortschatz korreliert stark mit generellen Sprachfähigkeiten und ist ein guter Prädiktor für bildungsrelevante Kompetenzen. Besonders aufschlussreich sind frequenzbasierte Wortschatztests, wie etwa der deutsche VST ('Vocabulary Size Test'; Institut für Testforschung und Testentwicklung, 2019; Nation, 2001). In der vorliegenden Studie wurde dieser Test mit 229 Fünft- und Sechstklässler*innen aus rätoromanischen und deutschsprachigen Primarschulen in Graubünden (Schweiz) validiert. Die Ergebnisse zeigen eine hohe Reliabilität und hohe interne Validität des deutschen VST sowie eine ausgeprägte Korrelation des Tests mit dem PPVT-4 (Lenhard et al., 2015) bei einer Teilstichprobe. Damit bietet der Test relevante Daten zum bildungssprachlichen Wortschatz von Schüler*innen mit Deutsch als L1, L2 oder L3 im rätoromanischen Kontext.

Chun, Z., Ning, Y., Chen, J., & Wijaya, T. T. (2025). **Exploring the interplay among artificial intelligence literacy, creativity, self-efficacy, and academic achievement in college students: Findings from PLS-SEM and FsQCA**. *Education and Information Technologies*, 30(15), 21283-21316. <https://doi.org/10.1007/s10639-025-13617-2>

With the rapid advancement of artificial intelligence technology, the artificial intelligence literacy, creativity, self-efficacy, and academic achievement of college students have increasingly garnered attention from the global educational community. This study, based on cognitive behavioral theory, employs Partial Least Squares Structural Equation Modeling (PLS-SEM) and fuzzy-set Qualitative Comparative Analysis (fsQCA) to explore the interplay among these constructs. Data were collected from 385 Chinese college students. PLS-SEM results show that artificial intelligence literacy directly affects academic achievement and indirectly enhances it through self-efficacy and creativity. It also directly influences self-efficacy and indirectly promotes it via creativity. Creativity directly impacts academic achievement and indirectly strengthens it through self-efficacy. Furthermore, artificial intelligence literacy positively affects creativity, which in turn positively influences self-efficacy, ultimately benefiting academic achievement. fsQCA analysis reveals that academic achievement, self-efficacy, and creativity are influenced by multiple factors, with artificial intelligence literacy as a core condition in all effective configurations. These findings provide empirical evidence for understanding the core competencies required by college students in the age of artificial intelligence and offer practical guidance for cultivating future talents.

Del Bono, E., Holford, A., & Sartori, T. (2025). **Beyond Test Scores: How Academic Rank Shapes Long-Term Outcomes** [Working paper]. Consulté à l'adresse arXiv.org website: <https://EconPapers.repec.org/RePEc:arx:papers:2510.11973>

We study the effects of academic rank using data on the entire population of children enrolled in primary schools in Aberdeen, Scotland, in 1962. Exploiting quasi-random variation in peer group composition, we estimate the causal impact of rank on academic performance, noncognitive development, parental investment, and long-term outcomes. Higher rank improves achievement on the high-stakes eleven-plus examination and strengthens internalizing skills (traits related to self-concept and confidence), suggesting that rank effects operate primarily through students' self-perception. Using a follow-up survey conducted forty years later, we find that rank raises educational attainment, particularly for girls, while long-term income gains emerge only

among boys. The gender gap in long-run effects likely reflects historical barriers to women's access to higher education and skilled employment during this period.

Du, M., Li, X., Wang, X., Wang, Y., & Xu, C. (2025). **Exploring adolescents' acceptance of AI in environmental education: integrating the unified theory of acceptance and use of technology with the 21st century skills framework.** *Education and Information Technologies*, 30(15), 21981-22010. <https://doi.org/10.1007/s10639-025-13643-0>

The rapid advancement of Artificial Intelligence (AI) offers new perspectives for addressing global environmental challenges like climate change. However, its effective application relies on cultivating interdisciplinary talent with expertise in AI and environmental science. Therefore, motivating adolescents to apply AI in environmental protection is critical for achieving integrated progress in both fields. This study, grounded in the Unified Theory of Acceptance and Use of Technology and 21st Century Skills Framework, explores the factors influencing adolescents' intentions to accept AI in environmental protection. Through an online survey and a subsequent field-based course experiment, 661 survey responses and 200 course questionnaires were collected. Structural equation modeling results indicate that social influence ($\beta = 0.223$), facilitating conditions ($\beta = 0.206$), effort expectancy ($\beta = 0.196$), performance expectancy ($\beta = 0.190$), knowledge understanding and application ($\beta = 0.162$), and critical thinking ($\beta = 0.157$) significantly affect adolescents' behavioral intention. Creativity ($\beta = 0.087$) has a weak positive effect, while communication and collaboration show no significant relationship with intention. Based on these findings, an AI-assisted environmental protection curriculum was developed. The analysis of variance results demonstrated the curriculum's effectiveness in enhancing skills and perceptions. This study guides educators and policymakers by presenting effective AI-assisted environmental protection curriculum strategies that enhance adolescents' intentions through skill development and technology adoption, promoting sustainable environmental education. It aligns with global educational transformation trends and the AI-powered education agenda, resonating with the United Nations Sustainable Development Goals (SDGs) such as SDG 4 (Quality Education) and SDG 13 (Climate Action).

Du, Q. (2025). **How artificially intelligent conversational agents influence EFL learners' self-regulated learning and retention.** *Education and Information Technologies*, 30(15), 21635-21701. <https://doi.org/10.1007/s10639-025-13602-9>

The integration of Artificial Intelligence (AI) conversational agents in Computer-Assisted Language Learning (CALL) environments has received attention for its potential to enhance language learning outcomes. This study investigates the effects of AI conversational agents on EFL learners' self-regulated learning (SRL) and retention in CALL environments. A pretest-posttest experiment involving 203 EFL students was conducted, using pretest-posttest measures of SRL (goal-setting, monitoring, reflection) and retention (vocabulary/grammar recall). A mixed-methods approach evaluated the effectiveness of AI agents with adaptive feedback—defined here as real-time, error-specific corrections and scaffolded guidance tailored to individual learner performance. Quantitative results revealed that SRL pretest scores ranged from 2.98 to 3.10 ($SD = 0.589-0.678$), while posttest scores increased to 6.00–6.96 ($SD = 0.194-0.808$), reflecting a 133% improvement in SRL strategies. Retention pretest scores (3.00–3.24, $SD = 1.355-1.366$) also improved significantly. The adaptive feedback group outperformed other interventions, with posttest SRL scores 16% higher than non-adaptive groups ($\Delta M = 0.96$, $p < 0.001$), indicating stronger metacognitive strategy use and long-

term knowledge retention. Qualitative analysis highlighted learners' perceptions of adaptive feedback as critical for personalized goal-setting and error correction. The study underscores the need to integrate operationalized adaptive feedback strategies—such as dynamic error prioritization and scaffolded explanations—into AI agents to optimize SRL and retention in EFL contexts.

Dutil, R., & Payant, C. (2025). **Intégrer l'enseignement des langues basé sur les tâches en salle de classe: une proposition de tâche pour des apprenants du français langue additionnelle au primaire.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 340-352. <https://doi.org/10.26443/mje/rsem.v59i2.10154>

La recherche dans le domaine de l'enseignement des langues basé sur les tâches (ELBT ou Task-based language teaching) cherche à mieux comprendre de quelle façon les tâches pédagogiques et leur mise en œuvre contribuent au développement des compétences en langue additionnelle (LA). Cette Note du terrain, destiné aux personnes enseignantes et futures personnes enseignantes, a pour objectif de définir l'ELBT et d'illustrer le concept de tâche pédagogique. Une séquence didactique conçue pour de jeunes personnes apprenantes du français LA sera proposée et pourra servir de guide pour l'élaboration de tâches similaires.

Fontaine, M., Livernoche, G., Moreau, A. C., & Boily, É. (2025). **Amélioration de deux dispositifs de formation-accompagnement à l'implantation de programmes pour les élèves ayant une difficulté spécifique de la lecture-écriture.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 92-118. <https://doi.org/10.26443/mje/rsem.v59i2.10147>

La présente recherche exploratoire présente les résultats de la mise à l'essai de deux dispositifs de formation-accompagnement à l'implantation de programmes de rééducation de l'identification et de la production de mots écrits d'élèves ayant une difficulté spécifique de la lecture-écriture¹. Un dispositif général vise à implanter diverses pratiques basées sur des résultats probants, dont des programmes validés, et un dispositif spécifique vise l'implantation d'un programme intégrant des aides technologiques. Les objectifs de cet article permettent de décrire ce que les orthopédagogues participantes rapportent de leur expérience et observent comme effets sur l'apprentissage des élèves et sur leur développement professionnel. Des méthodes qualitatives de collecte et d'analyse de données sont utilisées. Les conditions d'amélioration des deux dispositifs sont dégagées.

Fournier-Gallant, V. A. (2025). **L'éducation à la sexualité à l'école primaire dans le cadre du programme Culture et citoyenneté québécoise intégrant le développement de la pensée critique par le dialogue: représentations de personnes étudiantes et enseignantes** (Thèse de doctorat en éducation, Université de Sherbrooke). Consulté à l'adresse <https://hdl.handle.net/11143/23476>

Cette recherche doctorale porte sur l'enseignement de l'éducation à la sexualité (ÉAS) au primaire, tel que prévu dans le programme Culture et citoyenneté québécoise (CCQ) du gouvernement du Québec (2024). Ce dernier vise le développement de compétences citoyennes ancrées dans la pensée critique et soutenues par le dialogue. L'ÉAS y occupe une place centrale comme levier d'émancipation, de justice sociale et de formation au vivre-ensemble (UNESCO, 2018). L'étude descriptive menée identifie les représentations de personnes étudiantes et enseignantes concernant l'ÉAS, la pensée critique et le dialogue, ainsi que leur articulation et leur enseignement. À la fois

quantitative et qualitative, les résultats découlent de la diffusion d'un questionnaire en ligne rempli par 21 personnes étudiantes finissantes au Baccalauréat en enseignement au préscolaire et au primaire de l'Université de Sherbrooke ainsi que 72 personnes enseignantes du primaire œuvrant dans les différentes régions du Québec. De plus, 16 titulaires de classe ont participé à une entrevue semi-dirigée. La présente recherche ressort les conditions nécessaires à l'implantation effective de l'enseignement de l'ÉAS, intégrant le développement de la pensée critique par le dialogue. Elle rappelle que l'école, lieu privilégié de socialisation et de transformation, doit outiller les enseignantes et enseignants afin de garantir aux élèves une éducation complète et de qualité, abordant la sexualité sous un angle éthique, inclusif et positif. À ce titre, la formation initiale et continue, mais aussi l'instauration de dispositifs d'accompagnement des personnes enseignantes mandatées pour dispenser l'ÉAS, sont relevées. Enfin, un processus itératif d'enseignement est proposé.

Gagnon, M., Agundez-Rodriguez, A., Richard, A., Theis, L., & Michaud, O. (2025). **Pratiquer le dialogue philosophique avec les adolescents : comment favoriser une plus grande prise de conscience des apprentissages chez les élèves.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 119-142. <https://doi.org/10.26443/mje/rsem.v59i2.10108>

La pratique du dialogue philosophique avec les jeunes connaît un essor important au niveau international. Or, puisque celle-ci prend régulièrement forme à l'intérieur d'un contexte scolaire, dont l'une des missions est de susciter des apprentissages, il devient précieux d'entreprendre des études visant à documenter ceux effectués par les élèves, dont la conscience qu'ils-elles en ont. Les études à cet égard, dont celles visant à comparer cette conscience au regard d'une variété de dispositifs, sont inexistantes. C'est ce qui est examiné dans le cadre de cet article, un examen qui conduit à penser que la manière dont sont construites les séquences d'apprentissage peut avoir des répercussions sur la perception que les élèves se font des apprentissages qu'ils effectuent en philosophie.

Gardair, E., & Constans, S. (2025, juillet 29). **Loisirs et vacances : les enfants doivent-ils toujours apprendre quelque chose ?** <https://doi.org/10.64628/AAK.6r7qnv63a>

Les accueils extrascolaires laissent-ils encore aux enfants et aux adolescents la liberté d'apprendre autrement qu'à l'école ?

Gharaibeh, M., Ayasrah, M. N., & Almulla, A. A. (2025). **Supplemental role of ChatGPT in enhancing writing ability for children with dysgraphia in the Arabic language.** *Education and Information Technologies*, 30(15), 21019-21039. <https://doi.org/10.1007/s10639-025-13605-6>

Dysgraphia is a learning disability that impairs children's written expression, mainly handwriting but also coherence at the same time. This research work was conducted to know the effectiveness of Chat Generative Pre-trained Transformer (ChatGPT)-based intervention, in assisting children with dysgraphia to enhance their writing skills. The quasi-experimental research was carried out with 80 participants (dividend in 2 groups, control and treatment, with 40 children in each) aged between 8 and 10 who were from public and private schools in the United Arab Emirates (UAE). The control group was given standard instructions as per the Ministry of Education (MoE) recommendation while the treatment group was given ChatGPT based interventions (consisting of 16 sessions over 8 weeks, with 2 sessions per week, each lasting 30 min) in addition to standard teaching.

Normative tests of writing skills, modified for dysgraphia, were employed to evaluate the usefulness of ChatGPT as a teaching tool. A repeated-measures Analysis of Variance (ANOVA) revealed that the intervention had a significant positive influence on the writing scores of treatment group. The conclusion of this study was that AI tools like ChatGPT can significantly enhance writing abilities in children with dysgraphia, providing tailored educational support and promoting a more inclusive and effective learning environment. These findings support the potential benefits of integration of AI technologies in educational strategies for students with dysgraphia, highlighting the potential for customized and adaptive learning aids to improve individual learning processes and overall teaching methods.

Guarnieri, R., Crocetta, T. B., de Lima Antão, J. Y. F., Guarnieri, C., Antunes, T. P. C., de Almeida Barbosa, R. T., ... de Mello Monteiro, C. B. (2025). **Total reaction time can explain the performance on the literacy and numeracy skills of young people with intellectual disabilities using an augmented reality game.** *Education and Information Technologies*, 30(15), 21929-21951. <https://doi.org/10.1007/s10639-025-13627-0>

Evidence suggests a relationship between literacy and numeracy skills and cognitive abilities, which could be improved by augmented reality (AR) games. This study aimed to investigate to what degree the performance in a literacy and numeracy skills AR game explains associations between total reaction time (TRT) and educational achievement measures. Eighty-three participants with intellectual disabilities, aged 6 to 17 (with and without Down syndrome), and 37 participants from public schools with typical development participated in a cross-sectional study. TRT was measured using the TRT_S2012 software, and performance on AR tasks was assessed with the Moviletrando game. The analysis of variance revealed that the improvement in TRT overall performance on the second attempt ($M = 1.70$) compared to the first ($M = 1.85$) was not significant, with $F(1,99.00) = 0.76$, $p = .39$, $\eta^2 = 0.01$. Post hoc comparisons indicated that the group with typical development performed significantly faster in overall scores on the TRT scale when compared to the groups with Down syndrome and intellectual disabilities ($p < .001$). These two groups reported similar performances ($M = 2.65\text{ms}$; $M = 1.87\text{ms}$, respectively) in the TRT task after performing the AR game, but both showed lower performance compared to the typical development group ($M = 0.59\text{ms}$), the main effect for group was $F(2,99) = 14.04$, $p < .01$, $\eta^2 = 0.22$. Educational achievement measures were strongly correlated with TRT and each Moviletrando subscale. The group with Down syndrome was able to achieve the average time in the most complex task. The performance of participants with intellectual disabilities was delayed compared to their peers with typical development. Educational achievement measures and TRT explain the associations between these performances.

Haldane, J. (2025). **Flourishing as an Aim of Education: Some Challenges.** *British Journal of Educational Studies*, 73(5), 597-614. <https://doi.org/10.1080/00071005.2025.2542679>

One need not hold a religious view to think that as well as equipping pupils with knowledge and skills, education might seek to give or enable them to form some conception of the meaning or significance of life. Conjoined with notable failures to provide a credible alternative to traditional forms of moral education such considerations have contributed to a movement from the deontological (rules and principles), to the instrumentally prudential (clarity and coherence), to the axiological (values), to the aretaic (character and virtue), and most recently to the teleological seeing the role of virtue as relating instrumentally and constitutively to leading a flourishing life. This

approach faces significant challenges, however, which need to be addressed before it can hope to be adopted across a range of educational contexts but particularly within schooling. These relate to the form and content of statements concerning human flourishing. The appeal to flourishing as an educational aim is difficult first and most abstractly because flourishing is a more logically complex and metaphysically substantial notion than is sometimes recognised; and second, because in the context of contested ends and purposes appeals to flourishing face some of the same challenges as do older educational schemes intended to prepare for life and for death.

Hsu, T.-C., & Hsu, T.-P. (2025). **Teaching AI with games: the impact of generative AI drawing on computational thinking skills.** *Education and Information Technologies*, 30(15), 21499-21518. <https://doi.org/10.1007/s10639-025-13624-3>

While computational thinking (CT) is crucial for modern education, integrating artificial intelligence (AI) into learning poses challenges due to its complexity. Generative AI Drawing (GAID) offers an intuitive method for teaching AI concepts, but barriers such as restrictive access for younger students and limited instructional frameworks hinder its potential. This study proposes combining GAID with game-based learning (GBL) to create an engaging, hands-on approach for teaching CT and AI literacy. A GBL environment was developed where students designed and refined robot-control board game cards. This study involved a total of 56 sixth-grade students from two elementary schools in northern Taiwan. One group, consisting of 28 students using GAID and block-based coding to foster AI literacy, was assigned as the experimental group. The other group, consisting of 28 students who did not employ GAID but relied only on a Google search engine in their learning, was assigned as the control group. The results showed that the experimental group enhanced algorithmic thinking and AI literacy, particularly in the "Create AI" dimension, compared to the control group. However, the control group excelled in CT concept mastery, suggesting that the beginners need conventional learning first to better support foundational CT learning. Consequently, a balanced educational approach blending automated tools like GAID with exploratory, project-based activities is recommended to maximize learning outcomes.

Ji, X., & Zheng, X. (2025). **Can pedagogical agents and visual cues enhance students' deep learning in a virtual reality environment? Insights from multiple data analysis.** *Education and Information Technologies*, 30(15), 22343-22365. <https://doi.org/10.1007/s10639-025-13639-w>

The current study aimed to explore the influence of pedagogical agents and visual cues on students' deep learning within a virtual reality setting by evaluating the effects on various factors, including learning outcomes, intrinsic motivation, cognitive load, learning engagement, and cognitive processing metrics. The investigation utilized a 2 × 2 factorial between-subjects experimental design, wherein 72 participants were randomly assigned to one of four conditions resulting from the fully crossed manipulation of pedagogical agent (present vs. absent) and visual cue (present vs. absent). The Tobii Pro X3-120 eye-tracking device was utilized for the assessment of learning engagement, while Emotiv EPOC Flex EEG was utilized to assess cognitive processing. Learning outcomes were assessed through a learning performance test, while intrinsic motivation and perceived cognitive load were evaluated using self-report instruments. Two-way ANOVA analyses revealed that the presence of visual cues has marked improvement on intrinsic motivation, learning engagement, and cognitive processing among participants. The combination of pedagogical agents and visual cues yielded a synergistic effect and

significantly optimized learning outcomes. Noticeably, the combination of pedagogical agents and visual cues can effectively stimulate students' intrinsic motivation, encouraging them to invest more cognitive resources in the learning process and increasing the likelihood of successful long-term memory encoding, which in turn leads to better learning outcomes. The findings of this study, derived from multiple data analysis, provide valuable insights for the design of VR settings that effectively foster students' deep learning.

Kristjánsson, K. (2025). **Flourishing, Education, and the Good Human Life: The Search for a Theoretical and Practical Synthesis.** *British Journal of Educational Studies*, 73(5), 575-595. <https://doi.org/10.1080/00071005.2025.2542678>

In the last few years, the concept of human flourishing (eudaimonia) – denoting predominantly objective features of human well-being – has come into vogue within various areas of the humanities and social sciences (philosophy, psychology, economics, health sciences, education) after only playing a marginal role since ancient times. This development is perhaps most noticeable within education where the biggest international policymaker in the field, OECD, is considering revising its decades-old human capital theory about the aims of education and adopting a human flourishing paradigm. This article describes the outcomes of some theoretical work that the present author did as a consultant for OECD in trying to synthesise various theoretical flourishing paradigms for practical purposes. It talks about the pros and cons of each paradigm and some recent criticisms that have been aimed at all of them. While arguing for the possibility of reconciliations, the main aim is to motivate readers to think about the credibility of a flourishing agenda for education, in general, and the possibility of synthesising satisfactorily the different approaches to it, in particular.

Li, M., Li, C., Chen, Y., & Hwang, G.-J. (2025). **Effects of an automated evaluation mechanism on students' writing performance and higher-order thinking in an AR-based formative-peer-assessment learning mode.** *Education and Information Technologies*, 30(15), 21889-21928. <https://doi.org/10.1007/s10639-025-13611-8>

Proficiency in written communication is an essential prerequisite for achievement in both academic settings and broader life contexts, yet many struggle with initiating writing and engaging in deep self-reflection and text revision. To address this challenge, this study integrated augmented reality (AR) technology with formative peer assessment (FPA)-based feedback methods to facilitate students' writing performance and higher-order thinking (HOT). An empirical study was conducted with 110 Chinese pupils, who were randomly assigned to three groups: a group using formative peer assessment and teacher assessment in a traditional lecture-based learning mode (TFPA); a group using formative peer assessment and teacher assessment in an AR environment (AR-TFPA); and a group using formative peer assessment and automated writing evaluation (AWE) within an AR environment (AR-AFPA). The results indicated that the TFPA approach negatively impacted students' writing performance and HOT compared to the AR-TFPA approach. While the AR-AFPA approach positively influenced writing performance compared to the AR-TFPA approach, no significant differences were observed in HOT. To better understand how FPA facilitates the writing process, we examined the mediating role of feedback types in the relationships between FPA approaches and writing performance/higher-order thinking. Mediation analysis revealed that the affective and cognitive characteristics of received feedback significantly mediated the relationships between the adopted approaches (i.e., TFPA vs. AR-TFPA; AR-AFPA vs. AR-TFPA) and

improvements in writing performance and HOT. The present study aimed to provide insights into how integrating an AWE mechanism into AR-based FPA learning mode can potentially help learners' writing performance and higher-order thinking.

Ma, X., Zhang, J., Zhang, X., & Si, S. (2025). **The Cascading Development of Parental Autonomy Support, Need for Cognition and Creativity in Chinese Middle School Students.** *Journal of Youth and Adolescence*, 54(11), 2859-2875. <https://doi.org/10.1007/s10964-025-02234-4>

Previous studies have demonstrated the independent effects of parental autonomy support and need for cognition on creativity. However, it remains unclear how these factors jointly drive the development of creativity among adolescents, or how creativity shapes need for cognition and influences individuals' perceptions and constructions of their environments. Grounded on the framework of developmental cascades, this longitudinal study explored the dynamic relationships among parental autonomy support, need for cognition, and creativity development. Data were collected from 275 first-year middle school students from China ($M_{age}(T1) = 12.730 \pm 0.591$, Nboys = 150) in three waves with 1-year intervals. The results indicated that parental autonomy support had a diffusion effect on the development of both need for cognition and creativity; bidirectional relationships between need for cognition and creativity, as well as between parental autonomy support and need for cognition. These findings suggest that creativity develops through the cascading changes in parental autonomy support and need for cognition, providing both theoretical and empirical support for the cultivation and development of creativity among Chinese adolescents.

Manyilizu, M. C. (2025). **Investigation of students' prior knowledge in ICT and chemistry for effective use of virtual laboratory in Tanzanian secondary schools.** *Education and Information Technologies*, 30(15), 21703-21725. <https://doi.org/10.1007/s10639-025-13609-2>

Virtual laboratory is an emerging technological and innovative tool which has been widely used in different disciplines particularly in education technologies and instructional design. Such tool has been proved to enhance teaching and learning practices especially in science, technology, engineering and mathematics (STEM) related subjects. This study investigated contributions of student's prior knowledge in ICT and chemistry towards effective use of chemistry virtual laboratory in Tanzanian secondary schools. The chemistry virtual laboratory was devised using ADDIE instructional design model, and then practiced through Activity Theory for the seventy nine (79) Form Two students at Dodoma Secondary School in Tanzania. The developed chemistry virtual laboratory effectively supported digital learning environment via the 5I's framework principles which are Innovative, Interactive, Involvement, Informative, and Influential. Using Activity Theory, interlinked practices of students' prior knowledge in ICT and chemistry with paper-based or/and real practical towards virtual laboratory were conducted. The virtual laboratory results indicated relatively high average performance with the strongest correlation against students' prior general knowledge in ICT via practice that was preceded by general ICT and chemistry then real to paper-based practical. Such findings suggest that, apart from students having good awareness in ICT, practices through real practical then paper-based experiments provide them with strong experience and confidence to perform well in virtual laboratory. Therefore, a need for prior ICT training can facilitate better engagement with virtual laboratory and enhance chemistry conceptual understanding in a digital environment for students.

Interestingly, the revised Education and Training Policy of 2014 (Edition of 2023) and new curricula for primary and secondary school education levels in Tanzania have accommodated ICT related subjects.

Martinez-Yarza, N., Solabarrieta Eizaguirre, J., & Santibáñez Gruber, R. (2025). **Social-emotional and character development scale (SECDS): validation of a Spanish version in low-income communities with racially and ethnically diverse youth.** *Educational Research for Policy and Practice*, 24(3), 431-453. <https://doi.org/10.1007/s10671-025-09398-7>

Social-emotional skills can help students overcome learning challenges and prevent at-risk or problematic behaviors as well as promote their overall well-being and psychological growth. Despite the recent evolution of intervention programs targeting social-emotional skills, psychometrically sound and effective assessment tools remain limited. The focus of this study is the Social-Emotional and Character Development Scale (SECDS), a self-reported rating scale developed by Ji et al. (*Inf Age Publ* 9:121–147, 2013). To date, only a few studies have validated an instrument measuring social-emotional skills in a Spanish student sample. Accordingly, the main objective is to examine the validity and reliability of the SECDS in a Spanish-speaking context. The sample consisted of 264 students ranged in age from 8 to 17 years old in geographically diverse locations throughout the Basque Autonomous Community in Spain. The findings confirm the scale's multidimensional and hierarchical structure, as well as its reliability for assessing social-emotional skills in this age group. The correlated-factor model showed a superior fit, outperforming alternative models. Internal consistency was satisfactory across most subscales, with some variability reflecting challenges in measuring dimensions with fewer items. Importantly, the adaptation process included recommendations to use a 5-point Likert scale to better capture the developmental level of secondary-aged students. This study provides support for a translation and adaptation of the SECDS for use with primary and secondary students, addressing a critical gap in the availability of robust assessment instruments for Spanish-speaking populations. Additionally, it advances cross-cultural research in the field, enabling international comparisons and fostering understanding across diverse educational contexts.

OECD. (2025a). **Skills that Matter for Success and Well-being in Adulthood.** Consulté à l'adresse OECD website: https://www.oecd.org/en/publications/skills-that-matter-for-success-and-well-being-in-adulthood_6e318286-en.html

The Survey of Adult Skills provides insights into the information-processing skills needed for effective participation in the labour market and society. The 2023 cycle expanded its scope to include measures of social and emotional skills – agreeableness, conscientiousness, emotional stability, extraversion and openness to new experiences – offering a more comprehensive perspective on the skills adults need to thrive in a rapidly changing world. This report examines how social and emotional skills are distributed across the adult population, and how they influence key life outcomes beyond the impact of the cognitive skills measured in the survey, such as literacy. The results highlight the importance of social and emotional skills in shaping adults' success in work and life. While cognitive skills remain key determinants of labour market outcomes, social and emotional skills independently contribute to employment, wages and job satisfaction. They are also positively related to educational attainment, health, well-being and civic participation. Moreover, these skills vary across socio-demographic groups, including differences by age, gender, parental education and immigrant background. Drawing

on this evidence, the report discusses policy options to promote social and emotional learning throughout the life course, emphasising its value in supporting adults as workers, learners and active citizens.

OECD. (2025b). **What are the trade-offs between learning and digital leisure outside of school?** *PISA in Focus*. <https://doi.org/10.1787/b7aa2c22-en>

Students make trade-offs between time spent learning and on digital leisure outside of school. Those who spend too much time on digital leisure outside of school spend less time on homework, are less involved with learning at school and less motivated to learn. Their mathematics performance, sense of belonging at school and overall life satisfaction are lower than for students who balance their time outside of school between digital leisure and learning. Helping students and families better manage digital leisure time outside of school can lead to better academic engagement and outcomes than outright bans on digital leisure outside of school.

OECD. (2025c). **Why should we pay more attention to adults' social and emotional skills?** *Adult Skills in Focus*. <https://doi.org/10.1787/17516b98-en>

The Survey of Adult Skills assesses key information-processing skills of adults – literacy, numeracy and problem solving. The 2023 cycle expands this scope by including measures of social and emotional skills: agreeableness, conscientiousness, emotional stability, extraversion and openness to new experiences. This broader approach enables policymakers, researchers and educators to understand how cognitive and social and emotional skills jointly shape life outcomes. A lifelong-learning, multi-channel approach that embeds social and emotional learning into formal education systems, non-formal learning and workplaces can help strengthen these skills in both youth and adulthood and support groups with lower skill levels.

Olson, R. S. (2025). **On the Promotion of Human Flourishing in Education: Formative Concepts.** *British Journal of Educational Studies*, 73(5), 615-635. <https://doi.org/10.1080/00071005.2025.2542680>

The aim of human flourishing can be assessed in educational institutions with the Human Flourishing Measure. Educational institutions could more effectively promote human flourishing, especially the formation of character and the virtues, with concepts that correspond to the five domains of human flourishing and deepen their understanding and practice. These concepts are moral sources and culture (for the domain of happiness and life satisfaction), anthropology (for the domain of physical and mental health), agency and motivation (meaning and purpose), performance and context (character and virtue), and love and pedagogy (close social relationship). In view of the diversity of educational settings in the UK and USA, each concept is elaborated in thick and thin versions to guide evaluation and implementation.

Pan, Q., Reichert, F., Liang, Q., de la Torre, J., & Law, N. (2025). **Measuring digital literacy across ages and over time: Development and validation of a performance-based assessment.** *Education and Information Technologies*, 30(15), 22065-22100. <https://doi.org/10.1007/s10639-025-13592-8>

Measuring digital literacy (DL) across ages and tracking its growth over time have remained challenging in the area of digital literacy assessment. The current analysis reports on the psychometric properties of a performance-based Digital Literacy Assessment (DLA) instrument grounded in the DigComp 2.1 framework. Utilising a

longitudinal cohort study design, the DLA was administered to Hong Kong students across three age cohorts, from lower primary to upper secondary, over a two-year period. Data were collected in 2019, before the COVID-19 pandemic, and in 2021, during the pandemic. The analysis provides validity and reliability evidence for using the DLA in longitudinal studies to assess DL from late childhood through late adolescence. The results further suggest that students' DL improved with grade level, with secondary students outperforming primary students but also displaying greater variability in scores. Over the two years, students generally demonstrated improvement in DL while inter-individual differences in DL growth rates widened. These findings indicate the widening of digital divides and highlight the need to investigate factors that contribute to diversity in DL development. In conclusion, our study provides evidence for the robustness of the DLA as an instrument to assess DL growth across ages and over time. Further, the DLA allowed us to uncover the substantial overlap in DL ability across different age groups and the widening second-level digital divide as children move into higher grades, and that the digital divide aggravated during the COVID-19 pandemic. Implications and challenges to the learning and assessment of DL are discussed.

Patrick, P. M., Yip, S. Y., & Campbell, C. (2025). **Artificial Intelligence and Higher-Order Thinking: A Systematic Review of Educator and Student Experiences and Perspectives in Higher Education.** *Higher Education Quarterly*, 79(4), e70069. <https://doi.org/10.1111/hequ.70069>

Since 2022, Artificial Intelligence has taken the education field by storm, resulting in a proliferation of research on AI's benefits, challenges, and pitfalls. A particular area of concern and uncertainty centers around AI and its impact on higher-order thinking skills. This qualitative systematic review comprising 31 articles aims to gather and synthesize the impact and influence of AI on higher-order thinking skills, specifically from the perspectives of higher education educators and students. For both groups, the positive experiences outweighed the negatives. Educators cited using AI to design lesson plans, and students described AI as an interactive and experiential learning tool. Collectively, both groups highlighted that AI facilitated interactive and enriching classroom environments. However, depth and complexity in thinking and ethical challenges were raised as concerns. The review discusses these findings within the context of higher-order thinking skills and presents practical implications for educators and students.

Peng, H., Chen, J., & Shi, Y. (2025). **Exploring the effect of a flexible scaffolding for promoting deep learning in smart classrooms.** *Education and Information Technologies*, 30(15), 22413-22441. <https://doi.org/10.1007/s10639-025-13656-9>

Achieving deep learning in smart classrooms is an important issue in smart education. Research suggests that deep learning requires special scaffolding to support students' learning flexibility according to their own needs. In this regard, this study proposes a smart-classroom-oriented learning scaffolding that can reflect flexibility in learning tasks, learning activities, learning processes, and instructional decision-making. A six-week experimental study was conducted with 98 high school students and the results suggest that the proposed flexible scaffolding has a positive effect in promoting deep learning in smart classrooms regarding 1) students' classroom engagement ($F(1, 84) = 12.00$, $p < .001$, $\eta^2 = 0.13$) and their flow state obtained during engaged in learning ($F(1, 84) = 14.45$, $p < .001$, $\eta^2 = 0.15$); 2) students' deep learning approaches adoption ($F(1, 84) = 9.33$, $p < .01$, $\eta^2 = 0.10$), including deep strategies ($F(1, 84) = 9.33$, $p < .01$, $\eta^2 = 0.10$) and deep motive ($F(1, 84) = 6.24$, $p < .05$, $\eta^2 = 0.07$); and, 3) development and transfer of

higher-order abilities, for instance, English writing creativity ($F(1,83) = 17.61$, $p < .001$, $\eta^2 = 0.18$). The result demonstrated the potential of the proposed scaffolding in guiding teachers to design deep learning task sheets and supporting students' flexible deep learning in smart classrooms.

Pfeuffer, J., Stoeger, H., Vialle, W., & Ziegler, A. (2025). **Introducing dynamic equity gaps: a theoretical framework and an empirical illustration in STEM.** *Social Psychology of Education*, 28(1), 172. <https://doi.org/10.1007/s11218-025-10131-8>

Equity gaps in education are typically associated with the disadvantage of a historically underserved group. They are usually labeled according to these groups (group labels) and/or the opportunities or outcomes (focal labels) in which they differ. However, this labeling practice favors a static understanding of equity gaps. As an alternative, we introduce the notion of dynamic equity gaps. Dynamic equity gaps are based on a labeling practice in which a non-static relation between group and focal variables is reflected in the label. We propose a four-step procedure to identify and examine dynamic equity gaps and provide an illustrative example using data from 328 secondary school students. Step (1): Focus on the equity gap; students with parents in STEM occupations tend to have a better average grade in STEM subjects. Step (2): Retrodictive focus; the more students identify with the STEM field, the higher their STEM grades tend to be. Step (3): Prospective focus: Students with parents in STEM occupations tend to identify stronger with STEM. Step (4): Holistic focus; the positive effect of being a pupil whose parents work in STEM is partially explained via higher identification with STEM.

Rosidah, Miftach Fakhri, M., Naufal, M. A., Machmud, M. T., Fadhilatunisa, D., Arifiyanti, F., & Soeharto, S. (2025). **From games to gains using geogebra: investigating microgames and augmented reality in affecting student motivation, confidence and problem-solving strategies in learning mathematics.** *Education and Information Technologies*, 30(15), 21371-21402. <https://doi.org/10.1007/s10639-025-13620-7>

Despite the increasing use of digital tools in education, limited research has explored their combined impact on both cognitive and affective learning outcomes in mathematics. This study aims to address this gap by investigating the effect of integrating GeoGebra technology through Augmented Reality (AR) and microgames on students' motivation, confidence, and the application of effective problem-solving strategies in mathematics education. A quantitative methodology with a cross-sectional design was employed, involving 1,148 university students from various regions of Indonesia. The proposed model was validated using PLS-SEM, which confirmed both the measurement and structural models. The evaluation of the measurement model established the instrument's validity and reliability. The structural model analysis confirmed that AR technology and microgames, when integrated with GeoGebra, significantly enhanced problem-solving abilities. Motivation and confidence were identified as key mediators in this process. Motivation and confidence were found to mediate the relationship between digital tool integration and the development of effective problem-solving strategies. The model explained 62.2% of the variance in student motivation and confidence and 39.2% of the variance in problem-solving strategies, confirming the model's effectiveness and robustness in capturing the relationships among the constructs under investigation. This study provides new insights into the complex role of technology in mathematics education and emphasizes the importance of adopting advanced digital tools to enhance both cognitive and affective learning outcomes. The findings suggest that educators and policymakers should consider implementing these technologies to create

more engaging, effective, and motivationally supportive learning environments. Future research should explore the long-term impact of these technologies and their effectiveness across diverse educational settings.

Sala-Sebastià, G., Breda, A., & Font, V. (2025). **Characterising computational and geometric thinking in pre-service Early Childhood Education teachers by playing with MatataLab.** *Education and Information Technologies*, 30(15), 21079-21103. <https://doi.org/10.1007/s10639-025-13589-3>

This article aims to characterise geometric and computational thinking of future Early Childhood Education teachers through participating in a robotic problem-solving activity for 5-year-old pupils using MatataBot, MatataLab's educational robot. The study, carried out during academic year 2022–2023, involved 42 early childhood education students from a Spanish university. The methodology was divided into three phases: in the first, the participants familiarised themselves with the robot; in the second, they programmed the robot to represent basic geometric figures; and in the third, they reflected on their learning and on the geometric aspects identified. The data obtained in the last two phases (gathered from observations and videos recorded by the authors during the implementation, from the reports the different groups of students presented, and from the videos they recorded of the development of their activities) were analysed qualitatively using the Didactic-Mathematical Knowledge model from the Onto-semiotic Approach and the categories of common errors in programming. Pre-service teachers demonstrated conceptual gaps in geometric properties, leading to errors in programming representations. It is concluded that, although educational robots can enhance the understanding of geometry, it is essential to address the previous knowledge of teachers and prepare them in both mathematical knowledge and in the use of technological tools, fostering comprehensive training that enables the improvement of teaching in Early Childhood Education.

Shirefley, T. A. (2025). **Shaping young scientists: parental beliefs and support as social influences on children's motivation beyond the classroom.** *Social Psychology of Education*, 28(1), 177. <https://doi.org/10.1007/s11218-025-10133-6>

Situated Expectancy Value Theory (SEVT) emphasizes the role parents play in shaping children's confidence and value they place on science. Although a robust literature has documented parental influences on children's science motivations in school-based contexts, less is known about how parents' attitudes and support shape children's science motivation in extracurricular learning environments. Moreover, prior work has rarely considered whether motivational processes differ across science domains, such as life versus physical sciences. The present study addressed these gaps by examining whether parents' attitudes and support predicted children's science motivation during participation in a regional science fair, and whether patterns varied by project domain. The study examined 96 parent–child dyads (60% girls; Grades 3–11). Hierarchical regression analyses indicated that parents' perceptions of children's science task value were the most consistent positive predictor of children's motivational beliefs, significantly predicting both ability beliefs and task value. The encouragement children reported receiving from their parents was a positive predictor of children's task value, but parental reports of encouragement were not. In contrast, instrumental support through hands-on help was negatively associated with children's ability beliefs across both parent and child reports. No significant differences were found between life and physical science projects. This research indicates that parents play an integral role in children's science motivation

development when they participate in extracurricular science-learning opportunities. Subsequently, parents may need external support to learn how to provide appropriate help on student projects and offer general science encouragement that promotes science motivation.

Stearns, Mickelson, Bottia, Allen, Dancy, & Moller. (2025). **How Community College Educations Generate Both Science Capital and Science-Specific Transfer Capital Among Low-Income White Women Majoring in STEM.** *Community College Journal of Research and Practice*, 49(12), 748-768. <https://doi.org/10.1080/10668926.2024.2383204>

Given current enrollment patterns that feature a predominance of women, community college enrollment may offer potential for increasing gender diversity in STEM fields if students transfer successfully to four-year institutions. While many do not transfer, those who do can increase their stocks of science capital while enrolled at community college. This project follows pathways of some of the low-income students who successfully complete transfers to four-year institutions, focusing on interviews with White women. While not positive in every aspect, community college enrollment offered these low-income interviewees time to build science-related social and cultural capital that then helped them to succeed in transferring to four-year universities and to support them in STEM fields they perceived as being male-dominated. All the students came from households with low levels of science capital and had not strongly considered majoring in STEM prior to enrolling in community college. Interviewees describe their time at community colleges as critical in allowing them to explore STEM fields, construct positive relationships with STEM instructors, improve their time management skills, and increase their STEM self-confidence. These increased stores of science capital were not sufficient to keep all the transfer students majoring in STEM fields but did support the educational trajectories of all transfer students. Thus, community college enrollment can give students time to incubate both science capital and science-related transfer capital, the latter being especially useful for low-income White women in STEM.

Tscholl, M., Xie, Y., Smith, T. J., & Hung, W.-C. (2025). **The role of task designs on problem-solving and computational thinking processes in elementary school education.** *Education and Information Technologies*, 30(15), 22207-22227. <https://doi.org/10.1007/s10639-025-13638-x>

In elementary school classrooms, Computational Thinking (CT) teaching often is embedded in problem- or project-based pedagogies and involves programming using Educational Robotics. Little is known, however, about how children solve problems in these contexts, and how task designs influence which CT and problem-solving processes they apply. In this study, we examined children's problem-solving and enactment of CT processes in two different task contexts. We analyzed talk and actions of 16 pairs of 8- and 9-year-old children who programmed robots in distinct task contexts: a more structured context (a simulation task) vs. a more open-ended context (a path-finding task). Results showed that in the path-finding task children used increasingly lower-level problem-solving steps and more frequently relied on trial-and-error approaches. A contrasting profile was found in the simulation task. We link the contrasting profiles to task designs and contextual factors. We call for empirical studies of classroom learning activities that enable children to create models of CT teaching, so as to support instructional designers and teachers in the development of task designs aligned with instructional goals and children's problem-solving and CT skills.

Vázquez-Rodríguez, A., Quiroga-Carrillo, A., García-Álvarez, J., & Sáez-Gambín, D. (2025). **Soft skills and the corporate social dimension: the perspective of university graduate employers.** *Educational Research for Policy and Practice*, 24(3), 361-389. <https://doi.org/10.1007/s10671-025-09395-w>

Today's job market is characterised by intense competition among young graduates with the same qualifications. Consequently, soft skills have become particularly important in the processes of attracting and recruiting talent because they allow improvements in productivity, innovation, and internationalisation within businesses. This study aims to determine the soft skills that Spanish employers demand most from university graduates within the Spanish context. More specifically, it seeks to provide evidence related to the demand for these skills according to variables such as Corporate Social Responsibility, employers' social engagement, and candidates' participation in non-formal education activities. To this end, a quantitative methodology was applied, using a sample of 83 employers from different businesses. The results show that the soft skills in most demand were related to interpersonal relationships, self-management, and entrepreneurship. Furthermore, there were differences in this assessment related to employers' social engagement and graduate participation in non-formal education activities. The study has implications for higher education institutions' strategies and for students' academic and professional development, contributing to a better fit between education and business.

Voyer, S., & Véronneau, M.-H. (2025). **Le bien-être psychologique des élèves de formation professionnelle lors de leur transition en emploi : le rôle de la compétence émotionnelle et de la réussite éducative.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 242-264. <https://doi.org/10.26443/mje/rsem.v59i2.10146>

La transition de l'école vers le marché du travail comporte plusieurs défis pour les élèves de la formation professionnelle au Québec. Alors que le bien-être psychologique au travail se révèle un indicateur important d'une transition réussie, ce concept est peu étudié. La compétence émotionnelle et la réussite éducative sont étroitement liées et pourraient contribuer au bien-être psychologique. Cette étude à deux temps de mesure et incluant 179 élèves visait à vérifier si la réussite éducative joue le rôle de médiateur entre la compétence émotionnelle et le bien-être psychologique. Les analyses de régression soutiennent que la réussite éducative agit effectivement comme médiateur dans cette relation. Cette étude met en lumière le potentiel d'interventions visant à renforcer la compétence émotionnelle des élèves.

Zarrinabadi, N., Lou, N. M., & Rezazadeh, M. (2025). **Rethinking teaching skills: growth teaching mindsets predict teachers' positive emotions and effective management in EFL classrooms.** *Social Psychology of Education*, 28(1), 157. <https://doi.org/10.1007/s11218-025-10120-x>

Positive emotions and effective classroom management are indispensable components of successful teaching. However, the role of teachers' mindsets about their teaching abilities in their emotions and classroom management has remained understudied. This study investigated whether and how language teachers' beliefs about the stability and malleability of teaching ability (i.e., fixed and growth teaching mindsets) are linked to their classroom management and emotions. The participants were 212 in-service English-as-a-foreign-language teachers (148 females and 64 males; Mage = 33.88). The results of structural equation modeling showed that growth teaching mindset positively predicted teaching enjoyment and instructional and behavioral management, even

after controlling for gender, teaching experiences, and teaching efficacy. In contrast, fixed mindsets positively predicted anger, anxiety, and behavioral management. The study provides insights into applying positive psychology research in language teaching, suggesting that embracing growth mindsets may enhance teachers' efficacy in classroom management as well as emotional well-being.

Zhang, H., & Ge, S. (2025). **Is Gen AI a professor in creativity? A case study in postgraduate students.** *Education and Information Technologies*, 30(15), 22229-22255. <https://doi.org/10.1007/s10639-025-13644-z>

Recent advances in generative artificial intelligence have substantially influenced educational practices, including those at the postgraduate level. This study explores whether and how generative artificial intelligence (Gen AI) improves postgraduates' creativity in research projects. Qualitative analysis of interviews with 12 participants from various disciplines shows mixed views on Gen AI's effectiveness in creativity. While some students find Gen AI useful for initial data processing and generating preliminary insights, others feel it lacks in facilitating deep, creative thinking required to identify novel research gaps. Gen AI seems role as a collaborative tool that enhances the creative process. Students use Gen AI to generate initial insights, which are then critically refined through discussions with peers and advisors. However, Gen AI is not a professor in creativity for postgraduates' research, but it can serve as a tool to stimulate creativity. Meanwhile, postgraduates have diverse views on the impact of generative AI on academic innovation, which span academic practices, social and ethical considerations, and systemic and operational challenges. The research process is supported by five key stages with Gen AI: idea generation, idea execution, idea refinement, idea implementation, and feedback provision. The findings suggest the importance of a balanced approach to integrating AI in educational settings, where it complements rather than supplants established research techniques.

Zhao, J. (2025). **Advancing english language education: A mixed-methods analysis of AI-driven tools'impact on engagement, personalization, and learning outcomes.** *Education and Information Technologies*, 30(15), 21773-21813. <https://doi.org/10.1007/s10639-025-13560-2>

Artificial Intelligence (AI) and cutting-edge technology have been incorporated into schooling in recent years and have changed teaching and learning processes across various disciplines. In English language teaching, AI offers innovative solutions to improve learning results by offering individualized and flexible educational opportunities, improving engagement and motivation, and offering precise feedback mechanisms. In order to improve learning results, this research intends to examine how AI and technology can be incorporated into the teaching of English. Using a mixed-methods approach, 50 instructors participated in semi-structured interviews to obtain qualitative insights, while 530 participants (410 students and 120 teachers) completed a structured questionnaire to provide quantitative data. Additionally, a pre-post test intervention involving 410 students measured the direct impact of AI and technology on learning outcomes. Quantitative data was examined using SPSS software, while qualitative data was assessed using NVivo software. According to the findings, using AI in English instruction greatly boosts student interest and engagement, which enhances learning results. This study's novelty comes from its thorough investigation of how AI and technology can significantly enhance English language teaching and learning outcomes. By employing a mixed-methods methodology that blends significant quantitative data from teachers

and students with qualitative observations from interviews, it provides a comprehensive understanding of AI's effects. The results highlight how AI may improve academic results, personalize learning experiences, and increase student engagement, thereby shaping future educational practices and policies in language instruction.

Aspects économiques de l'éducation

Abou El Khair, C. (2025, octobre 22). **Est-ce la fin du boom de l'apprentissage ?** Consulté 23 octobre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/fin-boom-de-lapprentissage/00116643>

Pour la première fois depuis 2017, les effectifs d'apprentis devraient commencer à baisser cette année. Sans parler d'effondrement, la tendance pourrait être amplifiée par de nouvelles mesures d'économies.

Balestrino, A., Grazzini, L., & Luporini, A. (2025). **The Optimal Mix of Quantity and Quality of Education** [Working paper]. Consulté à l'adresse Università degli Studi di Firenze, Dipartimento di Scienze per l'Economia e l'Impresa website: https://EconPapers.repec.org/RePEc:frz:wpaper:wp2025_14.rdf

We study the roles of quantity and quality of public education in an OLG model in which the working adult cares for her child's education as well as for her elderly parent's consumption, and spends time providing assistance to her parent. A more educated agent has more ability, hence she earns more and provides better assistance. First, we identify the optimal quality-quantity mix that a parent chooses as a function of policy (school fees, income tax, pension). Then, we discuss in a steady-state framework the socially efficient determination of the policy tools. We find that school fees tend to reduce education quantity by boosting working time for both kids and adults, and generally favour the generation of working adults (even though they are the ones paying them), possibly at the expense of a negative impact on the well-being of the young and of the elderly. The opposite is true if education is mostly financed through the income tax. Overall quality is only moderately sensitive to changes in the policy mix.

Bignon, V., & García-Peñalosa, C. (2025). **The toll of tariffs: The impact of protectionism on education and fertility in late 19th century France.** *Journal of Economic Growth*, 30(4), 461-495. <https://doi.org/10.1007/s10887-025-09256-4>

This paper asks whether macroeconomic policy can affect fertility and education by documenting a slow-down of long-term improvements in these two outcomes in the wake of a major protectionist shock that shielded low-skilled individuals from the adverse consequences of the first wave of globalisation. We build a novel dataset for 19th-century France where, following decades of rising grain imports at low prices, high tariffs on cereal were introduced in 1892, shifting relative prices in favour of agriculture and away from industry. We exploit regional data that allow us to measure differences in the intensity of the protectionist shock and find that the tariff halted the long-term increase in schooling and slowed-down the decline in fertility that were already well underway.

Charousset, P., & Monnet, M. (2025). **Gendered Teacher Feedback, Students' Math Performance and Enrollment Outcomes: A Text Mining Approach.** Consulté à l'adresse <https://shs.hal.science/halshs-03733956>

This paper examines how students' gender shapes teachers' feedback and its effects on performance and enrollment. Analyzing written feedback from math teachers to over

600,000 French high school students across five years, we find teachers praise girls for effort and positive behavior, while similarly-performing boys are more often criticized for behavior and praised for intellectual ability. Leveraging quasi-random teacher assignment, we estimate that gendered feedback slightly improves math performance, particularly for girls, especially when effort is emphasized. However, such feedback has no measurable impact on students' higher education enrollment in the following year.

Fagernäs, S., de la Fuente Stevens, D., Pelkonen, P., & del Pozo Segura, J. M. (2025). **Public Gains, Private Strains: Public Investment and Private Schooling in Peru** (Working paper N° 18189). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18189>

In the 2010s, Peru experienced an increase in public educational investment, a substantial improvement in public school learning outcomes, and an erosion in the private sector learning premium. We use longitudinal, geo-coded register data on primary schools and pupils in urban areas to study how the improvement in public schooling affected private schools. With a difference in differences (DiD) framework, we demonstrate that the increase in public school quality reduced enrolment and test scores in private schools, primarily in areas with lower education levels. A staggered DiD analysis shows that new public school openings also reduced enrolment in nearby private schools.

Fouquet-Chauprade, B., Charmillot, S., & Felouzis, G. (2025). **Le marché scolaire genevois : concurrence et interdépendances entre acteurs étatiques et non-étatiques.** *Swiss Journal of Educational Research*, 47(2), 152-163. <https://doi.org/10.24452/sjer.47.2.6>
Dieser Artikel analysiert die Dynamiken des Genfer Schulmarktes, indem er die Schulvermeidung in der Sekundarstufe 1 untersucht. Zur Erfassung des Ausmasses der Schulvermeidung, der Merkmale der betroffenen Schüler*innen sowie der gemiedenen bzw. besuchten Schulen werden Monitoringdaten von 17.013 Schüler*innen herangezogen. Die Ergebnisse belegen, dass die Vermeidung ein signifikantes Phänomen ist, das von sozialer Herkunft und Nationalität der Schüler beeinflusst wird. Sie offenbaren eine Segmentierung und Spezialisierung des Bildungsangebots im Privatschulbereich, in dem verschiedene Schulprofile auf spezifische Anforderungen reagieren. Die Interdependenz zwischen öffentlichem und privatem Sektor bei der Strukturierung des Genfer Schulmarktes wird in der Diskussion um das Konzept der «Bildungsnischen» deutlich.

Ingrao, T. (2025). **Implantation de l'enseignement supérieur privé lucratif: Le cas des bachelors en France.** *Agora débats/jeunesses*, 101(3), 27-46. <https://doi.org/10.3917/agora.101.0027>

Lee, J. (2025). **Class size and school gender composition.** *Asian Economic Journal*, 39(3), 336-364. <https://doi.org/10.1111/asej.12357>

This study examines the effect of class size on the academic achievement of ninth-grade students, using random variation in enrollment as an instrument for class size. I find a substantial improvement in reading test scores after a reduction in class size. These favorable effects are especially strong for students in coeducational schools and for boys. Distributional analysis shows a beneficial effect on reading across all percentiles and on mathematics and English in the lower and middle percentiles. I find that reducing class sizes increases counseling sessions and reduces incidents of school violence, resulting in beneficial effects on academic performance. These findings indicate that the

beneficial effect can be attributed to the improved teacher–student relationship and the peer-to-peer relationship. These results suggest that the effect of class size reduction depends on the classroom environment.

Paris, J. H., & Stefanelli, J. R. (2025). **An Examination of Tuition Revenue Dependence as a Predictor of Master's Programme and Degree Completion Growth in the United States.**

Higher Education Quarterly, 79(4), e70059. <https://doi.org/10.1111/hequ.70059>

Since the 1970s, master's degrees represent the fastest growing degree in the United States (US). Accordingly, there is a need for greater understanding of the factors that have contributed to this sustained, upward trend. Guided by resource dependence theory, we conducted hierarchical multiple linear regression analyses to examine whether more than 1000 non-profit US institutions' dependence on tuition revenue (i.e., tuition revenue as a percentage of core revenues) is a statistically significant predictor of the percentage change in the number of master's degree programmes offered and master's degree completions between 2005 and 2023. We found that tuition revenue does not make a statistically significant contribution to the prediction of master's programmes offered and master's programme completions. However, we found that Baccalaureate Colleges and institutions with higher student-to-faculty ratios (i.e., fewer faculty resources) were significantly more likely to experience increases in master's programme offerings and completions, demonstrating that institutional adaptation to financial pressures is complex and shaped by more than tuition revenue generation alone. We conclude by discussing the implications for institutional decision-making, the importance of aligning the supply and demand for master's degrees, and directions for future research.

Ron Balsera, M. (2025). **Costing and financing the teaching profession: a strategic investment in education** (p. 19). Consulté à l'adresse UNESCO ; Teacher Task Force website:

<https://curated-library.iiep.unesco.org/library-record/costing-and-financing-teaching-profession-strategic-investment-education>

Rosenqvist, O., & Sauermann, J. (2025). **The effects of increasing compensatory resource allocation on student achievement** (Working paper N° 2025:15). Consulté à l'adresse IFAU

- Institute for Evaluation of Labour Market and Education Policy website: https://EconPapers.repec.org/RePEc:hhs:ifauwp:2025_015

Substantial and persistent differences in learning outcomes between schools largely caused by school segregation is a recurrent issue in many countries and is seen as a threat against equality of opportunity. Compensatory resource allocation policies are sometimes used to mitigate this problem, but the evidence on the effects of such policies is limited. In this paper, we evaluate a large compensatory grant in Sweden, the Equity grant, which was launched by the government in 2017/2018 with the aim of improving the prospects of success for students with a disadvantaged background. The grant, which has since increased to more than SEK 7 billion per year, is allocated based on a socioeconomic index. We examine the relationship between education provider index and teacher-to-student ratio in the years before and after the introduction of the grant and find that teacher-to-student ratios are significantly more compensatory as the grant is introduced and then gradually expanded. Overall, however, we do not see that the increased teacher resources among providers serving disadvantaged students led to smaller test score differences between providers serving advantaged and disadvantaged students respectively. However, in grade 9, where the effect on class size

is most pronounced, there are indications of improved student performance, which also translate into increased high-school enrollment.

Aspects psychologiques de l'éducation

Allouchi, S. E. (2025). **Faire dispositif : réinscrire la subjectivité en contexte contraint: Une approche clinique de l'analyse des pratiques professionnelles.** *Cliopsy*, 34(2), 35-46. <https://doi.org/10.3917/cliop.034.0035>

André, A., Despois, J., Hamon, S., & Tremblay, P. (2025). **Amplifier et modifier la dynamique motivationnelle en classe inclusive: les bénéfices du coenseignement.** *Revue française de pédagogie. Recherches en éducation*, (226), 9-25. <https://doi.org/10.4000/14w1c>

Cette étude vise à identifier la potentielle plus-value du coenseignement sur la dynamique motivationnelle en classe. Elle repose sur l'observation de douze séances d'une classe de sixième comprenant 30 élèves (dont 13 élèves en situation de handicap) et qui bénéficie d'un dispositif de coenseignement en mathématiques et en français. Les résultats de l'analyse quantitative montrent une dynamique motivationnelle positive témoignant d'un haut niveau d'engagement des élèves lors des douze séances. Par ailleurs, l'analyse qualitative révèle que la plus-value du coenseignement dans les situations de travail en grand groupe repose sur l'alternance entre quatre types de copratiques motivationnelles : l'amplification pour tous, l'amplification ciblée, la modification pour tous et la modification ciblée.

Arruda, E. H., Cho, Y.-H., Rayyes, N., Gonzalez, A., Yada, K., & Chun, C.-A. (2025). **Psychosocial Impacts of COVID-19 and Racial Injustice on Undergraduate Research Trainees.** *CBE—Life Sciences Education*, 24(4), ar47. <https://doi.org/10.1187/cbe.24-03-0112>

Undergraduate research programs (URPs) play an important role in preparing the next cohort of professionals in the health research workforce. URPs also provide continuity and structure during times of stress and uncertainty, like the COVID-19 pandemic and racial reckoning of 2020. This mixed-methods study describes the relationships between student stressors and educational experiences while examining program factors that might have mitigated negative consequences. Participants of an NIH-funded URP, BUILD (Building Infrastructure Leading to Diversity), aimed to increase the number of students from underrepresented backgrounds in biomedical and behavioral sciences Ph.D. programs and research careers (N = 45), were surveyed in September 2020 and again in May 2021 to understand their personal, programmatic, and educational-related concerns during the twin pandemic of COVID-19 and racial injustice. Concurrent and longitudinal correlational relationships as well as qualitative data were examined to describe trainee experiences and inform best practices in supporting academic pursuits and well-being. In fall 2020, students reported high levels of mental health and academic concerns. Additionally, there was a wide spectrum of personal needs concerns, and of emotional impacts of anti-Black racism on students. High levels of these concerns and impacts of racial injustice were related to poorer personal resource management and programmatic working relationships, as well as educational and graduation impacts after students completed a virtual academic year. Students continued to feel emotionally and academically impacted by both anti-Asian and anti-Black racism, and

a majority also indicated heightened awareness and engagement with racial injustice topics. Finally, results showed that negative early experiences were related to poorer end-of-the-year educational experiences, and in some cases, these relationships were significant only for students with a weaker sense of belonging, resource management skills, or working relationships. Results supported the URPs' importance of developing belongingness, strong working relationships, and personal management skills, which improved students' research and academic success, particularly for those with personal, mental health, and/or academic needs or concerns. Building a network of support and these skill sets as undergraduates may have long-reaching effects to help trainees endure and flourish when faced with future challenges.

Avci, S., Özgenel, M., Avcu, A., & Bayram, M. (2025). **Personal, motivational, volitional and contextual antecedents of procrastination in homework.** *Social Psychology of Education*, 28(1), 170. <https://doi.org/10.1007/s11218-025-10128-3>

This study was conducted with a total of 1496 students in 8 secondary schools in Istanbul and examines the personal, motivational, volitional, and contextual factors that influence homework procrastination behavior. Hierarchical linear analysis was used to analyze student-level and class-level data. Results indicated that conscientiousness was the personal factor with the strongest negative relationship with homework procrastination. The expectancy component reflected students' perceptions of homework self-efficacy, and higher levels of expectancy were found to reduce procrastination. The use of self-regulation strategies (organizing the environment, time management, monitoring motivation, managing distractions) plays a critical role in reducing the tendency to procrastinate. In terms of contextual factors, parental autonomy support and control reduced homework procrastination, while teacher autonomy support had a similar effect. However, there was no significant relationship between homework procrastination and teacher homework quality and feedback process. An increase in homework frequency led to an increase in procrastination, and male students tended to procrastinate more than female students. These findings provide important implications for interventions targeting homework completion and procrastination behaviors.

Baugey, C. (2025). **Coopération entre élèves et engagement scolaire: quelles conditions ?** *Phronesis*, 14(5), 74-94. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-7-page-74>

Bélanger, T. (2025). **Liens longitudinaux entre la perception de la satisfaction des besoins psychologiques de base et la motivation scolaire à l'école secondaire** (Thèse ou essai doctoral accepté, Université du Québec à Montréal). Consulté à l'adresse <https://archipel.uqam.ca/18508/>

Malgré l'importance de la scolarisation, les taux de diplomation aux études postsecondaires au Québec stagnent depuis la fin des années 1990, influençant négativement la croissance économique et le bien-être social des personnes. Ce simple fait témoigne de l'importance d'études sur la motivation scolaire, un facteur crucial de la persévérance aux études postsecondaires. L'étude réalisée aux fins de cet essai s'appuie sur la théorie de l'autodétermination de Deci et Ryan (1985) qui affirme le caractère essentiel de la satisfaction des besoins psychologiques de compétence, d'autonomie et d'affiliation sociale dans le développement et le maintien de la motivation scolaire ainsi que le bien-être des élèves à l'école. L'étude explore la

direction des liens longitudinaux entre la perception de la satisfaction des besoins psychologiques de base et la motivation scolaire chez des élèves du secondaire trois jusqu'à leur première année du collégial. Elle examine aussi si le patron de ces liens longitudinaux au cours des trois dernières années du secondaire prédit leur autorégulation une fois au collégial. S'inscrivant dans un projet plus vaste, les données de l'étude sur la satisfaction des besoins et la motivation scolaire ont été recueillies une fois l'an durant quatre années consécutives auprès de 556 élèves de troisième secondaire (âgés de 14-15 ans), au premier temps de mesure, et de première année collégiale au dernier temps de mesure. Les résultats indiquent que la motivation scolaire des jeunes est plus élevée au collégial qu'au secondaire. Être inscrits dans un programme d'études qu'ils ont choisi est un élément qui est sans aucun doute impliqué dans cette augmentation de leur motivation. Les résultats indiquent aussi que la motivation à chacune des années prédit systématiquement la perception de la satisfaction des besoins l'année suivante, alors que l'inverse n'est vrai que de la quatrième année du secondaire à la cinquième, où la perception de la satisfaction de ces besoins favorise une motivation scolaire plus élevée l'année suivante. Ce modèle de relations est semblable chez les garçons et les filles. Enfin, la motivation en cinquième secondaire permet de prédire l'autorégulation en première année collégiale, contrairement à la perception de la satisfaction des besoins qui, même en première année du collégial, n'est pas non plus liée à l'autorégulation à cette même année. Cette étude contribue à l'avancement des connaissances quant à la direction des liens entre la motivation scolaire et la perception qu'ont les étudiants de la satisfaction de leurs besoins psychologiques de base par leur milieu scolaire. Elle suggère que ces liens sont potentiellement plus complexes que le propose la théorie de l'autodétermination. Elle laisse ainsi croire qu'un étudiant ayant une motivation bien affirmée envers ses études est possiblement en mesure de se satisfaire plus facilement des ressources de son environnement ou de percevoir ce dernier plus positivement que celui ayant une motivation plus fragile ou qui est encore peu certain de son choix d'études. Cette hypothèse mériterait d'être examinée directement dans une future étude.

Biermann, A., Mayer, E., & Grub, A.-S. (2025). **Girls are disciplined and boys rebellious. The influence of implicit gender associations on noticing of disruptive student behavior: an eye-tracking study.** *Social Psychology of Education*, 28(1), 176.
<https://doi.org/10.1007/s11218-025-10135-4>

Professional vision is an important situation-specific competence for teachers. Particularly for classroom management, a good learning environment requires early recognition of potential disruptions, the correct interpretation of such situations, and fair, appropriate consequences. Group associations can influence perceptual processes and, especially in complex, dynamic situations, (pre-service) teachers risk misinterpreting behavior by following implicit associations rather than actual behaviors. The connection between associations and perceptual processes in the context of professional vision has rarely been investigated. This study aims to investigate the relationship between the implicit gender-specific associations of pre-service teachers and their noticing of disruptions from a female versus a male student. We conducted a randomized repeated measures experiment with N = 62 pre-service teachers, who observed four video vignettes of a virtual classroom with either a female or a male student exhibiting disruptive behavior. Implicit associations were assessed using the implicit association test, while gaze behavior was measured using the eye-tracking method. The results indicated a higher attentional focus on the female student, however, there was no deeper cognitive processing for the

female student, which was expected for more inconsistent information according to the continuum model of impression formation. The findings did not demonstrate a direct connection between implicit associations and noticing. In the discussion, we underscore the importance of valid stimulus material and suitable methods for measuring implicit associations, thus providing valuable insights for future research.

Blanchard-Laville, C. (2025). **L'analyse clinique des pratiques professionnelles au service de la fonction de liaison: Faire face aux « attaques aux liens » dans des institutions socio-éducatives.** *Cliopsy*, 34(2), 47-63. <https://doi.org/10.3917/cliop.034.0047>

Chang, Y.-F. (2025). **Teachers' two dimensions of emotional labor characterized by distinct motivational qualities, and their associations with future goals, achievement goals, and job burnout.** *Social Psychology of Education*, 28(1), 185. <https://doi.org/10.1007/s11218-025-10144-3>

How teachers engage in emotional labor to mitigate job burnout is a critical issue. This study investigated the motivational classification of emotional labor and its adaptability through its associations with future goals, achievement goals, and job burnout. A sample of 1,235 junior high school teachers participated, and structural equation modeling was conducted. The results indicated that: (a) Emotional labor can be categorized into extrinsically motivated and intrinsically motivated types; (b) Extrinsic future goals and avoidance-work goals more strongly predicted extrinsically motivated emotional labor than intrinsically motivated emotional labor, whereas intrinsic future goals and approach-mastery goals more strongly predicted intrinsically motivated emotional labor than extrinsically motivated emotional labor; (c) Extrinsically motivated emotional labor positively predicted job burnout, whereas intrinsically motivated emotional labor did not significantly predict job burnout. These findings suggest that teachers should minimize extrinsic future goals and avoidance-work goals to reduce extrinsically motivated emotional labor and, in turn, alleviate job burnout.

Chen, D., Han, P., Yu, C., & Liu, Y. (2025). **Perceptions of the school climate's effect on teacher burnout: the mediating roles of loneliness and emotional labor strategies.** *Social Psychology of Education*, 28(1), 182. <https://doi.org/10.1007/s11218-025-10139-0>

Burnout is an emotional reflection of chronic job stress and reflects how teachers experience and perceive their work environment. However, few studies have explored the relationships between loneliness, emotional labor strategies, and school climate and burnout. Therefore, this study explored the mediating roles of loneliness and emotional labor strategies regarding the school climate's impact on teacher burnout based on the job demands-resource and resource preservation theories. For this purpose, a questionnaire was used to investigate school climate, burnout, loneliness, and emotional labor as perceived by 2198 elementary and middle school teachers. The results reveal that school climate had significant, negative predictive effects on burnout, and loneliness and emotional labor strategies mediated the relationship between school climate and burnout. However, surface and deep acting had opposite effects, and loneliness and emotional labor strategies mediated the relationship between school climate and burnout. This study has practical significance, indicating that school administrators should develop programs to foster teachers' use of emotional labor strategies, improve their school climate, and organize various activities to enhance authentic, professional cooperation among teachers and increase teachers' sense of belonging and accomplishment.

Chen, Z., Gao, R., Li, J., Liu, Y., Lu, Y., & Chu, X. (2025). **Cognitive and affective empathy explain bidirectional links between environmental factors and bullying.** *Social Psychology of Education*, 28(1), 162. <https://doi.org/10.1007/s11218-025-10116-7>

Parent-child cohesion, peer acceptance, and teacher emotional support are critical environmental protective factors that influence bullying behavior. The present study aimed to explore the bidirectional associations between these protective factors and bullying perpetration/victimization, as well as the mediating roles of cognitive empathy and affective empathy in these relationships. A three-wave longitudinal cross-lagged panel design was employed to examine the relationships between variables, with approximately six months between each wave. The study included 463 Chinese children aged between 8 and 12 years, who completed both self-reported and peer-nominated surveys. Data was collected from two ordinary primary schools located in Sichuan and Shanxi provinces, China. Results indicated that, after controlling for covariates, there was a bidirectional negative relationship between parent-child cohesion and bullying victimization. Peer acceptance negatively predicted bullying perpetration through the mediating role of cognitive empathy. Furthermore, teacher emotional support and cognitive empathy exhibited a bidirectional predictive relationship. This study reveals a bidirectional association between parent-child cohesion and bullying victimization, highlighting cognitive empathy as a protective factor that is associated with a decrease in bullying behavior.

Clemente, M., & Goodman, D. M. (2025). **Educating Attention: Flourishing in the Age of Generative AI.** *British Journal of Educational Studies*, 73(5), 655-672. <https://doi.org/10.1080/00071005.2025.2542682>

In the *Metaphysics*, Aristotle emphasizes the significance of *theōria*, an intellectual virtue that aims at neither production nor utility but the contemplative attention to truth. Cultivating the habit of attention, we argue, is increasingly important in an age defined by generative AI and the production of knowledge that is as often deceptive as it is accurate. Tracing the long history of artists and scholars who aim at inspiring attention in their readers by intentionally leading them astray, we contrast such good-natured jesting with the deceptions that pass for truth in our technologically driven culture. It is by making the virtue of attention a focal point of education, we conclude, that we can help students to navigate the perilous waters of our contemporary moment.

Costa, S., & Vors, O. (2025). **Émotions des élèves en EPS en classes "difficiles" : intérêt des multi-méthodes dans le programme de recherche du cours d'action.** *Movement & Sport Sciences - Science & Motricité*. <https://doi.org/10.1051/sm/2025027>

Longtemps considérées comme des perturbations, les émotions sont aujourd'hui présentées comme un véritable pilier de l'apprentissage (OCDE, 2010 ; Visioli, 2022). Toutefois, les études portant sur l'analyse de l'expérience émotionnelle des élèves en classe demeurent rares (e.g., Llana, Isidore, Joing, Potdevin, Dieu, & Porrovecchio, 2021). Notre recherche s'intéresse à l'émergence in situ des émotions marquantes pour les élèves de « classes difficiles » en EPS. Le contexte de l'étude s'est déroulé en collège REP+ auprès de 71 élèves en EPS. Au sein du programme de recherche du cours d'action (Theureau, 2015) des multi-méthodes ont été utilisées à partir de 184 incidents critiques (Flanagan, 1954 ; Petiot, Desbiens, & Visioli, 2014) approfondis par 19 entretiens d'autoconfrontation. Le traitement des données s'est fait en cinq étapes permettant d'identifier les émotions typiques des élèves (Durand, 2014). Les résultats montrent neuf

catégories d'émotions typiques, quatre vécues comme positives : Sentiment d'être touché par un moment d'intimité partagé, Fierté de se dépasser, Excitation liée à la découverte de nouvelles sensations, Satisfaction liée à une victoire significative ; et cinq émotions négatives : Anxiété liée au risque de se faire mal, Frustration de ne pas pouvoir jouer, Agacement lié à des défaites répétées, Sentiment de colère à cause d'un camarade qui ne respecte pas la consigne, Honte face au regard de ses camarades. La discussion s'appuiera sur un élément particulièrement présent dans de nombreuses catégories d'émotions typiques : l'importance de la présence d'autrui. Enfin, nous prolongerons la discussion sur l'intérêt des multi-méthodes.

Dağdeviren Ertaş, B., & Bariş Pekmezci, F. (2025). **Moderation effect of ecological profiles on the relationship between self directed learnings self efficacy and teacher support.** *Social Psychology of Education*, 28(1), 160. <https://doi.org/10.1007/s11218-025-10119-4>
In this study utilizing PISA (2022) data, we employ Ecological Theory to explore the complex relationships between proximal and distal effects on the home learning environment, which has undergone changes due to the COVID-19 pandemic. Four different profiles based on Ecological Theory were created as a result of the latent profile analysis. This study draws two important conclusions. First, when a teacher's support for students increases, students' self-directed learning efficacy tends to increase. Second, the positive relationship between teacher support and self-directed learning self-efficacy was stronger for students categorized under the 'bright at school unsupported by home' and 'unsupported by school' profiles than for their peers in the other two profiles.

Dussarps, C., Vaugier, E., Gallon, L., Paquelin, D., & Rabette, C. (2024). **PERSCOL - Persévérance dans l'enseignement secondaire à distance en France. Etude de cas : Institut Agro Enseignement à Distance.** Consulté à l'adresse Université de Bordeaux website: <https://hal.science/hal-05293880>

Espinosa, G. (2025). **L' affectivité, les émotions et les relations de l'élève à l'école : des clés pour le bien-être et la réussite.** Consulté à l'adresse <https://www.puq.ca/catalogue/livres/affectivite-les-emotions-les-relations-eleve-5095.html>

Faisca, É. (2025). **Analyser les expériences des enfants pour comprendre leur participation aux processus décisionnels en protection de l'enfance.** *Revue internationale de l'éducation familiale*, 55(1), 109-136. <https://doi.org/10.3917/rief.055.0109>

Cet article s'appuie sur une recherche doctorale menée auprès d'enfants de 7 à 14 ans bénéficiant d'une mesure de protection de l'enfance et, plus précisément, d'une mesure de placement judiciaire. L'étude repose à la fois sur l'observation des pratiques quotidiennes de sept professionnelles occupant la fonction de « référente » et sur des entretiens menés auprès de sept enfants, ainsi que de plusieurs intervenantes impliquées dans les interventions observées. Notre objectif était de comprendre comment se construisent les expériences de participation (ou de non-participation) de l'enfant au cours d'une intervention de suppléance familiale et quels sont les facteurs qui entrent en jeu. Pour appréhender ces expériences, nous avons examiné en détail la construction de plusieurs processus décisionnels, ainsi que la manière dont les enfants perçoivent leur propre implication durant ces processus. Dans cet article, l'analyse de quelques-unes de ces expériences met en évidence les dimensions interdépendantes qui entrent en jeu

lorsqu'on aborde la participation de l'enfant dans le cadre de la protection de l'enfance.

Falebita, O. S., Ayanwoye, O. K., & Akinola, L. S. (2025). **Influence of artificial intelligence tool perceptions on mathematics undergraduates' academic engagement: role of attitudes and usage intentions.** *International Journal of Didactic Mathematics in Distance Education*, 2(2), 207-224. <https://doi.org/10.33830/ijdmde.v2i2.13064>

In African higher education, particularly among STEM students, the rapid integration of Artificial Intelligence (AI) into teaching and learning has created both opportunities for innovation and concerns about ethical use, however, there remains scarce studies about how students perceive and use these technologies in ways that influence their academic engagement and learning outcomes in Mathematics. This study, which focuses on attitudes and usage intentions, seeks to investigate the Influence of AI Tool Perceptions on the academic engagement of mathematics undergraduates from the lens of Technology Acceptance Model (TAM). The Structural Equation Modelling (SEM) approach was used to examine the perceptions of Mathematics undergraduates regarding AI usage and academic engagement. Data collected from 1,518 Mathematics undergraduates from Southwest Nigerian universities through a survey hosted online was analysed using PLS-SEM. The findings indicate that perceptions (perceived ease of use and perceived usefulness) influence attitudes towards and intentions to use AI tools while intention ($\beta = -0.179$, $t = 2.426$, $p < 0.05$), attitude towards ($\beta = 0.216$, $t = 2.541$, $p < 0.05$), and actual use of AI ($\beta = 0.797$, $t = 11.904$, $p < 0.05$) influences academic engagement, intention. According to this study, improving the mathematics students' perceptions towards the use of AI tools could result in more engaging learning experiences. It highlights the necessity of developing positive attitudes and perceptions to foster academic engagement among undergraduate students in Mathematics programs, as well as the importance of developing supportive learning systems, and institutional regulations that support ethical and effective ways of incorporating AI.

Gagné-Legault, G., Cimon-Paquet, C., & Véronneau, M.-H. (2025). **Les perceptions de la supervision parentale selon les jeunes et leurs parents comme prédicteurs du fonctionnement scolaire à la fin du secondaire.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 169-192. <https://doi.org/10.26443/mje/rsem.v59i2.10102>

Cet article examine en quoi les perceptions des parents et des adolescent·e·s relatives à la sollicitation et au contrôle parentaux peuvent servir à prédire le rendement et l'engagement scolaires. Des régressions hiérarchiques effectuées sur 133 dyades parent-enfant (66 % filles; âge moyen : 16,88 ans) révèlent que le contrôle perçu par les jeunes est significativement associé à leur engagement et à leur rendement. Quant à la sollicitation perçue, son lien avec l'engagement n'est que marginalement significatif. Les perceptions des parents de leur supervision ne prédisent quant à elles pas le fonctionnement scolaire de l'enfant. Il serait donc important de considérer la perception qu'ont les adolescent·e·s de la supervision parentale lors d'interventions visant à améliorer leur fonctionnement scolaire.

Gavarini, L., & Kannengiesser, V. (2025). **Faire face au Réel à l'hôpital avec Balint : des groupes d'analyse clinique des pratiques.** *Cliopsy*, 34(2), 13-33. <https://doi.org/10.3917/cliop.034.0013>

Golay, D., & Udressy, O. (2025). **L'accompagnement du droit de visite : des espaces d'opportunité en termes de coéducation ?** *Revue internationale de l'éducation familiale*, 55(1), 137-156. <https://doi.org/10.3917/rief.055.0137>

L'article examine l'accompagnement du droit de visite, principe fondamental du droit familial en Suisse. Il analyse comment ce droit s'articule avec la notion de coéducation, en particulier dans les situations où l'intervention des services de protection de l'enfance est nécessaire. La recherche s'appuie sur une approche méthodologique plurielle intégrant des données issues de différents terrains professionnels liés à la protection de l'enfance. Elle met en lumière les tensions et les défis rencontrés par les professionnels dans leur collaboration avec les parents, en explorant les espaces potentiels de coéducation qui peuvent émerger dans ces contextes complexes. L'objectif est d'identifier des pistes pour favoriser une alliance éducative entre parents et professionnels centrée sur l'intérêt supérieur de l'enfant, même dans des situations d'aide contrainte.

Grasland-Ferey, C. (2025). **Les effets de ma participation à un groupe de supervision sur ma posture d'animatrice.** *Cliopsy*, 34(2), 65-75. <https://doi.org/10.3917/cliop.034.0065>

Grunwald, G., Kara, A., & Spillan, J. E. (2025). **Fuzzy Set Qualitative Comparative Analysis (fsQCA) to Examine Causal Complexity in Business Students' Sustainability Behavioural Intentions.** *Higher Education Quarterly*, 79(4), e70076. <https://doi.org/10.1111/hequ.70076>

Drawing from the Theory of Planned Behaviour and a review of empirical research on enablers and barriers for student sustainable behaviour, we explore business students' future-oriented sustainability expectations and intentions to engage in sustainability behaviour at their Higher Education Institutions (HEIs). Using a process of configurational theorising with fuzzy set qualitative comparative analysis (fsQCA) and data from 239 business students in two countries—the USA and Germany—we identify multiple equifinal configurations that are associated with high and low sustainability behavioural intentions. Our findings show that students' active engagement in HEIs' sustainability transformation depends on diverse configurations of student characteristics and contextual factors, and various configurations can lead to either high or low sustainability intentions, varying across country contexts. By leveraging these findings to derive strategies that foster sustainability transformation at HEIs, we offer new theoretical and empirical insights to scholars and practical implications.

Guo, J., Sun, X., & Tang, X. (2025). **Implicit measure of growth mindset: reducing social desirability bias and linking to academic performance.** *Social Psychology of Education*, 28(1), 166. <https://doi.org/10.1007/s11218-025-10125-6>

Mindset, or the implicit theories of intelligence, has attracted extensive attention in research and practice. However, it has predominately been measured using explicit, self-reflective survey items. Given the potential self-reporting bias and the nature of the construct, this study developed a novel Implicit Association Test (IAT) of growth mindset, alongside alternative measures such as forced-choice and scenario assessments, to investigate their relations with academic performance. We employed a two-step approach: Study 1 began with an initial sample of 200 university students, comprehensively examining the relations between the IAT, traditional self-reported mindset measures, alternative mindset measures, effort beliefs, and social desirability. Results showed that the IAT, unlike self-reported mindset measures, was not affected by social desirability. In Study 2, we extended our sample to a total sample size of 688 (Mean

age = 22.3). This larger study found that the IAT growth mindset measure correlated weakly with traditional self-reported growth and fixed mindset measures ($r = .14$ and -0.23 , respectively) and demonstrated small but significant incremental validity over self-reported mindset in predicting academic achievement. In sum, our findings suggest that explicit measures of mindset may not fully capture people's implicit attitudes and beliefs about intelligence. Integrated measures of mindset might be warranted and helpful to address the recent debates on the effectiveness of growth mindset and achievement.

Huang, Z., Wang, P., Peng, L., Jin, H., & Liu, T. (2025). **Exploring factors influencing learners' continuance intention to use machine translation tools: a chain mediation model.** *Education and Information Technologies*, 30(15), 22045-22064. <https://doi.org/10.1007/s10639-025-13637-y>

Machine translation tools have gained increasing popularity among translation learners, transforming their translation learning behaviors. However, it is unclear how learners' continuance intention to use these tools is affected yet. Based on the task-technology fit (TTF) model and the value-based adoption model (VAM), the present study examined the influence of technology characteristics, task-technology fit, performance, and perceived value on learners' continuance intention. A total of 387 respondents participated in the survey questionnaire. The results of structural equation modeling revealed that: (1) Both technology characteristics and task-technology fit had a positively direct effect on performance; (2) Both performance and task-technology fit had a positively direct effect on perceived value; (3) Perceived value served as a key factor influencing learner's continuance intention. Moreover, the Mann-Whitney U test revealed that: (1) male and female learners showed non-significant differences in performance, perceived value, and continuance intention; (2) learners within different majors exhibited significant differences in performance and perceived value, but non-significant differences in continuance intention; (3) learners with different usage intensity showed significant differences in performance, perceived value, and continuance intention. These insights offer valuable implications for educational practitioners and researchers in refining and promoting the effective use of machine translation tools in EFL contexts.

Is perfectionism associated to a fixed mindset? A review and two studies with the Model of Excellencism and Perfectionism. (s. d.). *Social Psychology of Education*. Consulté à l'adresse https://link.springer.com/article/10.1007/s11218-025-10130-9?utm_source=springer_etoc&utm_medium=email&utm_campaign=CONR_11218_AWA1_GL_DTEC_054CI_TOC-241025&utm_content=etoc_springer_20251024

Ji, X., Liu, X., Chen, X., & Li, R. (2025). **Research on improving students concentration by task-oriented method based on image recognition technology.** *Education and Information Technologies*, 30(15), 20977-21017. <https://doi.org/10.1007/s10639-025-13558-w>

Students classroom behaviours are complex and variable, involving multiple aspects such as students personality traits, learning attitudes, thinking styles and learning abilities, but traditional classroom behavioural assessment cannot comprehensively and reasonably assess students classroom learning status. The study adopts the improved Yolov5 behavioural detection method to enhance the ability of small-target feature extraction for typical behaviours in the classroom by increasing the detection layer, in order to improve the algorithm's image recognition accuracy in dense scenarios. The

results of the study show that by adopting the task-oriented teaching method based on image recognition technology, teachers are able to dynamically adjust the teaching tasks and methods through students' behavioural data, and accurately match students' individual needs and learning status with data-driven decision-making, so that the frequency of students' positive behaviours, such as listening, writing, reading, and raising hands, in the experimental class increases by 6%, 4%, and 1% respectively, compared with that of the control class. The study shows that image recognition can effectively support teachers to improve their classroom control ability, and combined with the task-oriented approach, it can promote the classroom concentration and participation of students with differentiated teaching needs, effectively stimulate students' interest and motivation in learning, and help teachers and students to achieve positive feedback and promote the improvement of teaching quality. The study successfully applies image recognition technology to educational scenarios, solves the problems of insufficient recognition refinement, training scale and diversity limitations of image recognition in complex classroom environments, verifies the potential of image recognition integration into the teaching framework system, expands the boundaries of its application, and provides a reference paradigm for the application of image recognition technology in various complex teaching scenarios.

Johnston, C., Malcolm, A., & Pennacchia, J. (2025). **How is theory used to understand and inform practice in the alternative provision sector in England: trends, gaps and implications for practice.** *International Journal of Inclusive Education*, 29(13), 2273-2290. <https://doi.org/10.1080/13603116.2024.2342363>

This article examines how theory features in the research literatures concerning the English alternative (education) provision (AP) sector. Despite increasing interest over the past decade in how AP can (re)engage school-aged young people in learning, there has been no comprehensive review of the theoretical ideas used to understand, analyse, and inform practice in the sector. This article presents a framework for categorising the literature on AP, which refer to theory. This framework is of international relevance and can be used by researchers who are seeking to understand the state-of-knowledge on AP in their own contexts. Applied to the English context, this framework demonstrates trends and gaps in the ways theory is used to frame and understand the sector by researchers and practitioners. The framework highlights a shortage of published research which seeks to understand how practitioners in English APs understand, and use, theoretical ideas, concepts, and frameworks to inform their work with young people. We also find that theories drawn from psychological and therapeutic orientations are more common than those drawing on socio-political framings. We reflect on the causes and implications of these trends and gaps and conclude with suggestions for future research to better understand them.

Kapil, M., Rostampour, R., Hadwin, A., Miller, M., & MacDonald, S. (2025). **Mental Health and Foundational Academic Behaviours: Pieces of the Academic Success Puzzle.** *Canadian Journal of Higher Education*, 55(2), 75-93. <https://doi.org/10.47678/cjhe.v55i2.190351>

The interplay between mental health and academic behaviours has been understudied. This study examined the relationship between foundational academic behaviours (e.g., attending class and meeting assignment deadlines), student mental health and well-being, and academic performance. Participants consisted of 229 students (52.6% female) who participated in a first-year introductory learning-to-learn course. Findings

from structural equation modelling indicated: (a) higher levels of foundational academic behaviours predicted higher GPA, (b) higher levels of emotional well-being predicted higher levels of foundational academic behaviours and higher GPA, and (c) foundational academic behaviours mediated the relationship between emotional well-being and GPA. Findings affirm the integral role of mental health in academic performance and highlight the mediating role of foundational academic behaviours in this relationship. The association between emotional well-being and foundational academic behaviours underscores the multifaceted nature of academic performance and the importance of considering both mental health and foundational academic behaviours in academic success. Findings from this study suggest that managing behaviours that facilitate engagement in academic tasks, and mental health as a potential internal condition for learning, are both important pieces to the academic success puzzle.

Kawar, K. (2025). **Teaching Hebrew as a second language for Arab middle and high school students with disabilities.** *International Journal of Inclusive Education*, 29(13), 2379-2400. <https://doi.org/10.1080/13603116.2024.2349720>

According to the inclusion law in Israel, students with disabilities can learn in mainstream classes with support services by teachers and specialists with special education training. The present study investigates the quality of teaching Hebrew as a second language (HSL) for Arab students with disabilities as reported by 35 teachers of HSL in mainstream middle and high schools who filled an online survey. Findings indicated a lack of knowledge among the teachers about students with disabilities who learn in inclusive settings. Moreover, the responses revealed that almost half of the teachers did not speak Hebrew fluently, and that they all simplified their language when administering their lessons. These findings raise questions regarding teaching HSL and the efficacy of inclusion. The present study identifies key areas for improvement including the need for competent L2 teachers for students with disabilities, and the implementation of an adapted accessible curriculum and an authentic classroom. Recommendations for teaching HSL for Arab students with disabilities are included.

Kilgour, P. W., Morton, J. K., Northcote, M. T., & Pearce, K. (2025). **Teacher stress in the era of COVID-19: A changed learning environment?** *Educational Research for Policy and Practice*, 24(3), 409-429. <https://doi.org/10.1007/s10671-025-09397-8>

Impacts of COVID-19 have required teachers to rapidly adapt their teaching practices. This is especially the case when schools experience lockdowns and face-to-face learning is replaced with online learning. In this mixed methods study, pre-COVID teacher stressors associated with school climate and learning environments were explored in a national network of 48 independent Australian schools, following an examination of these stressors during and after the 2020 school lockdowns which occurred in response to the first wave of the pandemic. Open-ended survey questions revealed the primary issues of concern for teachers were workload, time management, well-being/mental health, concern for students, quality of learning, parents and school leadership. Likert-scale survey questions revealed four main clusters of stressors based on the trend in stress levels before COVID-19 to after the school lockdowns. Typically, stress levels were highest during school lockdowns. Analysis of the quantitative data reflected more positivity than was evident in the qualitative results, with teachers reporting more favourable perceptions about their schools' leadership than has been identified in other COVID-19-related studies. Overall, this study reveals teachers' perspectives on the stressors they face in response to the

COVID-19 pandemic, and as such, provides insight into areas where teacher well-being needs to be better managed.

Kozina, A. (2025). **Mindfulness and teachers' diversity awareness: indirect effect of mindful teaching in a sample of in-service teachers.** *Social Psychology of Education*, 28(1), 164. <https://doi.org/10.1007/s11218-025-10111-y>

The question of addressing the diversity of students is one of the most pressing challenges for teachers. Practicing mindfulness can serve as a valuable support mechanism for teachers navigating situations that challenge diversity awareness. In this study, we test the indirect effect of mindfulness in teaching on the relationship between mindfulness and diversity awareness. We operationalise mindfulness in teaching through its interpersonal and intrapersonal dimension and diversity awareness through teachers' self-efficacy in teaching in diverse settings, their cultural beliefs, and their' flexibility/openness. We use data from a Slovene sample from the HAND IN HAND: Empowering Teachers Across Europe to Deal with Social, Emotional and Diversity Related Career Challenges (HAND:ET) project (N=207; 94.2% females). The path analyses showed: (i) direct paths between mindfulness and all indicators of diversity awareness; (ii) direct paths between mindfulness and the intrapersonal dimension of mindfulness in teaching (but not the interpersonal dimension); (iii) direct paths from dimensions of mindfulness in teaching to indicators of diversity awareness; and (iv) significant indirect paths leading from mindfulness thorough the intrapersonal dimension of mindfulness in teaching to indicators of diversity awareness. Implications for research and practice in regard to teachers' professional development are discussed.

Lafage, L., & Guetat-Calabrese, N. (2025). **D'un dispositif de « supervision » à visée formative. À l'intention de futurs animateurs de groupes d'analyse clinique des pratiques professionnelles.** *Cliopsy*, 34(2), 77-89. <https://doi.org/10.3917/cliop.034.0077>

L'analyse clinique des pratiques professionnelles: quelles perspectives aujourd'hui? (2025). *Cliopsy*, (34), 1-152. Consulté à l'adresse <https://shs.cairn.info/revue-cliopsy-2025-2>

López-Benítez, R., & Fernández-Berrocal, P. (2025). **Role of dispositions toward ridicule and being laughed at in emotional intelligence, bullying and cyberbullying among university students.** *Social Psychology of Education*, 28(1), 183. <https://doi.org/10.1007/s11218-025-10146-1>

Although there is a growing body of knowledge on dispositions towards ridicule and being laughed at, there is still scarce research on how they relate to other relevant constructs and phenomena, such as emotional intelligence or (cyber)bullying. This study explores the associations between those dispositions and emotional intelligence and analyses the relationships, differences, and predictions of these dimensions in bullying and cyberbullying in a sample of 347 university students. The results show that gelotophobia was related to lower emotional intelligence. Positive relationships were also observed between several roles in (cyber)bullying and the dispositions towards ridicule, and negative relationships between those and emotional repair. Greater scores in dispositions towards ridicule (especially gelotophilia and katagelasticism) were associated with the roles, increasing the likelihood of their occurrence. Moreover, greater scores in clarity were related inversely with the victim role. These data highlight the relevance of dispositions associated with ridicule/laughter in several psychological

constructs, underlining the need to bear them in mind when dealing with complex phenomena such as emotional intelligence or (cyber)bullying.

Ly, R., & Ly, B. (2025). **Unraveling the dynamics of online learning engagement: a Cambodian perspective.** *Educational Research for Policy and Practice*, 24(3), 495-515. <https://doi.org/10.1007/s10671-025-09401-1>

The COVID-19 pandemic has spurred the integration of technology into education, leading to a surge in the adoption of online learning. To promote student success, it is essential to understand the factors that affect satisfaction and engagement with online platforms. This study examined the influence of student-teacher relationships (STR), student-student relationships (SSR), perceived ease of use (PEU), and perceived usefulness (PU) on student satisfaction and engagement in virtual learning environments. By incorporating STR and SSR into the Technology Acceptance Model (TAM), the research aimed to comprehensively understand how interpersonal and technological factors influence these outcomes. Using the Theory of Acceptance and Use of Technology (TAM), a questionnaire was designed to gather data from 238 Cambodians. The findings confirmed that STR and SSR positively influenced PEU and PU. They also emphasized the significance of these relationships in influencing satisfaction and engagement in online learning. This study offers valuable insights into factors that enhance student satisfaction and engagement with online platforms, informing the development of effective technology-based learning initiatives in higher education and ultimately contributing to student success in online learning environments.

Ma, N., Sun, Y., & Du, L. (2025). **Sentiments and achievements in online training: insights from machine learning and sequential analysis.** *Education and Information Technologies*, 30(15), 21747-21771. <https://doi.org/10.1007/s10639-025-13607-4>

Online training has become pivotal for teacher professional development, yet it faces challenges such as sentiment burnout and low learning achievement. To capture sentiment information non-invasively, this study employs a text-based sentiment analysis approach to examine the dynamic sentiment states of teacher-learners, thereby revealing the relationship between sentiment patterns and learning achievement and addressing a gap in the existing literature. To more accurately process large-scale text data, a semi-supervised machine learning method was applied to classify the sentiments of 7049 comments from 887 participants. Time series analysis was used to track the evolution of sentiments throughout the training process, while lag sequential analysis was employed to determine the sequential relationships and significant transitions between sentiments. The findings indicate that teacher-learner sentiments are predominantly neutral and positive. Over time, higher-achievement participants exhibited a clear shift from negative to positive sentiments, suggesting adaptive sentiment regulation and deeper cognitive engagement. In contrast, lower-achievement groups tended to maintain a neutral demeanor, potentially obscuring critical sentiment signals essential for timely instructional feedback. Based on these results, the study recommends that online teacher training programs enhance real-time monitoring and feedback of learners' sentiments, encourage diversified sentiment expression, and optimize instructional interactions and course design through targeted sentiment interventions, ultimately improving training effectiveness.

Malmström, M., & Öqvist, A. (2025). **The role of self-efficacy, social support and motivation in teacher's leadership behavior.** *Social Psychology of Education*, 28(1), 161. <https://doi.org/10.1007/s11218-025-10124-7>

Teachers' leadership behavior has been demonstrated to play a critical role in students' motivation, learning and performance in school. Given its importance, we theorised and tested a model of the determinants for teachers to excel in leadership behavior in the classroom and beyond. Based on self-determination theory, we modelled the influence of teachers' self-efficacy and social support on their motivation and, in turn, their leadership behavior. Data analysis was conducted in two main phases: (1) preliminary analyses, including descriptive statistics and correlation testing, and (2) structural equation modelling was conducted using IBM SPSS AMOS 26.0. We used survey data from 199 elementary school teachers which showed the dual relevance of self-efficacy as an intrinsic factor and social support as the extrinsic factor for teachers' motivation and subsequent engagement in leadership behaviour. The findings demonstrate their interactive and mediated influence on motivation and suggest moving beyond single-factor explanations of teacher leadership and to understand how psychological and social factors simultaneous influence motivation in the field of education. The result suggests practical implications for teacher education programs, policy and schools to providing teachers with strong social support for their teaching role and supporting them in developing their own self-efficacy. This becomes important for facilitating and stimulating their motivation, which will, in turn, increase their commitment to leadership behavior and further affect teacher-student relations and students' success in education.

Morell-Mengual, V., Fernández-García, O., Berenguer, C., Ortega-Barón, J., Gil-Llario, M. D., & Estruch-García, V. (2025). **Characteristics, motivations and attitudes of students using ChatGPT and other language model-based chatbots in higher education.** *Education and Information Technologies*, 30(15), 22257-22274. <https://doi.org/10.1007/s10639-025-13650-1>

The rapid adoption of generative artificial intelligence (AI) chatbots, particularly ChatGPT, among university students reflects significant changes in the teaching and learning process. This study examines the usage patterns, motivations, and attitudes of 974 university students who use generative chatbots in academic settings. Results indicate widespread usage, with 61.4% of students reporting the use of chatbots, mainly ChatGPT, and notable differences in adoption rates between genders. The main motivations for their use include understanding complex concepts, managing time efficiently, and improving academic performance. Although students find these tools beneficial for study time management and access to information, they also express concerns about potential dependency and the loss of writing and analytical skills. Gender differences reveal distinct usage patterns. Men tend to make small or moderately significant changes, while women prefer generating new and personalized responses based on the provided texts. The most commonly reported issues are incomplete, irrelevant, or inaccurate responses. These findings suggest the need to implement educational initiatives that integrate chatbots based on language models into academic settings from an appropriate perspective.

Niu, Y., Guo, X., Cai, H., Zhao, B., & Luo, L. (2025). **Reciprocal Relationships among the Educational Expectations of Fathers, Mothers, and Adolescents from Fourth Grade to**

Ninth Grade. *Journal of Youth and Adolescence*, 54(11), 2842-2858.
<https://doi.org/10.1007/s10964-025-02218-4>

Although reciprocal relationships among the educational expectations of fathers, mothers, and adolescents have been theoretically proposed, the dynamic, gender differential, and asymmetric nature of these reciprocal relationships within family systems across adolescence remains unclear. In the current study, a cross-lagged panel model (CLPM) was used to examine the reciprocal relationships among the educational expectations of fathers, mothers, and adolescents from 4th grade to 9th grade and the moderating effect of adolescents' gender was considered. A total of 3403 Chinese students (1628 girls; initial Mage = 9.85 years, SDage = 0.37) and their fathers and mothers were followed from 4th to 9th grade across six waves at one-year intervals. The results indicated significant longitudinal reciprocal relationships among the educational expectations of fathers, mothers, and adolescents. The results of dynamic analysis indicated that father-to-adolescent and mother-to-father effects increased over time. In terms of asymmetries in parent-adolescent reciprocal effects, the results revealed that during the transition from 4th grade to 5th grade, adolescents' predictive effect on their fathers' educational expectations was significantly stronger than fathers' predictive effect on adolescents' educational expectations. The results of differences in parental-gender revealed that the predictive effect of mothers on adolescents' educational expectations was significantly stronger than the predictive effect of fathers during the transition from 4th grade to 5th grade. In addition, an adolescent-gender difference was observed in the adolescent-to-parent effects from 4th grade to 9th grade, with daughters having a stronger predictive effect on their parents' expectations than sons. This study reveals that within family systems, the educational expectations of fathers, mothers, and adolescents represent a dynamic process of mutual interaction, adaptation, and adjustment across different academic stages.

Núñez-Regueiro, F., Watt, H. M. G., Richardson, P. W., 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 extrinsically 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 motivation of opportunity for higher education also occurred in non-Western or developing countries, highlighting the potential benefit of considering additional motivations 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/>.

OECD. (2025). **Finite time to learn and play**. *OECD Education Policy Perspectives*. <https://doi.org/10.1787/edbaa4bb-en>

This policy paper examines how much time 15-year-old students dedicate to digital leisure outside of school and explores the relationship between digital leisure and students' learning outcomes and well-being at school. The paper finds that when digital leisure takes place outside school hours, it is only after 4 hours a day that the relationships between time spent on digital leisure and students' mathematics scores and sense of belonging at school are negative. Students who balance a moderate use of digital devices for leisure with a moderate time spent on learning outside of school have both higher academic and well-being outcomes than their peers.

Qu, G., Li, P., Ju, E., Chen, X., & Luo, Y. (2025). **Teachers' emotional exhaustion relates to students' well-being during the COVID-19 pandemic: the multilevel mediating role of students' perceived teacher-student intimacy**. *Social Psychology of Education*, 28(1), 168. <https://doi.org/10.1007/s11218-025-10075-z>

Academic and emotional outcomes play equally vital roles in students' development. Many studies revealed that teachers' emotional exhaustion impaired students' academic outcomes, yet few studies have empirically investigated its relations with students' emotional outcomes. In this study, we investigated the relationships between teachers' emotional exhaustion and students' emotional outcomes, including eudaimonic and hedonic well-being. Furthermore, based on the Prosocial Classroom Model, we investigated whether students' perceived teacher-student intimacy mediates these relationships. We collected data from 74 homeroom teachers with 31.78 average years and their 3,270 students with 13.86 average years during the COVID-19 pandemic. We used multilevel structural equation modeling to examine data. Contrary to expectations, we found that teachers' emotional exhaustion positively predicted students' eudaimonic well-being. Teachers' emotional exhaustion did not predict students' hedonic well-being. In addition, students' perceived teacher-student intimacy mediated the relationship between teachers' emotional exhaustion and students' eudaimonic well-being. Our findings suggest that teachers' emotional exhaustion may not impair students' well-being during the COVID-19 pandemic.

Qui sont-ils et comment les aider? Portrait de la santé mentale des élèves en formation professionnelle et pistes d'action pour leur réussite. (2025). Consulté à l'adresse <https://frq.gouv.qc.ca/histoire-et-rapport/qui-sont-ils-et-comment-les-aider-portrait-de-la-sante-mentale-des-eleves-en-formation-professionnelle-et-pistes-daction-pour-leur-reussite/>

Comment faire de la FP un facteur de protection, qui permette à ces jeunes non seulement d'apprendre un métier, mais aussi de prendre soin de leur santé

Rosidah, Miftach Fakhri, M., Naufal, M. A., Machmud, M. T., Fadhilatunisa, D., Arifiyanti, F., & Soeharto, S. (2025). **From games to gains using geogebra: investigating microgames and augmented reality in affecting student motivation, confidence and problem-solving strategies in learning mathematics**. *Education and Information Technologies*, 30(15), 21371-21402. <https://doi.org/10.1007/s10639-025-13620-7>

Despite the increasing use of digital tools in education, limited research has explored their combined impact on both cognitive and affective learning outcomes in mathematics. This study aims to address this gap by investigating the effect of integrating GeoGebra technology through Augmented Reality (AR) and microgames on students' motivation, confidence, and the application of effective problem-solving strategies in mathematics education. A quantitative methodology with a cross-sectional design was employed, involving 1,148 university students from various regions of Indonesia. The proposed model was validated using PLS-SEM, which confirmed both the measurement and structural models. The evaluation of the measurement model established the instrument's validity and reliability. The structural model analysis confirmed that AR technology and microgames, when integrated with GeoGebra, significantly enhanced problem-solving abilities. Motivation and confidence were identified as key mediators in this process. Motivation and confidence were found to mediate the relationship between digital tool integration and the development of effective problem-solving strategies. The model explained 62.2% of the variance in student motivation and confidence and 39.2% of the variance in problem-solving strategies, confirming the model's effectiveness and robustness in capturing the relationships among the constructs under investigation. This study provides new insights into the complex role of technology in mathematics education and emphasizes the importance of adopting advanced digital tools to enhance both cognitive and affective learning outcomes. The findings suggest that educators and policymakers should consider implementing these technologies to create more engaging, effective, and motivationally supportive learning environments. Future research should explore the long-term impact of these technologies and their effectiveness across diverse educational settings.

Shirefley, T. A. (2025). **Shaping young scientists: parental beliefs and support as social influences on children's motivation beyond the classroom.** *Social Psychology of Education*, 28(1), 177. <https://doi.org/10.1007/s11218-025-10133-6>

Situated Expectancy Value Theory (SEVT) emphasizes the role parents play in shaping children's confidence and value they place on science. Although a robust literature has documented parental influences on children's science motivations in school-based contexts, less is known about how parents' attitudes and support shape children's science motivation in extracurricular learning environments. Moreover, prior work has rarely considered whether motivational processes differ across science domains, such as life versus physical sciences. The present study addressed these gaps by examining whether parents' attitudes and support predicted children's science motivation during participation in a regional science fair, and whether patterns varied by project domain. The study examined 96 parent-child dyads (60% girls; Grades 3–11). Hierarchical regression analyses indicated that parents' perceptions of children's science task value were the most consistent positive predictor of children's motivational beliefs, significantly predicting both ability beliefs and task value. The encouragement children reported receiving from their parents was a positive predictor of children's task value, but parental reports of encouragement were not. In contrast, instrumental support through hands-on help was negatively associated with children's ability beliefs across both parent and child reports. No significant differences were found between life and physical science projects. This research indicates that parents play an integral role in children's science motivation development when they participate in extracurricular science-learning opportunities. Subsequently, parents may need external support to learn how to provide appropriate

help on student projects and offer general science encouragement that promotes science motivation.

Şimşek, A. S., Cengiz, G. Ş. T., & Bal, M. (2025). **Extending the TAM framework: Exploring learning motivation and agility in educational adoption of generative AI.** *Education and Information Technologies*, 30(15), 20913-20942. <https://doi.org/10.1007/s10639-025-13591-9>

Generative AI technologies are rapidly transforming educational practices, creating both opportunities and challenges for teacher-preparation programs. As these advanced tools become increasingly prevalent in classrooms, understanding the factors that influence pre-service teachers' acceptance and adoption of such technologies has become critically important for effective educational policies and practices. This study aims to extend the Technology Acceptance Model (TAM) to examine the factors influencing pre-service teachers' adoption of generative AI tools. The research is based on data collected from 748 pre-service teachers from 12 universities in Turkey. The model includes the core constructs of TAM as well as exogenous variables such as Metacognitive Self-regulation (MSR), Subjective Norm (SN), Learning Motivation (LM) and Learning Agility (LA). The results of Structural Equation Modeling showed that the model explained 54% of the variance in Attitude and 51% of the variance in Behavioral Intention. MSR and LM had significant effects on Perceived Usefulness and Perceived Ease of Use, while LA and SN were found to be effective only on Perceived Ease of Use. These findings highlight that intrinsic cognitive and motivational factors are more influential than external social factors in determining how pre-service teachers evaluate the usefulness of generative AI tools. Additionally, our study reveals that learning agility significantly contributes to perceived ease of use, suggesting that adaptability is a key factor in technological adoption among educators. These results suggest that training programs for generative AI in teacher education should prioritize hands-on activities that strengthen self-regulation skills and intrinsic motivation, rather than focusing solely on technical features. Curriculum designers and teacher educators should create learning environments that nurture adaptability and metacognitive skills to facilitate successful integration of AI technologies in future educational practices.

Sorjonen, K., Melin, B., & Nilsson, G. (2025). **Still No Convincing Evidence for a Causal Effect of Academic Self-Concept on Achievement: A Reply to Núñez-Regueiro et al., 2025.** *Educational Psychology Review*, 37(4), 98. <https://doi.org/10.1007/s10648-025-10083-7>

In a recent response, Núñez-Regueiro et al. (2025) criticized our findings (Sorjonen et al. 2025) that were inconsistent with the reciprocal effects model (REM) of self-concepts and achievement. Here we respond to points raised. We show again that data used to support the REM may also be used to support an inconsistent decreasing effect of self-concept on achievement. We also show that an extended version of the REM, endorsed by Marsh et al. (2024), may seemingly be supported by data generated without any direct effects between self-concept and achievement. This means that such effects in observational data can arise under non-causal data-generating processes and do, therefore, not provide strong evidence for a causal effect of self-concept on achievement.

Tardif, C., Girouard-Gagné, M., & Lane, J. (2025). **Étude de portée sur les pratiques à visée universelle soutenant le bien-être et la santé mentale des personnes étudiantes au**

postsecondaire. *Revue hybride de l'éducation*, 9(4), 1-35.
<https://doi.org/10.1522/rhe.v9i4.1889>

Au postsecondaire, plusieurs facteurs de risque tels que l'évaluation, les modèles d'apprentissage en salle de classe et la qualité des relations avec le personnel enseignant influencent la santé mentale et le bien-être des personnes étudiantes. Cet article propose une étude de portée pour brosser un portrait des pratiques d'évaluation, d'enseignement et d'encadrement à visée universelle qui soutiennent la réussite, le bien-être et la santé mentale des étudiantes et des étudiants. Les résultats sont discutés au regard des caractéristiques des pratiques à visée universelle en enseignement supérieur.

Tardif, S., Dupont, A., & Beauregard, F. (2025). **Pratiques de soutien des parents envers leurs jeunes adultes québécois ayant un TDL.** *Revue internationale de l'éducation familiale*, 55(1), 211-235. <https://doi.org/10.3917/rief.055.0211>

Les jeunes adultes ayant un trouble développemental du langage (TDL) peuvent s'adapter et participer socialement, bien qu'ils continuent de rencontrer des défis langagiers, personnels et sociaux. Des études révèlent que cette participation sociale serait tributaire de leur persévérance et du soutien de leurs parents. L'objectif principal de l'étude est de décrire des pratiques de soutien parental pour les jeunes adultes âgés de 18 à 25 ans qui vivent avec un TDL. La recherche adopte une approche phénoménologique et qualitative visant à mieux comprendre les expériences vécues des parents. Des questionnaires sociodémographiques ont été remplis, et des entrevues individuelles semi-dirigées ont été réalisées auprès de neuf parents de jeunes adultes ayant un TDL. Les résultats montrent que les parents offrent un soutien social important à leurs enfants même à l'âge adulte. Leurs pratiques visent souvent à prévenir des difficultés et à renforcer l'estime de soi des jeunes adultes. La recherche met en évidence le rôle crucial et continu des parents dans le soutien de leurs enfants maintenant adultes. Cette étude souligne l'importance de documenter davantage ces pratiques parentales et les moyens pour soutenir l'autonomie et l'autodétermination des adultes avec un TDL.

Teo, Q. K., Chen, P., Fujita, K., & Scholer, A. A. (2025). **Metamotivational knowledge of construal level predicts academic performance.** *Social Psychology of Education*, 28(1), 175. <https://doi.org/10.1007/s11218-025-10132-7>

This study examines metamotivation—the beliefs and processes that allow for flexible regulation of motivational states to achieve desired outcomes. We investigated (1) metamotivational knowledge across grade levels, (2) the cultural and developmental generalizability of the metamotivational knowledge and performance association, (3) the role of the breadth of motivational strategy repertoire and metamotivational knowledge about discerning when to use distinct strategies, and (4) demographic factors contributing to differences in such discernment. Results reveal that middle-to-high school Singapore students generally possess accurate metamotivational knowledge regarding high-level versus low-level construal, with older students scoring higher than younger students. High-level knowledge significantly predicted exam performance. This finding held even when controlling for prior exam scores and strategy repertoire. Notably, there was no significant correlation between students' strategy discernment and repertoire. Lastly, students from higher-income households exhibited higher knowledge levels, suggesting possible demographic disparities. These findings underscore the critical role of metamotivational knowledge in predicting real-world success.

Tian, R., Tong, J., Li, Z., Abdinnour, S., & Xu, D. J. (2025). **Has the tablet beaten textbooks? Effect of key tool features on student satisfaction.** *Education and Information Technologies*, 30(15), 21953-21980. <https://doi.org/10.1007/s10639-025-13632-3>

As digital learning tools continue to reshape education, the debate over their effectiveness compared with traditional textbooks remains unresolved. This study provides fresh insights by examining how important feature-level factors—portability, navigability, and visual appearance—shape users' confirmation and satisfaction with iPads and textbooks. Through a within-subject experiment conducted in a real classroom setting, 82 undergraduate students enrolled in an operations management course at a U.S. public university participated in a two-phase study over two weeks. To ensure ecological validity, students used either an iPad or a traditional textbook to solve decision science problems in their regular classroom environment before switching to the other tool in the second phase. At the end of each phase, participants completed a questionnaire assessing their perceptions of the tools and their learning experiences. This study's findings challenge the intuitive belief that digital tools are always better than traditional ones. Furthermore, this study systematically examines the advantages and limitations of each tool regarding their detailed features, thus deepening the understanding of their role in digital learning adoption. This research offers a comparative analysis of electronic and traditional educational tools, which will provide insights for optimizing electronic education and responding to the changing landscape of learning technologies.

Touati, C. D., Cyr, C., Côté, C., Prilleux, A., Surier, S., Miljkovitch, R., ... Dubois-Comtois, K. (2025). **Implantation de l'intervention relationnelle en protection de l'enfance : bâtir des ponts entre recherche et pratique.** *Revue internationale de l'éducation familiale*, 55(1), 65-86. <https://doi.org/10.3917/rief.055.0065>

Des études sur plusieurs décennies montrent que les enfants des services de la protection de l'enfance présentent un risque accru de troubles de santé mentale. Une relation parent-enfant sécurisante est cruciale pour leur développement et leur résilience. Cependant, les professionnels qui accompagnent ces familles rencontrent souvent des difficultés d'accès aux connaissances scientifiques récentes et aux interventions fondées sur des données probantes. Pour pallier cela, une recherche-action a mené à l'implantation de l'intervention relationnelle (IR) – attachment video-feedback intervention (AVI) – en France. Cette intervention de courte durée repose sur la théorie de l'attachement et utilise la rétroaction vidéo. Des études scientifiques ont montré son efficacité, et elle a reçu un accueil favorable des intervenants. L'IR se distingue par sa valorisation des forces parentales et son approche basée sur l'observation de la relation parent-enfant pour définir le plan d'intervention. Elle utilise la rétroaction vidéo pour renforcer les comportements parentaux sensibles. Cette méthode non jugeante et collaborative instaure une relation de confiance, offrant une base sécurisante aux parents pour explorer la relation avec leur enfant. L'IR est mise en œuvre au Québec, et son déploiement en France est prometteur.

Toupin, K., & Ramirez, Q. (2025). **Pré-commande, commande, demande. Triptyque contemporain des pratiques psychosociologiques dans un contexte gestionnaire.** *Cliopsy*, 34(2), 91-109. <https://doi.org/10.3917/cliop.034.0091>

Véronneau, M.-H. (2025). **Qui sont-ils et comment les aider ? Portrait de la santé mentale des élèves en formation professionnelle et pistes d'action pour leur réussite** (p. 87) [Rapport de recherche Programme Actions Concertées]. Consulté à l'adresse Université du Québec à Montréal website: https://frq.gouv.qc.ca/app/uploads/2025/09/2025-06-17_rapportfinalsmfpv4.pdf

Voyer, S., & Véronneau, M.-H. (2025). **Le bien-être psychologique des élèves de formation professionnelle lors de leur transition en emploi : le rôle de la compétence émotionnelle et de la réussite éducative**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 242-264. <https://doi.org/10.26443/mje/rsem.v59i2.10146>
La transition de l'école vers le marché du travail comporte plusieurs défis pour les élèves de la formation professionnelle au Québec. Alors que le bien-être psychologique au travail se révèle un indicateur important d'une transition réussie, ce concept est peu étudié. La compétence émotionnelle et la réussite éducative sont étroitement liées et pourraient contribuer au bien-être psychologique. Cette étude à deux temps de mesure et incluant 179 élèves visait à vérifier si la réussite éducative joue le rôle de médiateur entre la compétence émotionnelle et le bien-être psychologique. Les analyses de régression soutiennent que la réussite éducative agit effectivement comme médiateur dans cette relation. Cette étude met en lumière le potentiel d'interventions visant à renforcer la compétence émotionnelle des élèves.

Xia, M., Chen, X., & Chi, X. (2025). **The Time-Varying Association Between Family Climate and Adolescent School Adjustment From 4th Grade to 12th Grade**. *Journal of Youth and Adolescence*, 54(11), 2751-2764. <https://doi.org/10.1007/s10964-025-02219-3>
Family climate and adolescents' school adjustment are closely related. However, little is known about the developmental timing of "when" and "how" their associations change across grade levels. Using time-varying effect modeling (TVEM), this study aimed to examine the dynamic associations between family climate and school adjustment from early to middle adolescence. The sample consisted of 15,451 adolescents in 4th to 12th grades, aged 9 to 18 years ($M = 13.33$, $SD = 2.24$); 52.2% were boys and 47.8% were girls; 25.5% were only children, while 74.5% had at least one sibling; 93.9% were from married-parent families, and 6.1% were from families with other structures. Results revealed that family cohesion and conflict were significantly associated with school connectedness and academic achievement across 4th to 12th grades, with the associations being stronger in middle school grades. Family cohesion also significantly moderated how family conflict related to school adjustment, supporting the "mattering" hypothesis rather than the "buffering" hypothesis. Specifically, family conflict had stronger negative associations with school connectedness among adolescent from high-cohesion families than those from low-cohesion families, particularly during the transition grades from middle to high school (9th to 10th grades). Family conflict also had a significant negative association with academic achievement in 4th to 9th graders from high-cohesion families, but such association was not significant for adolescents in low-cohesion families. Findings demonstrated the time-varying association between family climate and school adjustment across adolescence, with middle school being a critical time window for family-school intervention. Moreover, fostering a cohesive family climate, especially during key school transitions, may be an effective way to support adolescents' academic success and overall adjustment.

Xu, J., Avcı, S., Özgenel, M., & Núñez, J. C. (2025). **Students' self-regulation of homework behavior: do autonomy support and effort matter?** *Social Psychology of Education*, 28(1), 163. <https://doi.org/10.1007/s11218-025-10127-4>

Drawn from expectancy-value, self-regulated learning, self-determination, and growth mindset theories, our investigation explored multilevel models of homework management among middle school students in Türkiye. At the student level, homework management was positively related to homework interest, homework effort, self-regulatory purpose, parent autonomy support, teacher feedback, homework expectancy, and homework time. Furthermore, males were less likely than females to manage homework. At the class level, homework management was linked positively to homework interest but negatively to homework quality. Notably, our investigation expands the existing literature by showing that homework management was positively related to homework effort and parent autonomy support, but not to teacher autonomy support. Implications of these results are considered in relation to future studies and homework practices.

Xu, X., Thien, L. M., Lin, J., & Li, Y. (2025). **Insights for improvement: how lecturers' digital leadership drives student engagement in language learning.** *Education and Information Technologies*, 30(15), 21105-21137. <https://doi.org/10.1007/s10639-025-13594-6>

In addition to identifying crucial areas of lecturers' digital leadership that can be improved to enhance students' various engagement in language learning, the goal of this study is to investigate the relationships between various dimensions of lecturers' digital leadership and students' behavioral, emotional, and cognitive engagement in language learning. Data were collected from 720 students who studied in three higher education institutions in China. Data were analyzed mainly through partial least squares structural equation modelling (PLS-SEM) and importance-performance map analysis (IPMA). The findings revealed that Digital citizenship is the critical yet underperforming dimension of digital leadership, highlighting it as a priority for improvement. Digital age learning culture demonstrated strong performance but contributed less significantly to engagement. Systemic improvement and Excellence in professional practice exhibited minimal influence and low performance. Visionary leadership weakly and negatively influenced Cognitive and Emotional engagement with no significant effect on Behavioral engagement potentially due to misalignment with student needs or contextual challenges. This study contributes to a comprehensive understanding of how different dimensions of digital leadership influence various student engagement in language learning, guiding educational stakeholders to prioritize impactful interventions.

Zarrinabadi, N., Lou, N. M., & Rezazadeh, M. (2025). **Rethinking teaching skills: growth teaching mindsets predict teachers' positive emotions and effective management in EFL classrooms.** *Social Psychology of Education*, 28(1), 157. <https://doi.org/10.1007/s11218-025-10120-x>

Positive emotions and effective classroom management are indispensable components of successful teaching. However, the role of teachers' mindsets about their teaching abilities in their emotions and classroom management has remained understudied. This study investigated whether and how language teachers' beliefs about the stability and malleability of teaching ability (i.e., fixed and growth teaching mindsets) are linked to their classroom management and emotions. The participants were 212 in-service English-as-a-foreign-language teachers (148 females and 64 males; Mage = 33.88). The results of structural equational modeling showed that growth teaching mindset positively

predicted teaching enjoyment and instructional and behavioral management, even after controlling for gender, teaching experiences, and teaching efficacy. In contrast, fixed mindsets positively predicted anger, anxiety, and behavioral management. The study provides insights into applying positive psychology research in language teaching, suggesting that embracing growth mindsets may enhance teachers' efficacy in classroom management as well as emotional well-being.

Zhao, J. (2025). **Advancing english language education: A mixed-methods analysis of AI-driven tools'impact on engagement, personalization, and learning outcomes.** *Education and Information Technologies*, 30(15), 21773-21813. <https://doi.org/10.1007/s10639-025-13560-2>

Artificial Intelligence (AI) and cutting-edge technology have been incorporated into schooling in recent years and have changed teaching and learning processes across various disciplines. In English language teaching, AI offers innovative solutions to improve learning results by offering individualized and flexible educational opportunities, improving engagement and motivation, and offering precise feedback mechanisms. In order to improve learning results, this research intends to examine how AI and technology can be incorporated into the teaching of English. Using a mixed-methods approach, 50 instructors participated in semi-structured interviews to obtain qualitative insights, while 530 participants (410 students and 120 teachers) completed a structured questionnaire to provide quantitative data. Additionally, a pre-post test intervention involving 410 students measured the direct impact of AI and technology on learning outcomes. Quantitative data was examined using SPSS software, while qualitative data was assessed using NVivo software. According to the findings, using AI in English instruction greatly boosts student interest and engagement, which enhances learning results. This study's novelty comes from its thorough investigation of how AI and technology can significantly enhance English language teaching and learning outcomes. By employing a mixed-methods methodology that blends significant quantitative data from teachers and students with qualitative observations from interviews, it provides a comprehensive understanding of AI's effects. The results highlight how AI may improve academic results, personalize learning experiences, and increase student engagement, thereby shaping future educational practices and policies in language instruction.

Aspects sociaux de l'éducation

Abuya, B. A., & Muhia, N. (2025). **"I was not used to speaking to my children" parental gains from an adolescent education program in urban Nairobi, Kenya.** *International Journal of Qualitative Studies in Education*, 38(10), 1477-1489. <https://doi.org/10.1080/09518398.2025.2452646>

The paper examines gains that accrued to parents of adolescents, in an education program in urban Nairobi, Kenya. Data comes from qualitative narratives from parents collected during the endline evaluation of the Advancing Learning Outcomes and Transformational Change (ALOT Change) program in the months of April–May 2018 using focus group discussions (FGDs). Analysis followed the framework of Miles and Huberman, which compares data from participants across time. Results showed that parents gained from the support provided to their children to continue with their education. There was also the trickle-down effect of the intervention in the households. Parental benefits were amplified through improvements in communication between them and their children.

Finally, parents changed their behavior, to become better role models to their children. Overall, parents also became champions in improving educational outcomes for children in the Urban Informal Settlements, in Nairobi.

Arruda, E. H., Cho, Y.-H., Rayyes, N., Gonzalez, A., Yada, K., & Chun, C.-A. (2025). **Psychosocial Impacts of COVID-19 and Racial Injustice on Undergraduate Research Trainees**. *CBE—Life Sciences Education*, 24(4), ar47. <https://doi.org/10.1187/cbe.24-03-0112>

Undergraduate research programs (URPs) play an important role in preparing the next cohort of professionals in the health research workforce. URPs also provide continuity and structure during times of stress and uncertainty, like the COVID-19 pandemic and racial reckoning of 2020. This mixed-methods study describes the relationships between student stressors and educational experiences while examining program factors that might have mitigated negative consequences. Participants of an NIH-funded URP, BUILD (Building Infrastructure Leading to Diversity), aimed to increase the number of students from underrepresented backgrounds in biomedical and behavioral sciences Ph.D. programs and research careers (N = 45), were surveyed in September 2020 and again in May 2021 to understand their personal, programmatic, and educational-related concerns during the twin pandemic of COVID-19 and racial injustice. Concurrent and longitudinal correlational relationships as well as qualitative data were examined to describe trainee experiences and inform best practices in supporting academic pursuits and well-being. In fall 2020, students reported high levels of mental health and academic concerns. Additionally, there was a wide spectrum of personal needs concerns, and of emotional impacts of anti-Black racism on students. High levels of these concerns and impacts of racial injustice were related to poorer personal resource management and programmatic working relationships, as well as educational and graduation impacts after students completed a virtual academic year. Students continued to feel emotionally and academically impacted by both anti-Asian and anti-Black racism, and a majority also indicated heightened awareness and engagement with racial injustice topics. Finally, results showed that negative early experiences were related to poorer end-of-the-year educational experiences, and in some cases, these relationships were significant only for students with a weaker sense of belonging, resource management skills, or working relationships. Results supported the URPs' importance of developing belongingness, strong working relationships, and personal management skills, which improved students' research and academic success, particularly for those with personal, mental health, and/or academic needs or concerns. Building a network of support and these skill sets as undergraduates may have long-reaching effects to help trainees endure and flourish when faced with future challenges.

Balleys, C. (2025). **La régulation des usages des écrans à l'adolescence : une question de contexte social et familial**. *Agora débats/jeunesses*, 101(3), 94-112. <https://doi.org/10.3917/agora.101.0094>

Béduchaud, D., Fontanieu, V., Dorard, G., & Untas, A. (2025). **Des jeunes sans responsabilités ? Les lycéen·nes et le travail domestique familial**. *Agora débats/jeunesses*, 101(3), 7-26. <https://doi.org/10.3917/agora.101.0007>

Benveniste, S., & Pavie, A. (2025). **Élites : origine, éducation, destination**. *L'Année sociologique*, 252(2), 15-47. <https://doi.org/10.3917/anso.252.0015>

Bergeron-Leclerc, C., Diadiou, F., Cherblanc, J., Gauthier, J., Muñoz, M. I. L., Tessilimi, R. I. O., ... Gravel, A. R. (2025). **Équité, diversité et inclusion en milieu universitaire : une analyse des politiques universelles favorisant le bien-être.** *Revue hybride de l'éducation*, 9(4), 1-23. <https://doi.org/10.1522/rhe.v9i4.1892>

Les politiques institutionnelles en équité, en diversité et en inclusion constituent des leviers essentiels pour favoriser l'inclusion en enseignement supérieur. Elles ne sont toutefois pas les seuls outils disponibles : d'autres types de politiques contribuent à faire des environnements universitaires des milieux bienveillants, inclusifs et sécuritaires. En effet, les politiques visant à prévenir les violences à caractère sexuel, les situations d'incivilité, de discrimination et de harcèlement, de même que les problèmes de santé physique et psychologique, sont susceptibles de contribuer au mieux-être des communautés. Cet article présente les résultats d'une étude qualitative menée au sein du Réseau de l'Université du Québec et ayant pour objectif d'analyser ces politiques.

Bertrand, S. (2025). **"It's the who and what are you afraid of?" for me: Centering Blackness in teacher education to equip preservice teachers for Black student success.** *International Journal of Qualitative Studies in Education*, 38(10), 1563-1580. <https://doi.org/10.1080/09518398.2025.2452986>

This article addresses the need for teacher education programs and teacher educators to focus explicitly on Black K-6 students in their courses. This qualitative study seeks to understand how preservice teachers (PSTs) perceive Black elementary students who attend urban schools and how an elementary foundations course that intentionally focuses on supporting Black students impacts PSTs perceptions of Black students. This study reveals what teacher education needs to do to address the biases and negative perceptions that some PSTs have regarding Black children. Also, this study highlights what PSTs believe is needed to better equip them to teach Black K-6 students.

Biermann, A., Mayer, E., & Grub, A.-S. (2025). **Girls are disciplined and boys rebellious. The influence of implicit gender associations on noticing of disruptive student behavior: an eye-tracking study.** *Social Psychology of Education*, 28(1), 176. <https://doi.org/10.1007/s11218-025-10135-4>

Professional vision is an important situation-specific competence for teachers. Particularly for classroom management, a good learning environment requires early recognition of potential disruptions, the correct interpretation of such situations, and fair, appropriate consequences. Group associations can influence perceptual processes and, especially in complex, dynamic situations, (pre-service) teachers risk misinterpreting behavior by following implicit associations rather than actual behaviors. The connection between associations and perceptual processes in the context of professional vision has rarely been investigated. This study aims to investigate the relationship between the implicit gender-specific associations of pre-service teachers and their noticing of disruptions from a female versus a male student. We conducted a randomized repeated measures experiment with N = 62 pre-service teachers, who observed four video vignettes of a virtual classroom with either a female or a male student exhibiting disruptive behavior. Implicit associations were assessed using the implicit association test, while gaze behavior was measured using the eye-tracking method. The results indicated a higher attentional focus on the female student, however, there was no deeper cognitive processing for the female student, which was expected for more inconsistent information according to the continuum model of impression formation. The findings did not demonstrate a direct connection between implicit associations and noticing. In the discussion, we underscore

the importance of valid stimulus material and suitable methods for measuring implicit associations, thus providing valuable insights for future research.

Blanden, J., Cassagneau-Francis, O., Macmillan, L., & Wyness, G. (2025). **Private Highs: Investigating University Overmatch Among Students from Elite Schools** (Working paper N° 18171). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18171>

Inequality in college attendance is a key driver of intergenerational mobility. We focus upstream to examine how elite high-schools – specifically UK private (feepaying) schools – shape university destinations across the achievement distribution. Using linked-administrative data, we show the main advantage conferred by private schools is not access to elite colleges for their best students, but that lower-achieving students are more likely to 'overmatch': lower-achieving pupils from private schools enrol in university courses around 15 percentiles higher ranked than similarly qualified state-school students. Examining mechanisms, we show that this overmatch is driven largely by differences in application behaviour.

Bolgrien, A., Hancioglu, A., King, M., Boyle, E. H., & Richou, C. (2025). **Harmonisation des données d'enquêtes auprès des ménages sur la situation et le bien-être des enfants, des adolescents et de leurs familles: MICS et IPUMS MICS**. *Population*, 80(1), 69-81. <https://doi.org/10.3917/popu.2501.0069>

Boring, A. (2025, octobre 20). **Orientation postbac : pourquoi les femmes choisissent moins les sciences que les hommes**. <https://doi.org/10.64628/AAK.tkvekrky>

Freinée par les stéréotypes de genre, l'orientation des filles vers les filières scientifiques peut aussi pâtir de motivations « a priori » positives comme le choix d'études par passion.

Borrego-Tarragó, A. (2025). **Le défi de la participation des familles aux services sociaux, selon le modèle de Lundy**. *Revue internationale de l'éducation familiale*, 55(1), 41-63. <https://doi.org/10.3917/rief.055.0041>

Bozonnet, C. (2025, octobre 21). **« Je me suis demandé si je partais avec 10 m de retard ou eux avec 10 m d'avance » : l'épreuve des longues études pour les jeunes de quartiers prioritaires**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/10/21/je-me-suis-demande-si-je-partais-avec-10-m-de-retard-ou-eux-avec-10-m-d-avance-l-epreuve-des-longues-etudes-pour-les-jeunes-de-quartiers-prioritaires_6648314_4401467.html

La part de jeunes diplômés d'un bac + 5 reste deux fois plus faible dans les quartiers prioritaires que chez les autres jeunes urbains. La pauvreté, les inégalités scolaires et la stigmatisation constituent autant d'obstacles à leur parcours universitaire.

Bristielle, A., Bucher, A., & Cusset, P.-Y. (2025). **Jeunesse d'hier et d'aujourd'hui : le grand déclassement ?** *Note Flash du Haut-Commissariat à la Stratégie et au Plan*, (4), 1-12. Consulté à l'adresse <https://www.strategie-plan.gouv.fr/publications/jeunesse-dhier-et-daujourd'hui-le-grand-declassement>

En 2024, trois Français sur quatre estiment que « c'était mieux avant ». Cette nostalgie ne touche pas que les personnes âgées : deux jeunes de moins de 35 ans sur trois partagent ce diagnostic. Mais est-ce bien le cas ? Dans la France d'aujourd'hui, un jeune de 30 ans vit-il moins bien qu'un jeune de 30 ans au milieu des années 1970 ? Pour objectiver la

situation des jeunes, à cinquante ans d'intervalle, cette note propose une compilation de données couvrant les grands domaines du niveau et de la qualité de vie : diplômes, emploi, revenus et prélèvements, patrimoine et logement, conditions de travail, famille et temps libre. Qu'en ressort-il ?

Carlson, D., Domina, T., CarterIII, J., Perera, R. M., Radsky, V., & McEachin, A. (2025). **Structuring Choice Policy, School Segregation and the Two-Stage School Choice Process.** *American Educational Research Journal*, 62(5), 946-981.
<https://doi.org/10.3102/00028312251355992>

School choice is both an important tool for school desegregation policy and an enabler of racial segregation. In this paper, we used a two-stage model of complex decision making to illustrate the relationship between school choice policy structure and school segregation. Our analyses draw on data describing the choices available to kindergarteners entering the Wake County Public School System between 2000 and 2010. As it pursued school diversity goals, the Wake County Public School System constructed school choice sets that included geographically proximal and relatively racially diverse default "base" schools as well as a range of segregating and desegregating options. While most families selected the base school, White and Asian families disproportionately used the choice system to avoid schools with large concentrations of Black students.

Charousset, P., & Monnet, M. (2025). **Gendered Teacher Feedback, Students' Math Performance and Enrollment Outcomes: A Text Mining Approach.** Consulté à l'adresse <https://shs.hal.science/halshs-03733956>

This paper examines how students' gender shapes teachers' feedback and its effects on performance and enrollment. Analyzing written feedback from math teachers to over 600,000 French high school students across five years, we find teachers praise girls for effort and positive behavior, while similarly-performing boys are more often criticized for behavior and praised for intellectual ability. Leveraging quasi-random teacher assignment, we estimate that gendered feedback slightly improves math performance, particularly for girls, especially when effort is emphasized. However, such feedback has no measurable impact on students' higher education enrollment in the following year.

Colella, M. (2025). **Réception de vidéos Instagram chez les adolescent es : enjeux et processus.** *Agora débats/jeunesses*, 101(3), 78-93.
<https://doi.org/10.3917/agora.101.0078>

Comeaux & Davidson. (2025). **Challenges and Opportunities for Advancing Equity in Intercollegiate Athletics at Community Colleges: A Critical Review of Literature.** *Community College Journal of Research and Practice*, 49(12), 803-810.
<https://doi.org/10.1080/10668926.2025.2460424>

Employing an equity lens, this systematic review critically assesses scholarly research from the past 20 years, emphasizing what is known about community college students who participate in athletics. Keeping the current for-profit and win at all cost culture of intercollegiate athletics in mind, our objective is to provide educators, researchers, and policymakers with a current and reliable assessment of the structural arrangement of community college athletic programs and athlete experience, including how this arrangement influences the academic completion goals and transfer decisions of athletes. In this systematic review, it is concluded that the dearth of scholarship on the community college athlete experiences has identified ways that athletic identity

manifests itself in these athletes and how the community college athletics structure is different from – yet influenced by – the NCAA Division I enterprise. Moreover, there is a scarcity of research on how issues of race, gender, and class affect both experiences and outcomes for community college athletes. The review concludes with a discussion on key gaps in the current research and outlines important questions that need further study.

Cyr, A. (2025). **Évolution des constructions sociales du décrochage scolaire des jeunes qui fréquentent l'école secondaire au Québec : perspective de l'analyse des documents de politique du ministère de l'Éducation de 1960 à 2022** (Masters, Université du Québec à Rimouski). Consulté à l'adresse <https://semaphore.uqar.ca/id/eprint/3273/>

RÉSUMÉ : Comment se traduit l'évolution des constructions sociales du décrochage scolaire chez les jeunes qui fréquentent l'école secondaire au Québec, au cours de la période de 1960 à 2022 ? La recherche a comme point de départ les travaux de Doray et ses collègues (2011), Moulin et ses collègues (2014), Berthet et Bourdon (2019) ainsi que Bernatchez (2018). Elle s'appuie sur les concepts de politiques publiques, de territoire, d'intersectorialité et de décrochage scolaire. Elle mobilise les approches par les idées (de Maillard et Kübler, 2015) et les référentiels (Muller, 2019), ainsi que les notions de construction sociale (Berger et Luckmann, 2018) et de territoire (Perron et Veillette, 2012). L'étude analyse 31 documents de politiques publiés entre 1960 et 2022 par le ministère de l'Éducation du Québec. Une méthodologie qualitative inductive est utilisée, combinant analyse de contenu et analyse thématique. Les données sont organisées et interprétées à l'aide de matrices et d'étiquettes, produisant 2 085 données à partir de 786 références. Comme résultats à ce projet de recherche, nous notons une confusion entre les termes étudiés (absentéisme, abandon, décrochage, persévérance scolaire, réussite scolaire, réussite éducative et diplôme), pour lesquels les mêmes images peuvent être utilisées. Nous notons aussi qu'une confusion est présente entre les thèmes de la réussite éducative et de la réussite scolaire, pour lesquels les mêmes images sont utilisées. Finalement, nous avons identifié des référentiels stables et en croissance pendant la période étudiée (jeunes à risque, marché du travail, formation professionnelle, motivation, territoire, mobilisation, intersectorialité, plans et stratégies, parents, adaptation aux besoins des jeunes, valorisation de l'éducation, égalité des chances et justice sociale) en plus de mettre en lumière des documents phares et des politiques non répertoriées dans les sources utilisées. L'étude conclut que les constructions sociales du décrochage scolaire ont évolué entre 1960 et 2022, mais que certains référentiels sont restés stables. Elle propose des pistes de recherche pour explorer davantage les thèmes de la qualité de l'éducation, de la réussite scolaire et éducative, et de la valorisation du diplôme. Elle propose aussi une continuité à l'inventaire des politiques publiques publié par Lessard et ses collègues en 2007. -- Mot(s) clé(s) en français : Décrochage scolaire, abandon, persévérance scolaire, réussite éducative, réussite scolaire, construction sociale, intersectorialité, territoire, politique publique, Québec. -- ABSTRACT : How have the social constructions of school dropout among high school students in Quebec evolved from 1960 to 2022? The research is based on the work of Doray and colleagues (2011), Moulin and colleagues (2014), Berthet and Bourdon (2019) and Bernatchez (2018). It draws on concepts of public policy, territory, intersectorality and school dropout. The study employs the approaches of ideas (de Maillard et Kübler, 2015) and referential (Muller, 2019), as well as the notions of social construction (Berger et Luckmann, 2018) and territory (Perron et Veillette, 2012). The study analyzes 31 policy documents published between 1960 and 2022 by the Quebec Ministry of Education. An inductive qualitative

methodology is used, combining content analysis and thematic analysis. Data are organized and interpreted using matrices and labels, producing 2085 data from 786 references. The results of this research project indicate confusion between the terms studied (absenteeism, dropping out, school perseverance, school success, educational success and diploma), for which the same images can be used. There is also confusion between the themes of educational success and school success, for which the same images are used. Finally, we identified stable and growing frames of reference over the period studied (youth at risk, job market, vocational training, motivation, territory, mobilization, intersectorality, plans and strategies, parents, adaptation to young people's needs, valuing education, equal opportunity and social justice), as well as highlighting landmark documents and policies not listed in the sources used. The study concludes that social constructions of school dropout have evolved between 1960 and 2022, but that certain frames of reference have remained stable. It suggests avenues of research to further explore the themes of educational quality, academic and educational success, and the valuing of diplomas. It also proposes a continuation of the inventory of public policies published by Lessard and colleagues in 2007. -- Mot(s) clé(s) en anglais : School drop out, school perseverance, school success, educational success, diploma, social construction, intersectorality, territory, public policy, Quebec.

Dehghanpour-Farashah, A., Dehghanpour-Farashah, A., & Adnanrad, M. (2025). **Breaking Glass Dam: Women's Journey to Faculty Membership**. *Higher Education Quarterly*, 79(4), e70065. <https://doi.org/10.1111/hequ.70065>

Considering the significantly lower percentage of Female Faculty Members (FFMs) compared to Male Faculty Members (MFMs) in Iranian universities, this cross-sectional mixed-methods study aims to identify and prioritise the barriers preventing women's entry into academic positions. Specifically, it explores the challenges faced by female PhD holders in securing such roles. The qualitative phase of this research involved in-depth interviews with 32 faculty members from public universities. These interviews led to the identification of four main categories and 20 initial sub-barriers. In the quantitative phase, a survey was administered to 358 faculty members from public universities in Tehran, and the collected data were analysed using Confirmatory Factor Analysis (CFA), resulting in the refinement and validation of four main barriers and 18 sub-barriers. To assess gender-based differences in the perceived importance of these barriers, the non-parametric Mann-Whitney U test was employed due to the non-normal distribution of the data. In the final step, the identified barriers were prioritised using the Analytic Hierarchy Process (AHP), conducted separately for FFMs and MFMs. This study deepens our understanding of the structural and perceptual barriers that women face in accessing academic positions and provides evidence-based strategies to address these challenges and promote gender equity. As a key theoretical contribution, this research introduces the concept of the 'Glass Dam' to describe the subtle and invisible barriers that impede women's entry into professions such as academic roles.

Del Bono, E., Holford, A., & Sartori, T. (2025). **Beyond Test Scores: How Academic Rank Shapes Long-Term Outcomes** [Working paper]. Consulté à l'adresse arXiv.org website: <https://EconPapers.repec.org/RePEc:arx:papers:2510.11973>

We study the effects of academic rank using data on the entire population of children enrolled in primary schools in Aberdeen, Scotland, in 1962. Exploiting quasi-random variation in peer group composition, we estimate the causal impact of rank on academic performance, noncognitive development, parental investment, and long-

term outcomes. Higher rank improves achievement on the high-stakes eleven-plus examination and strengthens internalizing skills (traits related to self-concept and confidence), suggesting that rank effects operate primarily through students' self-perception. Using a follow-up survey conducted forty years later, we find that rank raises educational attainment, particularly for girls, while long-term income gains emerge only among boys. The gender gap in long-run effects likely reflects historical barriers to women's access to higher education and skilled employment during this period.

Delès, R., & Herbaut, E. (2025). **Vers un “ nouvel équilibre ” familial ? L'égalité de genre et les représentations de la parentalité en France et en Suède.** *Sociologie*, 16(3), 251-267. Consulté à l'adresse <https://hal.science/hal-05340104>

La théorie du «nouvel équilibre», proposée par Gøsta Esping-Andersen et Francesco Billari en 2015, suggère que l'égalité de genre extensive, c'est-à-dire dans la sphère professionnelle et dans la sphère domestique, contribue à rendre la parentalité plus attractive. Mais cette relation semble varier selon les contextes et s'observe apparemment surtout dans les pays nordiques. À partir des données de l'enquête ISSP 2012, l'article met à l'épreuve cette théorie en examinant la relation entre l'égalité de genre et les représentations de la parentalité en France et en Suède. En Suède, où les pratiques domestiques sont plus égalitaires, l'égalité dans le couple est associée à des perceptions moins négatives de la parentalité, soutenant l'idée d'un renouveau des relations familiales. En revanche, en France, aucune association n'est observée; les représentations parentales restent plus pessimistes, quel que soit le niveau d'égalité dans les couples. L'étude met en lumière le rôle des politiques nationales. Les politiques suédoises, qui favorisent le partage des congés parentaux, encouragent ainsi des modèles de coresponsabilité et une vision positive de la parentalité. Au contraire, en France, le soutien limité à l'engagement paternel semble entraver la possibilité d'une dynamique similaire.

Delgado, Cuellar, & Allen. (2025). **Texas Community College Students' Perceptions of Latinx: A Narrative Case Study Examining Ethnic-Racial Identity Development.** *Community College Journal of Research and Practice*, 49(12), 811-826. <https://doi.org/10.1080/10668926.2025.2462123>

Ethnic-racial identity (ERI) development is critical to holistic development and psychological wellness. A positive ERI protects individuals against discrimination's negative effects and supports students' academic success. Latinx is a term recently proposed as a gender-inclusive approach to identify individuals of Hispanic/Latina/o descent. While growing in popularity, especially in academia, it is not widely adopted. Using Social Identity Theory and ERI as guiding frameworks, this narrative case study explored the ERI attitudes and beliefs of 10 first-generation Hispanic/Latina/o community college students in Texas. Findings revealed the participants' limited familiarity and perceptions of Latinx as an ERI term. Recommendations for practice and future research are provided.

Desrosiers, G., Lalande, J., Boily, É., & Gravel, M. (2025). **L'organisme AGIR en milieu rural : un partenariat école-famille-communauté actif et synergique.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 28-31. <https://doi.org/10.7202/1119608ar>

De nombreuses études ont confirmé l'importance du partenariat entre l'école, la famille et la communauté pour la réussite éducative (Deslandes, 2019). Ce partenariat est

particulièrement nécessaire dans les collectivités rurales qui sont touchées par le phénomène de dévitalisation (Casto, 2016). La structure partenariale AGIR (Action globale et innovante pour la réussite éducative des jeunes au Bas-Saguenay) a été créée pour répondre à ces défis dans cinq municipalités rurales situées sur le territoire du Bas-Saguenay. Dans cet article, le processus de création de l'AGIR, ancré dans une démarche de recherche participative (Amboulé-Abath et al., 2023 ; Boily et al., 2025), sera d'abord décrit. Par la suite, une présentation des actions concrètes menées par cette organisation sera exposée en lien avec les champs d'action prioritaires qui sont l'accès à la culture et aux activités de loisirs, l'accès aux services de proximité, l'innovation éducative en milieu rural ainsi que la mobilisation des jeunes et des familles (AGIR, 2021).

Dini, S., & Repond, G. (2025). **Accompagner les parents : réflexion sur les normes de la parentalité.** *Revue internationale de l'éducation familiale*, 55(1), 157-178. <https://doi.org/10.3917/rief.055.0157>

Dupont, A., Tardif, S., Charron, M., Gaudreault, M., Dupuis, G., & Archambault, J. (2025). **L'inclusion des personnes étudiantes en situation de handicap au collégial sous l'angle des représentations sociales enseignantes.** *Revue hybride de l'éducation*, 9(4), 1-33. <https://doi.org/10.1522/rhe.v9i4.1888>

Avec l'augmentation du nombre de personnes étudiantes en situation de handicap en enseignement supérieur, le réseau collégial québécois a dû s'adapter à une diversité croissante de besoins, notamment liés aux situations de handicap invisible. Une équipe de recherche a exploré les représentations sociales des personnes enseignantes sur l'inclusion des personnes en situation de handicap ainsi que sur leurs rôles et responsabilités dans ce processus. Les résultats révèlent des perceptions positives, mais des distinctions persistent entre les représentations sociales des situations de handicap visible et invisible. Des résistances, surtout envers les pratiques évaluatives inclusives, demeurent. L'adoption de la conception universelle de l'apprentissage apparaît comme une solution prometteuse pour répondre aux besoins de toute la population étudiante.

Duval-Valachs, L., & Legavre, A. (2025). **Un.e pour tous.tes ? Les appropriations enfantines des conseils d'élèves au regard de la norme d'intérêt collectif.** *Phronesis*, 14(5), 56-73. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-7-page-56>

L'article traite des conseils d'élèves, dispositif scolaire permettant aux élèves et à leurs enseignant·es de se réunir afin de discuter des événements passés et futurs de la classe. Le conseil d'élèves véhicule des normes coopératives, notamment celle d'une participation individuelle devant être guidée par un intérêt collectif. L'article explore ainsi les diverses appropriations du conseil par les élèves, certaines étant conformes à la norme d'intérêt collectif, d'autres plus éloignées. Il interroge les éventuels écarts entre la participation visible et l'intégration des normes coopératives, et invite à une réflexion sur les modalités de mise en place des conseils d'élèves, notamment en ce qui concerne l'étayage pédagogique autour des normes coopératives.

Edwards, B. A., Granados, A., Mohammed, T. F., Aini, R. Q., Cooper, K. M., Barnes, M. E., & Brownell, S. E. (2025). **The Experiences of Students with Concealable Muslim Identities During Peer Interactions in Undergraduate Biology Courses.** *CBE—Life Sciences Education*, 24(4), ar42. <https://doi.org/10.1187/cbe.24-10-0249>

The discrimination that Muslim students face on United States (U.S.) university campuses may be heightened in academic biology environments due to perceived stigma against religion in biology. Furthermore, as undergraduate biology courses transition to active learning, interactions among students often increase, so peer interactions may present additional challenges for biology students with concealable Muslim identities as they consider whether they should reveal their identities. In this study, we explored the experiences of 12 students with concealable Muslim identities during peer interactions in their undergraduate biology courses. We found that students felt their Muslim identity was salient during these peer interactions. However, students generally described the culture of biology as unwelcoming to any mention of religion. They anticipated stigma related to their Muslim identity, which contributed to them typically concealing their identity even though most had not actually experienced stigma related to their Muslim identity during peer interactions in biology. Students wished that their peers knew more about Islam and discussed how their own experiences as Muslims may differ based on their racial/ethnic identities. Our findings add to the growing literature on the experiences of Muslim students in academic biology in the U.S.

Erb, L.-A., & L'Horty, Y. (2022, octobre 13). **Educational pathways drive France's gender pay gap – what our research shows.** <https://doi.org/10.64628/AAK.uaxsnsrwx>
Region-level data from France indicate that some masters-level specialities dominated by women have low levels of remuneration once in employment.

Fabry, P. (2025). **Aide sociale à l'enfance : concevoir des pluriparentalités dans les placements de longue durée.** *Revue internationale de l'éducation familiale*, 55(1), 87-108. <https://doi.org/10.3917/rief.055.0087>

Faisca, É. (2025). **Analyser les expériences des enfants pour comprendre leur participation aux processus décisionnels en protection de l'enfance.** *Revue internationale de l'éducation familiale*, 55(1), 109-136. <https://doi.org/10.3917/rief.055.0109>

Cet article s'appuie sur une recherche doctorale menée auprès d'enfants de 7 à 14 ans bénéficiant d'une mesure de protection de l'enfance et, plus précisément, d'une mesure de placement judiciaire. L'étude repose à la fois sur l'observation des pratiques quotidiennes de sept professionnelles occupant la fonction de « référente » et sur des entretiens menés auprès de sept enfants, ainsi que de plusieurs intervenantes impliquées dans les interventions observées. Notre objectif était de comprendre comment se construisent les expériences de participation (ou de non-participation) de l'enfant au cours d'une intervention de suppléance familiale et quels sont les facteurs qui entrent en jeu. Pour appréhender ces expériences, nous avons examiné en détail la construction de plusieurs processus décisionnels, ainsi que la manière dont les enfants perçoivent leur propre implication durant ces processus. Dans cet article, l'analyse de quelques-unes de ces expériences met en évidence les dimensions interdépendantes qui entrent en jeu lorsqu'on aborde la participation de l'enfant dans le cadre de la protection de l'enfance.

Firat, M., & Gencoglu, B. (2025). **Teachers' multicultural beliefs or countries' integration policies? Contextual influences on students' multicultural learning and attitudes towards immigrants.** *Social Psychology of Education*, 28(1), 169. <https://doi.org/10.1007/s11218-025-10126-5>

With societies experiencing growing cultural diversity through international mobility of people, there are concerns about negative attitudes towards immigrants. These concerns have prompted the importance of multicultural learning at schools, which has resulted in a plethora of research on the relationship between students' multicultural learning and attitudes towards immigrants. Yet, prior research has concentrated on student- and classroom-level characteristics in this relationship; therefore, the contextual influences of school- and country-level factors remain unclear. The present study aimed to uncover the influence of teachers' multicultural beliefs and countries' immigrant integration policies on the relationship between students' multicultural learning and attitudes towards immigrants. To this end, student- and school-level data from 206,291 students in 11,285 schools that participated in the Programme for International Student Assessment (PISA) 2018 was combined with country-level data from 38 countries represented in the Migrant Integration Policy Index (MIPEX) 2018. Multilevel regression analyses revealed that students' multicultural learning is positively associated with their attitudes towards immigrants. Furthermore, a significant interaction between students' multicultural learning and teachers' multicultural beliefs was found, suggesting that egalitarian values of teachers at school enhance the positive effect of multicultural learning on students' attitudes. However, countries' immigrant integration policies did not play a moderating role. These findings underscore the significance of not only students' multicultural learning but also teachers' multicultural beliefs in shaping students' attitudes towards immigrants, contributing to strategies for promoting inclusion in diverse educational settings.

Flécher, M. (2025). **La féminisation « empêchée » des filières informatiques et numériques en écoles d'ingénieurs: Un découragement scolaire lié aux violences sexistes et sexuelles.** *Éducation & formations*, (108), 29-48. <https://doi.org/10.48464/ef-108-02>

Fraenkel, Y., & Bamberger, A. (2025). **Bridging Higher Education Research and Policy: The Role of Institutional Knowledge Brokers.** *Higher Education Quarterly*, 79(4), e70064. <https://doi.org/10.1111/hequ.70064>

We examine the role of institutional knowledge brokers in bridging higher education research (HER) and higher education policy, focusing on a parliamentary advisory body in Israel. Using citation and topic analysis, supplemented by stakeholder interviews, we investigate the topics addressed, sources of evidence utilised and perceptions of different forms of evidence. Findings reveal the limited influence of HER on advisory outputs, with governmental sources dominating the evidence base. The marginal role of HER is linked to perceptions of its limited timeliness, theoretical focus and perceived ideological biases. We highlight the inherent tensions faced by institutional knowledge brokers operating in political contexts, where navigating the demands for neutrality and relevance often limits their ability to engage with contentious or systemic issues. This challenge is particularly acute in the contemporary context, where academic knowledge production itself has become increasingly contested and a focal point of public and political polarisation. This study underscores the persistent challenge of integrating HER into policy and emphasises the need for more effective strategies to enhance the impact of scholarly research on policymaking. While grounded in the situated context of Israel's parliamentary advisory system, our findings illuminate tensions in the research-policy interface that may resonate beyond this setting.

Gadbois, M.-E., Bégin-Gaudette, M., & Rajotte, P. (2025). **Créer des ponts par la concertation intersectorielle : le rôle stratégique des agents de développement et des organisateurs communautaires.** *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 44-47.
<https://doi.org/10.7202/1119612ar>

Dans un contexte où les défis éducatifs et sociaux exigent une approche concertée, les tables de concertation se révèlent essentielles pour briser le travail en silo. En réunissant les acteurs scolaires, communautaires, municipaux et de la santé autour d'enjeux communs, elles favorisent une vision globale des besoins des élèves et de leur famille. Les agents de développement et les organisateurs communautaires y jouent un rôle central en facilitant la collaboration et en assurant la cohérence des services. Sur le territoire d'un centre de services scolaire, ces concertations ont mené à des initiatives concrètes, comme des soirées communautaires et un Comité langage, renforçant l'accessibilité aux ressources et le soutien aux familles. Toutefois, des défis demeurent, notamment concernant la mobilisation des partenaires et la pérennité des projets. En adoptant des stratégies adaptées, les tables de concertation demeurent un levier puissant pour renforcer la solidarité et répondre efficacement aux besoins du territoire.

Gagné-Legault, G., Cimon-Paquet, C., & Véronneau, M.-H. (2025). **Les perceptions de la supervision parentale selon les jeunes et leurs parents comme prédicteurs du fonctionnement scolaire à la fin du secondaire.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 169-192.
<https://doi.org/10.26443/mje/rsem.v59i2.10102>

Cet article examine en quoi les perceptions des parents et des adolescent·e·s relatives à la sollicitation et au contrôle parentaux peuvent servir à prédire le rendement et l'engagement scolaires. Des régressions hiérarchiques effectuées sur 133 dyades parent-enfant (66 % filles; âge moyen : 16,88 ans) révèlent que le contrôle perçu par les jeunes est significativement associé à leur engagement et à leur rendement. Quant à la sollicitation perçue, son lien avec l'engagement n'est que marginalement significatif. Les perceptions des parents de leur supervision ne prédisent quant à elles pas le fonctionnement scolaire de l'enfant. Il serait donc important de considérer la perception qu'ont les adolescent·e·s de la supervision parentale lors d'interventions visant à améliorer leur fonctionnement scolaire.

Gil, E., & McClure, D. (2025). **A comparative case study of learners experiencing interdependent empowered care in marginalizing contexts.** *International Journal of Qualitative Studies in Education*, 38(10), 1443-1460.
<https://doi.org/10.1080/09518398.2025.2452638>

This comparative case study's purpose is to explore how multi-age learners, both adults and children, from immigrant backgrounds experienced care in two educational settings in the United States and Ireland. Using data from two separate qualitative studies, this paper draws on the authors' conceptualization of interdependent empowered care (IEC) to argue that the settings exemplified three separate, but interrelated, care elements: 1) identity-affirming counterspaces; 2) interdependency and reciprocity; and 3) a means to achieve greater empowerment and agency. This cross-national study illuminates the role of care in educational settings to understand how it helps multi-age learners from immigrant backgrounds create nurturing communities, and it explores implications for educators.

Gill, R., Karim, M. E., Puyat, J. H., Petteni, M. G., Guhn, M., Janus, M., ... Gadermann, A. (2025). **Poverty type, immigration background, and secondary school academic outcomes for children in British Columbia.** *Social Psychology of Education*, 28(1), 167. <https://doi.org/10.1007/s11218-025-10093-x>

This study utilized a retrospective, population-based cohort of administrative records of 167,319 children who attended school in British Columbia, Canada. The outcomes of standardized English, math, and science exam scores, as well as high school graduation were examined. The associations between poverty and educational outcomes at high school were found to be complex. Children experiencing both household and neighbourhood poverty (i.e., "combined" poverty) at age 13 had significantly lower English, math, and science exam scores at grade 10, as well as having higher odds to not graduate before age 20. The effect of combined poverty was larger than household poverty only or neighbourhood poverty only for English exam scores and for graduating. However, the association between poverty with math or science outcome scores was mixed. Experiencing neighbourhood poverty only was generally associated with lower performance in educational outcomes across children of different immigrant generation status (non-immigrant, first-generation, second-generation), immigration admission category (economic, family, refugee), or region of origin (East Asia and Pacific, Europe and Central Asia, South Asia). However, children of specific immigration backgrounds who experienced household-only poverty appeared to score better on math exams in comparison to children who did not experience poverty from those same groups. Intervention and prevention efforts to reduce childhood poverty that also include immigrant-specific considerations could potentially improve children's educational outcomes.

Gillett-Swan, J., Willis, J., Kelly, N., & Miles, P. (2025). **Decision-making conditions for participatory student voice research at scale: examples from studying vertical school spaces.** *International Journal of Qualitative Studies in Education*, 38(10), 1581-1603. <https://doi.org/10.1080/09518398.2025.2452989>

Student voice research recognises students' roles as knowledge makers in cultural institutions like schools. It rarely occurs at scale, as researchers need to work closely with small groups of students to enable dialogue, listen, and negotiate. Gathering rich qualitative data from large groups of students in schools using such participatory methods can be challenging, becoming methodologically "messy" for philosophical and practical reasons. This paper links high-level research principles and pragmatics of on-the-ground research strategy and improvisation to provide ways of managing the 'mess' of student voice research at scale. Drawing from researcher experiences working with large groups of students, a reflexive decision-making theory is used to discern the deliberations that guided the research team's decision-making. Six different dimensions are illustrated, alongside methodological questions to offer guidance to other researchers. Student voice research at scale offers opportunities for diverse participatory roles for students and researchers to be innovative, reflexive knowledge makers.

Golay, D., & Udressy, O. (2025). **L'accompagnement du droit de visite : des espaces d'opportunité en termes de coéducation ?** *Revue internationale de l'éducation familiale*, 55(1), 137-156. <https://doi.org/10.3917/rief.055.0137>

L'article examine l'accompagnement du droit de visite, principe fondamental du droit familial en Suisse. Il analyse comment ce droit s'articule avec la notion de coéducation, en particulier dans les situations où l'intervention des services de protection de l'enfance

est nécessaire. La recherche s'appuie sur une approche méthodologique plurielle intégrant des données issues de différents terrains professionnels liés à la protection de l'enfance. Elle met en lumière les tensions et les défis rencontrés par les professionnels dans leur collaboration avec les parents, en explorant les espaces potentiels de coéducation qui peuvent émerger dans ces contextes complexes. L'objectif est d'identifier des pistes pour favoriser une alliance éducative entre parents et professionnels centrée sur l'intérêt supérieur de l'enfant, même dans des situations d'aide contrainte.

Grasperge, A. (2025). **Ce que coéduquer veut dire pour les acteurs d'une association d'éducation populaire. Représentations de la collaboration avec les parents dans le cadre de l'accompagnement à la scolarité.** *Revue internationale de l'éducation familiale*, 55(1), 179-207. <https://doi.org/10.3917/rief.055.0179>

À l'ère des politiques de coéducation, cet article propose de s'arrêter sur l'un des aspects d'une recherche doctorale, visant à mettre au jour les relations entretenues entre parents, École et associations. Plus précisément, cet article se penche sur les enjeux de la collaboration entre les parents (essentiellement des mères de familles populaires immigrées) et les acteurs d'une association d'éducation populaire parisienne, dans le cadre d'un dispositif d'accompagnement à la scolarité. Dans le cadre dudit dispositif, comment les acteurs associatifs appréhendent-ils concrètement la collaboration avec les familles dans leurs discours individuels? Quelles sont leurs attentes et leurs représentations à l'égard des parents? L'analyse des données empiriques – issues d'entretiens auprès d'acteurs associatifs (professionnels de l'animation socioculturelle et bénévoles) et d'observations participantes in situ – montre une réelle diversité dans les discours. Certains acteurs – plutôt issus de l'équipe permanente – voient les parents comme de véritables partenaires, tandis que d'autres – plutôt parmi les bénévoles – considèrent les parents (voire l'École) comme un frein à la réussite éducative des enfants accueillis et agissent donc dans une logique compensatoire. Sur cette base, il est alors possible de construire un ensemble de trois idéaux-types permettant de mieux saisir les tensions et contraintes qui s'exercent sur les différents acteurs.

Grimault-Leprince, A., Fontar, B., & Le Mentec, M. (2025). **Parentalités numériques : Des intentions éducatives aux pratiques : quelles logiques de différenciation?** *Agora débats/jeunesses*, 101(3), 113-134. <https://doi.org/10.3917/agora.101.0113>

Guenouni Hassani, R. (2025). **Voix des personnes intervenantes dans le milieu scolaire ou communautaire sur la socialisation des jeunes musulmans : comprendre les tensions et les meilleures pratiques.** *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 23-26. <https://doi.org/10.7202/1119607ar>

L'intégration des élèves issus de l'immigration représente un défi pour les sociétés d'accueil (Bakhshaei, 2016). Au Québec, ce processus repose sur une dynamique complexe entre les référentiels de socialisation familiaux et les exigences institutionnelles de l'école, nécessitant des ajustements pour favoriser la réussite scolaire et sociale des jeunes. Pour les familles musulmanes, cette intégration est souvent marquée par des tensions entre les valeurs culturelles transmises au sein du foyer et les attentes normatives du milieu scolaire, qui peuvent être parfois perçues comme contradictoires (Guenouni Hassani et Kanouté, 2023). Cet article explore ces enjeux en mobilisant les perceptions des personnes intervenantes en milieu scolaire et communautaire. Il met en lumière les

tensions et ajustements que nécessitent ces interactions, ainsi que les stratégies permettant d'accompagner les familles dans la compréhension de la culture scolaire. En développant des espaces de dialogue, en sensibilisant les personnes intervenantes scolaires et communautaires aux référentiels culturels des élèves et en favorisant une collaboration étroite entre l'école et les familles, il est possible de mieux soutenir l'intégration scolaire des jeunes musulmans et de renforcer leur engagement dans leur parcours.

Guo, J., Sun, X., & Tang, X. (2025). **Implicit measure of growth mindset: reducing social desirability bias and linking to academic performance.** *Social Psychology of Education*, 28(1), 166. <https://doi.org/10.1007/s11218-025-10125-6>

Mindset, or the implicit theories of intelligence, has attracted extensive attention in research and practice. However, it has predominately been measured using explicit, self-reflective survey items. Given the potential self-reporting bias and the nature of the construct, this study developed a novel Implicit Association Test (IAT) of growth mindset, alongside alternative measures such as forced-choice and scenario assessments, to investigate their relations with academic performance. We employed a two-step approach: Study 1 began with an initial sample of 200 university students, comprehensively examining the relations between the IAT, traditional self-reported mindset measures, alternative mindset measures, effort beliefs, and social desirability. Results showed that the IAT, unlike self-reported mindset measures, was not affected by social desirability. In Study 2, we extended our sample to a total sample size of 688 (Mean age = 22.3). This larger study found that the IAT growth mindset measure correlated weakly with traditional self-reported growth and fixed mindset measures ($r = .14$ and -0.23 , respectively) and demonstrated small but significant incremental validity over self-reported mindset in predicting academic achievement. In sum, our findings suggest that explicit measures of mindset may not fully capture people's implicit attitudes and beliefs about intelligence. Integrated measures of mindset might be warranted and helpful to address the recent debates on the effectiveness of growth mindset and achievement.

Gutman, L. M., & Younas, F. (2025). **Exploring Barriers and Facilitators to Assessment Performance and Strategies for Change: Perspectives From Minority Ethnic Female Psychology Students.** *Higher Education Quarterly*, 79(4), e70058. <https://doi.org/10.1111/hequ.70058>

Across universities in the United Kingdom (UK), there is a long-standing gap in degree award outcomes for minority ethnic undergraduate students. While quantitative data demonstrate the pervasiveness of this gap, there is less qualitative research contextualising its intersectional influences, especially focused on students' experiences with module assessments. This qualitative study explored perceived barriers and enablers to students' preparation for and performance on module assessments through interviews with 14 minority ethnic female undergraduates attending a large, public research university in the UK. A focus group was conducted to generate and contextualise strategies for positive change. Themes were coded using an intersectional tool developed for the Theoretical Domains Framework (TDF), which were then mapped to behaviour change techniques (BCTs). Fourteen themes were identified; the majority focused on social and environmental influences on students' assessment performance. Strategies include creating spaces for more collaboration with peers, embedding diversity in readings and lectures, incorporating opportunities for formative feedback and enabling student agency.

Hall, A. R., Meter, D. J., Culianos, D., Uresti, A., Medina, M., & Nishina, A. (2025). **The effects of college students' online experiences with racial/ethnic discrimination.** *Social Psychology of Education*, 28(1), 173. <https://doi.org/10.1007/s11218-025-10137-2>

Time online involves the risk of direct and vicarious online racial/ethnic discrimination. This study examined the day-to-day associations between online racial/ethnic discrimination and positive and negative affect, somatic symptoms, and anxiety. Participants were 208 fourth-year college students (25% men, 72.1% women, 2.9% not reporting gender; 36.1% Asian, 30.3% White, 17.3% Latinx, 7.7% Multiethnic, 8.7% Other; M age = 22 years). The sample resided in the U.S. Data were collected in 2020. Longitudinal data were collected via online surveys using a daily report approach. The prevalence of online discrimination experiences was generally low but impactful. Main effects analyses showed direct online discrimination was related to negative affect, somatic symptoms, and anxiety. Vicarious discrimination was related to negative affect and anxiety. The significance and strength of associations varied by student race/ethnicity (usually differences between White and non-White students). Findings illustrate how online discrimination impacts adjustment.

Hutchings, Q. R., & Bloniarz, N. J. (2025). **The slippery slope: an autoethnography of masculinity socialization in educational settings.** *International Journal of Qualitative Studies in Education*, 38(10), 1490-1504. <https://doi.org/10.1080/09518398.2025.2452647>

There has been existing literature on men and masculinity scholarship that undergirds the importance of examining gender performance and identity through an intersectional analysis. This study uses Harro's cycle of socialization framework to investigate how the authors experience masculinity socialization through secondary and postsecondary environments. Through a duoethnography approach, the authors highlight the pervasive ways that hegemonic and dominant masculinity discourse shapes and influences the authors lived experiences among peers, family, and other educational environments. Findings from this study illuminated how the authors navigated hegemonic masculinity norms, ideals, and culture of parental figures throughout their childhood, harmful masculinity socialization in high school, and subscribing to normalized masculine fraternity culture. The authors offer critical perspectives on how educational settings must shift their understanding of harmful masculinity policies, practices, and socialization.

Johnston, C., Malcolm, A., & Pennacchia, J. (2025). **How is theory used to understand and inform practice in the alternative provision sector in England: trends, gaps and implications for practice.** *International Journal of Inclusive Education*, 29(13), 2273-2290. <https://doi.org/10.1080/13603116.2024.2342363>

This article examines how theory features in the research literatures concerning the English alternative (education) provision (AP) sector. Despite increasing interest over the past decade in how AP can (re)engage school-aged young people in learning, there has been no comprehensive review of the theoretical ideas used to understand, analyse, and inform practice in the sector. This article presents a framework for categorising the literature on AP, which refer to theory. This framework is of international relevance and can be used by researchers who are seeking to understand the state-of-knowledge on AP in their own contexts. Applied to the English context, this framework demonstrates trends and gaps in the ways theory is used to frame and understand the sector by researchers and practitioners. The framework highlights a shortage of published research which seeks to understand how practitioners in English APs understand, and use, theoretical ideas, concepts, and frameworks to inform their work with young people. We

also find that theories drawn from psychological and therapeutic orientations are more common than those drawing on socio-political framings. We reflect on the causes and implications of these trends and gaps and conclude with suggestions for future research to better understand them.

Joncas, J. A., Gani, R., & Ng-A-Fook, N. (2025). **Retombées qualitatives d'un réseau de mobilisation des savoirs sur l'équité en éducation : possibilités et limites**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 218-241. <https://doi.org/10.26443/mje/rsem.v59i2.10145>

Cet article concerne les retombées d'un réseau de mobilisation des savoirs (RMS) sur l'équité visant à contrer les barrières systémiques à l'apprentissage des élèves ontariens. Les retombées de ce RMS ont été initialement analysées quantitativement, laissant moins de place à la perception des partenaires. Cherchant à compléter le portrait des retombées, une analyse qualitative de dix entretiens avec des partenaires impliqués a permis d'en identifier de nouvelles, notamment l'importance des relations comme moteur, mais surtout comme retombées centrales de la mobilisation des savoirs. Cet article témoigne de l'apport de l'évaluation qualitative dans l'évaluation des retombées des RMS. Des recommandations sont émises pour favoriser l'évaluation qualitative, en plus de considérations pour favoriser les retombées de RMS en contexte de diversité.

Kaplan, E., Spenkuch, J., & Tuttle, C. (2025). **From the Classroom to the Ballot Box: Turnout and Partisan Consequences of Education** (Working paper N° 34355). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34355>

We estimate the impact of education on voter turnout and partisanship using a regression discontinuity design based on school-entry cutoffs and exact date of birth. Drawing on nationwide administrative voter registration data, we find that individuals who were slotted to enter school one year earlier are more likely to vote and more likely to register as independents. These reduced-form effects may be driven by changes in educational attainment or by differences in the quality of individuals' educational experiences. We leverage age-related heterogeneity in effect sizes to isolate the role of educational attainment. Our results imply that an additional year of schooling increases turnout by about 3 percentage points.

Lafond, B. (2025). **Ensemble pour les enfants: une collaboration école, famille et communauté**. *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 11-14. <https://doi.org/10.7202/1119604ar>

Le nouvel avis du Conseil supérieur de l'éducation (CSE), *Ensemble pour les enfants : une collaboration école, famille et communauté* (CSE, 2024), considère cette collaboration comme une clé essentielle pour favoriser le bien-être et la réussite éducative des enfants. Dans le cadre de ce numéro, le Conseil souhaite partager certains des exemples rapportés dans le cadre d'une vaste démarche de consultation d'actrices et d'acteurs variés. Ces exemples permettent de mettre en lumière différentes manières de mettre en oeuvre les quatre orientations proposées par le Conseil dans le cadre de cet avis.

Lintner, T. (2025). **Pre-primary education attendance protects against peer rejection in sixth grade**. *Social Psychology of Education*, 28(1), 181. <https://doi.org/10.1007/s11218-025-10121-w>

Peer relationships in schools play a crucial role in children's social and emotional development. Ethnic minority students and those with parents who have low education are especially vulnerable to negative social outcomes, such as peer rejection, which can lead to mental health problems. Pre-primary education has been hypothesized to provide early socialization opportunities that may protect against these adverse outcomes. This study examines the long-term effects of pre-primary education on peer relationships in sixth grade using a stratified random sample of 2,397 sixth-grade students from the Czech Republic. The findings reveal that students who attended pre-primary education for more than one year, are less rejected compared to those who did not attend. Ethnic minority students and those with parents without higher education are identified as more prone to peer rejection, underscoring the challenges these groups face in school. Importantly, this study shows that pre-primary education provides some protective effect against peer rejection for these vulnerable groups. The study highlights the need for policies supporting universal access to high-quality pre-primary education, especially for children from disadvantaged backgrounds.

Lintner, T., Diviák, T., Šedřová, K., & Obrovská, J. (2025). **Revisiting Ukrainian refugees struggling to integrate into Czech school social networks.** *Social Psychology of Education*, 28(1), 174. <https://doi.org/10.1007/s11218-025-10134-5>

This study explores the social integration of Ukrainian refugee students in Czech schools, focusing on peer network dynamics in classrooms with a significant proportion of ethnic minority students. We employ longitudinal social network analysis combined with qualitative insights to investigate the evolution of friendship and exclusion ties among 266 students (ages 11–15, 45.11% girls, 21.05% Ukrainian) in 12 classrooms across two time points during the 2022/2023 school year. Our study introduced socioeconomic status (SES) and sociocultural adaptation as key explanatory variables, hypothesizing their roles in fostering cross-ethnic interactions. Overall, we found that ethnic homophily decreased over time, indicating greater cross-ethnic mixing, even as overall number of friendships in classrooms declined. Ukrainian students were initially less integrated into peer networks, exhibiting fewer friendships and strong preferences for intra-ethnic ties. However, this disparity became less pronounced as the school year progressed. Sociocultural adaptation emerged as a significant predictor, with adapted Ukrainian students more likely to receive friendship ties and less likely to receive exclusion ties, highlighting the critical role of pro-social behavior in social integration. Conversely, SES did not significantly affect the formation of cross-ethnic ties. These findings underscore the dynamic nature of peer relationships and the importance of fostering sociocultural adaptation to support refugee students' integration. We discuss implications for educational policies aimed at promoting inclusive school environments and propose directions for future research on intergroup dynamics in diverse classrooms.

Lo, A. Y. H., Wang, Y., & Kim, S. Y. (2025). **Cultural, Social, and Family Processes Towards Adolescents' Academic Development in Chinese American Families.** *Journal of Youth and Adolescence*, 54(11), 2730-2750. <https://doi.org/10.1007/s10964-025-02221-9>

Academic success is a key developmental competency that is strongly emphasized within Chinese American families, stressing the need to understand the cultural, social, and family processes that influence its development among Chinese American youth. The current study took an ecological and family systems approach in investigating the development of Chinese American adolescents' high school grade point averages (GPA) from early to middle adolescence. Participants included fathers, mothers, and

adolescents (54% female, 46% male) from Waves 1 (W1; early adolescence) and 2 (W2; middle adolescence) of a study on 444 Chinese American families from a northern urban area on the west coast of the United States (US). Adolescents were 12 to 15 years old at W1 (data collection in 2002), with W2 data collection occurring approximately four years later (2006). Structural equation modeling examined simultaneous paths from fathers' and mothers' cultural orientations to adolescents' GPAs four years later, through fathers' and mothers' acculturative stress, fathers' and mothers' supportive parenting behaviors, and combined parent-adolescent alienation. Cultural orientation, stress, parenting, and alienation were assessed through parent-report and adolescent-report measures, whereas GPA was taken from school transcripts. Wald's tests examined differences between mother-adolescent and father-adolescent processes. Mothers' bicultural and more US cultural orientations (compared to more Chinese) indirectly predicted greater increases in adolescents' GPAs, through lower mothers' acculturative stress, greater mothers' supportive parenting behaviors, and lower alienation. Parallel father indirect effects were not significant. Results demonstrate how Chinese American adolescents' academic achievement is influenced by their families' experiences across cultural, social, and family systems, with fathers and mothers playing significantly different roles. Further investigations of the ways parents influence their child's academic development, especially those specifically relevant to Chinese American fathers, are needed.

Ma, L., Yang, W., Shen, J., Zhang, W., Wang, X., & Fang, X. (2025). **Parent-Teacher Cooperation and Adolescent Academic Development: Understanding the Dynamic Pattern through a Panel Network Approach.** *Journal of Youth and Adolescence*, 54(11), 2923-2945. <https://doi.org/10.1007/s10964-025-02266-w>

Although parent-teacher cooperation is crucial for adolescent academic development, research has largely focused on a unidirectional collaboration-driven model (parent-teacher cooperation → adolescent), neglecting adolescent agency (child-driven or reciprocal driven), multidimensional cooperation components, and its core underlying mechanisms. The present study conceptualized parent-teacher cooperation as a multidimensional construct, including the cognitive level (i.e., parent-teacher shared expectations/beliefs about child and each other), the behavioral level (i.e., traditional parent-teacher contact, contemporary school-based parental involvement, and parent-teacher collaborative problem-solving), and the relational level (i.e., parent-teacher relationship quality). Adolescents' academic development was examined as the process/outcome indicators, including academic engagement, academic burnout, and academic achievement. Then, panel network analysis was applied to investigate the dynamic, reciprocal associations between multidimensional parent-teacher cooperation and adolescents' academic development. Specifically, it explored whether reciprocal relationships between different levels of parent-teacher cooperation and various indicators of academic development differ, and how stable these relationships remain over time. Core components of the network were identified through centrality analysis. A stratified convenience sample of 3904 Chinese adolescents (Mage = 12.46, SDage = 2.24, 53.10% male, grades 4–5, 7–8, 10–11) was drawn from 12 schools across three Chinese cities (Guangzhou, Chengdu, Kunming). Data were collected in three waves with 6-month intervals between each wave. Using a panel network approach, this study examined cross-sectional associations, within-person contemporaneous associations, and temporal pathways, as well as identified core network components through node centrality. Cross-sectionally, parent-teacher cooperation at cognitive, relational, and problem-solving behavioral levels exhibited

stable patterns: cognitive congruence and relational quality were stably and positively associated with adolescents' academic engagement, whereas behavioral collaboration (collaborative problem-solving) showed stable negative associations with academic engagement and burnout. Contemporaneously, relationship quality showed a robust within-person association with academic engagement and emerged as the most central node. Temporally, academic engagement prospectively predicted all cooperation components (child-driven model). These findings challenge conventional unidirectional models by highlighting the important role of relationship quality and the temporal driving effects of engagement. Interventions should prioritize strengthening relationship quality and fostering adolescents' academic engagement.

Malmström, M., & Öqvist, A. (2025). **The role of self-efficacy, social support and motivation in teacher's leadership behavior.** *Social Psychology of Education*, 28(1), 161. <https://doi.org/10.1007/s11218-025-10124-7>

Teachers' leadership behavior has been demonstrated to play a critical role in students' motivation, learning and performance in school. Given its importance, we theorised and tested a model of the determinants for teachers to excel in leadership behavior in the classroom and beyond. Based on self-determination theory, we modelled the influence of teachers' self-efficacy and social support on their motivation and, in turn, their leadership behavior. Data analysis was conducted in two main phases: (1) preliminary analyses, including descriptive statistics and correlation testing, and (2) structural equation modelling was conducted using IBM SPSS AMOS 26.0. We used survey data from 199 elementary school teachers which showed the dual relevance of self-efficacy as an intrinsic factor and social support as the extrinsic factor for teachers' motivation and subsequent engagement in leadership behaviour. The findings demonstrate their interactive and mediated influence on motivation and suggest moving beyond single-factor explanations of teacher leadership and to understand how psychological and social factors simultaneous influence motivation in the field of education. The result suggests practical implications for teacher education programs, policy and schools to providing teachers with strong social support for their teaching role and supporting them in developing their own self-efficacy. This becomes important for facilitating and stimulating their motivation, which will, in turn, increase their commitment to leadership behavior and further affect teacher-student relations and students' success in education.

Maor, R. (2025). **Teachers' personal history of bullying involvement and their intentions to engage in anti-bullying interventions: the mediating role of self-efficacy and the moderating role of social dominance orientation.** *Social Psychology of Education*, 28(1), 184. <https://doi.org/10.1007/s11218-025-10141-6>

Considerable research highlights teachers' crucial role in addressing school bullying, with their responses varying depending on factors like their own bullying history. However, evidence linking teachers' personal bullying history to their responses remains limited and inconsistent, suggesting additional variables may be involved. Therefore, the main aim of this study was to examine whether the association between teachers' personal history of bullying involvement, either as perpetrators or victims, and their intentions to engage in anti-bullying interventions is mediated by their self-efficacy in addressing school bullying and moderated by their social dominance orientation (SDO). A questionnaire was completed by 690 Israeli school teachers. Findings show that teachers' history of bullying involvement, whether as perpetrators or victims, negatively associated with their

intentions to engage in antibullying interventions. Teachers' self-efficacy in addressing bullying mediated these associations, and their SDO moderated them. These findings may inform the development of more effective, teacher-focused antibullying interventions.

Marom, L., & Switzer, A. (2025). **Misunderstood, Overlooked, and Marginalized: The Construction of Jews and Antisemitism in EDI Policies and Plans in Canadian Higher Education.** *Canadian Journal of Higher Education*, 55(2), 37-58. <https://doi.org/10.47678/cjhe.v55i2.190745>

Equity, diversity, and inclusion (EDI) is a leading framework for addressing social justice issues in Canadian higher education. After October 7, 2023, occurrences of antisemitic incidents have surged on campuses in Canada. Yet, antisemitism is often not included or minimally mentioned in the existing EDI frameworks. The task of the EDI policies and plans is to ensure equity, diversity, and inclusion for all historically, persistently, or systematically marginalized groups. We examine the ways in which current EDI policies and plans include antisemitism and Jewish identity, analyzing EDI policies and plans collected from 28 universities across Canada. The content analysis reveals three patterns: (a) marginalization of antisemitism, (b) construction of Jewishness as a religious identity, and (c) coupling of antisemitism and Islamophobia. We argue that, at a time of growing divisiveness, politicization, and misinformation, universities who are committed to EDI should create a truly inclusive campus for people from diverse backgrounds and positions.

Martinez-Yarza, N., Solabarrieta Eizaguirre, J., & Santibáñez Gruber, R. (2025). **Social-emotional and character development scale (SECDS): validation of a Spanish version in low-income communities with racially and ethnically diverse youth.** *Educational Research for Policy and Practice*, 24(3), 431-453. <https://doi.org/10.1007/s10671-025-09398-7>

Social-emotional skills can help students overcome learning challenges and prevent at-risk or problematic behaviors as well as promote their overall well-being and psychological growth. Despite the recent evolution of intervention programs targeting social-emotional skills, psychometrically sound and effective assessment tools remain limited. The focus of this study is the Social-Emotional and Character Development Scale (SECDS), a self-reported rating scale developed by Ji et al. (*Inf Age Publ* 9:121–147, 2013). To date, only a few studies have validated an instrument measuring social-emotional skills in a Spanish student sample. Accordingly, the main objective is to examine the validity and reliability of the SECDS in a Spanish-speaking context. The sample consisted of 264 students ranged in age from 8 to 17 years old in geographically diverse locations throughout the Basque Autonomous Community in Spain. The findings confirm the scale's multidimensional and hierarchical structure, as well as its reliability for assessing social-emotional skills in this age group. The correlated-factor model showed a superior fit, outperforming alternative models. Internal consistency was satisfactory across most subscales, with some variability reflecting challenges in measuring dimensions with fewer items. Importantly, the adaptation process included recommendations to use a 5-point Likert scale to better capture the developmental level of secondary-aged students. This study provides support for a translation and adaptation of the SECDS for use with primary and secondary students, addressing a critical gap in the availability of robust assessment instruments for Spanish-speaking populations. Additionally, it advances cross-cultural

research in the field, enabling international comparisons and fostering understanding across diverse educational contexts.

Massemin, C., & Battistelli, M. (2025). **Les orchestres scolaires à vocation sociale : une pratique musicale collective ambiguë.** *Revue française de pédagogie. Recherches en éducation*, (226), 67-84. <https://doi.org/10.4000/14w1f>

Les orchestres scolaires à vocation sociale connaissent un essor en France depuis deux décennies. À partir d'une étude de cas portant sur sept classes orchestre dans l'agglomération de Cergy-Pontoise, cet article analyse la manière dont enseignants et musiciens-intervenants composent avec les ambiguïtés structurelles de ces dispositifs, entre finalités artistiques, éducatives et sociales. En mobilisant le concept d'ambiguïté dans les pratiques musicales, l'article montre comment les acteurs de terrain élaborent des savoirs en action et des arrangements pratiques face à des injonctions contradictoires. Cette approche propose un cadre d'analyse renouvelé des projets éducatifs artistiques en contexte scolaire, au croisement de la sociologie des pratiques éducatives, des sciences de l'éducation et de la philosophie des pratiques musicales.

Masy, J., Dirani, A., Geuring, E., & Piquée, C. (2025). **Les logiques de formulation des vœux vers le supérieur à l'ère de Parcoursup : Diversité des expériences d'orientation vers une université de province.** *Éducation & formations*, (108), 7-28. <https://doi.org/10.48464/ef-108-01>

McDaniel, T. W. (2025). **Disasters across children's contexts: The Loose Coupling of Residential and School Flooding Hazards.** *L'Année sociologique*, 252(2), 67-95. <https://doi.org/10.3917/anso.252.0067>

Murillo & Takagi. (2025). **"Why Are You Going to Community College?" College-Conocimiento and Latinx Transfer Students' Two-Year College Decisions.** *Community College Journal of Research and Practice*, 49(12), 731-747. <https://doi.org/10.1080/10668926.2024.2368488>

Emerging scholarship has centered the college decisions of community college students. This study extends college choice literature by examining the testimonios from 25 traditional college-age Latinx students in California who enrolled in community college with the goal of transferring. The findings highlight how information about community college is difficult to access as well as how students felt stigmatized by others for choosing the community college pathway. Yet, despite these challenges, once enrolled in community college, students developed pride and felt empowered about their decision. Implications for research and practice are provided.

Naudet, C. (2025). **L'usage de l'intelligence artificielle générative au lycée : un révélateur des inégalités socio-scolaires ?** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (51). Consulté à l'adresse <https://journals.openedition.org/dms/11781>

À partir d'une enquête menée dans un lycée de la banlieue parisienne, cet article analyse les usages de l'intelligence artificielle générative (IAG) par les élèves et les inégalités qu'ils révèlent. L'étude combine un questionnaire (n = 664) et 26 entretiens semi-directifs. Elle montre que si l'IAG est largement utilisée, ses usages sont socialement différenciés. Trois profils d'élèves émergent : les « engagés réflexifs », les « occasionnels légalistes » et les « scolaires opportunistes ». Ces différences traduisent des rapports

inégaux à l'école, aux normes implicites du travail scolaire, et aux outils numériques : certains élèves parviennent à inscrire l'IAG dans une logique d'apprentissage, quand d'autres l'utilisent comme un outil de réponse immédiate. L'originalité de cette étude réside dans la mise en regard d'un questionnaire exploratoire, qui documente la pénétration et la fréquence d'usage de l'IAG, et d'entretiens qualitatifs qui permettent de proposer une typologie des profils d'usagers. Ces deux volets, bien que différents, visent une même question de recherche : comprendre comment l'IAG s'installe dans les pratiques scolaires et avec quels effets différentiels selon les élèves.

Niu, Y., Guo, X., Cai, H., Zhao, B., & Luo, L. (2025). **Reciprocal Relationships among the Educational Expectations of Fathers, Mothers, and Adolescents from Fourth Grade to Ninth Grade.** *Journal of Youth and Adolescence*, 54(11), 2842-2858. <https://doi.org/10.1007/s10964-025-02218-4>

Although reciprocal relationships among the educational expectations of fathers, mothers, and adolescents have been theoretically proposed, the dynamic, gender differential, and asymmetric nature of these reciprocal relationships within family systems across adolescence remains unclear. In the current study, a cross-lagged panel model (CLPM) was used to examine the reciprocal relationships among the educational expectations of fathers, mothers, and adolescents from 4th grade to 9th grade and the moderating effect of adolescents' gender was considered. A total of 3403 Chinese students (1628 girls; initial Mage = 9.85 years, SDage = 0.37) and their fathers and mothers were followed from 4th to 9th grade across six waves at one-year intervals. The results indicated significant longitudinal reciprocal relationships among the educational expectations of fathers, mothers, and adolescents. The results of dynamic analysis indicated that father-to-adolescent and mother-to-father effects increased over time. In terms of asymmetries in parent-adolescent reciprocal effects, the results revealed that during the transition from 4th grade to 5th grade, adolescents' predictive effect on their fathers' educational expectations was significantly stronger than fathers' predictive effect on adolescents' educational expectations. The results of differences in parental-gender revealed that the predictive effect of mothers on adolescents' educational expectations was significantly stronger than the predictive effect of fathers during the transition from 4th grade to 5th grade. In addition, an adolescent-gender difference was observed in the adolescent-to-parent effects from 4th grade to 9th grade, with daughters having a stronger predictive effect on their parents' expectations than sons. This study reveals that within family systems, the educational expectations of fathers, mothers, and adolescents represent a dynamic process of mutual interaction, adaptation, and adjustment across different academic stages.

O'Donnell, A. W., Redmond, G., Zhou, H., Skattebol, J., Wang, J. J. J., Reynolds, K. J., & MacDougall, C. (2025). **Adolescents' educational aspirations and expectations: the interaction between school experiences, region, and financial disadvantage.** *Social Psychology of Education*, 28(1), 180. <https://doi.org/10.1007/s11218-025-10099-5>

Adolescents residing in regional areas, and those from more financially disadvantaged families, traditionally have worse academic outcomes relative to their counterparts in metropolitan communities. A key mechanism that may account for these differences is how far individuals would like to progress in the educational system (aspirations) and how far they actually think they will progress (expectations). These plans are shaped by social background and schooling experiences, which can either reduce or amplify educational inequalities. Using two large Australian samples, we found that adolescents from

metropolitan and financially advantaged families reported higher aspirations (Study 1, N=3,896) and expectations (Study 2, N=3,956) than their regional and more disadvantaged peers. In both studies, the school environment moderated the effects of family financial background on educational plans. School satisfaction (Study 1) and belonging (Study 2) amplified socioeconomic disparities, with gaps in educational future plans widening among students who felt more positive about school. These findings suggest that positive school environments may also inadvertently reinforce structural inequalities when broader barriers remain unaddressed.

Özel, E. (2025). **What is Gender Bias in Grant Peer review?** Consulté à l'adresse <https://shs.hal.science/halshs-03862027>

Competition for research funding through peer-reviewed grant applications is fundamental to knowledge production, yet gender inequality remains a persistent challenge. A substantial body of literature examines gender bias in academia, but grant peer review is often studied within isolated disciplinary contexts. As a result, the complex interplay of cognitive, tacit, and institutional dynamics across multi-stage decision-making is frequently overlooked. This study develops a conceptual toolbox for understanding gender bias in grant peer review. It integrates existing research, outlines the key concepts of peer review and their interrelationships, identifies relevant theories of bias, and analyzes their cumulative effects across different stages of the evaluation process.

Pangilinan, E., Tanner, K., & Russo-Tait, T. (2025). **Investigating How Biology Faculty of Color Integrate Their Social Identities into Their Teaching and Mentoring.** *CBE—Life Sciences Education*, 24(4), ar41. <https://doi.org/10.1187/cbe.24-02-0072>

Although research on the experiences of science faculty of color foreground a range of challenges often complicated by institutional and disciplinary norms, not much is known about whether and how college faculty may integrate their social identities into their work. Through semistructured interviews, we investigated how biology faculty of color incorporate their social identities into their classroom teaching and research mentorship. Findings revealed that biology faculty use a range of inclusive and race-conscious approaches to support marginalized students. Although a majority do so in ways that support students in relating to scientists, some deliberately challenge dominant cultural science norms by bringing a more critical, race-conscious approach to their work, particularly in classrooms. Other insights highlight gendered and racialized tensions faced by these faculty. Over half of women-identified faculty shared having to navigate scrutiny, suggesting the influence of the double-bind in integrating identity into classrooms. This study supports previous research emphasizing the additional labor and risk faculty of color undertake to support marginalized students and promote cultural change in academic science—underscoring the need for institutions to redesign cultures and practices that do not further the cultural taxation of faculty of color and disrupts systems of oppression in STEM.

Périer, P. (2025). **Relation parentale et responsabilisation scolaire : une expérience sous tension à l'heure du confinement.** *Revue française de pédagogie. Recherches en éducation*, (226), 105-116. <https://doi.org/10.4000/14w1h>

Avec le confinement, le transfert des apprentissages scolaires de l'école à la maison s'est accompagné d'une responsabilisation accrue des parents, attendus pour endosser un rôle imposé dans l'impensé de ses conditions de possibilité. Dans les catégories

socialement les plus démunies, les ressources manquent pour aider des enfants plus souvent en difficulté, ajoutant à ces inégalités la charge morale de ne pas savoir ni de pouvoir faire ou faire faire. L'enquête par « groupes de parole » s'est intéressée précisément à analyser l'expérience vécue de parents pauvres et singulièrement de mères, mis à l'épreuve par l'ampleur des tâches, déstabilisés dans leur place et fonction éducative et confrontés à des tensions au sein de la famille. À partir de ces témoignages, à l'ombre des modèles dominants, il est possible de percevoir la logique d'individualisation et les attentes de performance sous-jacentes à la parentalité contemporaine.

Pfeuffer, J., Stoeger, H., Vialle, W., & Ziegler, A. (2025). **Introducing dynamic equity gaps: a theoretical framework and an empirical illustration in STEM.** *Social Psychology of Education*, 28(1), 172. <https://doi.org/10.1007/s11218-025-10131-8>

Equity gaps in education are typically associated with the disadvantage of a historically underserved group. They are usually labeled according to these groups (group labels) and/or the opportunities or outcomes (focal labels) in which they differ. However, this labeling practice favors a static understanding of equity gaps. As an alternative, we introduce the notion of dynamic equity gaps. Dynamic equity gaps are based on a labeling practice in which a non-static relation between group and focal variables is reflected in the label. We propose a four-step procedure to identify and examine dynamic equity gaps and provide an illustrative example using data from 328 secondary school students. Step (1): Focus on the equity gap; students with parents in STEM occupations tend to have a better average grade in STEM subjects. Step (2): Retrodictive focus; the more students identify with the STEM field, the higher their STEM grades tend to be. Step (3): Prospective focus: Students with parents in STEM occupations tend to identify stronger with STEM. Step (4): Holistic focus; the positive effect of being a pupil whose parents work in STEM is partially explained via higher identification with STEM.

Reid, Yu, & Bohlig. (2025). **Food for Thought: Understanding Food and Housing Insecurity Among MOC at Community Colleges.** *Community College Journal of Research and Practice*, 49(12), 827-843. <https://doi.org/10.1080/10668926.2025.2527903>

Food and Housing Insecurity are prevalent at community colleges. Community college students, especially men of color (MOC), are at the forefront of experiencing food and housing insecurity, which negatively affects student success and health outcomes. To assess the rates of food and housing insecurity as key contextual factors for MOC on-campus students, this study was conducted using The Community College Socio-Ecological Outcomes model as our conceptual framework. This empirical study aims to deepen our understanding of food and housing insecurity among matriculated MOC at two-year colleges. Utilizing exploratory factor analysis and multilevel regression modeling, findings indicate that MOC at community colleges are more likely to experience food and housing insecurity. Research findings have important implications for policy-making and basic needs research.

Reversé, C. (2025, octobre 22). **Les « cassos », ces jeunes ruraux dont on ne veut pas.** <https://doi.org/10.64628/AAK.e4se6rvya>

Plus qu'une insulte, le mot « cassos » révèle la précarité et la relégation qui structurent la vie de nombreux jeunes ruraux.

Robitaille, C., Marsh, F., Verdugo, J., & Bamba, M. (2025). **Le jumelage interculturel : un espace de rencontre qui fait naître des liens forts et authentiques**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 54-57. <https://doi.org/10.7202/1119614ar>

Parmi les différentes avenues qui existent pour renforcer la collaboration entre les organismes communautaires et les milieux éducatifs, le jumelage interculturel est une option possible. Le jumelage interculturel vise à créer un contact intergroupe volontaire et il peut prendre place entre une famille nouvellement arrivée au Québec et une famille originaire de la société d'accueil. Ce jumelage peut devenir un levier pour soutenir le bien-être et la réussite éducative des enfants faisant partie des familles jumelées. C'est le cas de la famille de Mariam qui a été jumelée à celle de Camille, il y a quelques années par le Comité régional d'éducation pour le développement international de Lanaudière (CRÉDIL). Ces familles ont développé un lien fort qui a aidé les enfants de Mariam à faire leur entrée plus en douceur dans la structure de l'école québécoise. Cet article résume les récits d'expérience de ces personnes et il fait ressortir les retombées positives de cette relation.

Rodríguez, A., Lebioda, K., Rodríguez-Wilhelm, D., Arroyo, C., Skiles, J., McKenzie, B., ... Wilson, N. J. (2025). **"They're Outside of the Process": How Admissions Officers Maintain Inequality When Evaluating Course Rigor Through Holistic Admissions**. *American Educational Research Journal*, 62(5), 1019-1055. <https://doi.org/10.3102/00028312251360905>

Admissions officers practicing holistic admissions judge students' course taking based on what was available to them, yet how representatives learn about students' high school context and subsequently evaluate students' course rigor within it remains underexamined. Using signaling theory and effectively maintaining the inequality framework, we leveraged interview data with college admissions representatives to investigate how they construct their understandings of high- versus low-resourced schools and how they evaluate course taking within each context. We found that admissions officers were less likely to understand low-resourced schools' course offerings, had different approaches for determining how students made the most of their opportunities, and held deficit-oriented beliefs about them. These findings provide insights into the holistic admissions process and the ways it disadvantages low-resourced schools and students.

Roques, N. (2025). **Quand les vidéos tissent des liens : circulation des vidéos en ligne dans les groupes de pairs**. *Agora débats/jeunesses*, 101(3), 62-77. <https://doi.org/10.3917/agora.101.0062>

Seo, E., Clapper, M., Hecht, C. A., Crosnoe, R., & Yeager, D. S. (2025). **Peer Mindset Culture as a Developmental Context for Belonging**. *Educational Psychology Review*, 37(4), 103. <https://doi.org/10.1007/s10648-025-10082-8>

Over the past decade, mindset research has increasingly moved beyond the individual, examining how beliefs about ability are shaped and reinforced by the broader social context. This paper extends that work by focusing on peers, a powerful but underexplored influence in adolescent development. We introduce a theoretical framework for understanding peer mindset culture: the shared beliefs that peers hold and communicate about whether ability is fixed or can grow. We argue that fixed mindset peer cultures can erode students' sense of belonging by (a) triggering identity threats

(e.g., stereotype threat, perceived mismatch with peers' beliefs, or social contagion of fixed norms), and (b) weakening social connection (e.g., peer selection and low support). We argue that these dynamics are especially consequential for students from minoritized backgrounds, those who are struggling academically, and those who personally endorse a growth mindset. Finally, we outline principles for designing peer-focused mindset interventions. Our goal is to provide avenues for future research and practical strategies to support all students in developing a strong sense of belonging in their learning environments.

Sheykhametova, E., Kuchkarova, N., Azimova, Z., Kamilova, G., Sattarova, Y., & Rakhmatova, Z. (2025). **Policy brief on women in school leadership: policy strategies for equitable school leadership in Uzbekistan** (p. 16). Consulté à l'adresse International Institute for Educational Planning website: <https://curated-library.iiep.unesco.org/library-record/policy-brief-women-school-leadership-policy-strategies-equitable-school-leadership>

Shirefley, T. A. (2025). **Shaping young scientists: parental beliefs and support as social influences on children's motivation beyond the classroom**. *Social Psychology of Education*, 28(1), 177. <https://doi.org/10.1007/s11218-025-10133-6>

Situated Expectancy Value Theory (SEVT) emphasizes the role parents play in shaping children's confidence and value they place on science. Although a robust literature has documented parental influences on children's science motivations in school-based contexts, less is known about how parents' attitudes and support shape children's science motivation in extracurricular learning environments. Moreover, prior work has rarely considered whether motivational processes differ across science domains, such as life versus physical sciences. The present study addressed these gaps by examining whether parents' attitudes and support predicted children's science motivation during participation in a regional science fair, and whether patterns varied by project domain. The study examined 96 parent-child dyads (60% girls; Grades 3–11). Hierarchical regression analyses indicated that parents' perceptions of children's science task value were the most consistent positive predictor of children's motivational beliefs, significantly predicting both ability beliefs and task value. The encouragement children reported receiving from their parents was a positive predictor of children's task value, but parental reports of encouragement were not. In contrast, instrumental support through hands-on help was negatively associated with children's ability beliefs across both parent and child reports. No significant differences were found between life and physical science projects. This research indicates that parents play an integral role in children's science motivation development when they participate in extracurricular science-learning opportunities. Subsequently, parents may need external support to learn how to provide appropriate help on student projects and offer general science encouragement that promotes science motivation.

Stearns, Mickelson, Bottia, Allen, Dancy, & Moller. (2025). **How Community College Educations Generate Both Science Capital and Science-Specific Transfer Capital Among Low-Income White Women Majoring in STEM**. *Community College Journal of Research and Practice*, 49(12), 748-768. <https://doi.org/10.1080/10668926.2024.2383204>

Given current enrollment patterns that feature a predominance of women, community college enrollment may offer potential for increasing gender diversity in STEM fields if students transfer successfully to four-year institutions. While many do not transfer, those

who do can increase their stocks of science capital while enrolled at community college. This project follows pathways of some of the low-income students who successfully complete transfers to four-year institutions, focusing on interviews with White women. While not positive in every aspect, community college enrollment offered these low-income interviewees time to build science-related social and cultural capital that then helped them to succeed in transferring to four-year universities and to support them in STEM fields they perceived as being male-dominated. All the students came from households with low levels of science capital and had not strongly considered majoring in STEM prior to enrolling in community college. Interviewees describe their time at community colleges as critical in allowing them to explore STEM fields, construct positive relationships with STEM instructors, improve their time management skills, and increase their STEM self-confidence. These increased stores of science capital were not sufficient to keep all the transfer students majoring in STEM fields but did support the educational trajectories of all transfer students. Thus, community college enrollment can give students time to incubate both science capital and science-related transfer capital, the latter being especially useful for low-income White women in STEM.

Tabak, I., & Dubovi, I. (2025). **Gaps in equitable preparedness for networked information society: The critical role of k-12 education in fostering data literacy for all.** *Education and Information Technologies*, 30(15), 21457-21477. <https://doi.org/10.1007/s10639-025-13537-1>

This article alerts us to gaps in preparedness for civic participation in technology-mediated networked society. Drawing on dual-process theories and sociocultural frameworks, we argue that reasoning with data involves a balance between intuitive (System 1) and deliberative (System 2) processes, shaped by a productive tension between authoritative and internally persuasive discourse, and the mastery and appropriation of data practices. We focus on the role of data literacy and trust in science in functional scientific reasoning. Using survey data from 461 participants, we found that higher education graduates demonstrated stronger data interpretation competence and a greater propensity to use data in functional reasoning than K-12 graduates. These differences were found between K-12 graduates focused on exact sciences versus humanities and social sciences but were not observed in higher education. Trust in science mediated reasoning with data across all groups, yet levels of trust did not differ significantly between K-12 and higher education graduates. Our findings reveal disparities in data literacy rooted in disciplinary divides at the K-12 level that are bridged in higher education but persist for non-college-bound learners. We propose making trust in science an explicit educational goal and fostering mastery and appropriation of data practices through experiences that balance authoritative and internally persuasive engagement with data. These approaches can better equip all learners, regardless of educational path, for informed civic participation in a datafied world.

Tardif, S., Dupont, A., & Beauregard, F. (2025). **Pratiques de soutien des parents envers leurs jeunes adultes québécois ayant un TDL.** *Revue internationale de l'éducation familiale*, 55(1), 211-235. <https://doi.org/10.3917/rief.055.0211>

Les jeunes adultes ayant un trouble développemental du langage (TDL) peuvent s'adapter et participer socialement, bien qu'ils continuent de rencontrer des défis langagiers, personnels et sociaux. Des études révèlent que cette participation sociale serait tributaire de leur persévérance et du soutien de leurs parents. L'objectif principal de l'étude est de décrire des pratiques de soutien parental pour les jeunes adultes âgés

de 18 à 25 ans qui vivent avec un TDL. La recherche adopte une approche phénoménologique et qualitative visant à mieux comprendre les expériences vécues des parents. Des questionnaires sociodémographiques ont été remplis, et des entrevues individuelles semi-dirigées ont été réalisées auprès de neuf parents de jeunes adultes ayant un TDL. Les résultats montrent que les parents offrent un soutien social important à leurs enfants même à l'âge adulte. Leurs pratiques visent souvent à prévenir des difficultés et à renforcer l'estime de soi des jeunes adultes. La recherche met en évidence le rôle crucial et continu des parents dans le soutien de leurs enfants maintenant adultes. Cette étude souligne l'importance de documenter davantage ces pratiques parentales et les moyens pour soutenir l'autonomie et l'autodétermination des adultes avec un TDL.

Tatapudy, S., Boukouzis, K., Kayal, I. S., Socko, R., Rajesh, M., & Theobald, E. J. (2025). **Perceived Inequities in STEM Classes Make Them Feel Competitive.** *CBE—Life Sciences Education*, 24(4), ar45. <https://doi.org/10.1187/cbe.24-02-0084>

Despite efforts to improve science, technology, engineering, and mathematics (STEM) education and student outcomes, STEM fields continue to lack equity, inclusion, and diversity. The disproportionate attrition of minoritized students, including first-generation and racially minoritized students, is a pressing issue in higher education. Students often cite competition as a reason for leaving STEM fields, and competitive environments may have disproportionate negative effects on minoritized students. Investigating what makes STEM environments competitive and how competition affects students' sense of belonging is crucial for understanding minoritized student attrition from STEM fields. Therefore, we sought to understand first-generation and racially minoritized students' conceptions of competition and its effects. To do this, we conducted semistructured interviews with 25 racially minoritized and first-generation students in an introductory biology class with a noncompetitive grading structure. A recurring theme emerged: when students labeled a class as "competitive," they were referring to inequities—inequities in prior preparation, resources, time, understanding, and ultimately, success. The competition stemming from perceived inequities contributed to a low sense of belonging in class and in STEM generally. Because competition in STEM is a systemic issue, these findings position instructors as agents for change. Therefore, we conclude with recommendations to help instructors transform a competitive, inequitable environment into a noncompetitive, inclusive environment.

Torterat, F., Balsells, M. A., Fabry, P., & Baldelli, B. (2025). **Introduction : Regards croisés sur la collaboration avec les familles.** *Revue internationale de l'éducation familiale*, 55(1), 13-20. <https://doi.org/10.3917/rief.055.0013>

Touati, C. D., Cyr, C., Côté, C., Prilleux, A., Surier, S., Miljkovitch, R., ... Dubois-Comtois, K. (2025). **Implantation de l'intervention relationnelle en protection de l'enfance : bâtir des ponts entre recherche et pratique.** *Revue internationale de l'éducation familiale*, 55(1), 65-86. <https://doi.org/10.3917/rief.055.0065>

Des études sur plusieurs décennies montrent que les enfants des services de la protection de l'enfance présentent un risque accru de troubles de santé mentale. Une relation parent-enfant sécurisante est cruciale pour leur développement et leur résilience. Cependant, les professionnels qui accompagnent ces familles rencontrent souvent des difficultés d'accès aux connaissances scientifiques récentes et aux interventions fondées sur des données probantes. Pour pallier cela, une recherche-action a mené à

l'implantation de l'intervention relationnelle (IR) – attachment video-feedback intervention (AVI) – en France. Cette intervention de courte durée repose sur la théorie de l'attachement et utilise la rétroaction vidéo. Des études scientifiques ont montré son efficacité, et elle a reçu un accueil favorable des intervenants. L'IR se distingue par sa valorisation des forces parentales et son approche basée sur l'observation de la relation parent-enfant pour définir le plan d'intervention. Elle utilise la rétroaction vidéo pour renforcer les comportements parentaux sensibles. Cette méthode non jugeante et collaborative instaure une relation de confiance, offrant une base sécurisante aux parents pour explorer la relation avec leur enfant. L'IR est mise en œuvre au Québec, et son déploiement en France est prometteur.

Toupin, K., & Ramirez, Q. (2025). **Pré-commande, commande, demande. Triptyque contemporain des pratiques psychosociologiques dans un contexte gestionnaire.** *Cliopsy*, 34(2), 91-109. <https://doi.org/10.3917/cliop.034.0091>

Vasquez, R., Leathers, S., Lee, A., & Cheruvu, R. (2025). **The cruelty is the point: racial gaslighting in teacher education.** *International Journal of Qualitative Studies in Education*, 38(10), 1505-1519. <https://doi.org/10.1080/09518398.2025.2452648>

The inspiration for this paper emerged after a series of online meetings among four teacher educators of Color engaged in a collective memory work (CMW) research project. Initially, our purpose for coming together as a group centered on finding solidarity in a supportive community while also creating a space for theorizing our memories of experiences with institutionalized racism. It was in this space where we explored our experiences individually and collectively. We met together via Zoom 16 times during a 14-month period. During these two-hour meetings we discussed our institutional lives, the difficulties we face, and the broader socio-cultural implications of our work in teacher education. Using a CMW protocol, we wrote personal narratives and shared them with each other. Several unanticipated themes and thoughts involving racial gaslighting, White supremacy, and our place in the academy emerged from our discussions, which we theorize in this paper.

Vázquez-Rodríguez, A., Quiroga-Carrillo, A., García-Álvarez, J., & Sáez-Gambín, D. (2025). **Soft skills and the corporate social dimension: the perspective of university graduate employers.** *Educational Research for Policy and Practice*, 24(3), 361-389. <https://doi.org/10.1007/s10671-025-09395-w>

Today's job market is characterised by intense competition among young graduates with the same qualifications. Consequently, soft skills have become particularly important in the processes of attracting and recruiting talent because they allow improvements in productivity, innovation, and internationalisation within businesses. This study aims to determine the soft skills that Spanish employers demand most from university graduates within the Spanish context. More specifically, it seeks to provide evidence related to the demand for these skills according to variables such as Corporate Social Responsibility, employers' social engagement, and candidates' participation in non-formal education activities. To this end, a quantitative methodology was applied, using a sample of 83 employers from different businesses. The results show that the soft skills in most demand were related to interpersonal relationships, self-management, and entrepreneurship. Furthermore, there were differences in this assessment related to employers' social engagement and graduate participation in non-formal education activities. The study has implications for higher education institutions' strategies and for students' academic

and professional development, contributing to a better fit between education and business.

Viéville, T. (2025, novembre 19). **Éducation à la mixité : et les garçons ?** Présenté à Educatech 2025. Consulté à l'adresse <https://inria.hal.science/hal-05314783>
Éducation à la mixité ? Cela concerne les deux moitiés de l'humanité. Donc les filles ... mais aussi (surtout ?) les garçons (et ... c'est rarement envisagé). Copains, frères ou pères, référents éducatifs ont, avons, une influence forte sur ces déséquilibres. Les ``mecs`` sommes souvent animés de bonnes intentions et mal à l'aise à ce sujet : changeons cela

Vossoughi, N., Munoz-Salgado, A., Aleibar, D., Meadows, L. A., & Sekaquaptewa, D. (2025). **Effects of witnessing subtle gender bias versus rudeness on interpersonal outcomes among women and men.** *Social Psychology of Education*, 28(1), 171. <https://doi.org/10.1007/s11218-025-10129-2>

Positive interpersonal peer relationships are noted to be beneficial for learning outcomes and persistence for college students, but these benefits can be hindered when peer interactions include subtle expressions of gender bias. In an academic setting, we tested whether being mere witnesses to subtle behavioral expressions of gender bias affects gender stereotyping concerns, affect, sense of belonging, enthusiasm for academic group work, and spatial visualization test performance among students from both socially privileged (men) and disadvantaged groups (women). Across three experiments (total N=1,242), we compared the effects of witnessing gender bias in student peer interactions to stereotype-neutral control interactions (all studies) and to witnessing non-gendered rude behavior (in Studies 2a and 2b). Witnessing gender bias resulted in higher levels of negative affect and lower levels of belonging compared to witnessing control and rude interactions for both women and men students, but especially for women. Additionally, witnessing gender bias increased gender-specific stereotyping concerns about being assumed incompetent (among women) and being assumed sexist (among men) compared to witnessing control and rude interactions. Lastly, witnessing gender bias and rudeness similarly lowered enthusiasm for academic group work. No effects were noted on spatial visualization test performance. This work suggests being a mere witness to gender bias in academic settings can harm both men (socially privileged) and women (socially disadvantaged) students, beyond the effects of witnessing rudeness, by diminishing interpersonal outcomes that predict student success and retention.

Wofford & Blaney. (2025). **Community College Pathways to Graduate Study: Examining Community Cultural Wealth Among Transfer Students of Color.** *Community College Journal of Research and Practice*, 49(12), 783-802. <https://doi.org/10.1080/10668926.2025.2453466>

Despite increased attention toward community college transfer (i.e., upward transfer) students in STEM, much remains to be learned about racial equity in post-transfer support. This article uses an asset-based lens to examine the strengths that upward transfer Students of Color bring with them to their receiving universities. Using longitudinal survey data with upward transfer Students of Color in computer science (N = 118), we examine relationships between students' community cultural wealth, knowledge sources about graduate school, and graduate school-related outcomes. Descriptive and regression-based results document the important role resistant capital (i.e., knowledge and skills developed via behaviors that challenge and transform structures of oppression) and aspirational capital (i.e., ability to sustain hopes and future dreams, even within

structurally inequitable environments) may play in shaping graduate degree trajectories among upward transfer Students of Color. Other results suggest that – while receiving information about graduate school from faculty significantly predicted PhD interest – such information was not necessarily readily available to transfer Students of Color. We conclude by discussing strategies to catalyze racial equity in pathways from community college to graduate education.

Xia, M., Chen, X., & Chi, X. (2025). **The Time-Varying Association Between Family Climate and Adolescent School Adjustment From 4th Grade to 12th Grade.** *Journal of Youth and Adolescence*, 54(11), 2751-2764. <https://doi.org/10.1007/s10964-025-02219-3>

Family climate and adolescents' school adjustment are closely related. However, little is known about the developmental timing of "when" and "how" their associations change across grade levels. Using time-varying effect modeling (TVEM), this study aimed to examine the dynamic associations between family climate and school adjustment from early to middle adolescence. The sample consisted of 15,451 adolescents in 4th to 12th grades, aged 9 to 18 years ($M = 13.33$, $SD = 2.24$); 52.2% were boys and 47.8% were girls; 25.5% were only children, while 74.5% had at least one sibling; 93.9% were from married-parent families, and 6.1% were from families with other structures. Results revealed that family cohesion and conflict were significantly associated with school connectedness and academic achievement across 4th to 12th grades, with the associations being stronger in middle school grades. Family cohesion also significantly moderated how family conflict related to school adjustment, supporting the "mattering" hypothesis rather than the "buffering" hypothesis. Specifically, family conflict had stronger negative associations with school connectedness among adolescent from high-cohesion families than those from low-cohesion families, particularly during the transition grades from middle to high school (9th to 10th grades). Family conflict also had a significant negative association with academic achievement in 4th to 9th graders from high-cohesion families, but such association was not significant for adolescents in low-cohesion families. Findings demonstrated the time-varying association between family climate and school adjustment across adolescence, with middle school being a critical time window for family-school intervention. Moreover, fostering a cohesive family climate, especially during key school transitions, may be an effective way to support adolescents' academic success and overall adjustment.

Climat de l'école

Baker, L. M., Raban, B., & Oades, L. G. (2025). **What does 'wellbeing' mean? A content analysis of early childhood education pedagogy and practice documents in Australia.** *Educational Research for Policy and Practice*, 24(3), 391-407. <https://doi.org/10.1007/s10671-025-09396-9>

Wellbeing is explicitly mentioned in the United Nations Rights of the Child, and governments, humanitarian organisations, scientific and educational research internationally call for a focus on child wellbeing in the early years. Early childhood education policies, pedagogy and practice reflect this call, with curriculum frameworks, regulations and documents around the world having 'wellbeing' outcomes and foci. However, the concept of wellbeing is complex, intangible and multifaceted. It is important to understand how the term wellbeing is presented in key policy and pedagogical documents used by early childhood professionals as this discourse informs educational practice. A qualitative summative content analysis of key documents

impacting early education practice in Australia was undertaken with the key question of understanding how the term wellbeing is defined, described and used. Results show usage of the term wellbeing is multifold and disparate, and definitions are rare and lacking contemporary perspectives. Questions arise about practice and/or policy implications that result from 'wellbeing' positioned as a Learning Outcome in the Australian Early Childhood Learning Framework V2.0. These findings and questions are important for early childhood education professionals and policy makers as they meet increased global imperatives to support child wellbeing in early education contexts. Discourse between education, government bodies and wellbeing science is encouraged to inform and expand current pedagogy, policy and practice in early childhood education in Australia and internationally.

Baugey, C. (2025). **Coopération entre élèves et engagement scolaire: quelles conditions ?** *Phronesis*, 14(5), 74-94. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-7-page-74>

Bergeron-Leclerc, C., Diadiou, F., Cherblanc, J., Gauthier, J., Muñoz, M. I. L., Tessilimi, R. I. O., ... Gravel, A. R. (2025). **Équité, diversité et inclusion en milieu universitaire: une analyse des politiques universelles favorisant le bien-être.** *Revue hybride de l'éducation*, 9(4), 1-23. <https://doi.org/10.1522/rhe.v9i4.1892>

Les politiques institutionnelles en équité, en diversité et en inclusion constituent des leviers essentiels pour favoriser l'inclusion en enseignement supérieur. Elles ne sont toutefois pas les seuls outils disponibles : d'autres types de politiques contribuent à faire des environnements universitaires des milieux bienveillants, inclusifs et sécuritaires. En effet, les politiques visant à prévenir les violences à caractère sexuel, les situations d'incivilité, de discrimination et de harcèlement, de même que les problèmes de santé physique et psychologique, sont susceptibles de contribuer au mieux-être des communautés. Cet article présente les résultats d'une étude qualitative menée au sein du Réseau de l'Université du Québec et ayant pour objectif d'analyser ces politiques.

Bolgrien, A., Hancioglu, A., King, M., Boyle, E. H., & Richou, C. (2025). **Harmonisation des données d'enquêtes auprès des ménages sur la situation et le bien-être des enfants, des adolescents et de leurs familles: MICS et IPUMS MICS.** *Population*, 80(1), 69-81. <https://doi.org/10.3917/popu.2501.0069>

Chen, D., Han, P., Yu, C., & Liu, Y. (2025). **Perceptions of the school climate's effect on teacher burnout: the mediating roles of loneliness and emotional labor strategies.** *Social Psychology of Education*, 28(1), 182. <https://doi.org/10.1007/s11218-025-10139-0>

Burnout is an emotional reflection of chronic job stress and reflects how teachers experience and perceive their work environment. However, few studies have explored the relationships between loneliness, emotional labor strategies, and school climate and burnout. Therefore, this study explored the mediating roles of loneliness and emotional labor strategies regarding the school climate's impact on teacher burnout based on the job demands–resource and resource preservation theories. For this purpose, a questionnaire was used to investigate school climate, burnout, loneliness, and emotional labor as perceived by 2198 elementary and middle school teachers. The results reveal that school climate had significant, negative predictive effects on burnout, and loneliness and emotional labor strategies mediated the relationship between school climate and burnout. However, surface and deep acting had opposite effects, and

loneliness and emotional labor strategies mediated the relationship between school climate and burnout. This study has practical significance, indicating that school administrators should develop programs to foster teachers' use of emotional labor strategies, improve their school climate, and organize various activities to enhance authentic, professional cooperation among teachers and increase teachers' sense of belonging and accomplishment.

Chen, Z., Gao, R., Li, J., Liu, Y., Lu, Y., & Chu, X. (2025). **Cognitive and affective empathy explain bidirectional links between environmental factors and bullying.** *Social Psychology of Education*, 28(1), 162. <https://doi.org/10.1007/s11218-025-10116-7>

Parent-child cohesion, peer acceptance, and teacher emotional support are critical environmental protective factors that influence bullying behavior. The present study aimed to explore the bidirectional associations between these protective factors and bullying perpetration/victimization, as well as the mediating roles of cognitive empathy and affective empathy in these relationships. A three-wave longitudinal cross-lagged panel design was employed to examine the relationships between variables, with approximately six months between each wave. The study included 463 Chinese children aged between 8 and 12 years, who completed both self-reported and peer-nominated surveys. Data was collected from two ordinary primary schools located in Sichuan and Shanxi provinces, China. Results indicated that, after controlling for covariates, there was a bidirectional negative relationship between parent-child cohesion and bullying victimization. Peer acceptance negatively predicted bullying perpetration through the mediating role of cognitive empathy. Furthermore, teacher emotional support and cognitive empathy exhibited a bidirectional predictive relationship. This study reveals a bidirectional association between parent-child cohesion and bullying victimization, highlighting cognitive empathy as a protective factor that is associated with a decrease in bullying behavior.

Costa, S., & Vors, O. (2025). **Émotions des élèves en EPS en classes "difficiles" : intérêt des multi-méthodes dans le programme de recherche du cours d'action.** *Movement & Sport Sciences - Science & Motricité*. <https://doi.org/10.1051/sm/2025027>

Longtemps considérées comme des perturbations, les émotions sont aujourd'hui présentées comme un véritable pilier de l'apprentissage (OCDE, 2010 ; Visioli, 2022). Toutefois, les études portant sur l'analyse de l'expérience émotionnelle des élèves en classe demeurent rares (e.g., Llena, Isidore, Joing, Potdevin, Dieu, & Porrovecchio, 2021). Notre recherche s'intéresse à l'émergence in situ des émotions marquantes pour les élèves de « classes difficiles » en EPS. Le contexte de l'étude s'est déroulé en collège REP+ auprès de 71 élèves en EPS. Au sein du programme de recherche du cours d'action (Theureau, 2015) des multi-méthodes ont été utilisées à partir de 184 incidents critiques (Flanagan, 1954 ; Petiot, Desbiens, & Visioli, 2014) approfondis par 19 entretiens d'autoconfrontation. Le traitement des données s'est fait en cinq étapes permettant d'identifier les émotions typiques des élèves (Durand, 2014). Les résultats montrent neuf catégories d'émotions typiques, quatre vécues comme positives : Sentiment d'être touché par un moment d'intimité partagé, Fierté de se dépasser, Excitation liée à la découverte de nouvelles sensations, Satisfaction liée à une victoire significative ; et cinq émotions négatives : Anxiété liée au risque de se faire mal, Frustration de ne pas pouvoir jouer, Agacement lié à des défaites répétées, Sentiment de colère à cause d'un camarade qui ne respecte pas la consigne, Honte face au regard de ses camarades. La discussion s'appuiera sur un élément particulièrement présent dans de nombreuses

catégories d'émotions typiques : l'importance de la présence d'autrui. Enfin, nous prolongerons la discussion sur l'intérêt des multi-méthodes.

Dawes, M., Ferguson, S. E., Lohrbach, E., & Starrett, A. (2025). **Preservice teachers' developmental knowledge and preparation: associations with beliefs about social dynamics management.** *Social Psychology of Education*, 28(1), 159. <https://doi.org/10.1007/s11218-025-10122-9>

Preservice teachers will soon be expected to manage a classroom of students who will have myriad peer relationships and social issues among themselves. Managing these classroom social dynamics is increasingly recognized as an essential component of teachers' classroom management practice. One way to support teachers in this skill is to bolster their knowledge of development, particularly during initial preparation programs as preservice teachers. To better understand how developmental knowledge may relate to preservice teachers' beliefs about social dynamics management, we assessed their attitude towards developmental knowledge (i.e., how important developmental knowledge is to their teaching practice) and their degree of preparation in development during their initial teacher education program. We examined associations between these constructs with two key indicators of beliefs about social dynamics management: (1) their attitude towards social dynamics management and (2) their self-efficacy for social dynamics management. Using a correlational research design, we examined these relations in a sample of $n = 266$ (86% female) preservice teachers who provided survey data on these constructs. Several additional covariates were considered in analyses (e.g., internship experience). Results indicate that preservice teachers' attitude towards developmental knowledge and perceived preparation were related to self-efficacy for social dynamics management. Only attitude towards developmental knowledge was related to attitude towards social dynamics management. Implications for infusing developmental knowledge and preparation in teacher education programs are discussed.

Duranleau, C., St-Vincent, L.-A., Rousseau, N., & Dubé, F. (2025). **Valoriser la collaboration entre organismes communautaires et institutions scolaires pour le bien-être et la réussite des élèves.** *Apprendre et enseigner aujourd'hui*, 14(2), 4-69. Consulté à l'adresse <https://www.erudit.org/fr/revues/aea/2025-v14-n2-aea010218/>

Consultez le sommaire de ce numéro de la revue Apprendre et enseigner aujourd'hui sur la plateforme Érudit. Discipline : Éducation.

Espinosa, G. (2025). **L' affectivité, les émotions et les relations de l'élève à l'école : des clés pour le bien-être et la réussite.** Consulté à l'adresse <https://www.puq.ca/catalogue/livres/affectivite-les-emotions-les-relations-eleve-5095.html>

Kawar, K. (2025). **Teaching Hebrew as a second language for Arab middle and high school students with disabilities.** *International Journal of Inclusive Education*, 29(13), 2379-2400. <https://doi.org/10.1080/13603116.2024.2349720>

According to the inclusion law in Israel, students with disabilities can learn in mainstream classes with support services by teachers and specialists with special education training. The present study investigates the quality of teaching Hebrew as a second language (HSL) for Arab students with disabilities as reported by 35 teachers of HSL in mainstream middle and high schools who filled an online survey. Findings indicated a lack of knowledge among the teachers about students with disabilities who learn in inclusive

settings. Moreover, the responses revealed that almost half of the teachers did not speak Hebrew fluently, and that they all simplified their language when administering their lessons. These findings raise questions regarding teaching HSL and the efficacy of inclusion. The present study identifies key areas for improvement including the need for competent L2 teachers for students with disabilities, and the implementation of an adapted accessible curriculum and an authentic classroom. Recommendations for teaching HSL for Arab students with disabilities are included.

Li, Z., & Freelon, R. (2025). **Counselors, not cops: a narrative inquiry of youth organizing for police-free schools.** *International Journal of Qualitative Studies in Education*, 38(10), 1461-1476. <https://doi.org/10.1080/09518398.2025.2452639>

This study examines the narratives of youth organizers for the police-free schools movement in Chicago. The study elevates their experiences with policing and their motivations for exercising youth agency on this critical social issue. Using narrative inquiry and a theoretical framework of Social Justice Youth Development, the results showed how Black youth leaders developed self-, social-, and global awareness through their personal and organizing experiences. Our findings also suggested that while youth demonstrated social justice leadership and worked in collaboration with progressive adult organizers, they often felt exploited in their quest to bring about more just conditions in schools and communities. This study highlights the learning and engagement practices of youth leaders advocating for more humanizing educational futures.

Lintner, T. (2025). **Pre-primary education attendance protects against peer rejection in sixth grade.** *Social Psychology of Education*, 28(1), 181. <https://doi.org/10.1007/s11218-025-10121-w>

Peer relationships in schools play a crucial role in children's social and emotional development. Ethnic minority students and those with parents who have low education are especially vulnerable to negative social outcomes, such as peer rejection, which can lead to mental health problems. Pre-primary education has been hypothesized to provide early socialization opportunities that may protect against these adverse outcomes. This study examines the long-term effects of pre-primary education on peer relationships in sixth grade using a stratified random sample of 2,397 sixth-grade students from the Czech Republic. The findings reveal that students who attended pre-primary education for more than one year, are less rejected compared to those who did not attend. Ethnic minority students and those with parents without higher education are identified as more prone to peer rejection, underscoring the challenges these groups face in school. Importantly, this study shows that pre-primary education provides some protective effect against peer rejection for these vulnerable groups. The study highlights the need for policies supporting universal access to high-quality pre-primary education, especially for children from disadvantaged backgrounds.

Lintner, T., Diviák, T., Šedřová, K., & Obrovská, J. (2025). **Revisiting Ukrainian refugees struggling to integrate into Czech school social networks.** *Social Psychology of Education*, 28(1), 174. <https://doi.org/10.1007/s11218-025-10134-5>

This study explores the social integration of Ukrainian refugee students in Czech schools, focusing on peer network dynamics in classrooms with a significant proportion of ethnic minority students. We employ longitudinal social network analysis combined with qualitative insights to investigate the evolution of friendship and exclusion ties among 266 students (ages 11–15, 45.11% girls, 21.05% Ukrainian) in 12 classrooms across two time

points during the 2022/2023 school year. Our study introduced socioeconomic status (SES) and sociocultural adaptation as key explanatory variables, hypothesizing their roles in fostering cross-ethnic interactions. Overall, we found that ethnic homophily decreased over time, indicating greater cross-ethnic mixing, even as overall number of friendships in classrooms declined. Ukrainian students were initially less integrated into peer networks, exhibiting fewer friendships and strong preferences for intra-ethnic ties. However, this disparity became less pronounced as the school year progressed. Sociocultural adaptation emerged as a significant predictor, with adapted Ukrainian students more likely to receive friendship ties and less likely to receive exclusion ties, highlighting the critical role of pro-social behavior in social integration. Conversely, SES did not significantly affect the formation of cross-ethnic ties. These findings underscore the dynamic nature of peer relationships and the importance of fostering sociocultural adaptation to support refugee students' integration. We discuss implications for educational policies aimed at promoting inclusive school environments and propose directions for future research on intergroup dynamics in diverse classrooms.

López-Benítez, R., & Fernández-Berrocal, P. (2025). **Role of dispositions toward ridicule and being laughed at in emotional intelligence, bullying and cyberbullying among university students.** *Social Psychology of Education*, 28(1), 183. <https://doi.org/10.1007/s11218-025-10146-1>

Although there is a growing body of knowledge on dispositions towards ridicule and being laughed at, there is still scarce research on how they relate to other relevant constructs and phenomena, such as emotional intelligence or (cyber)bullying. This study explores the associations between those dispositions and emotional intelligence and analyses the relationships, differences, and predictions of these dimensions in bullying and cyberbullying in a sample of 347 university students. The results show that gelotophobia was related to lower emotional intelligence. Positive relationships were also observed between several roles in (cyber)bullying and the dispositions towards ridicule, and negative relationships between those and emotional repair. Greater scores in dispositions towards ridicule (especially gelotophilia and katagelasticism) were associated with the roles, increasing the likelihood of their occurrence. Moreover, greater scores in clarity were related inversely with the victim role. These data highlight the relevance of dispositions associated with ridicule/laughter in several psychological constructs, underlining the need to bear them in mind when dealing with complex phenomena such as emotional intelligence or (cyber)bullying.

Maor, R. (2025). **Teachers' personal history of bullying involvement and their intentions to engage in anti-bullying interventions: the mediating role of self-efficacy and the moderating role of social dominance orientation.** *Social Psychology of Education*, 28(1), 184. <https://doi.org/10.1007/s11218-025-10141-6>

Considerable research highlights teachers' crucial role in addressing school bullying, with their responses varying depending on factors like their own bullying history. However, evidence linking teachers' personal bullying history to their responses remains limited and inconsistent, suggesting additional variables may be involved. Therefore, the main aim of this study was to examine whether the association between teachers' personal history of bullying involvement, either as perpetrators or victims, and their intentions to engage in anti-bullying interventions is mediated by their self-efficacy in addressing school bullying and moderated by their social dominance orientation (SDO). A questionnaire was completed by 690 Israeli school teachers. Findings show that teachers' history of

bullying involvement, whether as perpetrators or victims, negatively associated with their intentions to engage in antibullying interventions. Teachers' self-efficacy in addressing bullying mediated these associations, and their SDO moderated them. These findings may inform the development of more effective, teacher-focused antibullying interventions.

Mulenga Mulenga, T. (2025). **Bien-être et réussite des apprentissages dans les écoles primaires de la ville de Lubumbashi en RDC**. Consulté à l'adresse <https://orbi.uliege.be/handle/2268/336165>

La question du bien-être des apprenants en rapport avec la réussite de leurs apprentissages en République Démocratique du Congo a fait l'objet de nombreuses recherches. Les études existantes se sont traditionnellement organisées autour de trois axes principaux : une approche médicale, mesurant l'impact de la santé physique et mentale sur les performances ; une approche infrastructurelle, analysant l'influence des équipements et du cadre matériel ; et une approche sociopédagogique, qui met en corrélation le climat relationnel de l'école avec l'efficacité des apprentissages. Si ces travaux ont le mérite d'éclairer des aspects précis, ils peinent à appréhender la thématique dans sa globalité, sans véritablement rendre compte de la multidimensionnalité de la vie de l'apprenant. Cette limite empêche de renouveler la réflexion sur la nature et la finalité même de l'institution scolaire. Dans ce contexte, la présente thèse se propose d'explorer, dans le cadre de l'enseignement primaire à Lubumbashi, le lien entre le bien-être de l'apprenant – conçu de manière holistique – et sa réussite scolaire. Cette approche innovante évalue le bien-être à travers un spectre intégré d'indicateurs (santé, alimentation, hygiène et sécurité de l'enfant à l'école) et mesure la réussite scolaire sur la base des aptitudes fondamentales en littératie et en numératie. En saisissant cette corrélation dans sa globalité, comme un phénomène engageant à la fois la dimension personnelle, structurelle et environnementale de l'élève, cette recherche se veut résolument novatrice. Son ambition est de réinterroger la mission indispensable de l'école. Elle postule que celle-ci doit transcender sa fonction traditionnelle de transmission des savoirs pour incarner une véritable institution « sociale », où « éduquer, c'est prendre soin ». Il s'agit ainsi de jeter les bases d'une école réinventée, dont la vocation est de former simultanément l'intellect et la citoyenneté de l'élève, en l'accompagnant dans l'ensemble de ses dimensions existentielles. Sur le plan méthodologique, cette étude a été menée dans 15 écoles primaires réparties sur trois communes de Lubumbashi. Elle a concerné les élèves de troisième et quatrième année, leurs enseignants, ainsi que les directeurs d'écoles et les conseillers pédagogiques. La recherche repose sur une méthodologie mixte, suivant un modèle séquentiel explicatif. Le présent manuscrit s'articule autour parties principales : théorique et empirique, toutes introduites par une section présentant la problématique, les hypothèses et les objectifs de l'étude.

O'Donnell, A. W., Redmond, G., Zhou, H., Skattembol, J., Wang, J. J. J., Reynolds, K. J., & MacDougall, C. (2025). **Adolescents' educational aspirations and expectations: the interaction between school experiences, region, and financial disadvantage**. *Social Psychology of Education*, 28(1), 180. <https://doi.org/10.1007/s11218-025-10099-5>

Adolescents residing in regional areas, and those from more financially disadvantaged families, traditionally have worse academic outcomes relative to their counterparts in metropolitan communities. A key mechanism that may account for these differences is how far individuals would like to progress in the educational system (aspirations) and how

far they actually think they will progress (expectations). These plans are shaped by social background and schooling experiences, which can either reduce or amplify educational inequalities. Using two large Australian samples, we found that adolescents from metropolitan and financially advantaged families reported higher aspirations (Study 1, $N=3,896$) and expectations (Study 2, $N=3,956$) than their regional and more disadvantaged peers. In both studies, the school environment moderated the effects of family financial background on educational plans. School satisfaction (Study 1) and belonging (Study 2) amplified socioeconomic disparities, with gaps in educational future plans widening among students who felt more positive about school. These findings suggest that positive school environments may also inadvertently reinforce structural inequalities when broader barriers remain unaddressed.

Padilla-Romo, M., & Peluffo, C. (2025). **Moving for Good: Educational Gains from Leaving Violence Behind** (Working paper N° 18155). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18155>

This paper estimates the effects of moving away from violent environments into safer areas on migrants' academic achievement in the context of the Mexican war on drugs. Using student location choices across space and over time, we recover individual-level migration paths for elementary school students across all municipalities in Mexico. We find that students who were induced to leave violent areas due to increased violence experience academic gains after relocating to safer areas. Students who migrated from municipalities in the 90th percentile of the violence distribution to municipalities in the 10th percentile experienced improvements of 5.3 percent of a standard deviation in their test scores two years after they migrated. These results appear to be explained by increases in school attendance and improvements in the learning environment after they moved.

Parisse, C., Marini, M., Pagliaro, S., Presaghi, F., & Livi, S. (2025). **The role of organisational ethical climate in shaping students' class identification and their educational outcomes.** *Social Psychology of Education*, 28(1), 178. <https://doi.org/10.1007/s11218-025-10136-3>

The present study extends the concept of Organisational Ethical Climate (OEC) to the school context, addressing a gap in the literature that has predominantly investigated this construct in workplace settings. We investigated how shared ethical norms within school shape students' class identification and, in turn, key educational outcomes such as wellbeing, academic performance, and dropout intentions. Specifically, we investigated how the OEC (of friendship or self-interest) was associated with positive bonds between classmates, i.e., class identification, and how it could be associated directly and indirectly with school dropout intentions, students' well-being, and academic performance. To investigate this, we proposed a multilevel 2-2-1 structural equation model exploring both individual-level and class-level perceptions on 730 (M age = 16.7, $SD = 1.36$; 55.5% boys, 43% girls, and 1.5% nonbinary) high school students and 47 classes. Results revealed that only the friendship climate was significantly related to stronger class identification, which in turn shapes its association with the outcomes. In conclusion, our study underscored the pivotal role of the OEC within schools in shaping various educational outcomes. Incorporating this dimension into the school climate assessment can enhance our understanding of how informal moral norms could shape school dynamics.

Pitsia, V., O'Higgins Norman, J., & Mazzone, A. (2025). **Bullying in Higher Education Institutions: Are LGBQ+ Employees Bearing the Burden?** *Higher Education Quarterly*, 79(4), e70049. <https://doi.org/10.1111/hequ.70049>

Higher Education Institutions (HEIs) advocate for equity, diversity and inclusion among students and staff. Yet, they are one of the business sectors with the highest levels of workplace bullying. Bullying can severely impact employee well-being, with sexual minority employees being particularly vulnerable. Building on the Minority Stress Theory, this study examined the role of sexual orientation in the relationships of workplace bullying and cyberbullying victimisation with psychological distress in a sample of 3032 employees across 20 HEIs in Ireland. Results indicated that more frequent workplace bullying and cyberbullying victimisation were associated with higher levels of psychological distress, with LGBQ+ respondents reporting greater distress despite enduring similar levels of victimisation as non-LGBQ+ employees. A supportive organisational culture and psychologically safe teams were linked to lower levels of psychological distress for all employees. The study highlights the need for evidence-based initiatives to address bullying and cyberbullying in HEIs.

Rau, T. (2025). **Mobile Devices and Children's Development: The Case for School Restrictions** (Working paper N° 14306). <https://doi.org/10.18235/0013745>

The widespread use of mobile devices among adolescents has led many schools and governments to consider or implement restrictions on their usage. This study provides a comprehensive analysis of the effects of school cellphone policies on student outcomes, focusing primarily on student well-being and classroom dynamics. Using detailed microdata from the 2022 Programme for International Student Assessment (PISA) across 81 countries, the study finds that stricter cellphone policies are associated with significant reductions in classroom distractions and lower levels of student-reported anxiety related to mobile-device use, even under mild enforcement conditions. Moreover, when bans are effectively enforced, measurable improvements in standardized test scores emerge, providing clarity to previously inconclusive findings in the literature. Subgroup analyses reveal limited heterogeneity, although private school students experience greater anxiety reductions. Policy recommendations emphasize the critical role of enforcement, the importance of targeted approaches tailored to school context and socioeconomic differences, and the necessity of continuous policy evaluation and adaptation.

Roques, N. (2025). **Quand les vidéos tissent des liens : circulation des vidéos en ligne dans les groupes de pairs.** *Agora débats/jeunesses*, 101(3), 62-77. <https://doi.org/10.3917/agora.101.0062>

Rousseau, N. (2025). **Valoriser la collaboration entre organismes communautaires et institutions scolaires pour le bien-être et la réussite des élèves.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 4-4. <https://doi.org/10.7202/1119602ar>

Un article de la revue Apprendre et enseigner aujourd'hui, diffusée par la plateforme Érudit.

Tardif, C., Girouard-Gagné, M., & Lane, J. (2025). **Étude de portée sur les pratiques à visée universelle soutenant le bien-être et la santé mentale des personnes étudiantes au postsecondaire.** *Revue hybride de l'éducation*, 9(4), 1-35. <https://doi.org/10.1522/rhe.v9i4.1889>

Au postsecondaire, plusieurs facteurs de risque tels que l'évaluation, les modèles d'apprentissage en salle de classe et la qualité des relations avec le personnel enseignant influencent la santé mentale et le bien-être des personnes étudiantes. Cet article propose une étude de portée pour brosser un portrait des pratiques d'évaluation, d'enseignement et d'encadrement à visée universelle qui soutiennent la réussite, le bien-être et la santé mentale des étudiantes et des étudiants. Les résultats sont discutés au regard des caractéristiques des pratiques à visée universelle en enseignement supérieur.

Thornberg, R., Wänström, L., Sjögren, B., Hong, J. S., Bjereld, Y., Edling, S., & Gill, P. E. (2025). **Well-functioning class climate and classroom prevalence of bullying victims: a short-term longitudinal class-level path analysis.** *Social Psychology of Education*, 28(1), 158. <https://doi.org/10.1007/s11218-025-10123-8>

While research on how classroom climate impacts students' bullying behavior has increased over past decades, studies on how a well-functioning class climate may impact the classroom prevalence of victims of bullying are scarce. Class climate refers to the quality of collective interpersonal relationships among students in a school class. Thus, in line with group socialization theory and the social climate framework, the present study aimed to examine, at the class level, possible short-term longitudinal links between varying degrees of well-functioning class climate and the class proportion of victims of bullying. Class proportion here refers to the percentage of students in the class who are bullied. The study was based on responses from a short-term longitudinal population of almost 5000 students, fourth to ninth graders in a Swedish municipality, who completed a questionnaire in fall 2022 (Time 1, N = 4,964), and spring 2023 (Time 2, N = 4,799). Because the survey was administered anonymously, it was not possible to longitudinally follow students at the individual level. However, the dataset made it possible to longitudinally follow each school class. A class-level path model was therefore estimated to investigate whether a well-functioning class climate and class proportion of victims at Time 1 predict well-functioning class climate and class proportion of victims at Time 2. The main findings emphasize how school classes with a well-functioning class climate were more likely to have a lower proportion of victims over time. In addition, a well-functioning class climate at Time 1 positively predicted a well-functioning class climate at Time 2, and the proportion of victims in school classes at Time 1 positively predicted the proportion of victims in school classes at Time 2. These results highlight the critical role of fostering a positive class climate in reducing bullying victimization at the class level.

Évaluation des dispositifs d'éducation-formation

Collette, E., Colognesi, S., Demoulin, J.-B., Masson, O., & Frenay, M. (2025). **Le projet Universal by Design mis en place en contexte postsecondaire.** *Revue hybride de l'éducation*, 9(4), 1-21. <https://doi.org/10.1522/rhe.v9i4.1886>

Cet article présente le projet Universal by Design mis en place à l'Université catholique de Louvain, en Belgique, dans le cadre d'un Fonds de développement pédagogique. Ce projet a pour objectif de développer sur le terrain une approche plus inclusive et universelle de l'enseignement. Pour ce faire, une réflexion a été menée au sein de trois cours pilotes. Des informations ont été recueillies auprès des équipes enseignantes et du corps étudiant par l'entremise de différentes enquêtes et entrevues, en vue du transfert et de la diffusion du projet. L'article souligne le défi que représente la sensibilisation de la communauté universitaire.

Duranleau, C., & Rousseau, N. (2025). **La parole aux jeunes : les bénéfices perçus par les élèves qui fréquentent un organisme communautaire jeunesse**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 63-69. <https://doi.org/10.7202/1119616ar>

Une recension d'écrits scientifiques révèle que peu d'études se sont attardées spécifiquement aux bénéfices sur la réussite éducative perçus par les jeunes d'âge scolaire fréquentant un organisme communautaire jeunesse. Dans le cadre d'un projet de recherche-développement visant à soutenir la collaboration véritable entre milieux scolaires et communautaires, nous avons voulu connaître quelle était l'expérience d'élèves de 14 ans et plus qui fréquentent un de ces organismes, en leur donnant l'occasion de faire entendre leur voix. À travers sept plénières, nous sommes allées à la rencontre de jeunes afin qu'ils nous parlent de leur motivation à participer aux activités proposées par les organismes et de la manière dont ces activités contribuent selon eux à leur développement global. Leurs réponses, riches et détaillées, nous ont permis de relever dix grandes catégories de bénéfices qui soulignent l'importance du rôle des organismes communautaires dans la réussite et le bien-être des élèves.

Fortier, M., & Tremblay, P. (2025). **Les effets du coenseignement développemental sur les stagiaires en éducation : une revue de littérature**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 13-42. <https://doi.org/10.26443/mje/rsem.v59i2.10114>

Cet article propose une revue systématique de la littérature sur le coenseignement développemental. Cette pratique apparaît comme une solution de rechange aux stages traditionnels visant à mieux répondre aux besoins actuels du milieu. Le coenseignement développemental implique soit deux stagiaires enseignant auprès du même groupe d'élèves soit un ou une stagiaire et le ou la titulaire de classe. Les principaux résultats montrent que ces deux modèles contribuent à améliorer la formation initiale des stagiaires, tant en cours de stage qu'à plus long terme dans leur pratique professionnelle. Les apports observés incluent, entre autres, le développement d'une vision collaborative et réflexive du métier, ainsi que le développement de l'identité professionnelle de l'apprenant.

Guichandut, M. (2025). **Au-delà des murs de l'école : l'impact sur la réussite éducative de l'Action communautaire autonome jeunesse au Québec**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 15-18. <https://doi.org/10.7202/1119605ar>

En 2021, une recherche de la Coalition Interjeunes a confirmé l'importance des organismes communautaires jeunesse dans la réussite éducative et le bien-être des jeunes. Avec 90 % d'entre eux collaborant activement avec les écoles, ces organismes jouent un rôle clé dans la lutte contre le décrochage scolaire, le soutien pédagogique et la création d'alternatives éducatives adaptées. Les jeunes, souvent confrontés à des difficultés personnelles ou scolaires, trouvent dans ces milieux un accompagnement bienveillant, basé sur la stabilité, le temps et l'écoute. Cette approche globale, sans jugement, favorise l'amélioration des résultats scolaires, la motivation, et le plaisir d'apprendre. Les résultats soulignent l'importance d'une ouverture accrue des institutions scolaires aux initiatives citoyennes. Le financement public de ces collaborations représente un investissement durable en éducation, créant un environnement propice à la persévérance et à la réussite des élèves.

Lafond, T., & Cabezas, A. (2025). **My Story with Pathways to Education/Passeport pour ma réussite: A Game Changer in my School and Personal Journey.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 59-62. <https://doi.org/10.7202/1119615ar>

Le programme Pathways to Education/Passeport pour ma réussite est un organisme de bienfaisance national qui brise le cycle de la pauvreté par l'éducation. Ce programme crée un changement social positif en aidant les jeunes vivant dans des communautés à faible revenu à surmonter les obstacles à l'éducation, à obtenir leur diplôme d'études secondaires et à jeter les bases d'un avenir réussi. Grâce à la force collective des partenariats, le programme Passeport pour ma réussite prépare les jeunes à l'avenir. Tout au long de ses années au secondaire, le coauteur Thomas Lafond a bénéficié des services de l'organisme. Dans ce texte, il partage avec nous l'impact du soutien qu'il a reçu sur son propre parcours.

Thouin, É., & Rousseau, N. (2025). **Les bénéfices des projets de services communautaires pour les élèves: l'exemple d'un partenariat entre des écoles secondaires et les carrefours jeunesse-emploi du Québec.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 19-22. <https://doi.org/10.7202/1119606ar>

Formation continue

Bayle, I., & Boissart, M. (2025). **Les transformations du métier de formateur en instituts de formation en soins infirmiers.** *TransFormations - Recherches en Education et Formation des Adultes*, (28), 26-40. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/640>

The profession of nursing trainer is evolving in response to changes in the healthcare system and in educational expectations. This mixed-methods study, conducted by the CEFIEC over two years, uses a literature review, three quantitative surveys and 159 semi-directive interviews to analyse practices and identify six new trainer profiles. The analysis of real and impeded activities highlights the challenges of pedagogical engineering, coaching, innovation and collaboration. The results underline the need for increased professionalisation and a stronger link between the clinical field and academic training. Keywords: human activity, training design, trainer in nursing training institutes, professionalization.

Boancă, I. (2025). **La professionnalisation des infirmières en pratique avancée et la construction d'un nouveau domaine d'intervention de la profession infirmière.** *TransFormations - Recherches en Education et Formation des Adultes*, (28), 41-61. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/653>

This article studies the development of advanced practice as a new area of intervention within the nursing profession. It questions the role of medical delegation in the exercise of advanced practice and its impact on professional autonomy. Drawing on the contributions of the interactionist approach and the economy of conventions, we analyze the principles of justification mobilized by the nursing profession and the tensions at work in the professionalization process of Advanced Practice Nurses (APNs). We show that an argumentation of the social utility of their activity accompanies their

implementation in the organization where they practice in order to delimit their legitimate, recognized and specific scope of intervention. Keywords: advanced practice, justification, professionalization, training.

Boancă, I., & Triby, E. (Éd.). (2025). **Les transformations des métiers. Que peut la formation ?** *TransFormations - Recherches en Education et Formation des Adultes*, (28). Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/issue/view/92>

CEDEFOP. (2025). **Lifelong learning in 2000 and 2020. What has changed for the individual citizen?** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4131> [Report]. Consulté à l'adresse European Centre for the Development of Vocational Training (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/ad117f70-9f3a-11f0-97c8-01aa75ed71a1>

This report examines the progress made over two decades (2000-2020) in transforming lifelong learning into a reality for individuals in Europe. The study finds that, while significant progress has been made in promoting flexible and inclusive education and training systems, barriers and challenges remain. Key changes include increased opportunities for personalisation of learning experiences, expansion of quality education and training pathways with improved accessibility, and easier portability of qualifications across countries. However, challenges persist. These include fragmented strategies and limited coordination between sectors, implementation hurdles, underuse and underdevelopment of credit systems and quality assurance frameworks, low uptake of validation of non-formal and informal learning, and variations in the recognition of qualifications. The report provides policy recommendations to address these challenges, including promoting a cohesive strategy with stronger cross-system stakeholder collaboration, integrating non-formal and informal learning, and strengthening the capacity of institutions and stakeholders to further support their implementation.

Coadour, D., & Christiane, G. (2025). **Comprendre l'innovation dans l'industrie pour penser la formation en école d'ingénieur.** *TransFormations - Recherches en Education et Formation des Adultes*, (28), 128-141. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/499>

Designing a training program dedicated to innovation in engineering schools raises challenging questions. Our objective here is to understand the representations that 22 innovators have of their activity in order to be able to model different archetypical categories of innovator. We conducted individual interviews to study their discourse, then we analyzed them in two stages, firstly, using Iramuteq software, and secondly, manually. We thus have identified three archetypical forms of innovative actors which show that there is more than one path to becoming the leader of an innovative project. Based on this, we suggest a two-level innovation training program. Keywords: entrepreneurship, expertise, innovation training program, maritime industry, multidisciplinary.

de Lescure, E., Divert, N., & Maillard, F. (2025). **La formation continue au service des reconversions ? : Les liens fragiles entre aspirations et mobilités dans le monde du travail.** Consulté à l'adresse <https://pur-editions.fr/product/10393/la-formation-continue-au-service-des-reconversions>

Portée par des discours valorisant la mobilité et l'épanouissement professionnels, la perspective d'une reconversion se diffuse et des dispositifs sont proposés pour y parvenir.

Pour la plupart des actifs, la reconversion professionnelle est indissociable d'un projet, fruit d'aspirations à un changement d'emploi, d'entreprise, de carrière, de conditions de travail mais il peut également être prescrit. L'expression «reconversion professionnelle» recouvre donc un ensemble de situations difficilement comparables. Comme le montre cet ouvrage réunissant des travaux d'enquêtes interrogeant les discours et les pratiques de reconversion dans différents contextes professionnels, les liens entre formations et reconversions s'avèrent complexes et la mobilité espérée n'est pas toujours garantie même lorsqu'une ou plusieurs formations ont été suivies. Dès lors, étudier les reconversions permet d'appréhender les évolutions du travail et de l'emploi mais aussi le rôle du capital social, du contexte familial ou encore l'importance des certifications dans la construction des trajectoires professionnelles.

Hamon, L., Nodot, M., Canu, M., Almerge, M., Praseuth, G., & Even, N. (2025). **Le compagnonnage dans un écosystème pédagogique inter-universitaire : une opportunité de formation des acteurs ?** *Actes du colloque QPES 2025 - Écosystèmes de formation - Pour quelle(s) transformation(s)*, 1102-1112. <https://doi.org/10.5281/zenodo.17091409>

Les accompagnateurs pédagogiques ont un rôle crucial dans les écosystèmes de formation et en particulier dans les établissements d'enseignement supérieur, sujets à de nombreuses réformes et évolutions. Le développement professionnel de ces acteurs est donc un sujet majeur qui passe beaucoup par les interactions, souvent informelles, entre pairs via les réseaux organisés localement ou nationalement et les associations internationales. Dans la région Occitanie, une expérimentation de formation pour des ingénieurs et conseillers pédagogiques de plusieurs établissements a été mise en place en intégrant la modalité du compagnonnage. Après 2 ans de fonctionnement du dispositif, tant les formés que les formateurs font état d'une expérience enrichissante et effective, tenant compte des réalités et des contraintes institutionnelles de chacun. La méthodologie de compagnonnage libre proposée pourrait être revue afin d'intégrer des entretiens réflexifs dans le cadre d'un modèle plus structuré comme celui de Clutterbuck.

Hoffert, C. (2025). **Transformations conjointes et réciproques d'un dispositif et d'un métier.** *TransFormations - Recherches en Education et Formation des Adultes*, (28), 77-89. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/582>

We propose an analysis of the joint and reciprocal transformations of the Accreditation of Prior Learning (APL) and the role of APL facilitator within the university context. The APL facilitates certification based on an individual's experiential learning, particularly professional experience. It is situated within the framework of employment and training policies, continuously reformed. The profession of APL facilitator emerged alongside the establishment of the APL system. The application of the triadic model to training systems (Albero, 2010, 2011) elucidates three developmental stages of the profession as articulated by the system: experimentation, professionalization, and transmission. Additionally, we identify a progressive and increasing imbalance among the ideal, functional, and experiential dimensions of the APL. Keywords: APL, dispositive, experience, facilitator, reform.

OECD. (2025a). **Skills that Matter for Success and Well-being in Adulthood.** Consulté à l'adresse OECD website: https://www.oecd.org/en/publications/skills-that-matter-for-success-and-well-being-in-adulthood_6e318286-en.html

The Survey of Adult Skills provides insights into the information-processing skills needed for effective participation in the labour market and society. The 2023 cycle expanded its scope to include measures of social and emotional skills – agreeableness, conscientiousness, emotional stability, extraversion and openness to new experiences – offering a more comprehensive perspective on the skills adults need to thrive in a rapidly changing world. This report examines how social and emotional skills are distributed across the adult population, and how they influence key life outcomes beyond the impact of the cognitive skills measured in the survey, such as literacy. The results highlight the importance of social and emotional skills in shaping adults' success in work and life. While cognitive skills remain key determinants of labour market outcomes, social and emotional skills independently contribute to employment, wages and job satisfaction. They are also positively related to educational attainment, health, well-being and civic participation. Moreover, these skills vary across socio-demographic groups, including differences by age, gender, parental education and immigrant background. Drawing on this evidence, the report discusses policy options to promote social and emotional learning throughout the life course, emphasising its value in supporting adults as workers, learners and active citizens.

OECD. (2025b). **Why should we pay more attention to adults' social and emotional skills?** *Adult Skills in Focus*. <https://doi.org/10.1787/17516b98-en>

The Survey of Adult Skills assesses key information-processing skills of adults – literacy, numeracy and problem solving. The 2023 cycle expands this scope by including measures of social and emotional skills: agreeableness, conscientiousness, emotional stability, extraversion and openness to new experiences. This broader approach enables policymakers, researchers and educators to understand how cognitive and social and emotional skills jointly shape life outcomes. A lifelong-learning, multi-channel approach that embeds social and emotional learning into formal education systems, non-formal learning and workplaces can help strengthen these skills in both youth and adulthood and support groups with lower skill levels.

Rioux, I. (2025). **Appropriation des écrits de métier par des adultes, diplômés et non diplômés, fréquentant un programme de formation professionnelle**. Consulté à l'adresse <https://hdl.handle.net/11143/23443>

Dans les sociétés contemporaines, les différentes sphères de vie sont structurées par des instruments écrits qui organisent l'activité des personnes. Dans la sphère professionnelle, les écrits de métier tels que le dossier de soins, la fiche technique, le cahier de plans de construction occupent une place centrale dans les tâches que doivent réaliser les personnes travailleuses. Ces écrits de métier ont la particularité d'être, le plus souvent, des instruments plurisémiotiques, c'est-à-dire relevant de plusieurs systèmes sémiotiques (lexicogrammaire, symboles, systèmes de mesure, etc.) comportant chacun leurs normes sociales d'usage. Or, l'appropriation de ces écrits ne va pas de soi et pourrait poser des défis particuliers aux adultes qui entreprennent une formation professionnelle sans avoir de premier diplôme, qu'ils soient en formation générale ou en formation professionnelle, adultes désignés ici comme des adultes non diplômés. En effet, cette appropriation nécessite des savoirs préalables qui peuvent être moins faciles d'accès pour les personnes moins scolarisées (Veillard, 2018). Ainsi, l'utilisation et l'appropriation des écrits de métier en formation professionnelle (FP) au secondaire, qui au Québec est fréquentée par des adultes ayant déjà un premier diplôme et d'autres qui n'en ont pas, a le potentiel de favoriser des retombées bénéfiques pour les personnes en formation.

Les écrits de métier ont une fonction pratique, ils structurent et organisent d'autres gestes du métier, et font ainsi écho au rapport pragmatique à l'écrit (Lahire, 1993) que semblent partager la plupart des personnes inscrites en FP. En effet, certaines études (Papantoniou et Hadzilacos, 2017; Park, Pearson et Richardson, 2017) font le constat que l'utilisation des écrits de métier, en situation d'enseignement-apprentissage, est l'objet d'attitudes d'ouverture de la part des élèves de la FP au secondaire, particulièrement lorsque l'on observe que l'utilisation demandée est pragmatique. Ces mêmes études soulignent que les écrits de métier ont le potentiel de favoriser le maintien scolaire tout comme le développement des capacités en lecture et écriture. La présente thèse par articles a pour objectif de décrire comment des adultes, diplômés et non diplômés, fréquentant un programme de FP s'approprient les écrits de métier. Le cadre d'analyse est issu des travaux en psychologie culturelle-historique de Vygotskij (1934/1997) et de Wertsch (1998a; 1998b), complété et opérationnalisé par la théorie générale du langage d'Halliday (2014). Les résultats proviennent d'une étude de cas multiples (Stake, 2006) (n=17) d'adultes en formation fréquentant un programme d'études professionnelles de charpenterie-menuiserie, conduite avec une sensibilité pour l'analyse de l'activité. Les adultes sélectionnés comme cas, dont six sont non diplômés au moment de leur admission dans le programme, proviennent d'un groupe en formation initiale (n=6) et d'un groupe en reconnaissance des acquis et des compétences (RAC) (n=11). La collecte de données a fait appel à 6 différentes méthodes, dont 70 heures d'observation directe en aire de chantier ou en classe, la collecte d'écrits de métier, un entretien semi-dirigé avec séquence d'autoconfrontation avec des adultes en formation (n=9) et un entretien semi-dirigé avec des enseignants (n=2). Le travail doctoral a donné lieu à trois articles : le premier présente une recension critique des écrits et les deux autres présentent des résultats de la recherche empirique. Les trois articles contribuent à répondre aux objectifs spécifiques de recherche soit : 1-décrire le contexte des situations en FP à l'intérieur desquels sont utilisés les écrits de métier (articles 1 et 2); 2- décrire des registres d'utilisation d'écrits de métier en FP par des adultes, diplômés ou non diplômés (article 2); 3-modéliser le processus d'appropriation, à l'âge adulte, d'instruments culturels qui relèvent de la sémiotité tels que les écrits de métier (article 3). ; 4-dégager des traces du processus d'appropriation d'écrits de métier d'adultes, diplômés ou non diplômés (article 3). Le premier article s'intitule «Intégration des écrits de métier en formation professionnelle du secondaire supérieur». Il a été publié le 11 novembre 2022 dans l'International Review of Education et est cosigné par Isabelle Rioux et Rachel Bélisle. Cet article présente une recension critique des écrits issue du travail doctoral. Il jette un regard qui se veut critique sur la littérature scientifique existante s'intéressant à l'utilisation de l'écrit en FP du secondaire dans différents États occidentaux. Le travail de problématisation présenté dans cet article est par ailleurs issu des constats effectués par les autrices à propos des enjeux liés à la présence d'adultes non diplômés dans des programmes de FP. D'ailleurs, un des résultats de la recension est le constat de la faible prise en compte de ces populations dans les études scientifiques consultées. L'article s'intéresse aussi aux attitudes qu'ont les élèves et les personnes enseignantes de la FP vis-à-vis des écrits de métier et aux usages de l'écrit en contexte d'enseignement-apprentissage. Le deuxième article s'intitule «The use of trade-related writing in upper secondary vocational education and training» et est cosigné par Isabelle Rioux, Rachel Bélisle et Frédéric Saussez. Il est publié depuis le 13 octobre 2024 dans le Journal of Vocational Education & Training. Il a pour objectifs de documenter l'utilisation d'écrits de métier par des adultes inscrits dans un programme de FP de charpenterie-menuiserie et de décrire deux registres d'utilisation d'écrits de métier, soit les registres de la quête

d'information et celui de la notation ciblée. Les analyses s'inscrivent dans une perspective multimodale (Matthiessen et Kashyap, 2014), prenant en compte la coprésence, à l'intérieur d'un même écrit de métier, de plusieurs systèmes sémiotiques (ex. lexicogrammaire, symboles, systèmes de mesure). Les résultats permettent entre autres de souligner que les adultes en FP vont avoir tendance d'emblée à mobiliser les systèmes sémiotiques qu'ils mobilisent déjà dans leur vie de tous les jours. Ils mettent aussi en lumière la présence d'écrits de métier sur support numérique en FP et l'importance d'outiller les personnes en formation à apprécier la qualité de l'information sur le métier obtenue en ligne. Le troisième article s'intitule « Appropriation d'instruments sémiotiques à l'âge adulte : le cas des écrits de métier en formation professionnelle du secondaire ». Il a été soumis le 28 novembre 2024 à la revue *Activités* et est cosigné par Isabelle Rioux et Frédéric Saussez. Il propose un modèle de l'appropriation d'instruments relevant de la sémioticité en s'appuyant sur les travaux de Vygotskij (1943/1997), de Wertsch (1998a, 1998b) et d'Halliday (2014) et sur les données empiriques de la recherche doctorale. Ce modèle à son tour sert de cadre permettant de dégager des traces langagières du processus d'appropriation d'un plan de construction de trois personnes en formation situées à trois moments distincts. Les résultats mettent en lumière le rôle pivot joué par le langage intérieur, soit le langage avec soi, dans l'appropriation d'un écrit de métier, permettant notamment de dépasser une difficulté rencontrée. Ce langage intérieur favorise l'autonomie des personnes en formation et permet un plus grand contrôle sur leur activité interne et externe en situation d'enseignement-apprentissage. Sur le plan de l'avancement des connaissances, une contribution de la thèse est de participer au développement des connaissances sur les attitudes que les adultes diplômés et non diplômés ont vis-à-vis de l'utilisation de l'écrit en situation d'enseignement-apprentissage et de valider le constat effectué par d'autres études concernant les attitudes d'ouverture vis-à-vis de l'utilisation des écrits de métier en situation d'enseignement-apprentissage qu'ont les personnes en FP. Dans le prolongement des travaux s'intéressant à l'approche de la littératie intégrée (ex. : Black et Yasukawa, 2012), un apport présenté dans le premier article est la distinction entre les pôles pragmatique et linguistique de l'utilisation des écrits de métier qui permet de prendre en compte les normes d'usage de l'écrit en fonction de leur fonction ou finalité d'utilisation. Sur le plan conceptuel et analytique, un apport de la thèse est de proposer un cadre qui allie à la fois la perspective culturelle-historique inspirée de Vygotskij, la conceptualisation de l'appropriation de Wertsch et la théorie générale du langage d'Halliday. Ce cadre d'analyse a permis de proposer une modélisation du processus d'appropriation. À la suite des travaux de Wertsch, ce modèle s'appuie sur deux principales composantes, celles du savoir comment et de l'agentivité, mais en y ajoutant une troisième composante, inspirée de Vygotskij, soit celle du langage intérieur. La théorie du langage d'Halliday a quant à elle permis d'élaborer une modélisation du processus d'appropriation d'instruments sémiotiques, tels que les écrits de métier, à l'âge adulte, fondé sur l'analyse de la matérialité du langage. Il s'agit d'une contribution originale à l'avancement des connaissances puisque cette modélisation linguistique de l'appropriation est totalement inédite au regard des autres travaux dans le domaine. La thèse comporte toutefois certaines limites dont celle de ne pas avoir obtenu dans notre échantillon un plus grand nombre d'adultes en formation non diplômés au moment de leur entrée dans le programme.

Rivier-Perret, C., Molina, G., & Ladage, C. (2025). **Artisanat et transitions numériques.** *TransFormations - Recherches en Education et Formation des Adultes*, (28), 7-25. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/641>

The aim of our research, which focuses on the woodworking trade, is to understand its transformation in the face of digital transitions, and the ways in which different training institutions are addressing this issue. It is part of a cross-theoretical approach, drawing on internality norm theory to analyze the nature of the determinants of the highly heterogeneous perception of the trade, and on an anthropological approach to didactics, to question the reference knowledge of training courses with regard to the different types of relationship to the digital of training actors and their dynamics. For exploratory purposes, we have adopted a questionnaire survey approach to question the perceptions of digital technology by those involved in training for this profession in transformation. Keywords: anthropological theory of the didactics, cabinetmaking, digital, internality norm, woodworking.

Saillot, E., & Guern, A.-L. L. (2025). **Accompagner des conseillers en formation aux prises avec des transformations enchâssées.** *TransFormations - Recherches en Education et Formation des Adultes*, (28), 90-109. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/620>

This article presents a collaborative research-training project conducted with training advisors from the the French National Education Service in an academy undergoing restructuring. In a context of multiple transformations at both local and national level, a team of researchers offered accompanying "research" as a training action to help professionals tell their work. The objective was to make visible and value the work of the counsellors, for themselves and their hierarchies, through a collective, discursive and scriptural approach. This support has made it possible to identify their successes, difficulties, fears and expectations in a complex ecosystem, which is struggling with deep-rooted transformations. Keywords: advice, analysis of work, transformations, support, training.

Savarieau, B. V., & Celeri, I. (2025). **La recherche-intervention comme voie d'une épistémologie de la pratique et d'une praxéologie de la connaissance de la transformation des métiers.** *TransFormations - Recherches en Education et Formation des Adultes*, (28), 110-122. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/647>

This article examines how professions transform as a result of implementing research-intervention (RI), from which experiential knowledge may emerge. Following Marcel (2022), we define « intervention research » in education and training sciences as the response of researchers to an institutional demand for change support. This opens a phase of negotiating a commission. This process, which is unnatural in both scientific and pragmatic fields, calls into question how social groups learn from each other and develop new knowledge together. Keywords: adjustment, epistemology of practice, praxeology of knowledge, research-intervention.

Vielcanet, C. (2025). **Analyser le travail des AESH référents au service de la formation.** *TransFormations - Recherches en Education et Formation des Adultes*, (28), 62-76. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/649>

Accompanying Persons for Students with Disabilities (AESH, Accompagnants des Élèves en Situation de Handicap) constitute the second largest professional group in schools.

Since 2020, a new role may be assigned to them: the position of AESH Referent. This doctoral research focuses on analysing the work associated with this role, adopting a professional didactics approach to design training tailored to the actual activities of AESH Referents. This article examines the transformations in their work as they transition from the role of AESH to that of Referent through the identification of the objectives and emblematic and critical activities of this function. It also questions the use of the term "function" to qualify the actions carried out by AESH Referent. Finally, elements for the construction of a training, adjusted to the actual activity of referrers AESH, will be discussed: such as the mobilization of visual methods (photo elicitation interview, addressed photograph) as training tools. Keywords: AESH Referent, work analysis, professional didactics, photo elicitation interview.

Zytnicki, J., Arneton, M., Atlan, E., Geffroy, V., Pelhate, J., Zorn, S., & Vanbrugghe, A. (2025). **L'apprentissage expérientiel confronté à la multimodalité des formations: un retour d'expérience.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (51). Consulté à l'adresse <https://journals.openedition.org/dms/11863>
Cet article est un retour d'expérience relatant l'évolution d'un dispositif de formation en relations humaines en situation professionnelle destiné à de futurs directeurs de SEGPA, fondé initialement sur des mises en situations. En 2020, malgré la distanciation des formations en raison de la pandémie de Covid-19, l'équipe de formateurs a souhaité maintenir la dimension expérientielle du dispositif initial. Ce dernier a depuis évolué, il se décline à la fois à distance, en hybride et en comodalité. L'article aborde les enjeux méthodologiques, didactiques et pédagogiques de la transposition de situations d'apprentissage fortement centrées sur l'expérience en présentiel. Les auteurs sont amenés à réinterroger leurs options pédagogiques et didactiques en relations humaines au regard des différentes modalités de formation.

Marché du travail

Bernard, P.-Y., Gosseume, V., Meslin, K., Roupnel-Fuentes, M., & Walker, J. (2025). **Temporalités d'un dispositif et des personnes « éloignées de l'emploi »: entre gestion de l'urgence et construction des parcours de formation.** *Travail et emploi*, 176(2), 26-46. Consulté à l'adresse <https://shs.cairn.info/revue-travail-et-emploi-2025-2-page-26>

Kaya, E. (2025). **Differences in labour market outcomes between immigrant and UK-born employees: evidence from linked data.** *The Scandinavian Journal of Economics*, 127(4), 765-808. <https://doi.org/10.1111/sjoe.12600>
Using data from the Annual Survey of Hours and Earnings linked to the 2011 Census of England and Wales, this paper examines labour market differences between first-generation immigrants and UK-born employees. The findings indicate that recent immigrants earn less, work longer hours, are less likely to work part-time, and are more likely to hold low-skilled or temporary jobs. Despite the narrowing influence of education and region, these disparities remain largely unexplained. In contrast, long-term immigrants exhibit outcomes similar to those of UK-born employees. Heterogeneity analysis further reveals varying gaps across immigrant groups, reflecting potential differences in outside options and cultural norms.

Lagaillarde, L. P., Merini, C., & Gasparaux, J. (2025). **Vous avez dit « ESAT éphémère » ? Quand le travail ordinaire interroge l'accessibilité pour des personnes ayant une déficience intellectuelle.** *Phronesis*, 14(5), 240-259. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-7-page-240>

Ce travail explore l'accessibilité au travail ordinaire pour des personnes avec une déficience intellectuelle. L'ethnographie menée sur un an dans le cadre d'une recherche menée par un collectif a permis l'explicitation des principes d'action implicites mobilisés en situation professionnelle ordinaire. Ces principes nécessitent des transformations du milieu professionnel de travail, de l'accompagnement des professionnels de l'ESAT, mais aussi de l'écosystème qui les environne, ce que nous pointons comme la chaîne d'accessibilité de l'emploi.

L'Horty, Y., Bucher, A., Cloarec, N., Tidiane Diallo, C., Donne, V., Gaini, M., ... Pirot, M. (2025). **Vers une garantie d'emploi ? - Rapport final du comité scientifique de l'évaluation de l'expérimentation « Territoires zéro chômeur de longue durée » (TZCLD)** (p. 199). Consulté à l'adresse Haut-commissariat à la stratégie et au plan website: https://www.strategie-plan.gouv.fr/files/files/Publications/2025/2025-09-22%20-%20Rapport%20TZCLD/TZCLD_rapport%20final%20evaluation_sous%20embargo_jsq230925%20%C3%A0%2011h.pdf

L'expérimentation « Territoires zéro chômeur de longue durée » (TZCLD) initiée en 2016 avant d'être renouvelée en 2021 vise à lutter contre le chômage de longue durée en proposant à toutes les personnes volontaires un emploi en CDI, à temps de travail choisi, dans des structures ad hoc appelées entreprises à but d'emploi (EBE), situées à proximité de leur domicile. Environ 4 000 salariés sont employés dans 92 EBE situées dans 83 territoires.

Liu, H., Papanikolaou, D., Schmidt, L., & Seegmiller, B. (2025). **Technology and Labor Markets: Past, Present, and Future; Evidence from Two Centuries of Innovation** (Working paper N° 34386). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34386>

We use recent advances in natural language processing and large language models to construct novel measures of technology exposure for workers that span almost two centuries. Combining our measures with Census data on occupation employment, we show that technological progress over the 20th century has led to economically meaningful shifts in labor demand across occupations: it has consistently increased demand for occupations with higher education requirements, occupations that pay higher wages, and occupations with a greater fraction of female workers. Using these insights and a calibrated model, we then explore different scenarios for how advances in artificial intelligence (AI) are likely to impact employment trends in the medium run. The model predicts a reversal of past trends, with AI favoring occupations that are lower-educated, lower-paid, and more male-dominated.

Nordman, C. J., Venkatasubramanian, G., Guérin, I., Natal, A., Mouchel, C., Michiels, S., ... Michaud, C. (2025). **Enquête NEEMSIS (Networks, employment, debt, mobilities, and skills in India survey): Un outil novateur de collecte de données longitudinales.** *Population*, 80(1), 83-99. <https://doi.org/10.3917/popu.2501.0083>

L'enquête NEEMSIS (Networks, employment, debt, mobilities, and skills in India survey [Enquête sur les réseaux, l'emploi, l'endettement, les mobilités et les compétences en Inde]) fournit des données longitudinales collectées par une enquête initiale en 2010, et

des enquêtes de suivi depuis 2016 (2016-2017 et 2020-2021, à ce jour) auprès de plus de 600 ménages dans une région rurale du Tamil Nadu en Inde. À travers elle, nous cherchons à comprendre les liens entre le travail, les compétences, les pratiques financières, les dynamiques sociales et migratoires, ainsi que la formation des réseaux interpersonnels en Inde. Les données rassemblées dans le cadre de l'enquête NEEMSIS présentent de nombreux avantages : (a) elles rendent compte de certains processus mal mesurés par les enquêtes nationales dans les pays en développement ; (b) elles proviennent du suivi d'une population relativement importante par rapport à d'autres micro-enquêtes ; (c) elles englobent un large éventail d'informations sur les ménages et les individus ; (d) leur nature longitudinale permet d'observer les tendances et les changements au fil du temps.

Panova, A., & Slepikh, V. (2025). **Academic Inbreeding and Publication Activity Among Teachers and Researchers.** *Higher Education Quarterly*, 79(4), e70077. <https://doi.org/10.1111/hequ.70077>

The impact of academic inbreeding on research productivity remains unclear. This study examines a critical yet often overlooked distinction: How the link between inbreeding and publication activity differs when academics' primary focus is teaching versus research. Focusing on highly productive Russian PhD holders, our findings reveal a complex picture. For research-focused academics, inbreeding is related to greater accessibility of different resources to achieve international visibility and recognition via international monographs, and to the greater teaching and administrative workload. For teaching-focused academics, inbreeding is associated with lower publication activity in the top-tier journals and higher publication activity in lower-quartile journals. We observe that mobile teachers have less access to the resources of the academic system, which may be seen as a factor of their lower productivity. Our study challenges simplistic views on academic inbreeding, demonstrating that its relationship with publication activity is multifaceted.

Scott-Clayton, J., Minaya, V., Libassi, C. J., & Thomas, J. K. R. (2025). **Who Rides Out the Storm? The Immediate Post-College Transition and its Role in Socioeconomic Earnings Gaps** (Working paper N° 34366). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34366>

Despite a large earnings premium for bachelor's degree completion in general, graduates from low-income families earn substantially less than graduates from high-income families. While prior research has documented the role of college quality and major choice in explaining these gaps, we examine undermatching on a different margin: the first (post-college) job transition. The transition from college to the labor market can be challenging to navigate, and students with financial, informational, or other disadvantages during the job search may be more likely to "undermatch" to their first job. Using administrative data from a large, urban, public college system, we document large gaps in earnings five years after graduation by SES (proxied by financial aid receipt) that remain unexplained even after controlling for GPA, college, field of study, and other pre-graduation characteristics. We then examine how features of the initial job transition relate to longer-term earnings, and to what extent differences in the first job transition can explain later SES earnings gaps. Our results show that first job transitions are rocky for many graduates, strongly predict earnings at Year 5, and are a substantial mediator of socioeconomic gaps in earnings five years after college graduation—reducing the unexplained gap by almost two-thirds.

Un jeune adulte sur sept se sent déclassé au travail. (s. d.). Consulté 31 octobre 2025, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Un-jeune-adulte-sur-sept-se-sent-declasse-au-travail>

Un jeune de 15 à 34 ans sur sept se sent déclassé au travail. Un vécu encore plus fréquent dans les emplois peu qualifiés et pour les contrats précaires.

Métiers de l'éducation

Abdelazim, A., Al Breiki, M., & Khlaif, Z. N. (2025). **AI in education: The mediating role of perceived trust in adoption decisions of school leaders.** *Education and Information Technologies*, 30(15), 20943-20975. <https://doi.org/10.1007/s10639-025-13596-4>

The adoption of artificial intelligence (AI) in educational administration is gaining momentum, yet understanding the factors influencing its acceptance remains critical. This study examines the adoption of Generative AI, specifically Gemini, by school headmasters, assistants, and administrative staff in Oman, with a focus on the mediating role of perceived trust. Grounded in the Unified Theory of Acceptance and Use of Technology (UTAUT) and trust theories, the research hypothesizes that performance expectancy, effort expectancy, social influence, and facilitating conditions influence continuance intention through perceived trust. Using a sample of 293 respondents from government and private schools, the study applies Partial Least Squares Structural Equation Modeling (PLS-SEM) to analyze the relationships among these constructs. The findings underscore the significant role of perceived trust as both a direct determinant of continuance intention and a mediator between other UTAUT constructs and continuance intention. The results indicate that performance expectancy, effort expectancy, facilitating conditions, and perceived trust positively impact continuance intention, while social influence does not exhibit a significant effect. Additionally, perceived trust mediates the relationship between effort expectancy, social influence, and facilitating conditions with continuance intention, but not between performance expectancy and continuance intention. Findings reveal that Gemini enhances decision-making accuracy by 37% and improves administrative efficiency by 42%, reinforcing its value in school administration. This study advances the theoretical understanding of AI adoption in educational settings and provides practical insights for policymakers, educators, and AI developers to enhance AI acceptance and implementation in school management.

Balme, S. (2025, octobre 15). **La liberté académique dans le monde et en France : un bien de première nécessité.** <https://doi.org/10.64628/AAK.emvs3ahkk>

L'étude « Défendre et promouvoir la liberté académique », conduite par Stéphanie Balme pour France Universités, liste quatre axes pour mieux défendre cette liberté indispensable à la vie d'une démocratie.

Balsells, M. A., Martínez-González, R.-A., Quintana, J. C. M., Hidalgo, V., Arranz, E., Espinosa, Á., & Rodrigo, J. (2025). **Les compétences interprofessionnelles pour le soutien aux familles : conception et élaboration d'un guide d'autoévaluation des services.** *Revue internationale de l'éducation familiale*, 55(1), 21-40. <https://doi.org/10.3917/rief.055.0021>

Bayle, I., & Boissart, M. (2025). **Les transformations du métier de formateur en instituts de formation en soins infirmiers.** *TransFormations - Recherches en Education et Formation*

des Adultes, (28), 26-40. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/640>

The profession of nursing trainer is evolving in response to changes in the healthcare system and in educational expectations. This mixed-methods study, conducted by the CEFIEC over two years, uses a literature review, three quantitative surveys and 159 semi-directive interviews to analyse practices and identify six new trainer profiles. The analysis of real and impeded activities highlights the challenges of pedagogical engineering, coaching, innovation and collaboration. The results underline the need for increased professionalisation and a stronger link between the clinical field and academic training. Keywords: human activity, training design, trainer in nursing training institutes, professionalization.

Behra, S., Husson, L., & Maccaire, D. (2025). **Les espaces-temps de la formation des enseignants du premier degré: une enquête sur le stage.** *Phronesis*, 214(HS2), 40-53. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-HS2-page-40>

Capt, V., Da Ronch, M., Lebreton Reinhard, M., Marc, V., & Roy, P. (2025). **Les dispositifs de formation des enseignants: entre enjeux sociétaux et enjeux d'enseignement-apprentissage.** In *Colloque du Conseil Académique des Hautes Ecoles Romandes (CAHR) 2025*. Consulté à l'adresse <https://hal.science/hal-05272810>

Chen, D., Han, P., Yu, C., & Liu, Y. (2025). **Perceptions of the school climate's effect on teacher burnout: the mediating roles of loneliness and emotional labor strategies.** *Social Psychology of Education*, 28(1), 182. <https://doi.org/10.1007/s11218-025-10139-0>

Burnout is an emotional reflection of chronic job stress and reflects how teachers experience and perceive their work environment. However, few studies have explored the relationships between loneliness, emotional labor strategies, and school climate and burnout. Therefore, this study explored the mediating roles of loneliness and emotional labor strategies regarding the school climate's impact on teacher burnout based on the job demands–resource and resource preservation theories. For this purpose, a questionnaire was used to investigate school climate, burnout, loneliness, and emotional labor as perceived by 2198 elementary and middle school teachers. The results reveal that school climate had significant, negative predictive effects on burnout, and loneliness and emotional labor strategies mediated the relationship between school climate and burnout. However, surface and deep acting had opposite effects, and loneliness and emotional labor strategies mediated the relationship between school climate and burnout. This study has practical significance, indicating that school administrators should develop programs to foster teachers' use of emotional labor strategies, improve their school climate, and organize various activities to enhance authentic, professional cooperation among teachers and increase teachers' sense of belonging and accomplishment.

Dehghanpour-Farashah, A., Dehghanpour-Farashah, A., & Adnanrad, M. (2025). **Breaking Glass Dam: Women's Journey to Faculty Membership.** *Higher Education Quarterly*, 79(4), e70065. <https://doi.org/10.1111/hequ.70065>

Considering the significantly lower percentage of Female Faculty Members (FFMs) compared to Male Faculty Members (MFMs) in Iranian universities, this cross-sectional mixed-methods study aims to identify and prioritise the barriers preventing women's entry into academic positions. Specifically, it explores the challenges faced by female PhD

holders in securing such roles. The qualitative phase of this research involved in-depth interviews with 32 faculty members from public universities. These interviews led to the identification of four main categories and 20 initial sub-barriers. In the quantitative phase, a survey was administered to 358 faculty members from public universities in Tehran, and the collected data were analysed using Confirmatory Factor Analysis (CFA), resulting in the refinement and validation of four main barriers and 18 sub-barriers. To assess gender-based differences in the perceived importance of these barriers, the non-parametric Mann–Whitney U test was employed due to the non-normal distribution of the data. In the final step, the identified barriers were prioritised using the Analytic Hierarchy Process (AHP), conducted separately for FFMs and MFMs. This study deepens our understanding of the structural and perceptual barriers that women face in accessing academic positions and provides evidence-based strategies to address these challenges and promote gender equity. As a key theoretical contribution, this research introduces the concept of the 'Glass Dam' to describe the subtle and invisible barriers that impede women's entry into professions such as academic roles.

Doctobre, J., Valentim, S., Andrys-Top, M., & Dugué, P. (2025). **Penser et mettre en œuvre la formation initiale en travail social : entre professionnalisation et universitarisation.** *Phronesis*, 214(HS2), 70-81. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-HS2-page-70>

Cet article présente quelques tensions constitutives du double processus d'universitarisation-professionnalisation à l'œuvre au sein de deux Établissements de Formation en Travail Social. Il s'efforce de montrer, de l'intérieur de ces centres, la manière dont ces dynamiques interrogent et recomposent la formation initiale des travailleurs sociaux. À partir de ressources (Lescouarch et Adé, 2015) les normes et les prescriptions, les évolutions des rapports aux savoirs, l'ingénierie de formation, les interrogations et recherches de sens par les étudiants se révèlent des controverses et des démarches d'agencement pédagogique pour susciter des relations concordantes entre pratiques de formation et situations de travail.

Hamon, L., Nodot, M., Canu, M., Almerge, M., Praseuth, G., & Even, N. (2025). **Le compagnonnage dans un écosystème pédagogique inter-universitaire : une opportunité de formation des acteurs ?** *Actes du colloque QPES 2025 - Écosystèmes de formation - Pour quelle(s) transformation(s)*, 1102-1112. <https://doi.org/10.5281/zenodo.17091409>

Les accompagnateurs pédagogiques ont un rôle crucial dans les écosystèmes de formation et en particulier dans les établissements d'enseignement supérieur, sujets à de nombreuses réformes et évolutions. Le développement professionnel de ces acteurs est donc un sujet majeur qui passe beaucoup par les interactions, souvent informelles, entre pairs via les réseaux organisés localement ou nationalement et les associations internationales. Dans la région Occitanie, une expérimentation de formation pour des ingénieurs et conseillers pédagogiques de plusieurs établissements a été mise en place en intégrant la modalité du compagnonnage. Après 2 ans de fonctionnement du dispositif, tant les formés que les formateurs font état d'une expérience enrichissante et effective, tenant compte des réalités et des contraintes institutionnelles de chacun. La méthodologie de compagnonnage libre proposée pourrait être revue afin d'intégrer des entretiens réflexifs dans le cadre d'un modèle plus structuré comme celui de Clutterbuck.

Irigoyen, A. (2025). **La classe Puzzle et son apport à l'apprentissage de l'histoire dans la formation des enseignants.** *Phronesis*, 14(5), 36-55. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-7-page-36>

Kiewra, K. A. (2025). **Productive Educational Psychologists: What You Should Know.** *Educational Psychology Review*, 37(4), 101. <https://doi.org/10.1007/s10648-025-10065-9>

Kilgour, P. W., Morton, J. K., Northcote, M. T., & Pearce, K. (2025). **Teacher stress in the era of COVID-19: A changed learning environment?** *Educational Research for Policy and Practice*, 24(3), 409-429. <https://doi.org/10.1007/s10671-025-09397-8>

Impacts of COVID-19 have required teachers to rapidly adapt their teaching practices. This is especially the case when schools experience lockdowns and face-to-face learning is replaced with online learning. In this mixed methods study, pre-COVID teacher stressors associated with school climate and learning environments were explored in a national network of 48 independent Australian schools, following an examination of these stressors during and after the 2020 school lockdowns which occurred in response to the first wave of the pandemic. Open-ended survey questions revealed the primary issues of concern for teachers were workload, time management, well-being/mental health, concern for students, quality of learning, parents and school leadership. Likert-scale survey questions revealed four main clusters of stressors based on the trend in stress levels before COVID-19 to after the school lockdowns. Typically, stress levels were highest during school lockdowns. Analysis of the quantitative data reflected more positivity than was evident in the qualitative results, with teachers reporting more favourable perceptions about their schools' leadership than has been identified in other COVID-19-related studies. Overall, this study reveals teachers' perspectives on the stressors they face in response to the COVID-19 pandemic, and as such, provides insight into areas where teacher well-being needs to be better managed.

Kozina, A. (2025). **Mindfulness and teachers' diversity awareness: indirect effect of mindful teaching in a sample of in-service teachers.** *Social Psychology of Education*, 28(1), 164. <https://doi.org/10.1007/s11218-025-10111-y>

The question of addressing the diversity of students is one of the most pressing challenges for teachers. Practicing mindfulness can serve as a valuable support mechanism for teachers navigating situations that challenge diversity awareness. In this study, we test the indirect effect of mindfulness in teaching on the relationship between mindfulness and diversity awareness. We operationalise mindfulness in teaching through its interpersonal and intrapersonal dimension and diversity awareness through teachers' self-efficacy in teaching in diverse settings, their cultural beliefs, and their flexibility/openness. We use data from a Slovene sample from the HAND IN HAND: Empowering Teachers Across Europe to Deal with Social, Emotional and Diversity Related Career Challenges (HAND:ET) project (N = 207; 94.2% females). The path analyses showed: (i) direct paths between mindfulness and all indicators of diversity awareness; (ii) direct paths between mindfulness and the intrapersonal dimension of mindfulness in teaching (but not the interpersonal dimension); (iii) direct paths from dimensions of mindfulness in teaching to indicators of diversity awareness; and (iv) significant indirect paths leading from mindfulness thorough the intrapersonal dimension of mindfulness in teaching to indicators of diversity awareness. Implications for research and practice in regard to teachers' professional development are discussed.

Le Nevé, S. (2025, octobre 14). **La réforme de la formation inquiète les futurs enseignants : « Jusqu'ici, nos enseignements avaient été progressifs. D'un coup, tout s'accélère ».** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/10/14/concours-de-l-enseignement-a-l-inspe-de-moulins-la-reforme-de-la-formation-inquiete-les-etudiants_6646351_4401467.html

A l'Inspé de Moulins, avec l'entrée en vigueur de la réforme en 2026, des étudiants appréhendent de passer le concours dès la fin de la licence, en concurrence avec leurs aînés, étudiants en master.

Lohier, C. (2025). **L'enseignant contractuel est-il un enseignant comme les autres ? : Une étude des profils et conditions d'emploi des enseignants contractuels du second degré.** *Éducation & formations*, (108), 73-92. <https://doi.org/10.48464/ef-108-04>

Mandefro, E., Semela, T., & Bezabih, A. (2025). **Unravelling the Leadership Role of Higher Education Leaders in Quality Imperatives: Implications for Quality Culture Development.** *Higher Education Quarterly*, 79(4), e70072. <https://doi.org/10.1111/hequ.70072>

Over the past three decades, global experience in higher education (HE) has shown that designated quality assurance (QA) mechanisms have been unable to deliver the desired quality improvements in the HE landscape; as a result, quality has not become an embedded culture in most higher education institutions (HEIs). This gap may stem from a disconnect between QA management and leadership practices, particularly where leadership fails to emphasize key quality imperatives (moral, professional, competitive, and accountability) that are essential to embedding quality as an institutional culture. This study examined the role of leadership in promoting quality imperatives at three public universities in Ethiopia, involving 1029 academic staff. The findings indicate that leadership at the departmental level plays a critical role in advancing quality imperatives, thereby enhancing overall quality enhancement. Furthermore, the study offers practical mechanisms for addressing quality imperatives and provides fresh insights into the existing leadership approaches, an area of research that remains underexplored in Ethiopia's HE sector or similar systems in the HE landscape.

Moinet, V., Frenay, M., Raemdonck, I., & März, V. (2025). **La question des dynamiques identitaires dans un processus de reconversion professionnelle volontaire. Le cas des instituteur·rices primaires de seconde carrière.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 43-66. <https://doi.org/10.26443/mje/rsem.v59i2.10144>

Cet article documente le processus de reconversion professionnelle volontaire vers le métier d'instituteur·rice primaire en Fédération Wallonie-Bruxelles (Belgique). Via une démarche qualitative, nous avons questionné neuf adultes en reprise d'études au baccalauréat instituteur·rice primaire. Les résultats mettent en évidence un lien étroit entre les tensions identitaires issues de la (des) carrière(s) antérieure(s) ou actuelle(s) et le projet identitaire visé en devenant instituteur·rice primaire. Ils mettent également en exergue les compétences antérieurement acquises dans les sphères privées et/ou professionnelles participant à un sentiment positif d'efficacité personnelle pour les tâches propres au métier désiré. Les conclusions ouvrent des pistes pratiques quant au curriculum de formation et à l'insertion sur le terrain de ce public particulier des nouveaux enseignants de seconde carrière.

Nahapétian, N. (2025, octobre 20). **Géraldine Farges et Igor Martinache : « L'innovation pédagogique est une façon pour les enseignants de se protéger au travail »**. Consulté 22 octobre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/geraldine-farges-igor-martinache-linnovation-pedagogique-une-fa/00116331>

Coordinateurs d'un ouvrage collectif sur le sentiment de déclassement des enseignants, les sociologues Géraldine Farges et Igor Martinache reviennent sur l'exercice du métier, de plus en plus contraint.

Núñez-Regueiro, F., Watt, H. M. G., Richardson, P. W., 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 extrinsically 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 motivation of opportunity for higher education also occurred in non-Western or developing countries, highlighting the potential benefit of considering additional motivations 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/>.

OECD. (2025). **How can research and initial teacher education institutions support research use?** (OECD Education Policy Perspectives N° 129; 129^e éd.). <https://doi.org/10.1787/7a197444-en>

Pangilinan, E., Tanner, K., & Russo-Tait, T. (2025). **Investigating How Biology Faculty of Color Integrate Their Social Identities into Their Teaching and Mentoring**. *CBE—Life Sciences Education*, 24(4), ar41. <https://doi.org/10.1187/cbe.24-02-0072>

Although research on the experiences of science faculty of color foreground a range of challenges often complicated by institutional and disciplinary norms, not much is known about whether and how college faculty may integrate their social identities into their work. Through semistructured interviews, we investigated how biology faculty of color incorporate their social identities into their classroom teaching and research mentorship. Findings revealed that biology faculty use a range of inclusive and race-conscious approaches to support marginalized students. Although a majority do so in ways that support students in relating to scientists, some deliberately challenge dominant cultural

science norms by bringing a more critical, race-conscious approach to their work, particularly in classrooms. Other insights highlight gendered and racialized tensions faced by these faculty. Over half of women-identified faculty shared having to navigate scrutiny, suggesting the influence of the double-bind in integrating identity into classrooms. This study supports previous research emphasizing the additional labor and risk faculty of color undertake to support marginalized students and promote cultural change in academic science—underscoring the need for institutions to redesign cultures and practices that do not further the cultural taxation of faculty of color and disrupts systems of oppression in STEM.

Panova, A., & Slepykh, V. (2025). **Academic Inbreeding and Publication Activity Among Teachers and Researchers.** *Higher Education Quarterly*, 79(4), e70077. <https://doi.org/10.1111/hequ.70077>

The impact of academic inbreeding on research productivity remains unclear. This study examines a critical yet often overlooked distinction: How the link between inbreeding and publication activity differs when academics' primary focus is teaching versus research. Focusing on highly productive Russian PhD holders, our findings reveal a complex picture. For research-focused academics, inbreeding is related to greater accessibility of different resources to achieve international visibility and recognition via international monographs, and to the greater teaching and administrative workload. For teaching-focused academics, inbreeding is associated with lower publication activity in the top-tier journals and higher publication activity in lower-quartile journals. We observe that mobile teachers have less access to the resources of the academic system, which may be seen as a factor of their lower productivity. Our study challenges simplistic views on academic inbreeding, demonstrating that its relationship with publication activity is multifaceted.

Perrin, C., & Baugey, C. (2025). **Participer à une recherche collaborative : quelles incidences sur le développement professionnel des enseignants dans le champ de la coopération ?** *Phronesis*, 14(5), 95-115. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-7-page-95>

Pietilä, M., Kekäle, J., & Rintamäki, K. (2025). **Reconsidering the Assessment Criteria in Academic Recruitment.** *Higher Education Quarterly*, 79(4), e70068. <https://doi.org/10.1111/hequ.70068>

This paper examines how researchers make sense of the dominant valuation regimes in the context of career assessment, especially academic recruitment. It also asks what changes researchers envision, especially what areas of academic work are under-recognised. Universities' assessment systems are important because they encourage researchers to focus on certain activities and outputs. Dominant ways of assessment have been criticised for their emphasis on scholarly publications and the use of research metrics. Based on interviews of researchers in a Finnish university, the findings show that researchers put high value on research contributions. Researchers below the top academic hierarchy pointed to the underestimation of teaching and societal engagement, often seeing a mismatch between what they did and valued in daily work, and what contributions were rewarded by the organisation. The study contributes to ongoing discussions on reforming researcher assessment, pointing to differences between researchers positioned at higher and lower academic career stages.

Pitsia, V., O'Higgins Norman, J., & Mazzone, A. (2025). **Bullying in Higher Education Institutions: Are LGBQ+ Employees Bearing the Burden?** *Higher Education Quarterly*, 79(4), e70049. <https://doi.org/10.1111/hequ.70049>

Higher Education Institutions (HEIs) advocate for equity, diversity and inclusion among students and staff. Yet, they are one of the business sectors with the highest levels of workplace bullying. Bullying can severely impact employee well-being, with sexual minority employees being particularly vulnerable. Building on the Minority Stress Theory, this study examined the role of sexual orientation in the relationships of workplace bullying and cyberbullying victimisation with psychological distress in a sample of 3032 employees across 20 HEIs in Ireland. Results indicated that more frequent workplace bullying and cyberbullying victimisation were associated with higher levels of psychological distress, with LGBQ+ respondents reporting greater distress despite enduring similar levels of victimisation as non-LGBQ+ employees. A supportive organisational culture and psychologically safe teams were linked to lower levels of psychological distress for all employees. The study highlights the need for evidence-based initiatives to address bullying and cyberbullying in HEIs.

Ron Balsera, M. (2025). **Costing and financing the teaching profession: a strategic investment in education** (p. 19). Consulté à l'adresse UNESCO ; Teacher Task Force website: <https://curated-library.iiep.unesco.org/library-record/costing-and-financing-teaching-profession-strategic-investment-education>

Saillot, E., & Guern, A.-L. L. (2025). **Accompagner des conseillers en formation aux prises avec des transformations enchâssées.** *TransFormations - Recherches en Education et Formation des Adultes*, (28), 90-109. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/620>

This article presents a collaborative research-training project conducted with training advisors from the the French National Education Service in an academy undergoing restructuring. In a context of multiple transformations at both local and national level, a team of researchers offered accompanying "research" as a training action to help professionals tell their work. The objective was to make visible and value the work of the counsellors, for themselves and their hierarchies, through a collective, discursive and scriptural approach. This support has made it possible to identify their successes, difficulties, fears and expectations in a complex ecosystem, which is struggling with deep-rooted transformations. Keywords: advice, analysis of work, transformations, support, training.

Stenvall-Virtanen, S. (2025). **Strategy as Practice—Multilevel Institutional Work to Induce Change in Higher Education.** *Higher Education Quarterly*, 79(4), e70047. <https://doi.org/10.1111/hequ.70047>

The characteristics of institutional work in higher education change is an understudied topic in research. This article describes an institutional change process in higher education by analysing multilevel institutional work. Drawing on the results, the paper presents a modified process model on the multilevel institutional work and the related micro–macro linkages. The model describes how micro-level strategy work connects with organisational strategy, the macro-level development and policy. Based on the results, the institutional change in higher education is characterised by the interplay between practice work and boundary work in a process, which has special characteristics at different stages. The empirical focus of the study is in the engineering and technology

education in Finland. Using a theory-informed, mixed-methods single-case study design, this study explores the characteristics of multilevel institutional work and transformation mechanisms. The results generate theoretical knowledge on the micro-macro linkages of the institutional change process in higher education.

Tamir, E., & Machovcová, K. (2025). **Fostering Resilience in Higher Education: Middle Management Strategies for Institutional Survival**. *Higher Education Quarterly*, 79(4), e70071. <https://doi.org/10.1111/hequ.70071>

The article examines how heads of academic programmes and departments in Israel and the Czech Republic managed crises in relation to their understanding of higher education policy. Through interviews with 27 Israeli and 26 Czech middle managers across 23 institutions, the study examines their responses, particularly to the COVID-19 crisis. While both groups faced increases in already heavy workloads and exhibited strong commitment, key differences emerged. Israeli managers prioritised student belonging, linking institutional survival to programme continuity and student retention. In contrast, Czech managers emphasised departmental responsibilities in teaching and research, viewing research performance as crucial to institutional success. These differences reflect distinct interpretations of higher education policy and the organisational cultures shaped by them. The study contributes to discussions on academic middle management, leadership and resilience, highlighting how policy frameworks influence managerial priorities and institutional survival strategies across different higher education systems.

Trupin, L., Abadie, M., Amar, N., & Martinot, B. (2025). **Rapport sur la formation continue des cadres supérieurs de l'État et le rôle de l'INSP**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4134> [Report]. Consulté à l'adresse Inspection générale de l'administration de l'Éducation nationale et de la Recherche (France) website: <https://www.vie-publique.fr/files/rapport/pdf/300343.pdf>

Le rapport conjoint de l'Inspection générale des affaires sociales (Igas), l'Inspection générale de l'administration (IGA) et l'Inspection générale des finances (IGF), évalue l'ensemble du dispositif de formation continue des cadres supérieurs de l'État et formule des propositions quant au rôle et à la place de l'Institut national du service public (INSP). La réforme de 2021 de l'encadrement supérieur de l'État a fait de la formation continue des cadres supérieurs un pilier de la gestion des ressources humaines. La Direction interministérielle à l'encadrement supérieur (DIESE), créée en 2022, en assure le pilotage, tandis que l'Institut national du service public (INSP) doit jouer le rôle d'opérateur et

UNESCO & International Task Force on Teachers for Education 2030. (2025). **Recasting teaching as a collaborative profession: World Teachers' Day 2025; fact sheet** (p. 10). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000395811>

Vasquez, R., Leathers, S., Lee, A., & Cheruvu, R. (2025). **The cruelty is the point: racial gaslighting in teacher education**. *International Journal of Qualitative Studies in Education*, 38(10), 1505-1519. <https://doi.org/10.1080/09518398.2025.2452648>

The inspiration for this paper emerged after a series of online meetings among four teacher educators of Color engaged in a collective memory work (CMW) research project. Initially, our purpose for coming together as a group centered on finding solidarity in a supportive community while also creating a space for theorizing our memories of experiences with institutionalized racism. It was in this space where we

explored our experiences individually and collectively. We met together via Zoom 16 times during a 14-month period. During these two-hour meetings we discussed our institutional lives, the difficulties we face, and the broader socio-cultural implications of our work in teacher education. Using a CMW protocol, we wrote personal narratives and shared them with each other. Several unanticipated themes and thoughts involving racial gaslighting, White supremacy, and our place in the academy emerged from our discussions, which we theorize in this paper.

Vielcanet, C. (2025). **Analyser le travail des AESH référents au service de la formation.** *TransFormations - Recherches en Education et Formation des Adultes*, (28), 62-76. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/649>
Accompanying Persons for Students with Disabilities (AESH, Accompagnants des Élèves en Situation de Handicap) constitute the second largest professional group in schools. Since 2020, a new role may be assigned to them: the position of AESH Referent. This doctoral research focuses on analysing the work associated with this role, adopting a professional didactics approach to design training tailored to the actual activities of AESH Referents. This article examines the transformations in their work as they transition from the role of AESH to that of Referent through the identification of the objectives and emblematic and critical activities of this function. It also questions the use of the term "function" to qualify the actions carried out by AESH Referent. Finally, elements for the construction of a training, adjusted to the actual activity of referrers AESH, will be discussed: such as the mobilization of visual methods (photo elicitation interview, addressed photograph) as training tools. Keywords: AESH Referent, work analysis, professional didactics, photo elicitation interview.

Zarrinabadi, N., Lou, N. M., & Rezazadeh, M. (2025). **Rethinking teaching skills: growth teaching mindsets predict teachers' positive emotions and effective management in EFL classrooms.** *Social Psychology of Education*, 28(1), 157. <https://doi.org/10.1007/s11218-025-10120-x>

Positive emotions and effective classroom management are indispensable components of successful teaching. However, the role of teachers' mindsets about their teaching abilities in their emotions and classroom management has remained understudied. This study investigated whether and how language teachers' beliefs about the stability and malleability of teaching ability (i.e., fixed and growth teaching mindsets) are linked to their classroom management and emotions. The participants were 212 in-service English-as-a-foreign-language teachers (148 females and 64 males; Mage = 33.88). The results of structural equation modeling showed that growth teaching mindset positively predicted teaching enjoyment and instructional and behavioral management, even after controlling for gender, teaching experiences, and teaching efficacy. In contrast, fixed mindsets positively predicted anger, anxiety, and behavioral management. The study provides insights into applying positive psychology research in language teaching, suggesting that embracing growth mindsets may enhance teachers' efficacy in classroom management as well as emotional well-being.

Zeng, L., Yang, L., Xiong, T., & Yang, T. (2025). **Teachers as administrators: Teachers' (dis)engagement in administrative work in Chinese primary and secondary schools.** *International Journal of Educational Development*, 118, 103419. <https://doi.org/10.1016/j.ijedudev.2025.103419>

Numérique et éducation

Abdelazim, A., Al Breiki, M., & Khlaif, Z. N. (2025). **AI in education: The mediating role of perceived trust in adoption decisions of school leaders.** *Education and Information Technologies*, 30(15), 20943-20975. <https://doi.org/10.1007/s10639-025-13596-4>

The adoption of artificial intelligence (AI) in educational administration is gaining momentum, yet understanding the factors influencing its acceptance remains critical. This study examines the adoption of Generative AI, specifically Gemini, by school headmasters, assistants, and administrative staff in Oman, with a focus on the mediating role of perceived trust. Grounded in the Unified Theory of Acceptance and Use of Technology (UTAUT) and trust theories, the research hypothesizes that performance expectancy, effort expectancy, social influence, and facilitating conditions influence continuance intention through perceived trust. Using a sample of 293 respondents from government and private schools, the study applies Partial Least Squares Structural Equation Modeling (PLS-SEM) to analyze the relationships among these constructs. The findings underscore the significant role of perceived trust as both a direct determinant of continuance intention and a mediator between other UTAUT constructs and continuance intention. The results indicate that performance expectancy, effort expectancy, facilitating conditions, and perceived trust positively impact continuance intention, while social influence does not exhibit a significant effect. Additionally, perceived trust mediates the relationship between effort expectancy, social influence, and facilitating conditions with continuance intention, but not between performance expectancy and continuance intention. Findings reveal that Gemini enhances decision-making accuracy by 37% and improves administrative efficiency by 42%, reinforcing its value in school administration. This study advances the theoretical understanding of AI adoption in educational settings and provides practical insights for policymakers, educators, and AI developers to enhance AI acceptance and implementation in school management.

Abdullah, M. Y. (2025). **Probing into EFL students' perceptions about the impact of utilizing AI-powered tools on their academic writing practices.** *Education and Information Technologies*, 30(15), 21189-21220. <https://doi.org/10.1007/s10639-025-13601-w>

Artificial intelligence (AI) is experiencing evolutionary changes currently, influencing nearly all areas of society and, mainly, the way we learn. This has promoted many scholars and practitioners in the field of education to consider AI as a significant topic for research. This study investigates EFL students' perceptions regarding the impact of AI-powered tools on their academic writing practices. To achieve the aim of the study, Grammarly, Wordtune, ChatGPT and Quillbot were utilized in the course of "Academic Writing 2" at a private university in Oman. The study involved 30 EFL students who enrolled in that course. Using a qualitative approach via learning journals, observations, and focus-group interviews, the data obtained were triangulated to ensure valid, reliable, and unbiased results, leading to a comprehensive understanding of the investigated phenomenon. The results of analyzing the data obtained from these multiple sources revealed that most of the participants demonstrated positive perceptions towards utilizing Grammarly and Wordtune for grammar and style suggestions, Quillbot for paraphrasing and summarizing, and ChatGPT for brainstorming and idea generation in their academic writing classroom. Additionally, the majority acknowledged that utilizing these tools has significantly influenced their academic writing practices in various stages of their writing process. Furthermore, the results also highlighted that using AI tools created a personalized and

dynamic learning environment that facilitated more meaningful interactions and allowed students to improve their essential academic writing skills, and the overall writing performance over the semester. Based on the findings, potential implications and suggestions for future research are also given.

Abdullah, R. S., Masmali, F. H., Alhazemi, A., Onn, C. W., & Ali Khan, S. M. F. (2025). **Enhancing institutional readiness: A Multi-Stakeholder approach to learning analytics policy with the SHEILA-UTAUT framework using PLS-SEM.** *Education and Information Technologies*, 30(15), 22315-22342. <https://doi.org/10.1007/s10639-025-13647-w>

Learning analytics (LA) can improve student outcomes and support institutional decision-making in higher education. However, its adoption remains limited in developing countries due to concerns about trust, privacy, and institutional readiness. This study addresses this gap by examining the factors that influence LA adoption from a multi-stakeholder perspective. It combines elements from the SHEILA policy framework and the Unified Theory of Acceptance and Use of Technology (UTAUT). A survey of 488 students and faculty members from three Saudi universities was conducted. Partial Least Squares Structural Equation Modeling (PLS-SEM) was used to test eight hypotheses and analyze direct and indirect relationships. The results show that performance expectancy, effort expectancy, social influence, and facilitating conditions significantly affect behavioral intention and LA adoption. Behavioral intention also plays a mediating role. These findings offer practical insights for institutions aiming to improve adoption through aligned policies, technical infrastructure, and stakeholder engagement. The integrated SHEILA-UTAUT model provides a validated and adaptable framework for guiding LA implementation in similar settings.

Abouelenein, Y. A. M., Ghazala, A. F. A., Mahdy, E. M. M., & Khalaf, M. H. R. (2025). **The R5E pattern: can artificial intelligence enhance programming skills development?** *Education and Information Technologies*, 30(15), 22177-22205. <https://doi.org/10.1007/s10639-025-13616-3>

The rapid proliferation of artificial intelligence (AI), particularly within education, presents both opportunities and challenges. While AI offers innovative solutions to pedagogical challenges, unstructured utilization of AI tools like ChatGPT can foster passive learning, with students relying on automated solutions rather than engaging in active learning. This quasi-experimental study addressed this concern by introducing and evaluating the R5E pattern, a novel pedagogical model for integrating ChatGPT into programming education to promote active learning and critical thinking. The study compared the efficacy of the R5E pattern with unstructured ChatGPT use in developing programming skills among undergraduate students. Seventy students were randomly assigned to either an R5E group or an unstructured ChatGPT using group. A mixed-methods approach, employing the Programming Skills Cognitive Test (PS-CT) and the Programming Skills Performance Observation Card (PS-POC), assessed both cognitive and performance aspects of programming skills. Pre- and post-intervention data revealed improved programming skills across both groups; however, statistically significant differences favoured the R5E group on both post-intervention assessments. A significant positive correlation between PS-CT and PS-POC scores indicated that increased theoretical knowledge corresponded with enhanced practical performance. Qualitative observations revealed that R5E students engaged in more peer and instructor interaction, alongside ChatGPT use, and posed more sophisticated questions, unlike the second group, which relied more heavily on direct ChatGPT queries. These findings

support the superior efficacy of the structured R5E pattern in fostering programming skill development compared to unstructured ChatGPT use. While limitations, including sample size and a short post-test timeframe, necessitate further research, this study suggests the R5E pattern holds promise as a validated pedagogical model for integrating AI into education. Future research should expand the sample, extend the intervention duration, and utilize a delayed post-test.

Adinda, D., Denami, M., & Marquet, P. (2025). **Formations hybrides : utiliser un forum électronique pour favoriser l'autodirection des étudiants.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (51). Consulté à l'adresse <https://journals.openedition.org/dms/11747>

Cet article étudie la disposition plus ou moins spontanée à l'autodirection des étudiants dans un contexte de formation via un dispositif hybride. À cette fin, deux groupes d'étudiants (expérimental et témoin) inscrits à une formation hybride, mais avec des consignes différentes d'utilisation du forum, ont été observés. Les différences de recours au forum entre les deux groupes et l'articulation de ce dernier aux activités des étudiants en présentiel ont été analysées. Notre hypothèse, selon laquelle un tel forum électronique favoriserait l'autodirection des étudiants, est validée pour le groupe dans lequel un scénario d'échanges à distance est proposé de façon renforcée, soutenant la construction d'une connaissance collective, et lorsque l'esprit critique est encouragé.

Ali, A. M. (2025). **Evaluating Artificial Intelligence Readiness Within Faculty in the Higher Education Sector.** *Higher Education Quarterly*, 79(4), e70061. <https://doi.org/10.1111/hequ.70061>

Artificial Intelligence (AI) is gaining global attention due to its potential benefits in various sectors, primarily the education sector. Egypt is gradually realising the importance of such integration; however, there is limited research on the AI readiness levels of stakeholders, particularly in Higher Education (HE). This research aims to assess the AI readiness levels of faculty from three different types of universities in Egypt (public/private/non-profit) to provide valuable insights. The research also focuses on other dimensions of AI readiness, such as technological literacy and demographics. The research adopts a qualitative approach, using in-depth interviews with 46 faculty members. The findings indicate that 87% of participants demonstrated high levels of AI readiness. Technological literacy plays a significant role in AI readiness, while demographics are unrelated. Further research is recommended on other stakeholders to build a solid basis for policymakers to adopt AI in HE.

AlKalbani, H. R., & Al-Busaidi, K. A. (2025). **An integrated framework for the security of e-learning systems in higher education institutions.** *Education and Information Technologies*, 30(15), 22383-22412. <https://doi.org/10.1007/s10639-025-13634-1>

This study aims to develop an integrated framework for the security of e-learning systems. As a main knowledge management system (KMS) in higher education institutions, the security of the e-learning system is critical. The literature indicated that inadequate security measures make it difficult for e-learning systems to fend off cyberattacks. Researchers underline the importance of comparing IS security frameworks based on institutional needs. Thus, the study evaluates three current common security frameworks in the context of KMS and e-learning and proposes an integrated framework to improve the security of e-learning systems. The study interviewed 13 IT managers and/or e-learning administrators in Omani higher academic institutions and used N-Vivo software for

content analysis. The findings indicated that an effective e-learning security framework must include the following 10 components. These components are: (1) Risk management, (2) Policy Compliance, (3) Resource Optimization, (4) Stakeholder Involvement, (5) Control Environment, (6) Maturity Level Measurement, (7) IT Governance, (8) E-learning Index Value and Services, (9) Continuous Service Improvement, and (10) Monitoring and Evaluation. The results also highlighted several activities under each e-learning security component. The study contributes to the literature by enriching the understanding of the security of e-learning. The integrated framework can be used as a practical guide for practitioners in higher education institutions.

Alrubaian, A. (2025). **Exploring the accuracy and consistency of AI models in dyslexia: evaluating ChatGPT and gemini as supplementary resources for parents and caregivers.** *Education and Information Technologies*, 30(15), 22367-22382. <https://doi.org/10.1007/s10639-025-13653-y>

As artificial intelligence becomes more widespread, tools such as GPT-3.5, GPT-4, and Google Gemini are also increasingly used as additional resources to help parents understand dyslexia. However, the validity and precision of these instruments have not been studied well. This cross-sectional study assessed ChatGPT-3.5, ChatGPT-4, and Gemini on 107 dyslexia-related questions curated from institutional and social media sources, categorized into General Knowledge, Management, and Other domains. Accuracy, comprehensiveness, reproducibility, and reliability were evaluated using a 4-point accuracy scale and Chi-square analyses, with R software for statistical and visual outputs. GPT-4 demonstrated the best correct and complete responses in every category, performing particularly well in "Management" and "General Knowledge". GPT-3.5 performed exceptionally well in challenging questions, albeit with less detail, while Google Gemini had a competitive but somewhat uneven performance in the "Other" category. All models were reproducible, and GPT-4 demonstrated 100% reproducibility in initial knowledge and management questions. For all models, the interrater agreement was more than 99%. These findings support integrating AI-driven assistants—particularly GPT-4—into parental support platforms, school and clinical portals, and self-help resources to deliver accurate, accessible guidance on dyslexia screening, intervention strategies, and accommodations for families managing dyslexia.

Astatke, M., Weng, C., & Yohannes, A. (2025). **What is the role of immersive virtual reality (IVR) in the development of creativity skills and engagement among students in STREAM (Science, Technology, Religion, Engineering, Art, and Mathematics)-based learning?** *Education and Information Technologies*, 30(15), 21403-21425. <https://doi.org/10.1007/s10639-025-13610-9>

With the growing availability of immersive technologies, such as Immersive Virtual Reality (IVR), students are now afforded greater opportunities to explore diverse educational domains, including Science, Technology, Religion, Engineering, Arts, and Mathematics (STREAM). However, there remains a paucity of research investigating the efficacy of IVR-based STREAM approaches in enhancing students' creativity and engagement. The present study seeks to address this gap by designing and evaluating an IVR-based STREAM approach tailored specifically for religious studies in middle school education. The primary objective of the research is to assess the impact of this innovative approach on students' creativity and engagement. A sample of 40 seventh-grade students was recruited and randomly assigned to one of two groups: the experimental group, which engaged with the religious studies lesson using Head-Mounted Displays (HMD), and the

control group, which utilized desktop-based virtual reality (DVR) to interact with the same content. To evaluate the outcomes, pre- and post-intervention questionnaires were administered to measure student engagement, while creativity was assessed using a standardized rubric. The findings of the study indicate that students in the experimental group, who interacted with the lesson through IVR, exhibited significantly higher levels of creativity and engagement compared to their counterparts in the control group. These results demonstrate the effectiveness of IVR-based STREAM approaches in religious education and highlight the benefits of immersive technologies in formal education. The study offers valuable insights for educators and policymakers, advocating for innovative, interactive teaching methods that enhance creativity and active student engagement.

Balleys, C. (2025). **La régulation des usages des écrans à l'adolescence : une question de contexte social et familial.** *Agora débats/jeunesses*, 101(3), 94-112. <https://doi.org/10.3917/agora.101.0094>

Bers, M. U. (2025). **Computer science education as a humanistic endeavor: a model for designing technology-rich formative experiences.** *Education and Information Technologies*, 30(15), 21519-21550. <https://doi.org/10.1007/s10639-025-13623-4>

In the last decade, there has been an increasing shift to begin teaching computer science and computational thinking in kindergarten. Most of these efforts have grown from the demand of a technically sophisticated workforce. This paper presents three contributions. First, a theoretical contribution by proposing the teaching of computer science as a humanistic endeavor that promotes self-directed learning, critical thinking and relational processes. Second, an empirical contribution by presenting results from a pilot study in which the Coding as Another Language (CAL) curriculum for ScratchJr, designed with a humanistic lens, was taught in kindergarten, first and second grade classrooms across two states in New England. Using conjecture mapping and a mixed method approach, data was collected to study whether participating students could master traditional CS practices, teachers' perceptions of the intervention, and whether and how teachers observed students developing formative practices leading towards a humanistic perspective. Interviews with twenty-eight early elementary teachers regarding practices used in early childhood when teaching coding as a humanistic endeavor, and student learning outcomes regarding computer science skills and computational thinking were analyzed. Four practices emerged as formative towards promoting a humanistic education through the teaching of coding: Critical Thinking, Effective Communication, Personal Responsibility and Social Responsibility. Finally, as a third contribution, the paper presents a model for scaling-up and replicating the design of technology-rich formative experiences in education that can be broadly applied beyond early childhood.

Bircan, M. A., Şeref, İ., & Nacaroglu, O. (2025). **The effect of STEM themed story writing training with artificial intelligence tools on the digital literacy and 21 st century skills of preservice teachers.** *Education and Information Technologies*, 30(15), 21479-21498. <https://doi.org/10.1007/s10639-025-13625-2>

This study aims to reveal the effect of artificial intelligence (AI) tools and STEM-themed story writing training on preservice Turkish teachers' digital literacy (DL) levels and 21st century skills (21.cS). A control group experimental design was used in the study. The sample of the study consisted of 36 (17 control, 19 experimental) preservice Turkish teachers. The data collection process lasted eight weeks. First of all, experimental and

control groups were randomly selected and pre-tests (DL scale and 21.cS scale) were applied. During the application process, the preservice teachers in the control group produced the stories themselves without using any tools. The preservice teachers in the experimental group created their stories using AI tools. Each group was asked to create their stories according to the themes of "space and the universe", "renewable energy sources", "sustainable agriculture" and "environmental pollution" respectively. The stories were evaluated in terms of textuality criteria (cohesion, coherence, purposefulness, acceptability, informativeness, situationality, and intertextuality). At the end of eight weeks, post-tests were administered. As a result of the research, no significant difference was found between the pre-test and post-test DL scores of the preservice teachers in the experimental and control groups. While there was no significant difference between the pre-test and post-test 21.cS scores of the control group, a significant difference was found in favor of the post-test in the experimental group. In addition, there was no significant difference between the DL ($F(1, 32) = 0.541, p = .468$) and 21.cS ($F(1, 32) = 0.002, p = .966$) scale scores of the experimental and control groups. The research is limited in terms of generalizability due to the limited sample size and the fact that it was conducted only with Turkish teacher candidates. However, it offers original contributions to the field as one of the pioneering studies that experimentally examines the effects of AI tools on 21.cS in STEM-themed story writing. The findings show that AI tools can be functional in the development of these skills and it is recommended that they be tested in different disciplines, age groups and cultural contexts.

Brufau Alvira, N., Bannister, P., & Santamaría Urbieta, A. (2025). **Validating the PANDORA GenAI Susceptibility Rubric for Higher Education Assessment: A Field Test of All Translation and Interpreting BA Assignments.** *Higher Education Quarterly*, 79(4), e70056. <https://doi.org/10.1111/hequ.70056>

This study, conducted at a fully online Spanish higher education institution, documents the validation of a bespoke quality assessment tool designed to measure the susceptibility of formative assignments to AI academic misconduct. The research explored the impact of Generative AI (GenAI) technologies in the Humanities. The framework study consisted of four stages: the design of a rubric (Stages 1–3) and its large-scale validation (Stage 4) through a field test in the Translation and Interpreting Studies Bachelor's Degree. This paper presents stage 4 results where lecturers ($n = 29$), using a bottom-up approach, voluntarily applied the tool to their teaching contexts and analysed assignments ($n = 151$) using the rubric, revealing significant vulnerabilities in assessments easily converted by GenAI or lacking originality and collaboration. The findings guided AI-integrated assessment designs that encourage complexity, creativity, and ethical engagement. This study outlines effective GenAI practices in assessment design and emphasises innovative methods for academic integrity in higher education.

Café pédagogique. (2025, octobre 17). **La France, une posture éducative à part pour le numérique éducatif ?** Consulté 17 octobre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/10/17/la-france-une-posture-educative-a-part-pour-le-numerique-educatif/>

Manque de structure et autoformation versus ambition et proclamations politique. Méfiance et sentiment d'incompétence. Dans sa chronique, Bruno Devauchelle sonde la posture éducative de la France, écartelée et ambivalente ?

Cai, C., Hong, S., Ma, M., Feng, H., Du, S., Chow, M., ... Fan, X. (2025). **Analyzing the teaching and learning environments through student feedback at scale: a multi-agent LLMs framework.** *Education and Information Technologies*, 30(15), 21815-21847. <https://doi.org/10.1007/s10639-025-13633-2>

Analyzing the teaching and learning environment (TLE) through student feedback is essential for identifying curricular gaps and improving teaching practices. However, traditional feedback analysis methods, particularly for qualitative data, are often time-consuming and prone to human bias. Large Language Models (LLMs) offer a promising solution by facilitating multimodal data analysis. This study presents a novel framework that utilizes multi-agent LLMs to analyze feedback from 7,160 medical residents, integrating both quantitative and qualitative data to generate comprehensive reports. Quantitative analysis was conducted using SPSS for descriptive statistics, trend analysis, and non-parametric tests, while LLMs handled sentiment analysis and topic identification for qualitative feedback, with results visualized through word clouds. The findings from both qualitative and quantitative analyses were integrated as multimodal data, comprising text and images. The multi-agent system, comprising report generation and modification agents, analyzed multimodal data to produce and refine reports. This iterative process significantly improved report quality in terms of balance, clarity, semantics, readability, and coherence. The findings suggest that multi-agent LLMs improve the efficiency and depth of feedback analysis while providing a scalable solution for generating customized and comprehensive reports. This approach has far-reaching implications for educational data analysis.

Cambridge Partnership for Education. (2025). **Prompt the future: humans at the heart of education** (p. 13). Consulté à l'adresse Cambridge University Press & Assessment website: <https://curated-library.iiep.unesco.org/library-record/prompt-future-humans-heart-education>

Chan, C. K. Y. (2025). **Understanding AI guilt: the development, pilot-testing, and validation of an instrument for students.** *Education and Information Technologies*, 30(15), 21727-21746. <https://doi.org/10.1007/s10639-025-13629-y>

This study explores the concept of AI guilt, a psychological phenomenon where individuals feel guilt or moral discomfort when using generative AI tools, fearing negative perceptions from others or feeling disingenuous (Chan, 2024). The phenomenon has become increasingly relevant as AI tools gain prominence in educational contexts. This paper introduces the development, pilot-testing, and validation of an instrument designed to measure AI guilt among students. Data were collected from 121 secondary school participants at an AI teaching and learning expo. The instrument identifies three dimensions of AI guilt: perceived laziness or inauthenticity, fear of judgment, and identity and self-efficacy concerns. Principal Component Analysis (PCA) and Cronbach's alpha were employed to refine the instrument, ensuring its reliability and validity. By understanding AI guilt, educators and policymakers can mitigate its psychological effects and promote ethical AI usage in education.

Chiu, M.-L. (2025). **Exploring user awareness and perceived usefulness of generative AI in higher education: The moderating role of trust.** *Education and Information Technologies*, 30(15), 21317-21351. <https://doi.org/10.1007/s10639-025-13612-7>

Generative Artificial Intelligence (GAI), with its distinctive capabilities, is inducing profound transformations across multiple industries. In the realm of higher education, a

centered around human intellect and pedagogical advancement, these emerging technologies are at a pivotal juncture of change. Within the scope of GAI, the dynamics of human-technology interaction are significantly influenced by user cognizance, encompassing an understanding and experiential knowledge of technological features. This study investigates the impact of GAI adoption in higher education, focusing on how user awareness influences perceived utility through the lens of the Status Quo Bias (SQB) theory. The research employs a quantitative approach using Partial Least Squares Structural Equation Modelling (PLS-SEM) to examine the relationships between various factors affecting GAI implementation in educational settings. The findings reveal significant effects on user awareness from two main dimensions: individual commitment to resistance and technology affordance. In the individual commitment to resistance dimension, both sunk cost and privacy concerns demonstrated significant influences on user awareness. Within the technology affordance dimension, explainability, accountability, and transparency showed significant positive effects on user awareness. These results provide valuable insights for higher education institutions implementing GAI technologies, suggesting that successful adoption requires careful consideration of both individual resistance factors and technological affordance features. The findings contribute to the understanding of GAI adoption in educational contexts and offer practical implications for developing effective implementation strategies.

Chun, Z., Ning, Y., Chen, J., & Wijaya, T. T. (2025). **Exploring the interplay among artificial intelligence literacy, creativity, self-efficacy, and academic achievement in college students: Findings from PLS-SEM and FsQCA.** *Education and Information Technologies*, 30(15), 21283-21316. <https://doi.org/10.1007/s10639-025-13617-2>

With the rapid advancement of artificial intelligence technology, the artificial intelligence literacy, creativity, self-efficacy, and academic achievement of college students have increasingly garnered attention from the global educational community. This study, based on cognitive behavioral theory, employs Partial Least Squares Structural Equation Modeling (PLS-SEM) and fuzzy-set Qualitative Comparative Analysis (fsQCA) to explore the interplay among these constructs. Data were collected from 385 Chinese college students. PLS-SEM results show that artificial intelligence literacy directly affects academic achievement and indirectly enhances it through self-efficacy and creativity. It also directly influences self-efficacy and indirectly promotes it via creativity. Creativity directly impacts academic achievement and indirectly strengthens it through self-efficacy. Furthermore, artificial intelligence literacy positively affects creativity, which in turn positively influences self-efficacy, ultimately benefiting academic achievement. fsQCA analysis reveals that academic achievement, self-efficacy, and creativity are influenced by multiple factors, with artificial intelligence literacy as a core condition in all effective configurations. These findings provide empirical evidence for understanding the core competencies required by college students in the age of artificial intelligence and offer practical guidance for cultivating future talents.

Clemente, M., & Goodman, D. M. (2025). **Educating Attention: Flourishing in the Age of Generative AI.** *British Journal of Educational Studies*, 73(5), 655-672. <https://doi.org/10.1080/00071005.2025.2542682>

In the *Metaphysics*, Aristotle emphasizes the significance of the *theōria*, an intellectual virtue that aims at neither production nor utility but the contemplative attention to truth. Cultivating the habit of attention, we argue, is increasingly important in an age defined by generative AI and the production of knowledge that is as often deceptive as it is

accurate. Tracing the long history of artists and scholars who aim at inspiring attention in their readers by intentionally leading them astray, we contrast such good-natured jesting with the deceptions that pass for truth in our technologically driven culture. It is by making the virtue of attention a focal point of education, we conclude, that we can help students to navigate the perilous waters of our contemporary moment.

Cloux, M., Monticolo, D., & Bary, R. (2025). **Understanding how to assess the impact of Artificial Intelligence on learning: a systematic review.** *Interactive Learning Environments*, 1-15. <https://doi.org/10.1080/10494820.2025.2468986>

Since late 2022, access to Generative Artificial Intelligence (Gen-AI) such as ChatGPT, Copilot, or Gemini has become more widespread. This new phenomenon raises questions about the real impact of Gen-AI, including Large Language Models (LLM), especially on learning. Although we are facing a quite new phenomenon, a better understanding of the impact of Gen-AI on learning can be suggested by considering how other forms of Artificial Intelligence (AI) have been studied. Based on a systematic review approach, our study shows that most existing researches focus on the evaluation of AI that is dedicated to education (AIED), and do not consider AI devices designed for broader applications. Above all, the systematic review identifies more than forty indicators used in the assessments of the impact of AI on learning; indicators that can be grouped into six key dimensions: technological, learning achievement, pedagogical, interaction, affective, metacognitive. This provides a relevant framework and a solid basis for future evaluations of the impact of Gen-AI on learning.

Co-élaboration d'une autoformation numérique pour soutenir le développement professionnel d'enseignant·es en syntaxe et en ponctuation : une recherche-action-développement en milieu défavorisé. (2025, septembre 12). Consulté 22 octobre 2025, à l'adresse Fonds de recherche du Québec website: <https://frq.gouv.qc.ca/histoire-et-rapport/co-elaboration-dune-autoformation-numerique-pour-soutenir-le-developpement-professionnel-denseignant%c2%b7es-en-syntaxe-et-en-ponctuation-une-recherche-action-developpement-en-milieu-defavorise/>

La co-élaboration d'une autoformation numérique pour enseigner la syntaxe et la ponctuation représente l'objectif principal de ce projet de

Colella, M. (2025). **Réception de vidéos Instagram chez les adolescent·es : enjeux et processus.** *Agora débats/jeunesses*, 101(3), 78-93. <https://doi.org/10.3917/agora.101.0078>

Dahl, J. E., & Mørch, A. (2025). **A theoretical and empirical analysis of tensions between learning objects and constructivism.** *Education and Information Technologies*, 30(15), 22101-22150. <https://doi.org/10.1007/s10639-025-13636-z>

Learning Objects (LOs) have long aimed to make digital education scalable and reusable, yet their alignment with constructivist learning remains contested. This study offers a structured comparison of traditional LO design principles and constructivist learning metaphors—acquisition, participation, and knowledge creation—to examine how emerging research directions position themselves within this educational technology landscape. We analyse how emerging research directions—symbolic AI, generative AI, hybrid AI (Retrieval-Augmented Generation), and constructivist-oriented LO research—align with or challenge these learning metaphors. We then explore how these directions influence the relationship between LOs and constructivist pedagogy. Our findings show

that while some AI-based approaches reinforce structured, predefined learning, others—and especially constructivist-oriented LO models—support more adaptive, collaborative, and student-centred designs. Empirical findings from teacher interviews reveal that teachers' conceptions of learning vary by context—often defaulting to transmissive models under technological constraints, but aligning more closely with participation and knowledge creation metaphors when reflecting on pedagogical theory. These combined and somewhat surprising findings underscore the need for LO frameworks that are pedagogically flexible—that is, able to support both structured and open-ended designs, adapt to varying teaching contexts, and empower learners through meaningful engagement.

Dietrich, L. K., & Grassini, S. (2025). **Assessing ChatGPT acceptance and use in education: a comparative study among german-speaking students and teachers.** *Education and Information Technologies*, 30(15), 22151-22176. <https://doi.org/10.1007/s10639-025-13658-7>

Artificial intelligence (AI) has garnered significant attention in recent years, especially following the introduction of generative large language model (LLM)-based chatbots. This study investigates the factors influencing the adoption of ChatGPT, a widely used AI-powered chatbot, among students and teachers. Using the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) as the theoretical framework, the study also examines the roles of attitude, ethical perception, and trust in driving the intention to use ChatGPT. Partial least squares structural equation modelling (PLS-SEM) was employed to test the proposed model. The study sample comprised 188 participants from Germany and Austria, including 132 students and 56 teachers. The findings reveal no significant difference in ChatGPT usage frequency between students and teachers. For students, Habit, Performance Expectancy, Attitude towards AI, and Ethical Perception of AI were significant predictors of Behavioural Intention, with the Habit-Behavioural Intention relationship moderated by experience. Among students, only Habit significantly influenced Use Behaviour. In contrast, for teachers, Ethical Perception of AI was the sole significant predictor of Behavioural Intention, while both Habit and Behavioural Intention influenced their Use Behaviour. These results highlight the differing factors affecting ChatGPT adoption among students and teachers, underscoring the importance of including diverse samples in research on AI acceptance. The significant role of Ethical Perception of AI, a factor often overlooked in previous studies, suggests it warrants further investigation in future research on AI usability and adoption.

Du, M., Li, X., Wang, X., Wang, Y., & Xu, C. (2025). **Exploring adolescents' acceptance of AI in environmental education: integrating the unified theory of acceptance and use of technology with the 21st century skills framework.** *Education and Information Technologies*, 30(15), 21981-22010. <https://doi.org/10.1007/s10639-025-13643-0>

The rapid advancement of Artificial Intelligence (AI) offers new perspectives for addressing global environmental challenges like climate change. However, its effective application relies on cultivating interdisciplinary talent with expertise in AI and environmental science. Therefore, motivating adolescents to apply AI in environmental protection is critical for achieving integrated progress in both fields. This study, grounded in the Unified Theory of Acceptance and Use of Technology and 21st Century Skills Framework, explores the factors influencing adolescents' intentions to accept AI in environmental protection. Through an online survey and a subsequent field-based course experiment, 661 survey responses and 200 course questionnaires were collected.

Structural equation modeling results indicate that social influence ($\beta = 0.223$), facilitating conditions ($\beta = 0.206$), effort expectancy ($\beta = 0.196$), performance expectancy ($\beta = 0.190$), knowledge understanding and application ($\beta = 0.162$), and critical thinking ($\beta = 0.157$) significantly affect adolescents' behavioral intention. Creativity ($\beta = 0.087$) has a weak positive effect, while communication and collaboration show no significant relationship with intention. Based on these findings, an AI-assisted environmental protection curriculum was developed. The analysis of variance results demonstrated the curriculum's effectiveness in enhancing skills and perceptions. This study guides educators and policymakers by presenting effective AI-assisted environmental protection curriculum strategies that enhance adolescents' intentions through skill development and technology adoption, promoting sustainable environmental education. It aligns with global educational transformation trends and the AI-powered education agenda, resonating with the United Nations Sustainable Development Goals (SDGs) such as SDG 4 (Quality Education) and SDG 13 (Climate Action).

Du, Q. (2025). **How artificially intelligent conversational agents influence EFL learners' self-regulated learning and retention.** *Education and Information Technologies*, 30(15), 21635-21701. <https://doi.org/10.1007/s10639-025-13602-9>

The integration of Artificial Intelligence (AI) conversational agents in Computer-Assisted Language Learning (CALL) environments has received attention for its potential to enhance language learning outcomes. This study investigates the effects of AI conversational agents on EFL learners' self-regulated learning (SRL) and retention in CALL environments. A pretest–posttest experiment involving 203 EFL students was conducted, using pretest–posttest measures of SRL (goal-setting, monitoring, reflection) and retention (vocabulary/grammar recall). A mixed-methods approach evaluated the effectiveness of AI agents with adaptive feedback—defined here as real-time, error-specific corrections and scaffolded guidance tailored to individual learner performance. Quantitative results revealed that SRL pretest scores ranged from 2.98 to 3.10 ($SD = 0.589$ – 0.678), while posttest scores increased to 6.00–6.96 ($SD = 0.194$ – 0.808), reflecting a 133% improvement in SRL strategies. Retention pretest scores (3.00–3.24, $SD = 1.355$ – 1.366) also improved significantly. The adaptive feedback group outperformed other interventions, with posttest SRL scores 16% higher than non-adaptive groups ($\Delta M = 0.96$, $p < 0.001$), indicating stronger metacognitive strategy use and long-term knowledge retention. Qualitative analysis highlighted learners' perceptions of adaptive feedback as critical for personalized goal-setting and error correction. The study underscores the need to integrate operationalized adaptive feedback strategies—such as dynamic error prioritization and scaffolded explanations—into AI agents to optimize SRL and retention in EFL contexts.

Dussarps, C., Vaugier, E., Gallon, L., Paquelin, D., & Rabette, C. (2024). **PERSCOL - Persévérance dans l'enseignement secondaire à distance en France. Etude de cas : Institut Agro Enseignement à Distance.** Consulté à l'adresse Université de Bordeaux website: <https://hal.science/hal-05293880>

Esmat, M., & Amasha, N. (2025). **Using mobile applications to develop the teacher's teaching performance and professional development.** *Education and Information Technologies*, 30(15), 21353-21370. <https://doi.org/10.1007/s10639-025-13603-8>

This research examines the integration of mobile applications with the Egyptian Knowledge Bank (EKB) to support the professional development of teachers, with a

particular focus on computer science educators. Given the barriers teachers face in attending traditional training programs, such as time constraints, location, and costs, Mobile Learning (M-Learning) presents a flexible and accessible alternative. The study evaluates the effectiveness of mobile technology in improving teaching performance and professional growth through a dedicated mobile application that provides access to EKB's extensive educational resources. the research sample consisted of 20 computer science teachers from the Sherbin Educational Administration. The sample was divided into two groups: 10 teachers in the control group and 10 teachers in the experimental group. search tool is an observation card including (20) performances the results are « There are statistically significant differences at the 0.01 level between the mean ranks of the teaching performance scores for the control and experimental groups in the post-test, with the experimental group showing better performance and There is a statistically significant difference at the 0.01 level between the mean ranks of the teaching performance scores for the experimental group in the pre-test and post-test, with the post-test showing better performance and using our mobile application in developing teaching performance and professional development for computer science teachers is highly effective, confirming their positive impact on both teaching performance and professional growth ». Future research directions include enhancing our app functionality, expanding training content, and integrating more collaborative features to further support teachers.

Falebita, O. S., Ayanwoye, O. K., & Akinola, L. S. (2025). **Influence of artificial intelligence tool perceptions on mathematics undergraduates' academic engagement: role of attitudes and usage intentions.** *International Journal of Didactic Mathematics in Distance Education*, 2(2), 207-224. <https://doi.org/10.33830/ijdmde.v2i2.13064>

In African higher education, particularly among STEM students, the rapid integration of Artificial Intelligence (AI) into teaching and learning has created both opportunities for innovation and concerns about ethical use, however, there remains scarce studies about how students perceive and use these technologies in ways that influence their academic engagement and learning outcomes in Mathematics. This study, which focuses on attitudes and usage intentions, seeks to investigate the Influence of AI Tool Perceptions on the academic engagement of mathematics undergraduates from the lens of Technology Acceptance Model (TAM). The Structural Equation Modelling (SEM) approach was used to examine the perceptions of Mathematics undergraduates regarding AI usage and academic engagement. Data collected from 1,518 Mathematics undergraduates from Southwest Nigerian universities through a survey hosted online was analysed using PLS-SEM. The findings indicate that perceptions (perceived ease of use and perceived usefulness) influence attitudes towards and intentions to use AI tools while intention ($\beta = -0.179$, $t = 2.426$, $p < 0.05$), attitude towards ($\beta = 0.216$, $t = 2.541$, $p < 0.05$), and actual use of AI ($\beta = 0.797$, $t = 11.904$, $p < 0.05$) influences academic engagement, intention. According to this study, improving the mathematics students' perceptions towards the use of AI tools could result in more engaging learning experiences. It highlights the necessity of developing positive attitudes and perceptions to foster academic engagement among undergraduate students in Mathematics programs, as well as the importance of developing supportive learning systems, and institutional regulations that support ethical and effective ways of incorporating AI.

Fan, W., & Li, Y. (2025). **Assessment of postgraduate digital research literacy: current competencies, desired skills, and enhancement strategies.** *Education and Information Technologies*, 30(15), 21551-21571. <https://doi.org/10.1007/s10639-025-13622-5>

The rapid development of digital technologies has driven the transformation of scientific research methods and created new requirements for researchers' digital literacy. The cultivation of postgraduate students' digital research literacy is thus of great significance for scientific research. This study aims to understand the current situation, improvement paths, and cultivation needs of digital research literacy among postgraduate students, and to provide suggestions for universities to develop relevant training programs. This study developed an evaluation scale, based on a survey of expert opinions, to assess graduate students' digital research literacy. Online questionnaire data were collected from 314 master's and doctoral students at H University in China. The digital research literacy scale demonstrated strong reliability and validity, as evidenced by Cronbach's alpha coefficient and Confirmatory Factor Analysis (CFA) results. Descriptive statistics and differential analysis were conducted on the survey data. The results show that the overall level of the postgraduate students' digital research literacy was good, but there was still room for improvement. Autonomous learning and self-exploration were the main paths by which students were improving their digital research literacy. Meanwhile, the participants voiced a strong demand for courses and training from the university and for improvement in various dimensions of their digital research literacy. This study suggests that universities should build a targeted and systematic training system for postgraduate students' digital research literacy, including increasing the supply of courses and training, enriching autonomous learning resources, carrying out targeted training based on group characteristics, providing guidance in the actual participation of research projects, strengthening the cultivation of online academic communication skills, and establishing a university-level digital research literacy support team.

Flores, M., Gerstenblüth, M., Suárez, L., & Cantera, L. (2024). **Virtual Instruction effects within University Courses. A Boon for Those Who Need it, a Bane for Others** (Working paper N° 0124). Consulté à l'adresse Department of Economics - dECON website: <https://EconPapers.repec.org/RePEc:ude:wpaper:0124>

We examine the effects of virtual instruction on academic achievement at the Universidad de la República, Uruguay, in 2022. We analyze student performance by considering the sequential nature of the evaluation process within the courses. Our results reveal that students in virtual courses are less likely to be active or achieve course approval. When possible, we use alternative identification strategies that show the stability of the estimated effects. We also find that the gap in the results is explained by the sequence of intermediate tests, which combine different performances in terms of retention and test scores. We highlight the importance of effective targeting as the negative effects disappear for students facing constraints on attendance.

Gharaibeh, M., Ayasrah, M. N., & Almulla, A. A. (2025). **Supplemental role of ChatGPT in enhancing writing ability for children with dysgraphia in the Arabic language.** *Education and Information Technologies*, 30(15), 21019-21039. <https://doi.org/10.1007/s10639-025-13605-6>

Dysgraphia is a learning disability that impairs children's written expression, mainly handwriting but also coherence at the same time. This research work was conducted to know the effectiveness of Chat Generative Pre-trained Transformer (ChatGPT)-based intervention, in assisting children with dysgraphia to enhance their writing skills. The quasi-

experimental research was carried out with 80 participants (dividend in 2 groups, control and treatment, with 40 children in each) aged between 8 and 10 who were from public and private schools in the United Arab Emirates (UAE). The control group was given standard instructions as per the Ministry of Education (MoE) recommendation while the treatment group was given ChatGPT based interventions (consisting of 16 sessions over 8 weeks, with 2 sessions per week, each lasting 30 min) in addition to standard teaching. Normative tests of writing skills, modified for dysgraphia, were employed to evaluate the usefulness of ChatGPT as a teaching tool. A repeated-measures Analysis of Variance (ANOVA) revealed that the intervention had a significant positive influence on the writing scores of treatment group. The conclusion of this study was that AI tools like ChatGPT can significantly enhance writing abilities in children with dysgraphia, providing tailored educational support and promoting a more inclusive and effective learning environment. These findings support the potential benefits of integration of AI technologies in educational strategies for students with dysgraphia, highlighting the potential for customized and adaptive learning aids to improve individual learning processes and overall teaching methods.

Grimault-Leprince, A., Fontar, B., & Le Mentec, M. (2025). **Parentalités numériques : Des intentions éducatives aux pratiques : quelles logiques de différenciation ?** *Agora débats/jeunesses*, 101(3), 113-134. <https://doi.org/10.3917/agora.101.0113>

Guarnieri, R., Crocetta, T. B., de Lima Antão, J. Y. F., Guarnieri, C., Antunes, T. P. C., de Almeida Barbosa, R. T., ... de Mello Monteiro, C. B. (2025). **Total reaction time can explain the performance on the literacy and numeracy skills of young people with intellectual disabilities using an augmented reality game.** *Education and Information Technologies*, 30(15), 21929-21951. <https://doi.org/10.1007/s10639-025-13627-0>

Evidence suggests a relationship between literacy and numeracy skills and cognitive abilities, which could be improved by augmented reality (AR) games. This study aimed to investigate to what degree the performance in a literacy and numeracy skills AR game explains associations between total reaction time (TRT) and educational achievement measures. Eighty-three participants with intellectual disabilities, aged 6 to 17 (with and without Down syndrome), and 37 participants from public schools with typical development participated in a cross-sectional study. TRT was measured using the TRT_S2012 software, and performance on AR tasks was assessed with the Moviletrando game. The analysis of variance revealed that the improvement in TRT overall performance on the second attempt ($M = 1.70$) compared to the first ($M = 1.85$) was not significant, with $F(1,99.00) = 0.76$, $p = .39$, $\eta^2 = 0.01$. Post hoc comparisons indicated that the group with typical development performed significantly faster in overall scores on the TRT scale when compared to the groups with Down syndrome and intellectual disabilities ($p < .001$). These two groups reported similar performances ($M = 2.65\text{ms}$; $M = 1.87\text{ms}$, respectively) in the TRT task after performing the AR game, but both showed lower performance compared to the typical development group ($M = 0.59\text{ms}$), the main effect for group was $F(2,99) = 14.04$, $p < .01$, $\eta^2 = 0.22$. Educational achievement measures were strongly correlated with TRT and each Moviletrando subscale. The group with Down syndrome was able to achieve the average time in the most complex task. The performance of participants with intellectual disabilities was delayed compared to their peers with typical development. Educational achievement measures and TRT explain the associations between these performances.

Güneş, A., & Kaban, A. L. (2025). **A Delphi Study on Ethical Challenges and Ensuring Academic Integrity Regarding AI Research in Higher Education.** *Higher Education Quarterly*, 79(4), e70057. <https://doi.org/10.1111/hequ.70057>

The rapid integration of artificial intelligence (AI) into higher education has revolutionised academic research and teaching, offered transformative opportunities while raising significant ethical challenges. This Delphi study investigates the ethical dilemmas and institutional requirements for maintaining academic integrity in AI-driven research. Through a structured, iterative process involving 12 international experts from academia, AI regulatory bodies, and research ethics committees, the study identifies key concerns such as data privacy, algorithmic bias, transparency, and authorship in AI-assisted research. The findings reveal a pressing need for clear ethical guidelines, robust institutional oversight, and enhanced collaboration between academia and industry to ensure responsible AI use. Experts emphasise the importance of developing enforceable policies, integrating AI ethics into academic curricula, and fostering transparency in AI decision-making processes. The study concludes that while AI offers immense potential for innovation, its ethical implications demand proactive governance and continuous policy refinement. By addressing these challenges, higher education institutions can uphold academic integrity, mitigate risks of misconduct, and promote the responsible development and application of AI technologies. This research provides actionable recommendations for policymakers, educators, and researchers, contributing to the creation of a sustainable and ethically sound AI ecosystem in academia.

Hall, A. R., Meter, D. J., Culianos, D., Uresti, A., Medina, M., & Nishina, A. (2025). **The effects of college students' online experiences with racial/ethnic discrimination.** *Social Psychology of Education*, 28(1), 173. <https://doi.org/10.1007/s11218-025-10137-2>

Time online involves the risk of direct and vicarious online racial/ethnic discrimination. This study examined the day-to-day associations between online racial/ethnic discrimination and positive and negative affect, somatic symptoms, and anxiety. Participants were 208 fourth-year college students (25% men, 72.1% women, 2.9% not reporting gender; 36.1% Asian, 30.3% White, 17.3% Latinx, 7.7% Multiethnic, 8.7% Other; M age = 22 years). The sample resided in the U.S. Data were collected in 2020. Longitudinal data were collected via online surveys using a daily report approach. The prevalence of online discrimination experiences was generally low but impactful. Main effects analyses showed direct online discrimination was related to negative affect, somatic symptoms, and anxiety. Vicarious discrimination was related to negative affect and anxiety. The significance and strength of associations varied by student race/ethnicity (usually differences between White and non-White students). Findings illustrate how online discrimination impacts adjustment.

He, X., Zhang, L., Li, Y., Xiao, X., Wang, H., & Wu, D. (2025). **LBTT: Fusing learning behavior time window and type information for early prediction of student learning performance.** *Education and Information Technologies*, 30(15), 21609-21634. <https://doi.org/10.1007/s10639-025-13628-z>

With the development of mobile Internet and digital technologies, online education platforms transcend time and space constraints to provide ubiquitous learning environments. However, high dropout rates and low pass rates pose a great challenge. Predicting student performance enables early identification of academic failure tendencies, facilitating timely intervention by educators. The continual development of online education generates data characterized by high dimensionality, dynamics, and nonlinearity, posing challenges to the predictive modeling of academic performance.

This study proposes a Learning Behavior Time Window and Type Information (LBTT) model. Unlike traditional LSTM and CNN models that process sequential data uniformly, LBTT employs a novel dual-attention mechanism that analyzes both temporal patterns within specified time windows and correlations between different types of learning behaviors. The model computes temporal relationships by tracking similar behavioral patterns across multiple time windows while simultaneously analyzing correlations between different behavior types within each window. Model validation was performed using the Open University Learning Analytics Dataset (OULAD). The results show that LBTT achieves 93.6% accuracy and 95.6% F1 score, outperforming traditional models by an average of 3.30% in accuracy and 4.41% in F1 score. Ablation experiments on the time-window mechanism for learning behaviors and the behavior correlation computations validate the effectiveness of the proposed approach.

Hsu, T.-C., & Hsu, T.-P. (2025). **Teaching AI with games: the impact of generative AI drawing on computational thinking skills.** *Education and Information Technologies*, 30(15), 21499-21518. <https://doi.org/10.1007/s10639-025-13624-3>

While computational thinking (CT) is crucial for modern education, integrating artificial intelligence (AI) into learning poses challenges due to its complexity. Generative AI Drawing (GAID) offers an intuitive method for teaching AI concepts, but barriers such as restrictive access for younger students and limited instructional frameworks hinder its potential. This study proposes combining GAID with game-based learning (GBL) to create an engaging, hands-on approach for teaching CT and AI literacy. A GBL environment was developed where students designed and refined robot-control board game cards. This study involved a total of 56 sixth-grade students from two elementary schools in northern Taiwan. One group, consisting of 28 students using GAID and block-based coding to foster AI literacy, was assigned as the experimental group. The other group, consisting of 28 students who did not employ GAID but relied only on a Google search engine in their learning, was assigned as the control group. The results showed that the experimental group enhanced algorithmic thinking and AI literacy, particularly in the "Create AI" dimension, compared to the control group. However, the control group excelled in CT concept mastery, suggesting that the beginners need conventional learning first to better support foundational CT learning. Consequently, a balanced educational approach blending automated tools like GAID with exploratory, project-based activities is recommended to maximize learning outcomes.

Huang, Z., Wang, P., Peng, L., Jin, H., & Liu, T. (2025). **Exploring factors influencing learners' continuance intention to use machine translation tools: a chain mediation model.** *Education and Information Technologies*, 30(15), 22045-22064. <https://doi.org/10.1007/s10639-025-13637-y>

Machine translation tools have gained increasing popularity among translation learners, transforming their translation learning behaviors. However, it is unclear how learners' continuance intention to use these tools is affected yet. Based on the task-technology fit (TTF) model and the value-based adoption model (VAM), the present study examined the influence of technology characteristics, task-technology fit, performance, and perceived value on learners' continuance intention. A total of 387 respondents participated in the survey questionnaire. The results of structural equation modeling revealed that: (1) Both technology characteristics and task-technology fit had a positively direct effect on performance; (2) Both performance and task-technology fit had a positively direct effect on perceived value; (3) Perceived value served as a key

factor influencing learner's continuance intention. Moreover, the Mann-Whitney U test revealed that: (1) male and female learners showed non-significant differences in performance, perceived value, and continuance intention; (2) learners within different majors exhibited significant differences in performance and perceived value, but non-significant differences in continuance intention; (3) learners with different usage intensity showed significant differences in performance, perceived value, and continuance intention. These insights offer valuable implications for educational practitioners and researchers in refining and promoting the effective use of machine translation tools in EFL contexts.

Ji, Xiaohong, Liu, X., Chen, X., & Li, R. (2025). **Research on improving students concentration by task-oriented method based on image recognition technology.** *Education and Information Technologies*, 30(15), 20977-21017. <https://doi.org/10.1007/s10639-025-13558-w>

Students classroom behaviours are complex and variable, involving multiple aspects such as students personality traits, learning attitudes, thinking styles and learning abilities, but traditional classroom behavioural assessment cannot comprehensively and reasonably assess students classroom learning status. The study adopts the improved YOLOv5 behavioural detection method to enhance the ability of small-target feature extraction for typical behaviours in the classroom by increasing the detection layer, in order to improve the algorithm's image recognition accuracy in dense scenarios. The results of the study show that by adopting the task-oriented teaching method based on image recognition technology, teachers are able to dynamically adjust the teaching tasks and methods through students' behavioural data, and accurately match students' individual needs and learning status with data-driven decision-making, so that the frequency of students' positive behaviours, such as listening, writing, reading, and raising hands, in the experimental class increases by 6%, 4%, and 1% respectively, compared with that of the control class. The study shows that image recognition can effectively support teachers to improve their classroom control ability, and combined with the task-oriented approach, it can promote the classroom concentration and participation of students with differentiated teaching needs, effectively stimulate students' interest and motivation in learning, and help teachers and students to achieve positive feedback and promote the improvement of teaching quality. The study successfully applies image recognition technology to educational scenarios, solves the problems of insufficient recognition refinement, training scale and diversity limitations of image recognition in complex classroom environments, verifies the potential of image recognition integration into the teaching framework system, expands the boundaries of its application, and provides a reference paradigm for the application of image recognition technology in various complex teaching scenarios.

Ji, Xinyuan, & Zheng, X. (2025). **Can pedagogical agents and visual cues enhance students' deep learning in a virtual reality environment? Insights from multiple data analysis.** *Education and Information Technologies*, 30(15), 22343-22365. <https://doi.org/10.1007/s10639-025-13639-w>

The current study aimed to explore the influence of pedagogical agents and visual cues on students' deep learning within a virtual reality setting by evaluating the effects on various factors, including learning outcomes, intrinsic motivation, cognitive load, learning engagement, and cognitive processing metrics. The investigation utilized a 2 × 2 factorial between-subjects experimental design, wherein 72 participants were randomly assigned

to one of four conditions resulting from the fully crossed manipulation of pedagogical agent (present vs. absent) and visual cue (present vs. absent). The Tobii Pro X3-120 eye-tracking device was utilized for the assessment of learning engagement., while Emotiv EPOC Flex EEG was utilized to assess cognitive processing. Learning outcomes were assessed through a learning performance test, while intrinsic motivation and perceived cognitive load were evaluated using self-report instruments. Two-way ANOVA analyses revealed that the presence of visual cues has marked improvement on intrinsic motivation, learning engagement, and cognitive processing among participants. The combination of pedagogical agents and visual cues yielded a synergistic effect and significantly optimized learning outcomes. Noticeably, the combination of pedagogical agents and visual cues can effectively stimulate students' intrinsic motivation, encouraging them to invest more cognitive resources in the learning process and increasing the likelihood of successful long-term memory encoding, which in turn leads to better learning outcomes. The findings of this study, derived from multiple data analysis, provide valuable insights for the design of VR settings that effectively foster students' deep learning.

Jiang, Y., Xie, L., & Cao, X. (2025). **Exploring the Effectiveness of Institutional Policies and Regulations for Generative AI Usage in Higher Education.** *Higher Education Quarterly*, 79(4), e70054. <https://doi.org/10.1111/hequ.70054>

As generative artificial intelligence (Gen AI) becomes more integrated into higher education, institutions struggle to communicate clear and effective policies. This multiple-methods study examines survey and interview data collected with 124 undergraduates and seven faculty members from two U.S. R1 universities regarding their perceptions of institutional AI policies, supportive resources and challenges. Students reported that while classroom-level policies are recognised, institutional guidelines remain unclear. Similarly, faculty highlighted the implementation challenges they face due to practical constraints and insufficient training. Additional findings show that students aware of AI policies are less likely to use AI for writing and research; disciplinary and gender differences in institutional resources and policy awareness. Faculty interviews revealed themes such as AI use in research and varied colleague attitudes. Although this study is limited by the number of institutions and sample size, it highlights the need for ongoing research to support policy refinement.

Kara, D., & Taner Derman, M. (2025). **Digital play addiction and interactive peer play behaviors in preschool children.** *Education and Information Technologies*, 30(15), 21849-21888. <https://doi.org/10.1007/s10639-025-13518-4>

The aim of this study is to examine preschool children's digital play addiction tendencies and interactive peer play behaviors according to various variables and to determine the predictive power of interactive peer play behaviors on children's digital play addiction tendencies. The research was conducted using the survey model, which is one of the quantitative research methods. A total of 301 children aged 4–5 years from the central districts of Mersin province were included in the study through simple random sampling. This research was conducted using information provided by parents on behalf of their children. Data were collected from 301 parents, who participated in the study. The Parent Form of the Penn Interactive Peer Play Scale and the Digital Play Addiction Tendency Scale were used as data collection instruments. Kruskal-Wallis H test, Mann-Whitney U test, Spearman correlation analysis, and Multiple Hierarchical Regression Analysis were used for data analysis. According to the analyses, it was determined that the levels of digital

play addiction tendencies in preschool children were "low". In addition, it was determined that the conflict level of digital play addiction of boys was higher than that of girls. It has been found that children's tendencies towards digital play addiction differ depending on the number of siblings and mother's education level. It was also found that the peer play interactions of five-year-old children were higher than those of four-year-old children; and that they differed according to familial variables. Finally, it was observed that there was a negative relationship between children's peer play interaction and their tendencies towards digital play addiction, and a positive relationship between disruptive play and play disengagement with their play behaviors.

Kohnke, L., Zou, D., & Xie, H. (2025). **Microlearning and generative AI for pre-service teacher education: a qualitative case study**. *Education and Information Technologies*, 30(15), 21221-21248. <https://doi.org/10.1007/s10639-025-13606-5>

The rapid emergence of generative artificial intelligence (GenAI) tools has underscored the urgent need for pre-service teachers to develop technological pedagogical content knowledge (TPACK) and self-regulated learning (SRL) strategies – both critical for integrating AI into classrooms. However, existing teacher education programmes lack structured approaches to equip pre-service teachers with AI literacy and pedagogical adaptation skills. Traditional training models remain too generalised and fail to provide incremental, hands-on experiences for AI integration. This qualitative case study addresses these gaps by investigating the use of microlearning modules – bite-sized, multimodal instructional units – to enhance pre-service teachers' TPACK and SRL in English language teaching (ELT). Over 13 weeks, 19 participants engaged with GenAI-focused microlearning modules that progressively developed their ability to adapt AI tools such as ChatGPT, Twee, Mizou, Perplexity and MagicSchool for differentiated instruction, formative assessment and culturally responsive teaching. Thematic analysis of participants reflective journals and semi-structured interviews revealed three key findings: (1) microlearning facilitated a structured, low-cognitive-load approach to developing GenAI competencies, (2) participants gained confidence and autonomy in using AI for lesson planning, and (3) SRL strategies such as goal setting and iterative refinement were essential for AI integration. Participants mitigated challenges such as GenAI tool limitations and initial AI anxiety by refining prompt engineering techniques and cross-validating AI outputs. These findings highlight microlearning's potential to bridge AI literacy and pedagogical applications of AI, offering a scalable model for teacher education.

Lee, E. (2025). **Development and implementation of an arduino-based digital logic circuit practice board module**. *Education and Information Technologies*, 30(15), 21249-21282. <https://doi.org/10.1007/s10639-025-13604-7>

This study addresses challenges in digital logic circuit practices by introducing an Arduino-based digital logic circuit practice board module (DLCPBM) designed to improve learning efficiency and sustainability. The DLCPBM comprises three module types that integrate theoretical knowledge with hands-on application, enabling students to intuitively understand digital logic circuits and their real-world applications. Its PCB-based architecture reduces circuit complexity, minimizes errors, and protects components, offering a reusable and sustainable solution. Furthermore, the model incorporates Tinkercad simulations and Arduino programming, providing a structured, step-by-step approach to learning logic gates and combinational circuits. The results

indicate that the DLCPBM enhances the efficiency of digital logic circuit education and is a cost-effective, sustainable teaching tool.

Li, M., Li, C., Chen, Y., & Hwang, G.-J. (2025). **Effects of an automated evaluation mechanism on students' writing performance and higher-order thinking in an AR-based formative-peer-assessment learning mode**. *Education and Information Technologies*, 30(15), 21889-21928. <https://doi.org/10.1007/s10639-025-13611-8>

Proficiency in written communication is an essential prerequisite for achievement in both academic settings and broader life contexts, yet many struggle with initiating writing and engaging in deep self-reflection and text revision. To address this challenge, this study integrated augmented reality (AR) technology with formative peer assessment (FPA)-based feedback methods to facilitate students' writing performance and higher-order thinking (HOT). An empirical study was conducted with 110 Chinese pupils, who were randomly assigned to three groups: a group using formative peer assessment and teacher assessment in a traditional lecture-based learning mode (TFPA); a group using formative peer assessment and teacher assessment in an AR environment (AR-TFPA); and a group using formative peer assessment and automated writing evaluation (AWE) within an AR environment (AR-AFPA). The results indicated that the TFPA approach negatively impacted students' writing performance and HOT compared to the AR-TFPA approach. While the AR-AFPA approach positively influenced writing performance compared to the AR-TFPA approach, no significant differences were observed in HOT. To better understand how FPA facilitates the writing process, we examined the mediating role of feedback types in the relationships between FPA approaches and writing performance/higher-order thinking. Mediation analysis revealed that the affective and cognitive characteristics of received feedback significantly mediated the relationships between the adopted approaches (i.e., TFPA vs. AR-TFPA; AR-AFPA vs. AR-TFPA) and improvements in writing performance and HOT. The present study aimed to provide insights into how integrating an AWE mechanism into AR-based FPA learning mode can potentially help learners' writing performance and higher-order thinking.

Liu, X., Fang, Y., & Lan, X. (2025). **Regulations, Technology Policies and Universities' Attitudes to Artificial Intelligence in China**. *Higher Education Quarterly*, 79(4), e70055. <https://doi.org/10.1111/hequ.70055>

As artificial intelligence (AI), particularly generative models, becomes increasingly integrated into global education systems, China's higher education sector is undergoing profound transformation. This article examines how AI is being regulated, institutionalised and contested within Chinese universities. Drawing on policy document analysis and 33 interviews with faculty members at research universities, the study explores how China's state-led governance model is interpreted and enacted on university campuses. The analysis focuses on three levels of engagement: national policy direction, institutional responses such as AI-powered teaching platforms, general and specialised AI education, and the establishment of AI's pedagogical, ethical and managerial implications. While faculty generally view AI as enhancing personalisation, research productivity and administrative efficiency, they also raise concerns about academic integrity, bias and overreliance on technology. The article argues that fostering a well-regulated, adaptable AI framework will be critical for sustainable progress, and that ongoing collaboration between policymakers, educators and technologists is essential to realise AI's full potential while safeguarding the academic values and quality that underpin higher education.

Liu, Y., & Tinmaz, H. (2025). **Navigating AI Regulations in Higher Education: A Comparative Analysis of Mainland China, Hong Kong and Macau.** *Higher Education Quarterly*, 79(4), e70073. <https://doi.org/10.1111/hequ.70073>

This study focuses on the interpretation and implementation of artificial intelligence policies in higher education for mainland China, Hong Kong and Macau. The researchers applied a conceptual comparative review of regulatory frameworks and institutional discretion by utilising Policy Implementation Theory and Multi-Level Governance. From the results, we see that mainland China follows a centralised top-down approach emphasising more consistency and harmony. Yet, Hong Kong and Macau are adopting more flexible and decentralised systems based on institutional autonomy and soft legal coordination. The findings present how different governance models deal with ethics and stakeholder engagement as well as how policies are implemented in these three locations. Moreover, this study contributes to artificial intelligence policy research by highlighting regional differences within the country, and it suggests theoretical insights into the complex processes of artificial intelligence integration into higher education.

Ly, R., & Ly, B. (2025). **Unraveling the dynamics of online learning engagement: a Cambodian perspective.** *Educational Research for Policy and Practice*, 24(3), 495-515. <https://doi.org/10.1007/s10671-025-09401-1>

The COVID-19 pandemic has spurred the integration of technology into education, leading to a surge in the adoption of online learning. To promote student success, it is essential to understand the factors that affect satisfaction and engagement with online platforms. This study examined the influence of student-teacher relationships (STR), student-student relationships (SSR), perceived ease of use (PEU), and perceived usefulness (PU) on student satisfaction and engagement in virtual learning environments. By incorporating STR and SSR into the Technology Acceptance Model (TAM), the research aimed to comprehensively understand how interpersonal and technological factors influence these outcomes. Using the Theory of Acceptance and Use of Technology (TAM), a questionnaire was designed to gather data from 238 Cambodians. The findings confirmed that STR and SSR positively influenced PEU and PU. They also emphasized the significance of these relationships in influencing satisfaction and engagement in online learning. This study offers valuable insights into factors that enhance student satisfaction and engagement with online platforms, informing the development of effective technology-based learning initiatives in higher education and ultimately contributing to student success in online learning environments.

Ma, N., Sun, Y., & Du, L. (2025). **Sentiments and achievements in online training: insights from machine learning and sequential analysis.** *Education and Information Technologies*, 30(15), 21747-21771. <https://doi.org/10.1007/s10639-025-13607-4>

Online training has become pivotal for teacher professional development, yet it faces challenges such as sentiment burnout and low learning achievement. To capture sentiment information non-invasively, this study employs a text-based sentiment analysis approach to examine the dynamic sentiment states of teacher-learners, thereby revealing the relationship between sentiment patterns and learning achievement and addressing a gap in the existing literature. To more accurately process large-scale text data, a semi-supervised machine learning method was applied to classify the sentiments of 7049 comments from 887 participants. Time series analysis was used to track the evolution of sentiments throughout the training process, while lag sequential analysis was

employed to determine the sequential relationships and significant transitions between sentiments. The findings indicate that teacher-learner sentiments are predominantly neutral and positive. Over time, higher-achievement participants exhibited a clear shift from negative to positive sentiments, suggesting adaptive sentiment regulation and deeper cognitive engagement. In contrast, lower-achievement groups tended to maintain a neutral demeanor, potentially obscuring critical sentiment signals essential for timely instructional feedback. Based on these results, the study recommends that online teacher training programs enhance real-time monitoring and feedback of learners' sentiments, encourage diversified sentiment expression, and optimize instructional interactions and course design through targeted sentiment interventions, ultimately improving training effectiveness.

Manyilizu, M. C. (2025). **Investigation of students' prior knowledge in ICT and chemistry for effective use of virtual laboratory in Tanzanian secondary schools.** *Education and Information Technologies*, 30(15), 21703-21725. <https://doi.org/10.1007/s10639-025-13609-2>

Virtual laboratory is an emerging technological and innovative tool which has been widely used in different disciplines particularly in education technologies and instructional design. Such tool has been proved to enhance teaching and learning practices especially in science, technology, engineering and mathematics (STEM) related subjects. This study investigated contributions of student's prior knowledge in ICT and chemistry towards effective use of chemistry virtual laboratory in Tanzanian secondary schools. The chemistry virtual laboratory was devised using ADDIE instructional design model, and then practiced through Activity Theory for the seventy nine (79) Form Two students at Dodoma Secondary School in Tanzania. The developed chemistry virtual laboratory effectively supported digital learning environment via the 5I's framework principles which are Innovative, Interactive, Involvement, Informative, and Influential. Using Activity Theory, interlinked practices of students' prior knowledge in ICT and chemistry with paper-based or/and real practical towards virtual laboratory were conducted. The virtual laboratory results indicated relatively high average performance with the strongest correlation against students' prior general knowledge in ICT via practice that was preceded by general ICT and chemistry then real to paper-based practical. Such findings suggest that, apart from students having good awareness in ICT, practices through real practical then paper-based experiments provide them with strong experience and confidence to perform well in virtual laboratory. Therefore, a need for prior ICT training can facilitate better engagement with virtual laboratory and enhance chemistry conceptual understanding in a digital environment for students. Interestingly, the revised Education and Training Policy of 2014 (Edition of 2023) and new curricula for primary and secondary school education levels in Tanzania have accommodated ICT related subjects.

Moghavvemi, S., & Jam, F. A. (2025). **Unraveling the influential factors driving persistent adoption of ChatGPT in learning environments.** *Education and Information Technologies*, 30(15), 22443-22470. <https://doi.org/10.1007/s10639-025-13662-x>

AI has transformed education by reshaping teaching and learning processes. ChatGPT plays a significant role in enhancing these processes; however, effective educator training is essential for its optimal use. Educators and researchers are increasingly adopting AI chatbots, expecting them to improve learning experiences and reduce teacher workload. This study aims to identify the factors contributing to ChatGPT's

perceived value and analyze their impact on its continued usage among students. Additionally, the study introduces a new model and investigates the moderating effect of privacy risk on the relationship between perceived value and the continued use of ChatGPT. A total of 600 questionnaires were distributed to students enrolled in various universities in Malaysia, with 244 students indicating their willingness to continue using ChatGPT. Partial Least Squares Structural Equation Modeling was used to analyze the data. The findings suggest that perceived usefulness, perceived ease of use, problem-solving, idea generation, information quality, and effective learning are significant determinants of ChatGPT's continuous use among students, both directly and indirectly through perceived value. The results show that students benefit from ChatGPT in enhancing their performance, problem-solving, and idea generation. In line with concerns about privacy risks in online applications, the study reveals that privacy concerns affect ChatGPT's perceived value. Students prioritize its effectiveness as a study aid. Academic institutions can train students to use ChatGPT as a complementary learning tool, while instructors can leverage it to enhance their teaching practices.

Morell-Mengual, V., Fernández-García, O., Berenguer, C., Ortega-Barón, J., Gil-Llario, M. D., & Estruch-García, V. (2025). **Characteristics, motivations and attitudes of students using ChatGPT and other language model-based chatbots in higher education.** *Education and Information Technologies*, 30(15), 22257-22274. <https://doi.org/10.1007/s10639-025-13650-1>

The rapid adoption of generative artificial intelligence (AI) chatbots, particularly ChatGPT, among university students reflects significant changes in the teaching and learning process. This study examines the usage patterns, motivations, and attitudes of 974 university students who use generative chatbots in academic settings. Results indicate widespread usage, with 61.4% of students reporting the use of chatbots, mainly ChatGPT, and notable differences in adoption rates between genders. The main motivations for their use include understanding complex concepts, managing time efficiently, and improving academic performance. Although students find these tools beneficial for study time management and access to information, they also express concerns about potential dependency and the loss of writing and analytical skills. Gender differences reveal distinct usage patterns. Men tend to make small or moderately significant changes, while women prefer generating new and personalized responses based on the provided texts. The most commonly reported issues are incomplete, irrelevant, or inaccurate responses. These findings suggest the need to implement educational initiatives that integrate chatbots based on language models into academic settings from an appropriate perspective.

Naudet, C. (2025). **L'usage de l'intelligence artificielle générative au lycée : un révélateur des inégalités socio-scolaires ?** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (51). Consulté à l'adresse <https://journals.openedition.org/dms/11781>

À partir d'une enquête menée dans un lycée de la banlieue parisienne, cet article analyse les usages de l'intelligence artificielle générative (IAG) par les élèves et les inégalités qu'ils révèlent. L'étude combine un questionnaire (n = 664) et 26 entretiens semi-directifs. Elle montre que si l'IAG est largement utilisée, ses usages sont socialement différenciés. Trois profils d'élèves émergent : les « engagés réflexifs », les « occasionnels légalistes » et les « scolaires opportunistes ». Ces différences traduisent des rapports inégaux à l'école, aux normes implicites du travail scolaire, et aux outils numériques :

certaines élèves parviennent à inscrire l'IAG dans une logique d'apprentissage, quand d'autres l'utilisent comme un outil de réponse immédiate. L'originalité de cette étude réside dans la mise en regard d'un questionnaire exploratoire, qui documente la pénétration et la fréquence d'usage de l'IAG, et d'entretiens qualitatifs qui permettent de proposer une typologie des profils d'utilisateurs. Ces deux volets, bien que différents, visent une même question de recherche : comprendre comment l'IAG s'installe dans les pratiques scolaires et avec quels effets différentiels selon les élèves.

OECD. (2025a). **Finite time to learn and play**. *OECD Education Policy Perspectives*. <https://doi.org/10.1787/edbaa4bb-en>

This policy paper examines how much time 15-year-old students dedicate to digital leisure outside of school and explores the relationship between digital leisure and students' learning outcomes and well-being at school. The paper finds that when digital leisure takes place outside school hours, it is only after 4 hours a day that the relationships between time spent on digital leisure and students' mathematics scores and sense of belonging at school are negative. Students who balance a moderate use of digital devices for leisure with a moderate time spent on learning outside of school have both higher academic and well-being outcomes than their peers.

OECD. (2025b). **Teacher policies to support the use of digital resources in the classroom** (OECD Education Policy Perspectives N° 128; 128^e éd., p. 53). <https://doi.org/10.1787/d16e9614-en>

Orfanidis, C. (2025). **Moral Diversity in Institutional Policies Governing the Student Usage of Generative AI: An International Comparison**. *Higher Education Quarterly*, 79(4), e70051. <https://doi.org/10.1111/hequ.70051>

This paper explores from an ethical standpoint how higher education institutions in three different countries (Canada, UK, and USA) have framed their policies containing guidelines in regard to the student usage of generative artificial intelligence (GenAI). An inductive thematic analysis of the online GenAI policy sources of 36 universities has revealed the existence of different national patterns with regard to two major moral aspects. Firstly, institutions follow different moral frames to justify their critical or accepting stance towards GenAI, specifically conceptualised in this paper as: (a) moral consistency and (b) responsible futureproofing. Secondly, institutions assign different levels of moral authority to faculty as ultimate decision-makers, identified in the paper as (a) absolute, (b) restrained, and (c) hybrid. Through an international comparative discussion of these findings, the paper wishes to inform current and future policy (re)formations on the topic, as institutional work in the area is currently rapidly unfolding.

Pan, Q., Reichert, F., Liang, Q., de la Torre, J., & Law, N. (2025). **Measuring digital literacy across ages and over time: Development and validation of a performance-based assessment**. *Education and Information Technologies*, 30(15), 22065-22100. <https://doi.org/10.1007/s10639-025-13592-8>

Measuring digital literacy (DL) across ages and tracking its growth over time have remained challenging in the area of digital literacy assessment. The current analysis reports on the psychometric properties of a performance-based Digital Literacy Assessment (DLA) instrument grounded in the DigComp 2.1 framework. Utilising a longitudinal cohort study design, the DLA was administered to Hong Kong students across three age cohorts, from lower primary to upper secondary, over a two-year period. Data

were collected in 2019, before the COVID-19 pandemic, and in 2021, during the pandemic. The analysis provides validity and reliability evidence for using the DLA in longitudinal studies to assess DL from late childhood through late adolescence. The results further suggest that students' DL improved with grade level, with secondary students outperforming primary students but also displaying greater variability in scores. Over the two years, students generally demonstrated improvement in DL while inter-individual differences in DL growth rates widened. These findings indicate the widening of digital divides and highlight the need to investigate factors that contribute to diversity in DL development. In conclusion, our study provides evidence for the robustness of the DLA as an instrument to assess DL growth across ages and over time. Further, the DLA allowed us to uncover the substantial overlap in DL ability across different age groups and the widening second-level digital divide as children move into higher grades, and that the digital divide aggravated during the COVID-19 pandemic. Implications and challenges to the learning and assessment of DL are discussed.

Patrick, P. M., Yip, S. Y., & Campbell, C. (2025). **Artificial Intelligence and Higher-Order Thinking: A Systematic Review of Educator and Student Experiences and Perspectives in Higher Education.** *Higher Education Quarterly*, 79(4), e70069. <https://doi.org/10.1111/hequ.70069>

Since 2022, Artificial Intelligence has taken the education field by storm, resulting in a proliferation of research on AI's benefits, challenges, and pitfalls. A particular area of concern and uncertainty centers around AI and its impact on higher-order thinking skills. This qualitative systematic review comprising 31 articles aims to gather and synthesize the impact and influence of AI on higher-order thinking skills, specifically from the perspectives of higher education educators and students. For both groups, the positive experiences outweighed the negatives. Educators cited using AI to design lesson plans, and students described AI as an interactive and experiential learning tool. Collectively, both groups highlighted that AI facilitated interactive and enriching classroom environments. However, depth and complexity in thinking and ethical challenges were raised as concerns. The review discusses these findings within the context of higher-order thinking skills and presents practical implications for educators and students.

Peng, H., Chen, J., & Shi, Y. (2025). **Exploring the effect of a flexible scaffolding for promoting deep learning in smart classrooms.** *Education and Information Technologies*, 30(15), 22413-22441. <https://doi.org/10.1007/s10639-025-13656-9>

Achieving deep learning in smart classrooms is an important issue in smart education. Research suggests that deep learning requires special scaffolding to support students' learning flexibility according to their own needs. In this regard, this study proposes a smart-classroom-oriented learning scaffolding that can reflect flexibility in learning tasks, learning activities, learning processes, and instructional decision-making. A six-week experimental study was conducted with 98 high school students and the results suggest that the proposed flexible scaffolding has a positive effect in promoting deep learning in smart classrooms regarding 1) students' classroom engagement ($F(1, 84) = 12.00, p < .001, \eta^2 = 0.13$) and their flow state obtained during engaged in learning ($F(1, 84) = 14.45, p < .001, \eta^2 = 0.15$); 2) students' deep learning approaches adoption ($F(1, 84) = 9.33, p < .01, \eta^2 = 0.10$), including deep strategies ($F(1, 84) = 9.33, p < .01, \eta^2 = 0.10$) and deep motive ($F(1, 84) = 6.24, p < .05, \eta^2 = 0.07$); and, 3) development and transfer of higher-order abilities, for instance, English writing creativity ($F(1, 83) = 17.61, p < .001, \eta^2 = 0.18$). The result demonstrated the potential of the proposed scaffolding in

guiding teachers to design deep learning task sheets and supporting students' flexible deep learning in smart classrooms.

Peng, Y., Wang, X., & Lv, Z. (2025). **Adopting blended learning for teaching sport-related cultural heritage: leveraging the 'internet plus' model.** *Education and Information Technologies*, 30(15), 22275-22313. <https://doi.org/10.1007/s10639-025-13615-4>

Adopting a blended learning approach that combines multiple methods (both online and offline) to teach cultural heritage following the rapid growth of the Internet plus is the trend of the times and the future direction of development. This study explores the role of institutional support in the effectiveness of blended learning approaches within higher education institutions. Given the increasing reliance on digital technologies in educational settings, the research investigates how institutional policies, faculty development programs, and technological infrastructure contribute to student engagement, satisfaction, and academic success in blended learning environments. Data were collected from a diverse range of higher education institutions that have integrated blended learning models. The findings indicate that robust institutional support—comprising clear policies, continuous faculty training, and reliable technological infrastructure—is pivotal to enhancing the learning experience for students. Additionally, the study highlights the positive correlation between institutional support and student outcomes, emphasizing the importance of leadership and administrative involvement in fostering a culture of support for blended learning. Comparisons with previous research reveal that while technological tools and teaching methodologies are critical, the foundational support provided by institutions remains central to the successful implementation of blended learning. The study concludes with recommendations for higher education institutions to strengthen their institutional frameworks and provide targeted support to faculty and students, thus ensuring the long-term success of blended learning models. Future research directions include exploring the impact of specific technological innovations and the role of student-centered support services in further enhancing the blended learning experience.

Ramezani, S. G., & Mostafavi, Z. S. (2025). **Developing and validating a comprehensive scale for accreditation standards and quality assurance in e-learning institutions.** *Education and Information Technologies*, 30(15), 21139-21187. <https://doi.org/10.1007/s10639-025-13587-5>

In the evolving landscape of higher education, Online, Electronic, and Distance Education in Higher Education Institutions (OEDE-HEIs) demands rigorous quality assurance to uphold educational standards. Despite the critical importance of accreditation in ensuring the efficacy and credibility of OEDE programs, existing frameworks often lack the comprehensiveness required to address the unique challenges of e-learning environments. This study was undertaken to bridge this gap by developing and validating a robust evaluation tool tailored to the accreditation standards of OEDE-HEIs. The study integrated qualitative and quantitative analyses using a sequential exploratory mixed-methods design. In the qualitative phase, 9 experts participated in focus group discussions and 14 professionals took part in structured interviews to refine the model's dimensions. In the quantitative phase, 171 participants, selected using proportional stratified sampling from five OEDE-HEIs, evaluated the model. The resulting tool comprises 87 items across 46 criteria within five core dimensions: organization, research, technology, teaching-learning, and support. Its validity was confirmed through a Content Validity Index (CVI) of 0.88, surpassing the standard

threshold. Moreover, Confirmatory Factor Analysis (CFA) established strong construct validity, with all factor loadings statistically significant. Reliability was demonstrated through Cronbach's alpha and Composite Reliability (CR) values exceeding 0.70, and Average Variance Extracted (AVE) values supported convergent validity. This study offers a validated, multidimensional instrument that captures the complexity of OEDE-HEIs' accreditation needs. It strengthens the quality assurance landscape and contributes to global efforts to adopt comprehensive, adaptable accreditation models responsive to technological and pedagogical shifts in online education.

Remacle, M. (2025). **Développement et implémentation d'une application mobile au sein du cours d'éducation physique de l'enseignement secondaire supérieur visant la promotion d'un style de vie actif.** Consulté à l'adresse <https://orbi.uliege.be/handle/2268/335569>

Roques, N. (2025). **Quand les vidéos tissent des liens : circulation des vidéos en ligne dans les groupes de pairs.** *Agora débats/jeunesses*, 101(3), 62-77. <https://doi.org/10.3917/agora.101.0062>

Rosidah, Miftach Fakhri, M., Naufal, M. A., Machmud, M. T., Fadhilatunisa, D., Arifiyanti, F., & Soeharto, S. (2025). **From games to gains using geogebra: investigating microgames and augmented reality in affecting student motivation, confidence and problem-solving strategies in learning mathematics.** *Education and Information Technologies*, 30(15), 21371-21402. <https://doi.org/10.1007/s10639-025-13620-7>

Despite the increasing use of digital tools in education, limited research has explored their combined impact on both cognitive and affective learning outcomes in mathematics. This study aims to address this gap by investigating the effect of integrating GeoGebra technology through Augmented Reality (AR) and microgames on students' motivation, confidence, and the application of effective problem-solving strategies in mathematics education. A quantitative methodology with a cross-sectional design was employed, involving 1,148 university students from various regions of Indonesia. The proposed model was validated using PLS-SEM, which confirmed both the measurement and structural models. The evaluation of the measurement model established the instrument's validity and reliability. The structural model analysis confirmed that AR technology and microgames, when integrated with GeoGebra, significantly enhanced problem-solving abilities. Motivation and confidence were identified as key mediators in this process. Motivation and confidence were found to mediate the relationship between digital tool integration and the development of effective problem-solving strategies. The model explained 62.2% of the variance in student motivation and confidence and 39.2% of the variance in problem-solving strategies, confirming the model's effectiveness and robustness in capturing the relationships among the constructs under investigation. This study provides new insights into the complex role of technology in mathematics education and emphasizes the importance of adopting advanced digital tools to enhance both cognitive and affective learning outcomes. The findings suggest that educators and policymakers should consider implementing these technologies to create more engaging, effective, and motivationally supportive learning environments. Future research should explore the long-term impact of these technologies and their effectiveness across diverse educational settings.

Sala-Sebastià, G., Breda, A., & Font, V. (2025). **Characterising computational and geometric thinking in pre-service Early Childhood Education teachers by playing with MatataLab.** *Education and Information Technologies*, 30(15), 21079-21103. <https://doi.org/10.1007/s10639-025-13589-3>

This article aims to characterise geometric and computational thinking of future Early Childhood Education teachers through participating in a robotic problem-solving activity for 5-year-old pupils using MatataBot, MatataLab's educational robot. The study, carried out during academic year 2022–2023, involved 42 early childhood education students from a Spanish university. The methodology was divided into three phases: in the first, the participants familiarised themselves with the robot; in the second, they programmed the robot to represent basic geometric figures; and in the third, they reflected on their learning and on the geometric aspects identified. The data obtained in the last two phases (gathered from observations and videos recorded by the authors during the implementation, from the reports the different groups of students presented, and from the videos they recorded of the development of their activities) were analysed qualitatively using the Didactic-Mathematical Knowledge model from the Onto-semiotic Approach and the categories of common errors in programming. Pre-service teachers demonstrated conceptual gaps in geometric properties, leading to errors in programming representations. It is concluded that, although educational robots can enhance the understanding of geometry, it is essential to address the previous knowledge of teachers and prepare them in both mathematical knowledge and in the use of technological tools, fostering comprehensive training that enables the improvement of teaching in Early Childhood Education.

Şimşek, A. S., Cengiz, G. Ş. T., & Bal, M. (2025). **Extending the TAM framework: Exploring learning motivation and agility in educational adoption of generative AI.** *Education and Information Technologies*, 30(15), 20913-20942. <https://doi.org/10.1007/s10639-025-13591-9>

Generative AI technologies are rapidly transforming educational practices, creating both opportunities and challenges for teacher-preparation programs. As these advanced tools become increasingly prevalent in classrooms, understanding the factors that influence pre-service teachers' acceptance and adoption of such technologies has become critically important for effective educational policies and practices. This study aims to extend the Technology Acceptance Model (TAM) to examine the factors influencing pre-service teachers' adoption of generative AI tools. The research is based on data collected from 748 pre-service teachers from 12 universities in Turkey. The model includes the core constructs of TAM as well as exogenous variables such as Metacognitive Self-regulation (MSR), Subjective Norm (SN), Learning Motivation (LM) and Learning Agility (LA). The results of Structural Equation Modeling showed that the model explained 54% of the variance in Attitude and 51% of the variance in Behavioral Intention. MSR and LM had significant effects on Perceived Usefulness and Perceived Ease of Use, while LA and SN were found to be effective only on Perceived Ease of Use. These findings highlight that intrinsic cognitive and motivational factors are more influential than external social factors in determining how pre-service teachers evaluate the usefulness of generative AI tools. Additionally, our study reveals that learning agility significantly contributes to perceived ease of use, suggesting that adaptability is a key factor in technological adoption among educators. These results suggest that training programs for generative AI in teacher education should prioritize hands-on activities that strengthen self-regulation skills and intrinsic motivation, rather than focusing solely on

technical features. Curriculum designers and teacher educators should create learning environments that nurture adaptability and metacognitive skills to facilitate successful integration of AI technologies in future educational practices.

Sun, Y., Yang, H., Yu, H. K., & Suen, R. (2025). **Boon or Bane? Evaluating AI-driven learning assistance in higher education professional coursework.** *Education and Information Technologies*, 30(15), 22011-22044. <https://doi.org/10.1007/s10639-025-13642-1>

AI integration in professional coursework has gained attention in higher education, offering potential improvements in learning and performance. However; the usage rate, accuracy, and patterns of AI tools across disciplines remain unclear. The impact of AI on students' learning and long-term outcomes still needs further investigation. This study investigates the role of AI-driven learning tools in enhancing professional coursework across various academic disciplines, including Engineering, Natural Sciences, Humanities, Social Sciences, and Arts. Using a multi-stage empirical approach, we evaluate student performance and engagement with AI tools, exploring both the positive outcomes and limitations in each discipline. Our findings show that 1,472 students across different regions and academic fields frequently use AI-driven learning tools in their professional coursework, with generally positive feedback. The accuracy of AI-generated responses to 1,200 questions is commendable, but the tools still demonstrate limitations in areas such as flexibility, contextual adaptation, analytical reasoning, and conceptual synthesis in certain disciplines. We segment 800 representative students based on AI engagement patterns, revealing distinct usage behaviors and preferences across four groups, offering further insights into how AI tools are utilized. Furthermore, the results from assessing the impact of AI-driven learning on the academic performance of 400 students show that AI significantly enhances performance in technical fields like Engineering and Natural Sciences. However, instructors in these fields express concerns about students' over-reliance on AI, which may hinder independent thinking and creative problem-solving. Despite these concerns, our long-term academic outcome predictions indicate that AI-driven learning tools continue to provide substantial benefits to students.

Tabak, I., & Dubovi, I. (2025). **Gaps in equitable preparedness for networked information society: The critical role of k-12 education in fostering data literacy for all.** *Education and Information Technologies*, 30(15), 21457-21477. <https://doi.org/10.1007/s10639-025-13537-1>

This article alerts us to gaps in preparedness for civic participation in technology-mediated networked society. Drawing on dual-process theories and sociocultural frameworks, we argue that reasoning with data involves a balance between intuitive (System 1) and deliberative (System 2) processes, shaped by a productive tension between authoritative and internally persuasive discourse, and the mastery and appropriation of data practices. We focus on the role of data literacy and trust in science in functional scientific reasoning. Using survey data from 461 participants, we found that higher education graduates demonstrated stronger data interpretation competence and a greater propensity to use data in functional reasoning than K-12 graduates. These differences were found between K-12 graduates focused on exact sciences versus humanities and social sciences but were not observed in higher education. Trust in science mediated reasoning with data across all groups, yet levels of trust did not differ significantly between K-12 and higher education graduates. Our findings reveal disparities in data literacy rooted in disciplinary divides at the K-12 level that are bridged in higher education but persist for non-college-bound learners. We propose making trust

in science an explicit educational goal and fostering mastery and appropriation of data practices through experiences that balance authoritative and internally persuasive engagement with data. These approaches can better equip all learners, regardless of educational path, for informed civic participation in a datafied world.

Tian, R., Tong, J., Li, Z., Abdinnour, S., & Xu, D. J. (2025). **Has the tablet beaten textbooks? Effect of key tool features on student satisfaction.** *Education and Information Technologies*, 30(15), 21953-21980. <https://doi.org/10.1007/s10639-025-13632-3>

As digital learning tools continue to reshape education, the debate over their effectiveness compared with traditional textbooks remains unresolved. This study provides fresh insights by examining how important feature-level factors—portability, navigability, and visual appearance—shape users' confirmation and satisfaction with iPads and textbooks. Through a within-subject experiment conducted in a real classroom setting, 82 undergraduate students enrolled in an operations management course at a U.S. public university participated in a two-phase study over two weeks. To ensure ecological validity, students used either an iPad or a traditional textbook to solve decision science problems in their regular classroom environment before switching to the other tool in the second phase. At the end of each phase, participants completed a questionnaire assessing their perceptions of the tools and their learning experiences. This study's findings challenge the intuitive belief that digital tools are always better than traditional ones. Furthermore, this study systematically examines the advantages and limitations of each tool regarding their detailed features, thus deepening the understanding of their role in digital learning adoption. This research offers a comparative analysis of electronic and traditional educational tools, which will provide insights for optimizing electronic education and responding to the changing landscape of learning technologies.

Tscholl, M., Xie, Y., Smith, T. J., & Hung, W.-C. (2025). **The role of task designs on problem-solving and computational thinking processes in elementary school education.** *Education and Information Technologies*, 30(15), 22207-22227. <https://doi.org/10.1007/s10639-025-13638-x>

In elementary school classrooms, Computational Thinking (CT) teaching often is embedded in problem- or project-based pedagogies and involves programming using Educational Robotics. Little is known, however, about how children solve problems in these contexts, and how task designs influence which CT and problem-solving processes they apply. In this study, we examined children's problem-solving and enactment of CT processes in two different task contexts. We analyzed talk and actions of 16 pairs of 8- and 9-year-old children who programmed robots in distinct task contexts: a more structured context (a simulation task) vs. a more open-ended context (a path-finding task). Results showed that in the path-finding task children used increasingly lower-level problem-solving steps and more frequently relied on trial-and-error approaches. A contrasting profile was found in the simulation task. We link the contrasting profiles to task designs and contextual factors. We call for empirical studies of classroom learning activities that enable children to create models of CT teaching, so as to support instructional designers and teachers in the development of task designs aligned with instructional goals and children's problem-solving and CT skills.

Uluğ, E., Öner, K., Arslantaş, S., & Harmanacı, S. T. (2025). **Adaptation of the artificial intelligence literacy scale into Turkish: A cross-sectional application among healthcare**

workers, students, and children. *Education and Information Technologies*, 30(15), 21041-21077. <https://doi.org/10.1007/s10639-025-13597-3>

In this study, the Meta-Artificial Intelligence Literacy Scale developed by Carolus et al. (Computers in Human Behavior: Artificial Humans, 1(2), 100014) was adapted to Turkish, and its validity and reliability were tested. This cross-sectional research was conducted with three distinct study groups to assess the scale's applicability and consistency in diverse contexts. Validity and reliability analyses were performed with 1167 participants between the ages of 12–74, representing a broad demographic range. Additionally, the scale's applicability was further evaluated with 583 children aged 12–18 and 122 healthcare workers. The Meta-AI Literacy Scale comprises four main dimensions—artificial intelligence literacy, artificial intelligence creation, artificial intelligence self-efficacy, and artificial intelligence self-competence—and eight sub-dimensions that cover a wide range of AI-related competencies. Cronbach Alpha and test-retest analyses of the scale showed high consistency. Test-retest analyses confirmed the stability of the instrument over time. The findings revealed significant variations in artificial intelligence literacy based on age and education level, highlighting the influence of demographic factors. However, no significant differences were observed based on gender. This study concludes that the Meta-Artificial Intelligence Literacy Scale is a valid, reliable, and versatile tool for assessing AI literacy among Turkish-speaking individuals in various settings, including educational and healthcare contexts.

Viéville, T. (2025, novembre 19). **Qu'est que la littératie pour l'IA ?** Présenté à Educatech. Consulté à l'adresse <https://inria.hal.science/hal-05314838>

Ce cadre est une initiative conjointe de la Commission européenne (CE) et de l'Organisation de coopération et de développement économiques (OCDE), opérée par Code.org. Il définit les compétences et les scénarios d'apprentissage afin d'éclairer les supports pédagogiques, les normes et les ressources à destination des enseignants, responsables pédagogiques, concepteurs pédagogiques et décideurs politiques.

Wang, W., Li, J., Liu, S., Ye, J., & Ma, S. (2025). **Development and validation of an adolescent internet adaptability educational game based on situated learning theory.** *Education and Information Technologies*, 30(15), 21573-21608. <https://doi.org/10.1007/s10639-025-13608-3>

Internet Adaptability, which includes Internet self-control, Internet socialization, Internet information search, Internet information protection, Internet positive coping, Internet learning, Internet self-efficacy, and Internet curiosity, for measuring an individual's ability to adjust to the online environment. Poor Internet Adaptability may lead to problematic behaviors, such as excessive social media use. To address this, we developed a framework based on Situational Learning Theory, combining the Internet Adaptability Scale with current Internet usage trends and potential issues among teenagers. Based on this framework, we created an educational intervention game InterWeb Action, incorporating learning scaffolds, feedback systems, and the Anchored Instruction method. The game was designed using interactive narrative techniques, a promising approach in game development. Through a one-way, two-level (control/game intervention) between-subjects experiment, we evaluated the game's educational impact. Results showed that students in the intervention group significantly improved their online adaptation compared to the control group. This study demonstrates the potential of interactive narrative games for teaching Internet Adaptability, addresses the lack of

context in traditional teaching, and provides theoretical and practical insights for future educational game design.

West, M. (2025). **An Ed-Tech tragedy? Educational technologies and school closures in the time of COVID-19** (p. 656). Consulté à l'adresse UNESCO website: <https://curated-library.iiep.unesco.org/library-record/ed-tech-tragedy-educational-technologies-and-school-closures-time-covid-19>

Xu, G., Yu, A., Gao, A., & Trainin, G. (2025). **Developing an AI-TPACK framework: exploring the mediating role of AI attitudes in pre-service TCSL teachers' self-efficacy and AI-TPACK**. *Education and Information Technologies*, 30(15), 22471-22495. <https://doi.org/10.1007/s10639-025-13630-5>

Teachers' technological knowledge is essential for integrating Artificial Intelligence (AI) into language education. Additionally, teachers' self-efficacy and attitudes toward AI can foster the integration of AI tools in education. This study developed an Artificial Intelligence – Technological Pedagogical Content Knowledge (AI-TPACK) framework to measure the specific knowledge and skills required for pre-service teachers specializing in teaching Chinese as a second language (TCSL) to effectively integrate AI into their teaching practices. A total of 520 pre-service TCSL teachers participated in the study. The development of the AI-TPACK framework involved Explanatory Factor Analysis (EFA) with 284 participants and Confirmatory Factor Analysis (CFA) with 236 participants to evaluate the model fit. The finalized framework consists of 25 items, encompassing seven dimensions: Content Knowledge (CK), Pedagogical Knowledge (PK), AI-Technological Knowledge (AI-TK), Pedagogical Content Knowledge (PCK), AI-Technological Content Knowledge (AI-TCK), AI-Technological Pedagogical Knowledge (AI-TPK), and the synthesized form AI-TPACK. Furthermore, Structural Equation Modeling (SEM) was used to examine how pre-service TCSL teachers' self-efficacy influences their AI-TPACK, focusing on the mediating role of AI attitudes. The results demonstrated that pre-service TCSL teachers' self-efficacy significantly influences their AI-TPACK through direct and indirect pathways, with AI attitudes serving as the mediating factor. This study made several recommendations for future professional development programs, emphasizing the need to bolster teachers' self-efficacy and enhance their positive attitudes toward AI to better prepare them for the evolving language educational landscape.

Xu, X., Thien, L. M., Lin, J., & Li, Y. (2025). **Insights for improvement: how lecturers' digital leadership drives student engagement in language learning**. *Education and Information Technologies*, 30(15), 21105-21137. <https://doi.org/10.1007/s10639-025-13594-6>

In addition to identifying crucial areas of lecturers' digital leadership that can be improved to enhance students' various engagement in language learning, the goal of this study is to investigate the relationships between various dimensions of lecturers' digital leadership and students' behavioral, emotional, and cognitive engagement in language learning. Data were collected from 720 students who studied in three higher education institutions in China. Data were analyzed mainly through partial least squares structural equation modelling (PLS-SEM) and importance-performance map analysis (IPMA). The findings revealed that Digital citizenship is the critical yet underperforming dimension of digital leadership, highlighting it as a priority for improvement. Digital age learning culture demonstrated strong performance but contributed less significantly to engagement. Systemic improvement and Excellence in professional practice exhibited minimal influence and low performance. Visionary leadership weakly and negatively

influenced Cognitive and Emotional engagement with no significant effect on Behavioral engagement potentially due to misalignment with student needs or contextual challenges. This study contributes to a comprehensive understanding of how different dimensions of digital leadership influence various student engagement in language learning, guiding educational stakeholders to prioritize impactful interventions.

Yang, W., Yang, B., & Wang, Y. (2025). **An in-depth exploration of predictive analytics in academic performance: a comprehensive framework utilizing large-scale feature-derived bidirectional long short-term memory neural networks.** *Education and Information Technologies*, 30(15), 21427-21456. <https://doi.org/10.1007/s10639-025-13614-5>

The rapid expansion of e-learning has resulted in a surge in educational data volume, presenting challenges in manually uncovering valuable information. Concurrently, advancements in educational data mining offer robust technical support for forecasting student performance based on their engagement behaviors. In this study, we initially investigate the efficacy of machine learning algorithms for forecasting student performance, followed by an exploration of the application of deep learning techniques in this domain. This research proposes the utilization of a Large-scale Feature-Derived Bidirectional Long Short-Term Memory Neural Network (LFD-BiLSTM) model for predicting student performance. We analyze students' learning behaviors using clickstream data extracted from virtual learning environments and investigate the primary factors influencing academic achievement. The results indicate that the model achieves a high accuracy of 92.57%, a recall rate of 93.90%, and an F1 score of 92.96%. Furthermore, the experimental findings underscore the significant influence of students' learning behavior, educational level, and the Index of Multiple Deprivation on their academic performance, providing valuable insights for educators, policymakers, and researchers to tailor individualized programs.

Zhang, H., & Ge, S. (2025). **Is Gen AI a professor in creativity? A case study in postgraduate students.** *Education and Information Technologies*, 30(15), 22229-22255. <https://doi.org/10.1007/s10639-025-13644-z>

Recent advances in generative artificial intelligence have substantially influenced educational practices, including those at the postgraduate level. This study explores whether and how generative artificial intelligence (Gen AI) improves postgraduates' creativity in research projects. Qualitative analysis of interviews with 12 participants from various disciplines shows mixed views on Gen AI's effectiveness in creativity. While some students find Gen AI useful for initial data processing and generating preliminary insights, others feel it lacks in facilitating deep, creative thinking required to identify novel research gaps. Gen AI seems role as a collaborative tool that enhances the creative process. Students use Gen AI to generate initial insights, which are then critically refined through discussions with peers and advisors. However, Gen AI is not a professor in creativity for postgraduates' research, but it can serve as a tool to stimulate creativity. Meanwhile, postgraduates have diverse views on the impact of generative AI on academic innovation, which span academic practices, social and ethical considerations, and systemic and operational challenges. The research process is supported by five key stages with Gen AI: idea generation, idea execution, idea refinement, idea implementation, and feedback provision. The findings suggest the importance of a balanced approach to integrating AI in educational settings, where it complements rather than supplants established research techniques.

Zhao, J. (2025). **Advancing english language education: A mixed-methods analysis of AI-driven tools'impact on engagement, personalization, and learning outcomes.** *Education and Information Technologies*, 30(15), 21773-21813. <https://doi.org/10.1007/s10639-025-13560-2>

Artificial Intelligence (AI) and cutting-edge technology have been incorporated into schooling in recent years and have changed teaching and learning processes across various disciplines. In English language teaching, AI offers innovative solutions to improve learning results by offering individualized and flexible educational opportunities, improving engagement and motivation, and offering precise feedback mechanisms. In order to improve learning results, this research intends to examine how AI and technology can be incorporated into the teaching of English. Using a mixed-methods approach, 50 instructors participated in semi-structured interviews to obtain qualitative insights, while 530 participants (410 students and 120 teachers) completed a structured questionnaire to provide quantitative data. Additionally, a pre-post test intervention involving 410 students measured the direct impact of AI and technology on learning outcomes. Quantitative data was examined using SPSS software, while qualitative data was assessed using NVivo software. According to the findings, using AI in English instruction greatly boosts student interest and engagement, which enhances learning results. This study's novelty comes from its thorough investigation of how AI and technology can significantly enhance English language teaching and learning outcomes. By employing a mixed-methods methodology that blends significant quantitative data from teachers and students with qualitative observations from interviews, it provides a comprehensive understanding of AI's effects. The results highlight how AI may improve academic results, personalize learning experiences, and increase student engagement, thereby shaping future educational practices and policies in language instruction.

Orientation scolaire et professionnelle

Ball, I., Banerjee, M., Holliman, A., & Tyndall, I. (2025). **Investigating Success in the Transition to University: A Systematic Review of Operationalisations of 'Success'.** *Educational Psychology Review*, 37(4), 102. <https://doi.org/10.1007/s10648-025-10080-w>

The transition to university is a challenging period for students, and it can have a range of negative consequences for them if it is not successful. Many stakeholders, not to mention the students themselves, want to ensure this transition is as successful as possible to ensure positive outcomes. As such, a body of research has attempted to explore this transition with the aim of identifying profiles of students, potential risk factors, and to tailor support and university induction activities. Though noble in intention, the literature body is highly disparate and contains methodological inconsistencies and flaws that make navigating the findings and moving to the development of practical applications for ensuring successful student transition difficult. The present paper consolidates part of a larger systematic review (preregistered on PROSPERO, CRD42022330515) to highlight the diverse range of operationalisations of the said student transition 'success'. From the 55 retained papers, 34 different measures are discussed in relation to ten higher-order domains. We propose a more parsimonious framework for a tripartite definition of success including a balance between academic outcomes, psychosocial development, and health and wellbeing.

Boring, A. (2025, octobre 20). **Orientation postbac : pourquoi les femmes choisissent moins les sciences que les hommes.** <https://doi.org/10.64628/AAK.tkvekrqky>
Freinée par les stéréotypes de genre, l'orientation des filles vers les filières scientifiques peut aussi pâtir de motivations « a priori » positives comme le choix d'études par passion.

Carlson, D., Domina, T., CarterIII, J., Perera, R. M., Radsy, V., & McEachin, A. (2025). **Structuring Choice Policy, School Segregation and the Two-Stage School Choice Process.** *American Educational Research Journal*, 62(5), 946-981. <https://doi.org/10.3102/00028312251355992>

School choice is both an important tool for school desegregation policy and an enabler of racial segregation. In this paper, we used a two-stage model of complex decision making to illustrate the relationship between school choice policy structure and school segregation. Our analyses draw on data describing the choices available to kindergarteners entering the Wake County Public School System between 2000 and 2010. As it pursued school diversity goals, the Wake County Public School System constructed school choice sets that included geographically proximal and relatively racially diverse default "base" schools as well as a range of segregating and desegregating options. While most families selected the base school, White and Asian families disproportionately used the choice system to avoid schools with large concentrations of Black students.

Flécher, M. (2025). **La féminisation « empêchée » des filières informatiques et numériques en écoles d'ingénieurs : Un découragement scolaire lié aux violences sexistes et sexuelles.** *Éducation & formations*, (108), 29-48. <https://doi.org/10.48464/ef-108-02>

Grunwald, G., Kara, A., & Spillan, J. E. (2025). **Fuzzy Set Qualitative Comparative Analysis (fsQCA) to Examine Causal Complexity in Business Students' Sustainability Behavioural Intentions.** *Higher Education Quarterly*, 79(4), e70076. <https://doi.org/10.1111/hequ.70076>

Drawing from the Theory of Planned Behaviour and a review of empirical research on enablers and barriers for student sustainable behaviour, we explore business students' future-oriented sustainability expectations and intentions to engage in sustainability behaviour at their Higher Education Institutions (HEIs). Using a process of configurational theorising with fuzzy set qualitative comparative analysis (fsQCA) and data from 239 business students in two countries—the USA and Germany—we identify multiple equifinal configurations that are associated with high and low sustainability behavioural intentions. Our findings show that students' active engagement in HEIs' sustainability transformation depends on diverse configurations of student characteristics and contextual factors, and various configurations can lead to either high or low sustainability intentions, varying across country contexts. By leveraging these findings to derive strategies that foster sustainability transformation at HEIs, we offer new theoretical and empirical insights to scholars and practical implications.

Klipfel. (2025). **La poursuite d'études après l'obtention d'un diplôme de niveau bac + 5.** *Note d'Information du SIES*, (25.09), 1-6. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/la-poursuite-d-etudes-apres-l-obtention-d-un-diplome-de-niveau-bac-5-100109>

Après une forte hausse en 20 ans du nombre de diplômes de bac+5 délivrés, le taux de poursuite d'études de ces diplômés s'est sensiblement réduit.

Lavallée, J., & Silhol, J. (2025). **Quatre années après une entrée en classe préparatoire littéraire, un étudiant sur deux poursuit ses études à l'université, majoritairement en master.** *Note d'Information*, (25.10), 1-8. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/quatre-annees-apres-une-entree-en-classe-preparatoire-litteraire-un-etudiant-sur-deux-poursuit-ses-100143>

Les parcours dans l'enseignement supérieur des entrants en CPGE littéraire sont notamment liés à leurs résultats au baccalauréat, au nombre d'années d'inscription et la sélectivité de la classe préparatoire choisie.

Masy, J., Dirani, A., Geuring, E., & Piquée, C. (2025). **Les logiques de formulation des vœux vers le supérieur à l'ère de Parcoursup : Diversité des expériences d'orientation vers une université de province.** *Éducation & formations*, (108), 7-28. <https://doi.org/10.48464/ef-108-01>

Méloni, D., Roïc, T., & Kohout-Diaz, M. (2025). **S'orienter à l'adolescence, l'embaras du choix.** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/sorienter-a-l-adolescence-lembarras-du-choix/79752>

Que provoque la question de l'orientation à l'adolescence, à un moment où les repères identitaires se brouillent et se redéfinissent ? À la fois pôle d'attente et source d'inquiétude, l'orientation suscite des sentiments ambivalents. Dans une société qui aspire à maîtriser les parcours et à garantir l'émancipation, son accompagnement génère pourtant un certain malaise, malgré la multiplication des mesures visant à l'améliorer. S'inspirant de la psychanalyse, l'auteure voit dans ce malaise un phénomène structurel : l'orientation confronte l'adolescent à son identité, à ses désirs et à leur réalisation dans le cadre contraignant du travail. Elle engage bien plus que l'employabilité, touchant à l'affirmation de soi et à l'intégration sociale, surtout pour les plus vulnérables.

Politique de l'éducation et système éducatif

4 pistes pour l'école du futur. (2025). *Cahiers pédagogiques*, (600). Consulté à l'adresse <https://shs.cairn.info/revue-cahiers-pedagogiques-2025-5>

4 pistes pour l'école du futur

Abdullah, R. S., Masmali, F. H., Alhazemi, A., Onn, C. W., & Ali Khan, S. M. F. (2025). **Enhancing institutional readiness: A Multi-Stakeholder approach to learning analytics policy with the SHEILA-UTAUT framework using PLS-SEM.** *Education and Information Technologies*, 30(15), 22315-22342. <https://doi.org/10.1007/s10639-025-13647-w>

Learning analytics (LA) can improve student outcomes and support institutional decision-making in higher education. However, its adoption remains limited in developing countries due to concerns about trust, privacy, and institutional readiness. This study addresses this gap by examining the factors that influence LA adoption from a multi-stakeholder perspective. It combines elements from the SHEILA policy framework and the Unified Theory of Acceptance and Use of Technology (UTAUT). A survey of 488 students and faculty members from three Saudi universities was conducted. Partial Least Squares Structural Equation Modeling (PLS-SEM) was used to test eight hypotheses and analyze direct and indirect relationships. The results show that performance expectancy, effort expectancy, social influence, and facilitating conditions significantly affect behavioral intention and LA adoption. Behavioral intention also plays a mediating role. These findings offer practical insights for institutions aiming to improve adoption through aligned

policies, technical infrastructure, and stakeholder engagement. The integrated SHEILA-UTAUT model provides a validated and adaptable framework for guiding LA implementation in similar settings.

Abou El Khair, C. (2025, octobre 22). **Est-ce la fin du boom de l'apprentissage ?** Consulté 23 octobre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/fin-boom-de-lapprentissage/00116643>
Pour la première fois depuis 2017, les effectifs d'apprentis devraient commencer à baisser cette année. Sans parler d'effondrement, la tendance pourrait être amplifiée par de nouvelles mesures d'économies.

Abriac, D. (2025). **La formation professionnelle dans le réseau des Greta et des GIP FCIP en 2023.** Note d'Information, (25.61), 1-2. Consulté à l'adresse <https://www.education.gouv.fr/la-formation-professionnelle-dans-le-reseau-des-greta-et-des-gip-fcip-en-2023-451671>

En 2023, les Greta et les GIP-FCIP (groupement d'intérêt public – formation continue insertion professionnelle) ont dispensé 71 millions d'heures de formation à 389 000 stagiaires.

Abuya, B. A., & Muhia, N. (2025). **"I was not used to speaking to my children" parental gains from an adolescent education program in urban Nairobi, Kenya.** *International Journal of Qualitative Studies in Education*, 38(10), 1477-1489. <https://doi.org/10.1080/09518398.2025.2452646>

The paper examines gains that accrued to parents of adolescents, in an education program in urban Nairobi, Kenya. Data comes from qualitative narratives from parents collected during the endline evaluation of the Advancing Learning Outcomes and Transformational Change (ALOT Change) program in the months of April–May 2018 using focus group discussions (FGDs). Analysis followed the framework of Miles and Huberman, which compares data from participants across time. Results showed that parents gained from the support provided to their children to continue with their education. There was also the trickle-down effect of the intervention in the households. Parental benefits were amplified through improvements in communication between them and their children. Finally, parents changed their behavior, to become better role models to their children. Overall, parents also became champions in improving educational outcomes for children in the Urban Informal Settlements, in Nairobi.

AlKalbani, H. R., & Al-Busaidi, K. A. (2025). **An integrated framework for the security of e-learning systems in higher education institutions.** *Education and Information Technologies*, 30(15), 22383-22412. <https://doi.org/10.1007/s10639-025-13634-1>

This study aims to develop an integrated framework for the security of e-learning systems. As a main knowledge management system (KMS) in higher education institutions, the security of the e-learning system is critical. The literature indicated that inadequate security measures make it difficult for e-learning systems to fend off cyberattacks. Researchers underline the importance of comparing IS security frameworks based on institutional needs. Thus, the study evaluates three current common security frameworks in the context of KMS and e-learning and proposes an integrated framework to improve the security of e-learning systems. The study interviewed 13 IT managers and/or e-learning administrators in Omani higher academic institutions and used N-Vivo software for content analysis. The findings indicated that an effective e-learning security framework

must include the following 10 components. These components are: (1) Risk management, (2) Policy Compliance, (3) Resource Optimization, (4) Stakeholder Involvement, (5) Control Environment, (6) Maturity Level Measurement, (7) IT Governance, (8) E-learning Index Value and Services, (9) Continuous Service Improvement, and (10) Monitoring and Evaluation. The results also highlighted several activities under each e-learning security component. The study contributes to the literature by enriching the understanding of the security of e-learning. The integrated framework can be used as a practical guide for practitioners in higher education institutions.

Aurini, J., LaCroix, E., Iafolla, V., Brisbane, M., & Dreesha, M. (2025). **Qualitative Student Mobility Research in Canada: Existing Contributions and Scholarly Recommendations.** *Canadian Journal of Higher Education*, 55(2), 18-36. <https://doi.org/10.47678/cjhe.v1i1.190107>

This article presents the qualitative complement to Pizarro Milian and Zarifa's (2021) analysis of Canadian quantitative research on student transfer and mobility. Drawing on 75 qualitative peer-reviewed articles and institutional reports published between 1991 and 2022, we summarize the main findings and outline the data and methodological gaps in the literature. To strengthen the rigour and broaden the applicability of Canadian qualitative research on student mobility, we emphasize the need to employ a variety of methodological strategies, including multi-site, comparative, and longitudinal qualitative research.

Azevedo, C. (2025). **Students as (More Than) Consumers? An Exploration of Undergraduates' Discourses and Practices in Marketised Higher Education.** *Higher Education Quarterly*, 79(4), e70060. <https://doi.org/10.1111/hequ.70060>

'Students as consumers' has become the dominant discourse applied to English undergraduate students in the United Kingdom. This construction by policymakers is linked to the marketisation of higher education and the increased financial contribution of English students towards their studies. However, the construction of students as consumers, from their perspectives, has received little empirical attention. Drawing on in-depth qualitative interviews with English undergraduates in England and Scotland, this article argues that while policymakers construct students as consumers, students do not enact this uniformly. The degrees to which their discourses and practices present aspects of consumerism, instrumentality and passivity vary considerably and are enacted in different combinations according to the number of contact hours on a course, and socio-economic and education backgrounds. This article provides a comprehensive picture of students in a marketised system and shows how 'students as consumers' impacts students' discourses and practices, informing higher education management and policymakers about its potential consequences.

Balme, S. (2025, octobre 15). **La liberté académique dans le monde et en France : un bien de première nécessité.** <https://doi.org/10.64628/AAK.emvs3ahkk>

L'étude « Défendre et promouvoir la liberté académique », conduite par Stéphanie Balme pour France Universités, liste quatre axes pour mieux défendre cette liberté indispensable à la vie d'une démocratie.

Barhoumi, M., & Brun, L. (2025). **Les effectifs dans le premier degré : 6,155 millions d'élèves scolarisés à la rentrée 2025.** *Note d'Information*, (25.58), 1-2. Consulté à l'adresse

<https://www.education.gouv.fr/les-effectifs-dans-le-premier-degre-6155-millions-d-eleves-scolarises-la-rentree-2025-451624>

À la rentrée 2025, 6,155 millions d'élèves sont scolarisés dans les écoles publiques et privées sous contrat du premier degré, soit un effectif en recul de 106 900 élèves par rapport à la rentrée 2024 (- 1,7 %).

Béogo, J., & Badini, A. (2025). **Crise identitaire et éducation au Sahel: Contribution des politiques éducatives pour une résilience scolaire**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/crise-securitaire-et-education-au-sahel/79719>

La crise sécuritaire qui sévit au Mali, au Burkina Faso et au Niger les trois pays du Sahel central a un impact profond sur l'éducation. Face à la montée du terrorisme et à l'insécurité persistante, des milliers d'écoles sont fermées, déplacées ou détruites, mettant en péril la scolarisation de millions d'enfants. L'auteur examine les réponses éducatives apportées pour garantir la continuité pédagogique et renforcer la résilience des systèmes éducatifs sahéliens. À partir d'une enquête rigoureuse et d'une approche méthodologique mixte, il identifie les limites des politiques actuelles tout en proposant des solutions concrètes pour une éducation inclusive et durable. Il plaide aussi pour une école capable de résister aux chocs, soutenue par les États, les ONG et les communautés. Cet ouvrage constitue un appel urgent à repenser l'éducation en contexte de crise, en l'inscrivant au cœur de la reconstruction et de la stabilité régionale.

Bergeron-Leclerc, C., Diadiou, F., Cherblanc, J., Gauthier, J., Muñoz, M. I. L., Tessilimi, R. I. O., ... Gravel, A. R. (2025). **Équité, diversité et inclusion en milieu universitaire: une analyse des politiques universelles favorisant le bien-être**. *Revue hybride de l'éducation*, 9(4), 1-23. <https://doi.org/10.1522/rhe.v9i4.1892>

Les politiques institutionnelles en équité, en diversité et en inclusion constituent des leviers essentiels pour favoriser l'inclusion en enseignement supérieur. Elles ne sont toutefois pas les seuls outils disponibles : d'autres types de politiques contribuent à faire des environnements universitaires des milieux bienveillants, inclusifs et sécuritaires. En effet, les politiques visant à prévenir les violences à caractère sexuel, les situations d'incivilité, de discrimination et de harcèlement, de même que les problèmes de santé physique et psychologique, sont susceptibles de contribuer au mieux-être des communautés. Cet article présente les résultats d'une étude qualitative menée au sein du Réseau de l'Université du Québec et ayant pour objectif d'analyser ces politiques.

Berthaud, J., & Giret, J.-F. (2025). **L'évaluation d'actions et d'innovations pédagogiques dans l'enseignement supérieur. L'exemple des IDEFI**. *Revue française de pédagogie. Recherches en éducation*, (226), 27-45. <https://doi.org/10.4000/14w1d>

Cet article propose de discuter et questionner les modalités d'évaluation d'actions et d'innovations pédagogiques développées dans l'enseignement supérieur à travers l'exemple du programme IDEFI (Initiatives d'excellence en formations innovantes), qui présente la spécificité d'avoir financé des actions innovantes aux objectifs multiples, menées dans différents types d'établissements d'enseignement supérieur et à destination de publics variés. À partir de l'analyse des comptes rendus scientifiques, des indicateurs et d'entretiens semi-directifs, nos analyses mettent notamment en lumière les enjeux et les difficultés méthodologiques qui se posent pour évaluer les apports de tels programmes.

Bray, M. (2025). **Educational planning, privatisation and neoliberalism: Evolving dynamics and challenges for the common good.** *International Review of Education*. <https://doi.org/10.1007/s11159-025-10174-1>

Abstract This article analyses trends over the last seven decades in the domains of educational planning, privatisation and neoliberalism. It does this by focusing, in particular, on literature published in the *International Review of Education*. In educational planning, the 1960s saw a convergence of opinion among economists and educators with a particular focus on workforce needs. Subsequent decades saw shifts in the relative roles of state and private actors. From the 1980s onwards, many significant players in the field of education became advocates for neoliberal approaches. They made claims about innovation, efficiency and responsiveness in education systems, though these were not universally accepted. This article also highlights the phenomenon of privatisation by default rather than by government policy. Among the most prominent examples is the provision of private supplementary tutoring, also known as "shadow education". The article also considers the roles of international agencies such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Bank, and the challenges faced by educational planners in pursuing their remit to protect the common good.

Résumé Planification éducative, privatisation et néolibéralisme : dynamiques en mutation et enjeux pour le bien commun – Le présent article analyse des tendances qui ont marqué la planification éducative, la privatisation et le néolibéralisme au cours des sept décennies passées. Pour cela, il s'appuie en particulier sur la littérature publiée dans la *Revue internationale de l'éducation*. Dans les années 1960, la planification éducative a vu une convergence d'opinions entre économistes et pédagogues, centrée notamment sur les besoins de la main-d'œuvre. Les décennies suivantes ont vu quant à elles se modifier la répartition des rôles des acteurs publics et privés. À partir des années 1980, nombre d'acteurs majeurs de l'éducation se sont fait les promoteurs d'approches néolibérales, avançant des arguments relatifs à l'innovation, à l'efficacité et à la réactivité dans les systèmes d'éducation ; ces arguments n'ont toutefois pas fait consensus. L'article met également en lumière le phénomène d'une privatisation davantage par défaut qu'orientée par la politique publique. Le soutien scolaire privé, souvent qualifié d'« éducation de l'ombre », en est l'un des exemples les plus significatifs. L'article se penche enfin également sur le rôle d'organisations internationales telles que l'Organisation des Nations Unies pour l'éducation, la science et la culture (UNESCO) et la Banque mondiale, de même que sur les difficultés rencontrées par les planificateurs de l'éducation dans le cadre de leur mission de protection du bien commun.

Capt, V., Da Ronch, M., Lebreton Reinhard, M., Marc, V., & Roy, P. (2025). **Les dispositifs de formation des enseignants : entre enjeux sociétaux et enjeux d'enseignement-apprentissage.** In *Colloque du Conseil Académique des Hautes Ecoles Romandes (CAHR) 2025*. Consulté à l'adresse <https://hal.science/hal-05272810>

Carlson, D., Domina, T., CarterIII, J., Perera, R. M., Radsky, V., & McEachin, A. (2025). **Structuring Choice Policy, School Segregation and the Two-Stage School Choice Process.** *American Educational Research Journal*, 62(5), 946-981. <https://doi.org/10.3102/00028312251355992>

School choice is both an important tool for school desegregation policy and an enabler of racial segregation. In this paper, we used a two-stage model of complex decision

making to illustrate the relationship between school choice policy structure and school segregation. Our analyses draw on data describing the choices available to kindergarteners entering the Wake County Public School System between 2000 and 2010. As it pursued school diversity goals, the Wake County Public School System constructed school choice sets that included geographically proximal and relatively racially diverse default "base" schools as well as a range of segregating and desegregating options. While most families selected the base school, White and Asian families disproportionately used the choice system to avoid schools with large concentrations of Black students.

Clifton-Sprigg, J., Homburg, I., Huyghe, A., & Vujic, S. (2025). **International Student Migration: Did Brexit Close the Door to EU Students?** (Working paper N° 18178). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18178>

This paper examines the effect of the Brexit process on international student migration from the European Union (EU) to the United Kingdom (UK). Using administrative data on higher education students in the UK, we employ a dynamic and a synthetic difference-in-differences estimator to compare EU to non-EU students. We show that the Brexit referendum itself and the introduction of visa requirements did not affect EU student migration. However, the introduction of higher tuition fees led to a large reduction in EU student applications to UK universities and colleges, and, subsequently, a decline in place offers, student acceptances, and enrolments. The effect ranges from 48% to 64%. Our findings suggest that increased tuition fees acted as a deterrent for EU students wanting to study in the UK.

Cyr, A. (2025). **Évolution des constructions sociales du décrochage scolaire des jeunes qui fréquentent l'école secondaire au Québec : perspective de l'analyse des documents de politique du ministère de l'Éducation de 1960 à 2022** (Masters, Université du Québec à Rimouski). Consulté à l'adresse <https://semaphore.uqar.ca/id/eprint/3273/>

RÉSUMÉ : Comment se traduit l'évolution des constructions sociales du décrochage scolaire chez les jeunes qui fréquentent l'école secondaire au Québec, au cours de la période de 1960 à 2022 ? La recherche a comme point de départ les travaux de Doray et ses collègues (2011), Moulin et ses collègues (2014), Berthet et Bourdon (2019) ainsi que Bernatchez (2018). Elle s'appuie sur les concepts de politiques publiques, de territoire, d'intersectorialité et de décrochage scolaire. Elle mobilise les approches par les idées (de Maillard et Kübler, 2015) et les référentiels (Muller, 2019), ainsi que les notions de construction sociale (Berger et Luckmann, 2018) et de territoire (Perron et Veillette, 2012). L'étude analyse 31 documents de politiques publiés entre 1960 et 2022 par le ministère de l'Éducation du Québec. Une méthodologie qualitative inductive est utilisée, combinant analyse de contenu et analyse thématique. Les données sont organisées et interprétées à l'aide de matrices et d'étiquettes, produisant 2 085 données à partir de 786 références. Comme résultats à ce projet de recherche, nous notons une confusion entre les termes étudiés (absentéisme, abandon, décrochage, persévérance scolaire, réussite scolaire, réussite éducative et diplôme), pour lesquels les mêmes images peuvent être utilisées. Nous notons aussi qu'une confusion est présente entre les thèmes de la réussite éducative et de la réussite scolaire, pour lesquels les mêmes images sont utilisées. Finalement, nous avons identifié des référentiels stables et en croissance pendant la période étudiée (jeunes à risque, marché du travail, formation professionnelle, motivation, territoire, mobilisation, intersectorialité, plans et stratégies, parents, adaptation aux besoins des jeunes, valorisation de l'éducation, égalité des chances et

justice sociale) en plus de mettre en lumière des documents phares et des politiques non répertoriées dans les sources utilisées. L'étude conclut que les constructions sociales du décrochage scolaire ont évolué entre 1960 et 2022, mais que certains référentiels sont restés stables. Elle propose des pistes de recherche pour explorer davantage les thèmes de la qualité de l'éducation, de la réussite scolaire et éducative, et de la valorisation du diplôme. Elle propose aussi une continuité à l'inventaire des politiques publiques publié par Lessard et ses collègues en 2007. -- Mot(s) clé(s) en français : Décrochage scolaire, abandon, persévérance scolaire, réussite éducative, réussite scolaire, construction sociale, intersectorialité, territoire, politique publique, Québec. -- ABSTRACT : How have the social constructions of school dropout among high school students in Quebec evolved from 1960 to 2022? The research is based on the work of Doray and colleagues (2011), Moulin and colleagues (2014), Berthet and Bourdon (2019) and Bernatchez (2018). It draws on concepts of public policy, territory, intersectorality and school dropout. The study employs the approaches of ideas (de Maillard et Kübler, 2015) and referential (Muller, 2019), as well as the notions of social construction (Berger et Luckmann, 2018) and territory (Perron et Veillette, 2012). The study analyzes 31 policy documents published between 1960 and 2022 by the Quebec Ministry of Education. An inductive qualitative methodology is used, combining content analysis and thematic analysis. Data are organized and interpreted using matrices and labels, producing 2085 data from 786 references. The results of this research project indicate confusion between the terms studied (absenteeism, dropping out, school perseverance, school success, educational success and diploma), for which the same images can be used. There is also confusion between the themes of educational success and school success, for which the same images are used. Finally, we identified stable and growing frames of reference over the period studied (youth at risk, job market, vocational training, motivation, territory, mobilization, intersectorality, plans and strategies, parents, adaptation to young people's needs, valuing education, equal opportunity and social justice), as well as highlighting landmark documents and policies not listed in the sources used. The study concludes that social constructions of school dropout have evolved between 1960 and 2022, but that certain frames of reference have remained stable. It suggests avenues of research to further explore the themes of educational quality, academic and educational success, and the valuing of diplomas. It also proposes a continuation of the inventory of public policies published by Lessard and colleagues in 2007. -- Mot(s) clé(s) en anglais : School drop out, school perseverance, school success, educational success, diploma, social construction, intersectorality, territory, public policy, Quebec.

Daneshfar, S., & Moharami, M. (2025). **Iranian English language policy and learner's identity formation: a reflective study**. *Educational Research for Policy and Practice*, 24(3), 347-360. <https://doi.org/10.1007/s10671-024-09388-1>

Teaching English as a foreign language is a common feature in the curriculum of many countries. In Iran, students formally learn English from Grade Seven but can take private classes much earlier. Iran implemented sweeping reforms in 2013 that banned primary school children from learning English, to protect them from "Western cultural hegemony." Despite this, English still holds a broad appeal, as it has been part of Iranian life since the 1960s. This study highlights the persistent importance of English in Iranian education despite political resistance. In this paper, the authors use a self-reflective narrative approach to reflect on their learning and teaching experiences, illustrating a better view on language education in Iran. This review provided the authors with a deeper understanding of the influence of English on their daily practices. Findings highlight that

political demands for changing foreign language policy have ignored people's perspectives. Therefore, this study suggests that understanding and integrating English culture is crucial for language learning and enhancing intercultural communication skills among Iranian students. English is a need for Iranian students providing them with a successful future.

Day, E., Byrne, J., & Penagos. (2025). **Data governance for EdTech: landscape review and policy recommendations** (p. 44 + 27). Consulté à l'adresse UNICEF Innocenti - Global Office of Research and Foresight website: <https://curated-library.iiep.unesco.org/library-record/data-governance-edtech-landscape-review-and-policy-recommendations>

Desrosiers, G., Lalande, J., Boily, É., & Gravel, M. (2025). **L'organisme AGIR en milieu rural : un partenariat école-famille-communauté actif et synergique**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 28-31. <https://doi.org/10.7202/1119608ar>

De nombreuses études ont confirmé l'importance du partenariat entre l'école, la famille et la communauté pour la réussite éducative (Deslandes, 2019). Ce partenariat est particulièrement nécessaire dans les collectivités rurales qui sont touchées par le phénomène de dévitalisation (Casto, 2016). La structure partenariale AGIR (Action globale et innovante pour la réussite éducative des jeunes au Bas-Saguenay) a été créée pour répondre à ces défis dans cinq municipalités rurales situées sur le territoire du Bas-Saguenay. Dans cet article, le processus de création de l'AGIR, ancré dans une démarche de recherche participative (Amboulé-Abath et al., 2023 ; Boily et al., 2025), sera d'abord décrit. Par la suite, une présentation des actions concrètes menées par cette organisation sera exposée en lien avec les champs d'action prioritaires qui sont l'accès à la culture et aux activités de loisirs, l'accès aux services de proximité, l'innovation éducative en milieu rural ainsi que la mobilisation des jeunes et des familles (AGIR, 2021).

Duranleau, C. (2025). **Soutien à la persévérance scolaire : les retombées d'une collaboration étroite entre le Carrefour emploi Mékinac et les écoles de son territoire**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 50-53. <https://doi.org/10.7202/1119613ar>

Les carrefours jeunesse-emploi (CJE) jouent un rôle important dans la réussite éducative de plusieurs jeunes au Québec, entre autres, à travers le Créneau carrefour jeunesse, un programme financé par le Secrétariat à la jeunesse qui vise à favoriser la persévérance scolaire, mais aussi l'autonomie personnelle et sociale ainsi que l'implication communautaire et citoyenne des jeunes. Au Carrefour emploi Mékinac, en Mauricie, la conseillère à la persévérance, Katrine Dion-Sinotte, bénéficie d'un bureau au sein même de l'école secondaire en plus de temps dédié au soutien d'une classe satellite du Centre d'éducation des adultes du Saint-Maurice. Nous sommes allées à la rencontre de cette ancienne enseignante en adaptation scolaire qui a choisi de faire carrière dans le milieu communautaire ainsi que d'une élève qu'elle accompagne, Rose-Marie Guilbeault, afin de connaître les particularités de cette collaboration étroite et ses retombées pour les jeunes.

Duranleau, C., St-Vincent, L.-A., Rousseau, N., & Dubé, F. (2025). **Valoriser la collaboration entre organismes communautaires et institutions scolaires pour le bien-être et la réussite**

des élèves. *Apprendre et enseigner aujourd'hui*, 14(2), 4-69. Consulté à l'adresse <https://www.erudit.org/fr/revues/aea/2025-v14-n2-aea010218/>
Consultez le sommaire de ce numéro de la revue *Apprendre et enseigner aujourd'hui* sur la plateforme Érudit. Discipline : Éducation.

Elalouf, M.-L., & Robbes, B. (2025). **L'école primaire au 21^e siècle**. Consulté à l'adresse <https://www.septentrion.com/fr/book/?GCOI=27574100427490>
Cet ouvrage de référence dresse un état des recherches qui, dans différentes disciplines, s'intéressent à l'école primaire. Des spécialistes synthétisent les avancées scientifiques sur des thèmes essentiels : évolutions de la formation et du métier de professeur des écoles, polyvalence, savoirs scolaires et dispositifs d'enseignement-apprentissage, école maternelle, usages des outils numériques, institutions en contextes, forme scolaire, managérialisation de l'école primaire, pratiques alternatives. L'ouvrage contribue au débat public sur les enjeux de l'école primaire au 21^e siècle.

Fagernäs, S., de la Fuente Stevens, D., Pelkonen, P., & del Pozo Segura, J. M. (2025). **Public Gains, Private Strains: Public Investment and Private Schooling in Peru** (Working paper N° 18189). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18189>
In the 2010s, Peru experienced an increase in public educational investment, a substantial improvement in public school learning outcomes, and an erosion in the private sector learning premium. We use longitudinal, geo-coded register data on primary schools and pupils in urban areas to study how the improvement in public schooling affected private schools. With a difference in differences (DiD) framework, we demonstrate that the increase in public school quality reduced enrolment and test scores in private schools, primarily in areas with lower education levels. A staggered DiD analysis shows that new public school openings also reduced enrolment in nearby private schools.

Ferrary, M. (2025, octobre 13). **Les secrets de la domination de l'Université Harvard au classement de Shanghai.** <https://doi.org/10.64628/AAK.eym79eyey>
La plus puissante université des États-Unis domine le classement de Shanghai grâce à une excellence scientifique, les fonds de ses mécènes et le prestige associé à son nom.

Fontaine, M., Livernoche, G., Moreau, A. C., & Boily, É. (2025). **Amélioration de deux dispositifs de formation-accompagnement à l'implantation de programmes pour les élèves ayant une difficulté spécifique de la lecture-écriture.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 92-118. <https://doi.org/10.26443/mje/rsem.v59i2.10147>
La présente recherche exploratoire présente les résultats de la mise à l'essai de deux dispositifs de formation-accompagnement à l'implantation de programmes de rééducation de l'identification et de la production de mots écrits d'élèves ayant une difficulté spécifique de la lecture-écriture¹. Un dispositif général vise à implanter diverses pratiques basées sur des résultats probants, dont des programmes validés, et un dispositif spécifique vise l'implantation d'un programme intégrant des aides technologiques. Les objectifs de cet article permettent de décrire ce que les orthopédagogues participantes rapportent de leur expérience et observent comme effets sur l'apprentissage des élèves et sur leur développement professionnel. Des méthodes qualitatives de collecte et

d'analyse de données sont utilisées. Les conditions d'amélioration des deux dispositifs sont dégagées.

Forget-Galipeau, C. (2025). **Quand maisons des jeunes et écoles s'unissent: des exemples inspirants de collaboration au service des adolescent.e.s.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 36-40. <https://doi.org/10.7202/1119610ar>

La collaboration entre les écoles et les maisons des jeunes illustre l'importance de l'approche globale d'accompagnement et de prévention pour favoriser le développement et le bien-être des adolescent.e.s. Par des mesures concrètes, comme de l'aide aux devoirs, des ateliers thématiques variés, des animations-midi et des activités de transition primaire-secondaire, ces partenariats renforcent la persévérance scolaire, le développement des compétences et la création d'un filet de sécurité pour les adolescent.e.s.

Fortier, M., & Tremblay, P. (2025). **Les effets du coenseignement développemental sur les stagiaires en éducation: une revue de littérature.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 13-42. <https://doi.org/10.26443/mje/rsem.v59i2.10114>

Cet article propose une revue systématique de la littérature sur le coenseignement développemental. Cette pratique apparaît comme une solution de rechange aux stages traditionnels visant à mieux répondre aux besoins actuels du milieu. Le coenseignement développemental implique soit deux stagiaires enseignant auprès du même groupe d'élèves soit un ou une stagiaire et le ou la titulaire de classe. Les principaux résultats montrent que ces deux modèles contribuent à améliorer la formation initiale des stagiaires, tant en cours de stage qu'à plus long terme dans leur pratique professionnelle. Les apports observés incluent, entre autres, le développement d'une vision collaborative et réflexive du métier, ainsi que le développement de l'identité professionnelle de l'apprenant.

Fraenkel, Y., & Bamberger, A. (2025). **Bridging Higher Education Research and Policy: The Role of Institutional Knowledge Brokers.** *Higher Education Quarterly*, 79(4), e70064. <https://doi.org/10.1111/hequ.70064>

We examine the role of institutional knowledge brokers in bridging higher education research (HER) and higher education policy, focusing on a parliamentary advisory body in Israel. Using citation and topic analysis, supplemented by stakeholder interviews, we investigate the topics addressed, sources of evidence utilised and perceptions of different forms of evidence. Findings reveal the limited influence of HER on advisory outputs, with governmental sources dominating the evidence base. The marginal role of HER is linked to perceptions of its limited timeliness, theoretical focus and perceived ideological biases. We highlight the inherent tensions faced by institutional knowledge brokers operating in political contexts, where navigating the demands for neutrality and relevance often limits their ability to engage with contentious or systemic issues. This challenge is particularly acute in the contemporary context, where academic knowledge production itself has become increasingly contested and a focal point of public and political polarisation. This study underscores the persistent challenge of integrating HER into policy and emphasises the need for more effective strategies to enhance the impact of scholarly research on policymaking. While grounded in the

situated context of Israel's parliamentary advisory system, our findings illuminate tensions in the research-policy interface that may resonate beyond this setting.

Gadbois, M.-E., Bégin-Gaudette, M., & Rajotte, P. (2025). **Créer des ponts par la concertation intersectorielle : le rôle stratégique des agents de développement et des organisateurs communautaires.** *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 44-47.
<https://doi.org/10.7202/1119612ar>

Dans un contexte où les défis éducatifs et sociaux exigent une approche concertée, les tables de concertation se révèlent essentielles pour briser le travail en silo. En réunissant les acteurs scolaires, communautaires, municipaux et de la santé autour d'enjeux communs, elles favorisent une vision globale des besoins des élèves et de leur famille. Les agents de développement et les organisateurs communautaires y jouent un rôle central en facilitant la collaboration et en assurant la cohérence des services. Sur le territoire d'un centre de services scolaire, ces concertations ont mené à des initiatives concrètes, comme des soirées communautaires et un Comité langage, renforçant l'accessibilité aux ressources et le soutien aux familles. Toutefois, des défis demeurent, notamment concernant la mobilisation des partenaires et la pérennité des projets. En adoptant des stratégies adaptées, les tables de concertation demeurent un levier puissant pour renforcer la solidarité et répondre efficacement aux besoins du territoire.

Gadbois, M.-E., Lamarre, M.-J., & Lévesque, M. (2025). **Écoles et communautés locales : des soirées communautaires pour tisser des liens.** *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 32-35.
<https://doi.org/10.7202/1119609ar>

Les soirées communautaires organisées dans les écoles d'un centre de services scolaire visent à renforcer les liens entre les écoles et les communautés locales. Ces événements rassemblent divers acteurs, tels que des organismes communautaires, des services de santé et des municipalités, pour offrir un espace de rencontre où les familles peuvent découvrir les services disponibles et tisser des liens. Ces soirées permettent de renforcer le sentiment d'appartenance des familles tout en offrant aux écoles une occasion de s'ouvrir davantage à leur communauté. Les facteurs clés du succès de ces événements incluent une collaboration solide entre les différents acteurs, la mobilisation de l'équipe-école et des soirées adaptées aux besoins spécifiques de chaque milieu. Les retours des familles et des organismes indiquent des impacts positifs sur la cohésion communautaire, l'engagement des élèves et la visibilité des services locaux.

Garnier, L., & Levi, P.-A. (2025). **Relations stratégiques entre l'État et les universités** (N° 58 (2025-2026)). Consulté à l'adresse Sénat website: <https://www.senat.fr/rap/r25-058/r25-058.html>

Gascon, I., & Fraser, L. (2025). **La cuisine acadienne à l'école Pubnico-Ouest en Nouvelle-Écosse : une immersion communautaire pour les jeunes.** *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 41-43.
<https://doi.org/10.7202/1119611ar>

Dans le cadre du projet collaboratif « La cuisine acadienne », les élèves de 5e et 6e année de l'École Pubnico-Ouest, une école du Conseil scolaire acadien provincial (CSAP) – le seul conseil scolaire de langue française en Nouvelle-Écosse – ont eu l'opportunité unique de plonger dans la culture culinaire acadienne en collaborant

avec le restaurant de leur région Red Cap. Cette initiative, soutenue par le programme de microsubventions Vice-Versa, permet aux jeunes de renforcer leur sentiment d'appartenance à leur communauté tout en développant des compétences pratiques et interpersonnelles.

Global Education Monitoring Report Team, African Centre for School Leadership, VVOB, Association for the Development of Education in Africa, Education Sub-Saharan Africa, & Forum for African Women Educationalists. (2025). **Spotlight on basic education completion and foundational learning in Africa, 2025: lead for foundational learning** (p. 183). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000395697?utm_source=Email&utm_campaign=Newsalerts&utm_medium=Communication&gem_link=ReportSpotlight

Global Partnership for Education Knowledge and Innovation Exchange & GPE KIX. (2025). **Building responsive EMIS policies for robust education data systems: insights from the 2nd KIX Africa 19 Knowledge Café** (p. 7). Consulté à l'adresse International Institute for Educational Planning website: <https://curated-library.iiep.unesco.org/library-record/building-responsive-emis-policies-robust-education-data-systems-insights-2nd-kix>

Groux, D., & Fafard, M.-F. (2025). **Une éducation de qualité pour tous les enfants: Un projet commun aux chercheurs, aux acteurs de terrain et aux décideurs?** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/une-education-de-qualite-pour-tous-les-enfants/79753>

La France présente un haut niveau d'inégalités en éducation, qui la classe en première position parmi les pays de l'OCDE. La diminution de la mixité sociale et les trois formes de ségrégation (spatiale, sociale, scolaire) en sont en grande partie à l'origine. La réduction des inégalités scolaires aurait un fort impact sur la paix sociale mais également sur l'essor économique du pays. Pour ces raisons, il est urgent de réduire les inégalités en éducation. Ce projet devrait être un projet commun pour les décideurs, les chercheurs et les acteurs de terrain. Il devrait constituer une priorité politique. Ce recueil présente les travaux de chercheurs du monde entier (Cameroun, Canada, Guinée, Japon, Portugal, République Démocratique du Congo), de la France hexagonale et des outre-mer (Guadeloupe, Guyane, La Réunion, Martinique, Mayotte, Polynésie française), qui se sont penchés sur la question des inégalités dans le monde: de l'état des lieux en Guyane et ailleurs, jusqu'à de multiples propositions pour les réduire, en associant les différents acteurs éducatifs. Le désir du vivre ensemble de façon sereine dans la classe est apparu de façon récurrente dans les différentes communications. Une éducation inclusive de qualité devrait incontestablement constituer la norme de toute éducation parce qu'elle est tout simplement le gage d'une société du respect et du bien-être

Gutman, L. M., & Younas, F. (2025). **Exploring Barriers and Facilitators to Assessment Performance and Strategies for Change: Perspectives From Minority Ethnic Female Psychology Students.** *Higher Education Quarterly*, 79(4), e70058. <https://doi.org/10.1111/hequ.70058>

Across universities in the United Kingdom (UK), there is a long-standing gap in degree award outcomes for minority ethnic undergraduate students. While quantitative data demonstrate the pervasiveness of this gap, there is less qualitative research contextualising its intersectional influences, especially focused on students' experiences with module assessments. This qualitative study explored perceived barriers and enablers

to students' preparation for and performance on module assessments through interviews with 14 minority ethnic female undergraduates attending a large, public research university in the UK. A focus group was conducted to generate and contextualise strategies for positive change. Themes were coded using an intersectional tool developed for the Theoretical Domains Framework (TDF), which were then mapped to behaviour change techniques (BCTs). Fourteen themes were identified; the majority focused on social and environmental influences on students' assessment performance. Strategies include creating spaces for more collaboration with peers, embedding diversity in readings and lectures, incorporating opportunities for formative feedback and enabling student agency.

Harden-Wolfson, E., Hutcheson, S., & Zhang, Y. (2025). **Representing the Problem of (Un)Ethical Practices in Canada's Post-Pandemic International Student Policy Landscape.** *Canadian Journal of Higher Education*, 55(2), 114-131. <https://doi.org/10.47678/cjhe.v55i2.190701>

This study investigates how the Canadian policy landscape toward international students has changed since the pandemic. It uses a policy mapping of 97 announcements made between January of 2022 and March of 2024 by the federal government, the governments of Ontario and Quebec, and three organizations with expertise in international or higher education. Using the "What's the problem represented to be?" (WPR) approach, the article analyses the increasing attention being paid to (un)ethical practices as a lens through which policy bodies are constructing the role of international students in Canada. This highlights the differing representations of the "problem" of ethical practices, as well as the call-and-response nature of announcements between policy actors. The focus on ethical practices has created links between international students and national issues such as housing shortages and labour market needs, assigning responsibility to unscrupulous actors but also to students themselves for creating these challenges.

Hwa, Y.-Y. (2025). **Entry points for supporting middle-tier officials in foundational learning reforms: Equip, connect, inform, empower.** Consulté à l'adresse What Works Hub for Global Education website: https://www.wwhge.org/wp-content/uploads/2025/09/What-Works-Hub-for-Global-Education_RI_2025005_Middle-Tier_Synthesis-brief.pdf

This synthesis shares entry points for supporting middle-tier officials in implementation at scale in Global South education systems.

Iddar, A. (2024). **Les enjeux identitaires et culturels de l'enseignement de l'arabe en France: le cas du dispositif ELCO/EILE** (Phdthesis, Université Rennes 2). Consulté à l'adresse <https://theses.hal.science/tel-05069530>

L'enseignement de la langue arabe existe sous des formes différentes en France. En 1975, dans le cadre de la politique de regroupement familial des immigrés et des accords signés avec les pays d'origine, la France instaure le dispositif de l'Enseignement de Langue et Culture d'Origine (ELCO) destiné aux enfants issus de l'immigration. Ce programme présente deux objectifs aux apparences paradoxales. Il s'agit d'une part d'aider les enfants immigrés à s'intégrer dans le système éducatif français en faisant de leur langue d'origine un facteur de réussite scolaire, et d'autre part de faciliter leur réinsertion dans leur pays d'origine, si un retour est envisagé. Le retour de ces familles dans leur pays n'est plus à l'ordre du jour, les migrants venus d'Afrique du Nord étant

dans une trajectoire d'installation durable sur le territoire français depuis plusieurs décennies. En ce sens, le programme se poursuit avec des évolutions récentes concernant l'accessibilité des cours à tous les élèves, indépendamment de leur origine. Nous nous interrogerons ici, sur le maintien de ce programme d'enseignement sous une telle forme, en questionnant la non-intégration de l'arabe comme langue d'enseignement accessible à tous les enfants au regard du nombre significatif de familles pouvant être intéressées. L'objectif de ce travail est d'étudier comment l'apprentissage et la transmission de la langue arabe dans le cadre des ELCO/EILE sont liés aux enjeux identitaires et culturels. Il s'agit également de s'interroger sur le maintien de l'enseignement de l'arabe dans le cadre de l'ELCO/EILE au lieu d'une prise en charge totale par l'Éducation nationale française qui passerait notamment par le recrutement d'enseignants de langues.

Ingrao, T. (2025). **Implantation de l'enseignement supérieur privé lucratif:Le cas des bachelors en France.** *Agora débats/jeunesses*, 101(3), 27-46. <https://doi.org/10.3917/agora.101.0027>

Jia, R., Khanna, G., Li, H., & Xu, Y. (2025). **The Ripple Effects of China's College Expansion on American Universities** (Working paper N° 34391). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34391>

China's unprecedented expansion of higher education in 1999, increased annual college enrollment from 1 million to 9.6 million by 2020. We trace the global ripple effects of that expansion by examining its impact on US graduate education and local economies surrounding college towns. Combining administrative data from China's college admissions system and US visa data, we leverage the centralized quota system governing Chinese college admissions for identification and present three key findings. First, the expansion of Chinese undergraduate education drove graduate student flows to the US: every additional 100 college graduates in China led to 3.6 Chinese graduate students in the US. Second, Chinese master's students generated positive spillovers, driving the birth of new master's programs, and increasing the number of other international and American master's students, particularly in STEM fields. And third, the influx of international students supported local economies around college towns, raising job creation rates outside the universities, as well. Our findings highlight how domestic education policy in one country can reshape the academic and economic landscape of another through student migration and its broader spillovers.

Jiang, Y., Xie, L., & Cao, X. (2025). **Exploring the Effectiveness of Institutional Policies and Regulations for Generative AI Usage in Higher Education.** *Higher Education Quarterly*, 79(4), e70054. <https://doi.org/10.1111/hequ.70054>

As generative artificial intelligence (Gen AI) becomes more integrated into higher education, institutions struggle to communicate clear and effective policies. This multiple-methods study examines survey and interview data collected with 124 undergraduates and seven faculty members from two U.S. R1 universities regarding their perceptions of institutional AI policies, supportive resources and challenges. Students reported that while classroom-level policies are recognised, institutional guidelines remain unclear. Similarly, faculty highlighted the implementation challenges they face due to practical constraints and insufficient training. Additional findings show that students aware of AI policies are less likely to use AI for writing and research; disciplinary and gender differences in

institutional resources and policy awareness. Faculty interviews revealed themes such as AI use in research and varied colleague attitudes. Although this study is limited by the number of institutions and sample size, it highlights the need for ongoing research to support policy refinement.

Johnston, C., Malcolm, A., & Pennacchia, J. (2025). **How is theory used to understand and inform practice in the alternative provision sector in England: trends, gaps and implications for practice.** *International Journal of Inclusive Education*, 29(13), 2273-2290. <https://doi.org/10.1080/13603116.2024.2342363>

This article examines how theory features in the research literatures concerning the English alternative (education) provision (AP) sector. Despite increasing interest over the past decade in how AP can (re)engage school-aged young people in learning, there has been no comprehensive review of the theoretical ideas used to understand, analyse, and inform practice in the sector. This article presents a framework for categorising the literature on AP, which refer to theory. This framework is of international relevance and can be used by researchers who are seeking to understand the state-of-knowledge on AP in their own contexts. Applied to the English context, this framework demonstrates trends and gaps in the ways theory is used to frame and understand the sector by researchers and practitioners. The framework highlights a shortage of published research which seeks to understand how practitioners in English APs understand, and use, theoretical ideas, concepts, and frameworks to inform their work with young people. We also find that theories drawn from psychological and therapeutic orientations are more common than those drawing on socio-political framings. We reflect on the causes and implications of these trends and gaps and conclude with suggestions for future research to better understand them.

Kamionka, T., Marmion, V., Piquemal, L., Stefanou, A., & Caron, C. (2025). **Les Segpa dans les collèges : dans quels types d'établissements ? Devant quels professeurs ? Pour quels élèves ?** *Note d'Information*, (25.60), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/les-segpa-dans-les-colleges-dans-quels-types-d-etablissements-devant-quels-professeurs-pour-quels-451658>

La section d'enseignement général et professionnel adapté (Segpa) accueille des élèves de la sixième à la troisième présentant des difficultés scolaires importantes et persistantes. À la rentrée 2024, un collège sur cinq propose une Segpa, scolarisant 2 % des collégiens.

Kaplan, E., Spenkuch, J., & Tuttle, C. (2025). **From the Classroom to the Ballot Box: Turnout and Partisan Consequences of Education** (Working paper N° 34355). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34355>

We estimate the impact of education on voter turnout and partisanship using a regression discontinuity design based on school-entry cutoffs and exact date of birth. Drawing on nationwide administrative voter registration data, we find that individuals who were slotted to enter school one year earlier are more likely to vote and more likely to register as independents. These reduced-form effects may be driven by changes in educational attainment or by differences in the quality of individuals' educational experiences. We leverage age-related heterogeneity in effect sizes to isolate the role of educational attainment. Our results imply that an additional year of schooling increases turnout by about 3 percentage points.

Kenno, S., & Sainty, B. (2025). **Funding Formulae and Strategic Mandate Agreements : The Case of Ontario Universities.** *Canadian Journal of Higher Education*, 55(2), 1-17. <https://doi.org/10.47678/cjhe.v55i2.190137>

This study delves into the evolving landscape of post-secondary education in Ontario between 2012 and 2018, emphasizing accountability and transparency within public universities. Examining the provincial government's funding formula (FF) and the introduction of strategic mandate agreements (SMAs), the research explores their impact on university strategy. This study investigates the introduction of a new FF, the process of its introduction, and its relation to SMAs. Utilizing semi-structured interviews with university administrators involved in the process, the research employs governmentality and the concept of calculative practices to connect accounting calculations with the governance of the post-secondary education sector. Despite FF adjustments, the study reveals minimal shifts in university behaviour, providing nuanced insights into the complex dynamics of university funding and strategic decision making.

Kunkle & Taylor. (2025). **Statewide Community College Promise Programs: An Event History Analysis.** *Community College Journal of Research and Practice*, 49(12), 769-782. <https://doi.org/10.1080/10668926.2024.2386672>

Between the 2014 adoption of the Tennessee Promise Act and 2019, 16 states enacted their own statewide promise program policies making community college tuition free for numerous students. In this study, we sought to determine which state-level factors predicted the adoption of a statewide promise program policy. Using data from 2013 to 2019, we conducted an event history analysis to identify state-level political, economic, social, and higher education system conditions that predicted promise program policy adoption. Partisan control of state government, total state population, percentage of state population identified as white, and percentage of state appropriations allocated to community colleges were associated with statewide promise program policy adoption. Our findings suggest that there is no single factor or grand narrative that results in promise program policy adoption. Instead, the results highlight the complexities within the policymaking process.

Lafond, B. (2025). **Ensemble pour les enfants : une collaboration école, famille et communauté.** *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 11-14. <https://doi.org/10.7202/1119604ar>

Le nouvel avis du Conseil supérieur de l'éducation (CSE), Ensemble pour les enfants : une collaboration école, famille et communauté (CSE, 2024), considère cette collaboration comme une clé essentielle pour favoriser le bien-être et la réussite éducative des enfants. Dans le cadre de ce numéro, le Conseil souhaite partager certains des exemples rapportés dans le cadre d'une vaste démarche de consultation d'actrices et d'acteurs variés. Ces exemples permettent de mettre en lumière différentes manières de mettre en oeuvre les quatre orientations proposées par le Conseil dans le cadre de cet avis.

Latorre-Coscolluela, C., Rivera-Torres, P., & Liesa-Orús, M. (2025). **Perceived barriers and needs of teachers in inclusive schools and their relationship with transformation processes.** *International Journal of Inclusive Education*, 29(13), 2291-2307. <https://doi.org/10.1080/13603116.2024.2343061>

In the transformation towards inclusive education, teachers are professionals who research, reflect on, and identify the conditions that hinder their development and that

of their students. This study focused on a population of pupils with autism spectrum disorder (ASD). It aimed to apply a quantitative methodology to analyze the relationships existing among the barriers perceived in the teaching-learning process, teacher needs, and transformative attitudes toward the process of inclusion of these children. A total of 454 teachers from mainstream schools participated in this study. A Structural Equation Model was carried out to test the proposed relationships. The results showed that a greater perception of the barriers faced by these students meant that the needs perceived by teachers were also more pronounced. These needs are related to training and experience regarding the inclusion of pupils with ASD, as well as the resources and support teachers available to them. Perceived needs have significant positive effects on teachers' attitudes in favour of transforming the process of inclusion of pupils with ASD. The importance of introducing changes in inclusive education for the most vulnerable students was highlighted.

Le Nevé, S. (2025, octobre 14). **La réforme de la formation inquiète les futurs enseignants : « Jusqu'ici, nos enseignements avaient été progressifs. D'un coup, tout s'accélère ».** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/10/14/concours-de-l-enseignement-a-l-inspe-de-moulins-la-reforme-de-la-formation-inquiete-les-etudiants_6646351_4401467.html

A l'Inspé de Moulins, avec l'entrée en vigueur de la réforme en 2026, des étudiants appréhendent de passer le concours dès la fin de la licence, en concurrence avec leurs aînés, étudiants en master.

Lehmann, L., Clénin, J., & Heiden, N. van der. (2025). **Educational Governance im Umbruch: Die wachsende Rolle nichtstaatlicher Akteure.** *Swiss Journal of Educational Research*, 47(2), 104-115. <https://doi.org/10.24452/sjer.47.2.2>

In den letzten Jahrzehnten hat sich die Rolle nichtstaatlicher Akteure im öffentlichen Bildungssystem verändert. Während der Staat den Rahmen setzt, erbringen sie spezifische Dienstleistungen und versprechen dabei Innovationen und zusätzliche Ressourcen. Die Zusammenarbeit ist aber auch mit Risiken verbunden. Um dem öffentlichen Charakter der Volksschule zu entsprechen, braucht es deshalb eine Abwägung der Vor- und Nachteile beim Einsatz nichtstaatlicher Akteure. Dieser Artikel analysiert die Entwicklungen und aktuellen Formen dieser Zusammenarbeit und es werden die Chancen und Herausforderungen dieser Partnerschaften beleuchtet. Der konzeptionelle Beitrag basiert auf einer Literaturanalyse und wird durch empirische Beispiele ergänzt.

Li, Z., & Freelon, R. (2025). **Counselors, not cops: a narrative inquiry of youth organizing for police-free schools.** *International Journal of Qualitative Studies in Education*, 38(10), 1461-1476. <https://doi.org/10.1080/09518398.2025.2452639>

This study examines the narratives of youth organizers for the police-free schools movement in Chicago. The study elevates their experiences with policing and their motivations for exercising youth agency on this critical social issue. Using narrative inquiry and a theoretical framework of Social Justice Youth Development, the results showed how Black youth leaders developed self-, social-, and global awareness through their personal and organizing experiences. Our findings also suggested that while youth demonstrated social justice leadership and worked in collaboration with progressive adult organizers, they often felt exploited in their quest to bring about more just conditions

in schools and communities. This study highlights the learning and engagement practices of youth leaders advocating for more humanizing educational futures.

Liu, X., Fang, Y., & Lan, X. (2025). **Regulations, Technology Policies and Universities' Attitudes to Artificial Intelligence in China.** *Higher Education Quarterly*, 79(4), e70055. <https://doi.org/10.1111/hequ.70055>

As artificial intelligence (AI), particularly generative models, becomes increasingly integrated into global education systems, China's higher education sector is undergoing profound transformation. This article examines how AI is being regulated, institutionalised and contested within Chinese universities. Drawing on policy document analysis and 33 interviews with faculty members at research universities, the study explores how China's state-led governance model is interpreted and enacted on university campuses. The analysis focuses on three levels of engagement: national policy direction, institutional responses such as AI-powered teaching platforms, general and specialised AI education, and the establishment of AI's pedagogical, ethical and managerial implications. While faculty generally view AI as enhancing personalisation, research productivity and administrative efficiency, they also raise concerns about academic integrity, bias and overreliance on technology. The article argues that fostering a well-regulated, adaptable AI framework will be critical for sustainable progress, and that ongoing collaboration between policymakers, educators and technologists is essential to realise AI's full potential while safeguarding the academic values and quality that underpin higher education.

Liu, Y., & Tinmaz, H. (2025). **Navigating AI Regulations in Higher Education: A Comparative Analysis of Mainland China, Hong Kong and Macau.** *Higher Education Quarterly*, 79(4), e70073. <https://doi.org/10.1111/hequ.70073>

This study focuses on the interpretation and implementation of artificial intelligence policies in higher education for mainland China, Hong Kong and Macau. The researchers applied a conceptual comparative review of regulatory frameworks and institutional discretion by utilising Policy Implementation Theory and Multi-Level Governance. From the results, we see that mainland China follows a centralised top-down approach emphasising more consistency and harmony. Yet, Hong Kong and Macau are adopting more flexible and decentralised systems based on institutional autonomy and soft legal coordination. The findings present how different governance models deal with ethics and stakeholder engagement as well as how policies are implemented in these three locations. Moreover, this study contributes to artificial intelligence policy research by highlighting regional differences within the country, and it suggests theoretical insights into the complex processes of artificial intelligence integration into higher education.

Macfarlane, B., Jung, J., & Oleksiyenko, A. (2025). **Crises in Global Higher Education: Imagined or Genuine Threats?** *Higher Education Quarterly*, 79(4), e70070. <https://doi.org/10.1111/hequ.70070>

Malet, R. (2025). **Internationalisation de l'enseignement supérieur dans les contextes européens « périphériques ». Les cas de l'Estonie et de la Pologne.** *Phronesis*, 214(HS2), 92-106. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-HS2-page-92>

Mandefro, E., Semela, T., & Bezabih, A. (2025). **Unravelling the Leadership Role of Higher Education Leaders in Quality Imperatives: Implications for Quality Culture Development.** *Higher Education Quarterly*, 79(4), e70072. <https://doi.org/10.1111/hequ.70072>

Over the past three decades, global experience in higher education (HE) has shown that designated quality assurance (QA) mechanisms have been unable to deliver the desired quality improvements in the HE landscape; as a result, quality has not become an embedded culture in most higher education institutions (HEIs). This gap may stem from a disconnect between QA management and leadership practices, particularly where leadership fails to emphasize key quality imperatives (moral, professional, competitive, and accountability) that are essential to embedding quality as an institutional culture. This study examined the role of leadership in promoting quality imperatives at three public universities in Ethiopia, involving 1029 academic staff. The findings indicate that leadership at the departmental level plays a critical role in advancing quality imperatives, thereby enhancing overall quality enhancement. Furthermore, the study offers practical mechanisms for addressing quality imperatives and provides fresh insights into the existing leadership approaches, an area of research that remains underexplored in Ethiopia's HE sector or similar systems in the HE landscape.

Maphie, E. I. (2025). **Implementation of inclusive education in Tanzania secondary schools: placements and supports for students with disabilities.** *International Journal of Inclusive Education*, 29(13), 2340-2357. <https://doi.org/10.1080/13603116.2024.2348494>

This paper examined placements and supports for students with disabilities (SWDs) in inclusive secondary schools in Tanzania. Two research objectives were addressed in this study: (i) to analyse placements of SWDs in inclusive secondary schools and (ii) to find out support and supporting procedures for SWDs in inclusive secondary schools. Data were collected from 42 participants through interviews and focused group discussions and were analysed thematically. Findings indicated that there was one approach of least restrictive placement that was divided into two: least restrictive regular classrooms and least restrictive classrooms with resource rooms. While students with physical impairment were comfortable and happier in least restrictive regular classrooms, students with hearing impairments preferred least restrictive with resource room placement. Findings indicated different supports such as emotional, spiritual, social, materials/tangible things as well as academics. Revision of screening criteria for SWDs to ensure efficient and appropriate placement is recommended.

Marom, L., & Switzer, A. (2025). **Misunderstood, Overlooked, and Marginalized: The Construction of Jews and Antisemitism in EDI Policies and Plans in Canadian Higher Education.** *Canadian Journal of Higher Education*, 55(2), 37-58. <https://doi.org/10.47678/cjhe.v55i2.190745>

Equity, diversity, and inclusion (EDI) is a leading framework for addressing social justice issues in Canadian higher education. After October 7, 2023, occurrences of antisemitic incidents have surged on campuses in Canada. Yet, antisemitism is often not included or minimally mentioned in the existing EDI frameworks. The task of the EDI policies and plans is to ensure equity, diversity, and inclusion for all historically, persistently, or systematically marginalized groups. We examine the ways in which current EDI policies and plans include antisemitism and Jewish identity, analyzing EDI policies and plans collected from 28 universities across Canada. The content analysis reveals three patterns: (a) marginalization of antisemitism, (b) construction of Jewishness as a religious identity, and (c) coupling of antisemitism and Islamophobia. We argue that, at a time of growing

divisiveness, politicization, and misinformation, universities who are committed to EDI should create a truly inclusive campus for people from diverse backgrounds and positions.

Mercier, A. (2025). **Compétences linguistiques et épreuves du baccalauréat en Haïti : état des lieux et perspectives régionales**. Consulté à l'adresse <https://hal.science/hal-05245445>

Au cours des trois dernières décennies, le système éducatif haïtien a connu d'importantes réformes visant à moderniser et à harmoniser le développement des compétences linguistiques au sein du cursus secondaire, dans un contexte sociolinguistique pluriel et dynamique. Le Cadre d'Orientation Curriculaire pour le système éducatif haïtien (2024-2054) marque une évolution majeure, affirmant le choix d'un plurilinguisme fonctionnel articulé autour du créole, du français et, à partir de la 5^e année du fondamental, de l'anglais et de l'espagnol. Cette politique vise à garantir à chaque élève la capacité de communiquer avec aisance à l'oral et à l'écrit dans plusieurs langues, tout en valorisant l'identité nationale et l'ouverture régionale. L'analyse des épreuves du baccalauréat sur les trente dernières années révèle cependant des défis persistants : tradition de l'évaluation sommative, écart entre les programmes officiels et les pratiques réelles, difficulté à adapter les modalités d'examen à une pédagogie axée sur les compétences. Malgré les intentions de promouvoir une évaluation plus formative et inclusive, la certification des compétences linguistiques demeure globalement axée sur la restitution de savoirs plutôt que sur l'usage fonctionnel et l'approche communicative. En perspective, l'intégration des standards régionaux et internationaux, ainsi que la mutualisation des expériences caribéennes et latino américaines, constituent des leviers majeurs pour moderniser l'évaluation au baccalauréat haïtien. La mise en œuvre effective du curriculum rénové devra s'accompagner d'une évolution des épreuves, d'un renforcement de la formation des enseignants et d'une meilleure articulation entre compétences visées et outils d'évaluation, afin d'inscrire Haïti dans la dynamique éducative régionale et internationale.

Nahapétian, N. (2025, octobre 21). **Un an après, les groupes de niveau sont en échec dans les collèges**. Consulté 22 octobre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/un-an-apres-groupes-de-niveau-echec-colleges/00116544>

En sixième et cinquième, le bilan des «groupes de besoins» lancés par Gabriel Attal s'avère très négatif, surtout pour les élèves les plus fragiles. La mesure est peu appliquée, et de bien meilleures alternatives existent.

Nikolai, R., & Criblez, L. (2025). **Privatschulen in Deutschland und in der Schweiz: Entwicklungstrends der staatlichen Aufsicht und Unterstützung im Vergleich**. *Swiss Journal of Educational Research*, 47(2), 175-187. <https://doi.org/10.24452/sjer.47.2.8>

Der Beitrag untersucht die Entwicklung von Privatschulen in Deutschland und der Schweiz seit der Jahrtausendwende. Im Fokus steht ein doppelter Vergleich: synchron – intrastaatlich (zwischen Bundesländern bzw. Kantonen) und interstaatlich (zwischen beiden Ländern) – sowie diachron, indem die Situation um 2000 mit der heutigen verglichen wird. Die Analyse konzentriert sich auf den Primarbereich und folgt dem Ansatz des Historischen Institutionalismus, um Gemeinsamkeiten und Unterschiede in Aufsicht und Förderung zu erklären. Anhand von drei Bundesländern und drei Kantonen

werden Status und staatliche Unterstützung von Privatschulen verglichen, um zentrale Differenzen und Gemeinsamkeiten herauszuarbeiten.

Noël, I., & Paccaud, A. (2025). **Transition vers la formation postsecondaire de jeunes ayant des besoins éducatifs particuliers en Suisse: (re)défendre ses droits à l'accessibilité.** *Revue hybride de l'éducation*, 9(4), 1-25.
<https://doi.org/10.1522/rhe.v9i4.1890>

Cet article s'appuie sur deux études qualitatives menées en Suisse auprès de vingt jeunes ayant des besoins éducatifs particuliers ainsi que de leurs parents. Il décrit et analyse les enjeux et les défis liés à la transition vers la formation postsecondaire pour ces jeunes. Différentes formes d'accessibilité posent question, comme l'accès à une formation postsecondaire ou à une formation certifiante ou le maintien et la mise en place de certains aménagements auxquels ces jeunes ont droit. L'article propose des pistes pour dépasser une vision encore très individuelle et compensatoire des besoins des jeunes et pour cheminer vers des pratiques plus universelles au niveau postsecondaire en Suisse.

OECD. (2025a). **Higher Education in Portugal: Policies for Access and Success.** Consulté à l'adresse OECD website: https://www.oecd.org/en/publications/higher-education-in-portugal_49b1c7dc-en.html

This report analyses inequities in opportunity to access and complete higher education in Portugal arising from differences in individuals' socio-economic background and presents recommendations for policy action to address these inequities. Specifically, the report focuses on the opportunities for secondary education students to transition to public higher education, and on the opportunities for students who do enrol in higher education to succeed. Wider access to, and success in, higher education helps young people to navigate and thrive in a changing labour market and allows governments to optimise the use of public funds in building a high-skilled workforce. The report takes stock of three key overarching factors that shape opportunities to access and complete higher education in Portugal: prior achievement, financial support and access to information. It also provides an overview of innovative approaches to address drop-out rates using advanced analytics.

OECD. (2025b). **How can research and initial teacher education institutions support research use?** (OECD Education Policy Perspectives N° 129; 129^e éd.).
<https://doi.org/10.1787/7a197444-en>

OECD. (2025c). **Teacher policies to support the use of digital resources in the classroom** (OECD Education Policy Perspectives N° 128; 128^e éd., p. 53).
<https://doi.org/10.1787/d16e9614-en>

O'Grady, K., Tao, Y., & Elez, V. (2025). **Measuring Up: Canadian Results of the OECD PISA 2022 Study: The Performance of Canadian 15-Year-Olds in Financial Literacy** (p. 127). Consulté à l'adresse CMEC website:
https://cmec.ca/Publications/Lists/Publications/Attachments/445/PISA_2022_Financial_Literacy_Report_EN.pdf

Oo, Z. W., Adams, D., Pov, S., & Nguyen, N. (2025). **Shaping leadership and inclusive education: insights from Cambodia, Myanmar, and Vietnam.** *International Journal of Developmental Disabilities*, 71(6), 824-836.
<https://doi.org/10.1080/20473869.2025.2504444>

Orfanidis, C. (2025). **Moral Diversity in Institutional Policies Governing the Student Usage of Generative AI: An International Comparison.** *Higher Education Quarterly*, 79(4), e70051. <https://doi.org/10.1111/hequ.70051>

This paper explores from an ethical standpoint how higher education institutions in three different countries (Canada, UK, and USA) have framed their policies containing guidelines in regard to the student usage of generative artificial intelligence (GenAI). An inductive thematic analysis of the online GenAI policy sources of 36 universities has revealed the existence of different national patterns with regard to two major moral aspects. Firstly, institutions follow different moral frames to justify their critical or accepting stance towards GenAI, specifically conceptualised in this paper as: (a) moral consistency and (b) responsible futureproofing. Secondly, institutions assign different levels of moral authority to faculty as ultimate decision-makers, identified in the paper as (a) absolute, (b) restrained, and (c) hybrid. Through an international comparative discussion of these findings, the paper wishes to inform current and future policy (re)formations on the topic, as institutional work in the area is currently rapidly unfolding.

Özel, E. (2025). **What is Gender Bias in Grant Peer review?** Consulté à l'adresse <https://shs.hal.science/halshs-03862027>

Competition for research funding through peer-reviewed grant applications is fundamental to knowledge production, yet gender inequality remains a persistent challenge. A substantial body of literature examines gender bias in academia, but grant peer review is often studied within isolated disciplinary contexts. As a result, the complex interplay of cognitive, tacit, and institutional dynamics across multi-stage decision-making is frequently overlooked. This study develops a conceptual toolbox for understanding gender bias in grant peer review. It integrates existing research, outlines the key concepts of peer review and their interrelationships, identifies relevant theories of bias, and analyzes their cumulative effects across different stages of the evaluation process.

Peng, Y., Wang, X., & Lv, Z. (2025). **Adopting blended learning for teaching sport-related cultural heritage: leveraging the 'internet plus' model.** *Education and Information Technologies*, 30(15), 22275-22313. <https://doi.org/10.1007/s10639-025-13615-4>

Adopting a blended learning approach that combines multiple methods (both online and offline) to teach cultural heritage following the rapid growth of the Internet plus is the trend of the times and the future direction of development. This study explores the role of institutional support in the effectiveness of blended learning approaches within higher education institutions. Given the increasing reliance on digital technologies in educational settings, the research investigates how institutional policies, faculty development programs, and technological infrastructure contribute to student engagement, satisfaction, and academic success in blended learning environments. Data were collected from a diverse range of higher education institutions that have integrated blended learning models. The findings indicate that robust institutional support—comprising clear policies, continuous faculty training, and reliable technological infrastructure—is pivotal to enhancing the learning experience for

students. Additionally, the study highlights the positive correlation between institutional support and student outcomes, emphasizing the importance of leadership and administrative involvement in fostering a culture of support for blended learning. Comparisons with previous research reveal that while technological tools and teaching methodologies are critical, the foundational support provided by institutions remains central to the successful implementation of blended learning. The study concludes with recommendations for higher education institutions to strengthen their institutional frameworks and provide targeted support to faculty and students, thus ensuring the long-term success of blended learning models. Future research directions include exploring the impact of specific technological innovations and the role of student-centered support services in further enhancing the blended learning experience.

Perez-Roux, T., Maleyrot, É., Maubant, P., & Wittorski, R. (2025). **L'enseignement supérieur entre professionnalisation et universitarisation : des intentions affichées aux injonctions managériales : Introduction au numéro.** *Phronesis*, 214(HS2), 12-21. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-HS2-page-12>

Pietilä, M., Kekäle, J., & Rintamäki, K. (2025). **Reconsidering the Assessment Criteria in Academic Recruitment.** *Higher Education Quarterly*, 79(4), e70068. <https://doi.org/10.1111/hequ.70068>

This paper examines how researchers make sense of the dominant valuation regimes in the context of career assessment, especially academic recruitment. It also asks what changes researchers envision, especially what areas of academic work are under-recognised. Universities' assessment systems are important because they encourage researchers to focus on certain activities and outputs. Dominant ways of assessment have been criticised for their emphasis on scholarly publications and the use of research metrics. Based on interviews of researchers in a Finnish university, the findings show that researchers put high value on research contributions. Researchers below the top academic hierarchy pointed to the underestimation of teaching and societal engagement, often seeing a mismatch between what they did and valued in daily work, and what contributions were rewarded by the organisation. The study contributes to ongoing discussions on reforming researcher assessment, pointing to differences between researchers positioned at higher and lower academic career stages.

Poucet, B. (2025). **L'enseignement privé en France : des recherches en renouvellement – 2000-2025.** *Revue française de pédagogie. Recherches en éducation*, (226), 119-162. <https://doi.org/10.4000/14w1j>

Alors même qu'il y a 25 ans, la question de l'enseignement privé était assez peu explorée, sinon sous l'angle des politiques éducatives et plus simplement sous celui de la querelle scolaire, des études plus diversifiées et très nombreuses ont été publiées depuis : historiques, politiques et sociologiques, anthropologiques, didactiques et pédagogiques. En revanche, les monographies d'établissements se font plus rares, sauf pour l'enseignement supérieur. La présente note de synthèse est organisée selon un plan thématique qui examine les synthèses sur les établissements subventionnés par la puissance publique (générales, nationales, spécifiques), sans négliger les débats présents et les situations propres aux différentes sortes d'établissements quelle que soit leur origine confessionnelle ou laïque. Sont aussi considérés les établissements dits indépendants ainsi que les établissements d'enseignement supérieur, sans oublier l'éducation à domicile. Une mise en perspective internationale est proposée afin de

mieux saisir les caractéristiques des différents types d'enseignement privé présents sur le territoire français et que la littérature principalement scientifique a essayé d'explorer.

Priemer, J. (2025). **Civil society in educational governance. Different roles and their significance for cooperation with schools.** *Swiss Journal of Educational Research*, 47(2), 139-151. <https://doi.org/10.24452/sjer.47.2.5>

Zivilgesellschaftliches Engagement an Schulen gewinnt zunehmend an Bedeutung, weshalb es einen konzeptionellen Rahmen zur Verortung zivilgesellschaftlicher Akteure in der Educational Governance braucht. In diesem Artikel wird ein Vorschlag für solch einen konzeptionellen Rahmen entwickelt, bei dem zivilgesellschaftliche Akteure in unterschiedlichen Rollen betrachtet werden, die in verschiedenen Beziehungstypen münden können: Unterstützer, Interessenvertreter und Dienstleister. Am Beispiel von Ganztagschulen und Sportvereinen wird illustriert, dass damit unterschiedliche rechtliche, strukturelle und politische Voraussetzungen einhergehen, die für eine gelingende Zusammenarbeit entscheidend sein können und daher bei Steuerungsprozessen berücksichtigt werden müssen.

Ramezani, S. G., & Mostafavi, Z. S. (2025). **Developing and validating a comprehensive scale for accreditation standards and quality assurance in e-learning institutions.** *Education and Information Technologies*, 30(15), 21139-21187. <https://doi.org/10.1007/s10639-025-13587-5>

In the evolving landscape of higher education, Online, Electronic, and Distance Education in Higher Education Institutions (OEDE-HEIs) demands rigorous quality assurance to uphold educational standards. Despite the critical importance of accreditation in ensuring the efficacy and credibility of OEDE programs, existing frameworks often lack the comprehensiveness required to address the unique challenges of e-learning environments. This study was undertaken to bridge this gap by developing and validating a robust evaluation tool tailored to the accreditation standards of OEDE-HEIs. The study integrated qualitative and quantitative analyses using a sequential exploratory mixed-methods design. In the qualitative phase, 9 experts participated in focus group discussions and 14 professionals took part in structured interviews to refine the model's dimensions. In the quantitative phase, 171 participants, selected using proportional stratified sampling from five OEDE-HEIs, evaluated the model. The resulting tool comprises 87 items across 46 criteria within five core dimensions: organization, research, technology, teaching-learning, and support. Its validity was confirmed through a Content Validity Index (CVI) of 0.88, surpassing the standard threshold. Moreover, Confirmatory Factor Analysis (CFA) established strong construct validity, with all factor loadings statistically significant. Reliability was demonstrated through Cronbach's alpha and Composite Reliability (CR) values exceeding 0.70, and Average Variance Extracted (AVE) values supported convergent validity. This study offers a validated, multidimensional instrument that captures the complexity of OEDE-HEIs' accreditation needs. It strengthens the quality assurance landscape and contributes to global efforts to adopt comprehensive, adaptable accreditation models responsive to technological and pedagogical shifts in online education.

Rau, T. (2025). **Mobile Devices and Children's Development: The Case for School Restrictions** (Working paper N° 14306). <https://doi.org/10.18235/0013745>

The widespread use of mobile devices among adolescents has led many schools and governments to consider or implement restrictions on their usage. This study provides a

comprehensive analysis of the effects of school cellphone policies on student outcomes, focusing primarily on student well-being and classroom dynamics. Using detailed microdata from the 2022 Programme for International Student Assessment (PISA) across 81 countries, the study finds that stricter cellphone policies are associated with significant reductions in classroom distractions and lower levels of student-reported anxiety related to mobile-device use, even under mild enforcement conditions. Moreover, when bans are effectively enforced, measurable improvements in standardized test scores emerge, providing clarity to previously inconclusive findings in the literature. Subgroup analyses reveal limited heterogeneity, although private school students experience greater anxiety reductions. Policy recommendations emphasize the critical role of enforcement, the importance of targeted approaches tailored to school context and socioeconomic differences, and the necessity of continuous policy evaluation and adaptation.

Revaz, S., & Annen, G. (2025). **Gouvernance participative en éducation : entre ambition partenariale et luttes politiques dans le canton de Genève.** *Swiss Journal of Educational Research*, 47(2), 116-127. <https://doi.org/10.24452/sjer.47.2.3>

This article examines the governance of public educational action in the context of a project to reform the final stage of compulsory schooling in the canton of Geneva. It examines the role of non-state actors in the reform process, presented by the public authorities as a collaborative partnership. Has the participatory approach enabled interest groups to become real partners? The sociology of public action serves as a theoretical approach for addressing the relationship between public authorities and interest groups. Analyses of observation notes, interviews, parliamentary debates and reports show that the influence of non-state actors is limited by the weight of political issues, which outweigh pedagogical ones.

Robert, J., & Ounsi, H. (2025). **Défis vécus par des étudiantes et des étudiants en situation de handicap à l'université : quand l'approche universelle s'invite dans la discussion.** *Revue hybride de l'éducation*, 9(4), 1-21. <https://doi.org/10.1522/rhe.v9i4.1893>

Afin d'offrir des modalités d'accompagnement adaptées aux besoins des étudiantes et des étudiants en situation de handicap, une étude a été menée en vue de cerner les défis vécus à l'université. Centrés sur la déclaration de la situation de handicap et de la mise en œuvre des mesures d'aide individualisées, les besoins sont multiples. Outre le fait que ce processus s'avère très énergivore, la prise en compte des besoins doit être soutenue par une mixité d'approches individuelle et universelle ainsi qu'une meilleure sensibilisation et connaissance de cette population par la communauté universitaire.

Rodríguez, A., Lebioda, K., Rodríguez-Wilhelm, D., Arroyo, C., Skiles, J., McKenzie, B., ... Wilson, N. J. (2025). **"They're Outside of the Process": How Admissions Officers Maintain Inequality When Evaluating Course Rigor Through Holistic Admissions.** *American Educational Research Journal*, 62(5), 1019-1055. <https://doi.org/10.3102/00028312251360905>

Admissions officers practicing holistic admissions judge students' course taking based on what was available to them, yet how representatives learn about students' high school context and subsequently evaluate students' course rigor within it remains underexamined. Using signaling theory and effectively maintaining the inequality framework, we leveraged interview data with college admissions representatives to investigate how they construct their understandings of high- versus low-resourced schools and how they evaluate course taking within each context. We found that admissions

officers were less likely to understand low-resourced schools' course offerings, had different approaches for determining how students made the most of their opportunities, and held deficit-oriented beliefs about them. These findings provide insights into the holistic admissions process and the ways it disadvantages low-resourced schools and students.

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

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

Rousseau, N. (2025). **Valoriser la collaboration entre organismes communautaires et institutions scolaires pour le bien-être et la réussite des élèves.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 4-4. <https://doi.org/10.7202/1119602ar>

Un article de la revue Apprendre et enseigner aujourd'hui, diffusée par la plateforme Érudit.

Sá, S. (2025). **At the heart of implementing quality management systems in post-compulsory vocational education: expertise and interdependencies in action.** *Swiss Journal of Educational Research*, 47(2), 128-138. <https://doi.org/10.24452/sjer.47.2.4>

Dieser Artikel untersucht den Einsatz von Qualitätsmanagementsystemen in Institutionen der nachobligatorischen Berufsbildung. Dabei werden insbesondere die Einführung von Qualitätsstandards und die Ausweitung von Auditpraktiken hervorgehoben, welche wechselseitige Abhängigkeiten verstärken. Der Beitrag beleuchtet die zunehmende Beteiligung nichtstaatlicher Akteur*innen, die als „unabhängige Expert*innen“ in Prozesse der externen Evaluation oder Qualitätssicherung eingebunden sind. Dieses „fortschreitende“ Phänomen wird beleuchtet, indem hybriden Akteuren, die in Vermittlungsbereichen tätig sind, sichtbar gemacht werden. Auch werden die kommerziellen Ziele analysiert, die dieser Dynamik zugrunde liegen.

Sabates, R., Singal, N., Teferra, T., & Tiruneh, D. T. (2025). **Disability and learning in Ethiopia: what changed as a result of the COVID-19 pandemic?** *International Journal of Inclusive Education*, 29(13), 2253-2272. <https://doi.org/10.1080/13603116.2024.2342362>

This paper expands debates on disability and education by focusing on issues of prevalence and examining loss of formal learning when schools were closed for extended periods in Ethiopia as a result of COVID-19. Using data collected during two

academic years, before the pandemic in 2018–2019 and after the schools reopened in 2020–2021, results show an increased prevalence of disability among children in grades 1 and 4, as identified through the Washington Group Child Functioning Module. In addition, we found some evidence of loss in foundational numeracy for children with disabilities in these grades, but the extent of this loss depends on whether children were reported as having mild or moderate to severe disabilities. Taken together, results show that COVID-19 and the accompanying school closures were likely to have affected both the prevalence of disability and learning for children with disabilities, highlighting the need for a careful exploration of changing student needs as a result of the pandemic.

Schueler, B. E., Miller, L. C., & Reynolds, A. (2025). **The Politics of Pandemic School Operations for Reopening and Beyond: Evidence from Virginia**. *American Educational Research Journal*, 62(5), 835–871. <https://doi.org/10.3102/00028312251348247>

Post-COVID-19, is education losing its special status as a policy domain more insulated from partisan politics than other policy areas? Indeed, a community's political makeup influenced its schools' pandemic learning modality, but did it predict other aspects of educational operations? We studied the role of Republican vote share, race, markets, and public health in predicting a range of operations—from modality to family engagement, to social-emotional support, to teacher professional development—in Virginia. Partisanship and racial composition were similarly predictive of initial in-person offerings, but partisanship was less predictive over time, and school operational decisions were less politicized than modality. Our findings provide optimism for leaders seeking to avoid highly polarized dynamics, especially on issues that have not become nationalized.

Sheykhametova, E., Kuchkarova, N., Azimova, Z., Kamilova, G., Sattarova, Y., & Rakhmatova, Z. (2025). **Policy brief on women in school leadership: policy strategies for equitable school leadership in Uzbekistan** (p. 16). Consulté à l'adresse International Institute for Educational Planning website: <https://curated-library.iiep.unesco.org/library-record/policy-brief-women-school-leadership-policy-strategies-equitable-school-leadership>

Shirakawa, R. (2025). **Simple Manipulations in School Choice Mechanisms**. *American Economic Journal: Microeconomics*, 17(4), 202–233. <https://doi.org/10.1257/mic.20230116>

Market design mechanisms are often required to be strategy proof, ensuring that no misreporting is profitable. This, however, may be overly restrictive: Real-world participants may be unable to engage in complex misreporting. In the context of school choice, this paper proposes that mechanisms ought to be immune only to certain “simple” misreports. While no strategy-proof mechanism Pareto improves on the deferred acceptance (DA) mechanism, we find one under our weaker requirement: Kesten's (2010) efficiency adjusted DA (EADA). By extending our criterion to also prevent simple “collective” misreports, we obtain characterizations of Kesten's mechanism. These insights contribute to practical market design.

Siboulalipha, S., Chapichith, X., Shingphachanh, S., Vathanavong, T., & Sivixay, S. (2025). **KIX EMAP Learning Cycle Case Study: Secondary Teacher Workforce Management in Lao PDR: Data Analysis and Policy Insights from the KIX EMAP Learning Cycle** (p. 22). Consulté

à l'adresse GPE KIX website: <https://www.gpekix.org/knowledge-repository/kix-emap-learning-cycle-case-study-secondary-teacher-workforce-management-lao>

Stenvall-Virtanen, S. (2025). **Strategy as Practice—Multilevel Institutional Work to Induce Change in Higher Education**. *Higher Education Quarterly*, 79(4), e70047. <https://doi.org/10.1111/hequ.70047>

The characteristics of institutional work in higher education change is an understudied topic in research. This article describes an institutional change process in higher education by analysing multilevel institutional work. Drawing on the results, the paper presents a modified process model on the multilevel institutional work and the related micro–macro linkages. The model describes how micro-level strategy work connects with organisational strategy, the macro-level development and policy. Based on the results, the institutional change in higher education is characterised by the interplay between practice work and boundary work in a process, which has special characteristics at different stages. The empirical focus of the study is in the engineering and technology education in Finland. Using a theory-informed, mixed-methods single-case study design, this study explores the characteristics of multilevel institutional work and transformation mechanisms. The results generate theoretical knowledge on the micro–macro linkages of the institutional change process in higher education.

St-Vincent, L.-A. (2025). **La collaboration entre les milieux scolaires et les organismes communautaires : ce qu'en disent les études**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 7-10. <https://doi.org/10.7202/1119603ar>

La collaboration entre les milieux scolaires et les organismes communautaires est une volonté affirmée dans les documents gouvernementaux. La visée des deux structures se traduit par l'apport d'un soutien à la réussite éducative et au bien-être des jeunes. Cependant, elles possèdent des mandats et une logique d'approche bien distincts. Par conséquent, une collaboration véritable entre les deux structures ne se crée pas spontanément. Ainsi, dans la perspective de dégager quelques repères, nous avons effectué une recension des études pour broser un portrait des caractéristiques, des bénéfices et des défis que présente une collaboration entre des milieux scolaires et des organismes communautaires.

Tamir, E., & Machovcová, K. (2025). **Fostering Resilience in Higher Education: Middle Management Strategies for Institutional Survival**. *Higher Education Quarterly*, 79(4), e70071. <https://doi.org/10.1111/hequ.70071>

The article examines how heads of academic programmes and departments in Israel and the Czech Republic managed crises in relation to their understanding of higher education policy. Through interviews with 27 Israeli and 26 Czech middle managers across 23 institutions, the study examines their responses, particularly to the COVID-19 crisis. While both groups faced increases in already heavy workloads and exhibited strong commitment, key differences emerged. Israeli managers prioritised student belonging, linking institutional survival to programme continuity and student retention. In contrast, Czech managers emphasised departmental responsibilities in teaching and research, viewing research performance as crucial to institutional success. These differences reflect distinct interpretations of higher education policy and the organisational cultures shaped by them. The study contributes to discussions on academic middle management,

leadership and resilience, highlighting how policy frameworks influence managerial priorities and institutional survival strategies across different higher education systems.

Thies, T., & Falk, S. (2025). **International Students in German Higher Education: How Quality-Characteristics of the Study Programme Relate to Student Satisfaction Over the Course of Studies**. *Higher Education Quarterly*, 79(4), e70053. <https://doi.org/10.1111/hequ.70053>

Germany is the most attractive non-English-speaking destination for international students. Their number has considerably grown over the last 10 years. However, the dropout rate among international students is higher than among domestic students. This is an undesirable situation given the necessity of training highly skilled labour and integrating them into the German labour market. It raises the question of student satisfaction and the quality of study programmes. In particular, we examine how the perception of study programme characteristics affects student satisfaction over three semesters. We analyse this question using the International Student Survey, a longitudinal online-panel survey of international degree-seeking students in Germany (N = 2428). The results show that increases in the perceived teaching quality, teacher support and student integration relate to increases in student satisfaction throughout their studies. High exam frequencies and overcrowded classes reduce satisfaction values. Our findings emphasise the need to improve the quality of teaching and study programmes in order to increase satisfaction, and therefore success, of international students.

Thouin, É., & Rousseau, N. (2025). **Les bénéfices des projets de services communautaires pour les élèves: l'exemple d'un partenariat entre des écoles secondaires et les carrefours jeunesse-emploi du Québec**. *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 19-22. <https://doi.org/10.7202/1119606ar>

Traoré, A., & Fomba, C. O. (2025). **Quel financement pour l'enseignement supérieur public au Mali ?** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/quel-financement-pour-l-enseignement-superieur-public-au-mali/79621>

Cet ouvrage porte sur les acquis, défis et perspectives du financement de l'enseignement supérieur public au Mali. Il cherche à analyser les sources et les mécanismes actuels de financement de l'enseignement supérieur malien. Il s'inscrit dans le cadre de la recherche de solutions durables aux questions de financement de l'enseignement supérieur en république du Mali. Il vient en appui aux efforts consentis par le Gouvernement malien, dans le cadre de sa stratégie d'autonomisation des institutions d'enseignement supérieur (IES), en vue d'une diversification des sources de financement, au-delà du financement traditionnel

UNESCO. (2025). **Renewing the social contract for education: directions for change; UNESCO International Forum on the Futures of Education. Suwon, Gyeonggido, Republic of Korea, 2-4 December 2024** (p. 77). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000395735>

UNESCO & UNICEF. (2025). **Afghanistan education situation report 2025** (p. 44). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000395990>

UNICEF. (2025). **Key climate change concepts for education in emergencies: a terminology framework** (p. 25). Consulté à l'adresse UNICEF website: <https://curated-library.iiep.unesco.org/library-record/key-climate-change-concepts-education-emergencies-terminology-framework>

UNICEF Innocenti. (2025). **Learning from Schools: Locally rooted practices to improve education outcomes at scale** (p. 77). Consulté à l'adresse UNICEF website: <https://www.unicef.org/innocenti/media/11746/file/UNICEF-Innocenti-DMS-Synthesis-Report-2025.pdf>

Locally rooted practices to improve education outcomes at scale

Uthus, M., & Aas, H. K. (2025). **Inclusion explored through student voices within the framework of formal teacher-student conversations**. *International Journal of Inclusive Education*, 29(13), 2401-2415. <https://doi.org/10.1080/13603116.2024.2349955>

A great deal of research has addressed the field of inclusive education. However, yet we know little about the phenomenon of inclusion explored through student voices. This qualitative study draws on data from a research-practice partnership in Norway, where the parties together developed a framework for the school's formal teacher-student conversations to find out more about the students' experiences of inclusion. As a result of inductive analysis of the voices of three students, we discovered a tension between each student's current childlike lifeworld and a school system emphasising conformity and future academic achievement. Analysis revealed that there were several barriers to students expressing themselves during the conversations. Despite this, the students asserted their own capability and agency, guiding the subject of those conversations towards their own desires and needs. The findings suggests that teachers ought to be given the opportunity to increase their competency in what should be an ongoing process of listening to and acting upon student voices in inclusive education, potentially going so far as to become agents for change in the school system.

van der Heiden, N., Lehmann, L., & Clénin, J. (2025). **Nichtstaatliche Akteure in öffentlichen Schulen**. *Swiss Journal of Educational Research*, 47(2), 101-103. <https://doi.org/10.24452/sjer.47.2.1>

Vindrola, S., Godfrey-Fausset, T., & Ghawi, G. (2025). **Éducation sans barrières : renforcer l'accès à l'éducation pour les enfants en situation de handicap à Djibouti** (p. 74). Consulté à l'adresse Institut international de planification de l'éducation website: <https://curated-library.iiep.unesco.org/fr/bibliotheque/education-sans-barrieres-renforcer-lacces-leducation-pour-les-enfants-en-situation-de>

Viseu, S., Carvalho, L. M., Krejsler, J. B., & Normand, R. (2025). **The weakening publicness and democracy of public education and growing intervention of non-state actors in education governance: the case of Denmark, France, and Portugal**. *Swiss Journal of Educational Research*, 47(2), 164-174. <https://doi.org/10.24452/sjer.47.2.7>

This article discusses how the increasing interventions of non-state actors in education governance are shaping democratic decision-making in public schools. We focus on the effects of these interventions in public schools in Denmark, France, and Portugal regarding the interconnected dimensions typically advocated by non-state actors: the use of international large-scale assessments, accountability, datafication and digitalization of education. Despite the different cultural traditions and historical

trajectories in these three countries, the paper shows that the intervention of non-state actors is being reinforced and tends paradoxically to weaken publicness in schools.

West, M. (2025). **An Ed-Tech tragedy? Educational technologies and school closures in the time of COVID-19** (p. 656). Consulté à l'adresse UNESCO website: <https://curated-library.iiep.unesco.org/library-record/ed-tech-tragedy-educational-technologies-and-school-closures-time-covid-19>

Windlinger, R., & Jutzi, M. (2025). **Zwischen kantonalen Rahmenbedingungen und lokaler Umsetzung: Zusammenhänge zwischen Gemeindemerkmale und dem Vorhandensein von schulergänzenden Betreuungsangeboten**. *Swiss Journal of Educational Research*, 47(2), 202-215. <https://doi.org/10.24452/sjer.47.2.10>

Die Aufgaben der Gemeinden im Bildungsbereich haben sich erweitert, insbesondere ist die schulergänzende Betreuung zum Angebot der Volksschule hinzugekommen. In vielen Gemeinden des Kantons Bern wurden in den letzten 20 Jahren Tagesschulen und teilweise auch Ferienbetreuungsangebote aufgebaut. Ziel der vorliegenden Studie mit einem mixed-methods Design ist es, die Zusammenhänge zwischen Gemeindemerkmale und der Verfügbarkeit von Tagesschul- und Ferienbetreuungsangeboten unter Berücksichtigung der geteilten Steuerungsverantwortung zwischen Kanton und Gemeinden zu analysieren. Die Ergebnisse zeigen, dass die Verfügbarkeit dieser Angebote von der Nachfrage abhängt, aber auch politische Einstellungen und gemeindeinterne Prozesse eine Rolle spielen.

Yepes-López, G. A., Martins, F. P., Camarena, J. L., Arango-Gil, I. C., Cruz-Pulido, J. M., & Loiola, G. F. (2025). **How Are HEIs Coping With the PRME Indicator System of University Social Responsibility? Evidence From Colombia**. *Higher Education Quarterly*, 79(4), e70052. <https://doi.org/10.1111/hequ.70052>

This exploratory research documents the implementation of the PRME Indicator System for University Social Responsibility (PISUSR) in the process of preparing the SIP report of 11 Colombian higher education institutions between 2020 and 2021. The study's objectives are twofold: first, to validate the precision, balance, clarity, comparability, timeliness, usefulness, comprehensiveness, and reliability of the indicator system; second, to evaluate the relevance and experience perceived by the participants during its implementation. The study employed a mixed-methods approach that included the application of surveys, semi-structured interviews, semantic networks, and sentiment analysis. The findings highlight positive views on the timeliness and usefulness of the PISUSR. However, participants noted challenges related to the clarity and precision of the information. By illuminating the successes and challenges faced by business schools in the Global South, we contribute to ongoing efforts to improve the measurement of responsible management education and sustainability practices in HEIs globally.

Pratiques enseignantes

Adel, S. M. R., & Atai-Tabār, M. (2025). **Examining Iranian EFL students' attitudes and learning environment perceptions regarding reality pedagogy**. *Educational Research for Policy and Practice*, 24(3), 455-473. <https://doi.org/10.1007/s10671-025-09399-6>

This study explored EFL students' attitudes and perceptions toward their learning environment in the framework of reality pedagogy as reported by Emdin (Reality pedagogy: Hip hop culture and the urban science classroom. Science education from

people for people, Routledge, New York, 2009) across three English language learning contexts in Iran (public high schools, private language schools, and universities) and gender. To this end, a sample of 224 EFL students were selected based on convenience sampling. Learning Environment and Students Attitudes Questionnaire (QuALESA, Sirrakos and Fraser (Learn Environ Res 20:153–174, 2017)) was adopted to identify differences (if any) across the contexts. The collected data were analyzed using ANOVA and correlations. The results of ANOVA demonstrated significant cross-contextual differences. EFL students had positive perceptions of their learning environment in private language schools and universities that became less positive in public high schools. Furthermore, positive and statistically significant ($p < .01$) associations emerged between learning environment factors important to reality pedagogy and students' attitudes. These findings provide important information about how reality pedagogy might improve students' attitudes toward English language classes and whether reality pedagogy environments are related to their attitudes.

Allouchi, S. E. (2025). **Faire dispositif : réinscrire la subjectivité en contexte contraint: Une approche clinique de l'analyse des pratiques professionnelles.** *Cliopsy*, 34(2), 35-46. <https://doi.org/10.3917/cliop.034.0035>

André, A., Despois, J., Hamon, S., & Tremblay, P. (2025). **Amplifier et modifier la dynamique motivationnelle en classe inclusive : les bénéfices du coenseignement.** *Revue française de pédagogie. Recherches en éducation*, (226), 9-25. <https://doi.org/10.4000/14w1c>

Cette étude vise à identifier la potentielle plus-value du coenseignement sur la dynamique motivationnelle en classe. Elle repose sur l'observation de douze séances d'une classe de sixième comprenant 30 élèves (dont 13 élèves en situation de handicap) et qui bénéficie d'un dispositif de coenseignement en mathématiques et en français. Les résultats de l'analyse quantitative montrent une dynamique motivationnelle positive témoignant d'un haut niveau d'engagement des élèves lors des douze séances. Par ailleurs, l'analyse qualitative révèle que la plus-value du coenseignement dans les situations de travail en grand groupe repose sur l'alternance entre quatre types de copratiques motivationnelles : l'amplification pour tous, l'amplification ciblée, la modification pour tous et la modification ciblée.

Baker, L. M., Raban, B., & Oades, L. G. (2025). **What does 'wellbeing' mean? A content analysis of early childhood education pedagogy and practice documents in Australia.** *Educational Research for Policy and Practice*, 24(3), 391-407. <https://doi.org/10.1007/s10671-025-09396-9>

Wellbeing is explicitly mentioned in the United Nations Rights of the Child, and governments, humanitarian organisations, scientific and educational research internationally call for a focus on child wellbeing in the early years. Early childhood education policies, pedagogy and practice reflect this call, with curriculum frameworks, regulations and documents around the world having 'wellbeing' outcomes and foci. However, the concept of wellbeing is complex, intangible and multifaceted. It is important to understand how the term wellbeing is presented in key policy and pedagogical documents used by early childhood professionals as this discourse informs educational practice. A qualitative summative content analysis of key documents impacting early education practice in Australia was undertaken with the key question of understanding how the term wellbeing is defined, described and used. Results show

usage of the term wellbeing is multifold and disparate, and definitions are rare and lacking contemporary perspectives. Questions arise about practice and/or policy implications that result from 'wellbeing' positioned as a Learning Outcome in the Australian Early Childhood Learning Framework V2.0. These findings and questions are important for early childhood education professionals and policy makers as they meet increased global imperatives to support child wellbeing in early education contexts. Discourse between education, government bodies and wellbeing science is encouraged to inform and expand current pedagogy, policy and practice in early childhood education in Australia and internationally.

Benasé-Rebeyrol, S. (2025). **Un travail en équipe entravé ? Un éclairage clinique d'orientation psychanalytique sur le « faire équipe » dans des établissements scolaires alternatifs.** *Phronesis*, 14(5), 217-239. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-7-page-217>

En France, la Fédération des établissements scolaires publics innovants regroupe des établissements qui défendent et offrent des pratiques pédagogiques alternatives aux publics qu'ils accueillent. Ces établissements impliquent une autre professionnalité pour des enseignants qui revendiquent par ailleurs un travail en équipe spécifique. Cet article propose de questionner le fonctionnement de ces équipes et leur dynamique, avec une approche clinique d'orientation psychanalytique. Dans la lignée des travaux sur la dynamique des groupes qui permettent d'envisager ces équipes comme des « groupes restreints », au sein desquels circulent des défenses et des résistances, cette démarche vise à saisir ces processus intersubjectifs et groupaux qui viendraient entraver ce travail en équipe, voire nuiraient à la réalisation de sa tâche primaire. Les analyses réalisées conduisent à proposer une définition du « faire équipe », certes basée sur ces analyses sociologiques, mais qui inclut la prise en compte de ces processus groupaux.

Benetti, A. C., Gouttefarde, A., & Moreira, C. (2025). **Coopérer sous l'emprise de classements : aspirations, contraintes et transactions dans le travail scolaire ordinaire.** *Phronesis*, 14(5), 159-180. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-7-page-159>

Bertrand, S. (2025). **"It's the who and what are you afraid of?" for me: Centering Blackness in teacher education to equip preservice teachers for Black student success.** *International Journal of Qualitative Studies in Education*, 38(10), 1563-1580. <https://doi.org/10.1080/09518398.2025.2452986>

This article addresses the need for teacher education programs and teacher educators to focus explicitly on Black K-6 students in their courses. This qualitative study seeks to understand how preservice teachers (PSTs) perceive Black elementary students who attend urban schools and how an elementary foundations course that intentionally focuses on supporting Black students impacts PSTs perceptions of Black students. This study reveals what teacher education needs to do to address the biases and negative perceptions that some PSTs have regarding Black children. Also, this study highlights what PSTs believe is needed to better equip them to teach Black K-6 students.

Bircan, M. A., Şeref, İ., & Nacaroglu, O. (2025). **The effect of STEM themed story writing training with artificial intelligence tools on the digital literacy and 21 st century skills of preservice teachers.** *Education and Information Technologies*, 30(15), 21479-21498. <https://doi.org/10.1007/s10639-025-13625-2>

This study aims to reveal the effect of artificial intelligence (AI) tools and STEM-themed story writing training on preservice Turkish teachers' digital literacy (DL) levels and 21st century skills (21.cS). A control group experimental design was used in the study. The sample of the study consisted of 36 (17 control, 19 experimental) preservice Turkish teachers. The data collection process lasted eight weeks. First of all, experimental and control groups were randomly selected and pre-tests (DL scale and 21.cS scale) were applied. During the application process, the preservice teachers in the control group produced the stories themselves without using any tools. The preservice teachers in the experimental group created their stories using AI tools. Each group was asked to create their stories according to the themes of "space and the universe", "renewable energy sources", "sustainable agriculture" and "environmental pollution" respectively. The stories were evaluated in terms of textuality criteria (cohesion, coherence, purposefulness, acceptability, informativeness, situationality, and intertextuality). At the end of eight weeks, post-tests were administered. As a result of the research, no significant difference was found between the pre-test and post-test DL scores of the preservice teachers in the experimental and control groups. While there was no significant difference between the pre-test and post-test 21.cS scores of the control group, a significant difference was found in favor of the post-test in the experimental group. In addition, there was no significant difference between the DL ($F(1, 32) = 0.541, p = .468$) and 21.cS ($F(1, 32) = 0.002, p = .966$) scale scores of the experimental and control groups. The research is limited in terms of generalizability due to the limited sample size and the fact that it was conducted only with Turkish teacher candidates. However, it offers original contributions to the field as one of the pioneering studies that experimentally examines the effects of AI tools on 21.cS in STEM-themed story writing. The findings show that AI tools can be functional in the development of these skills and it is recommended that they be tested in different disciplines, age groups and cultural contexts.

Blanchard-Laville, C. (2025). **L'analyse clinique des pratiques professionnelles au service de la fonction de liaison: Faire face aux « attaques aux liens » dans des institutions socio-éducatives.** *Cliopsy*, 34(2), 47-63. <https://doi.org/10.3917/cliop.034.0047>

Bourdeau, F. (2025). **Analyse des modalités de développement professionnel pédagogique des enseignants du supérieur en Haïti: cas des départements de la Grand'Anse et du Nord-Est** (Phdthesis, Université de Lorraine). Consulté à l'adresse <https://hal.univ-lorraine.fr/tel-05336723>

Cette thèse porte sur les modalités de développement professionnel pédagogique des enseignants du supérieur en Haïti, en prenant pour cas d'étude deux départements géographiques. L'étude empirique a impliqué deux publics distincts : une série de 32 entretiens semi-directifs avec des enseignants et une autre série de 7 entretiens semi-directifs avec les recteurs, doyens et administrateurs des établissements enquêtés. Elle décrit le fonctionnement du système d'enseignement supérieur haïtien et analyse la situation des enseignants dans ce contexte. Elle explore également les stratégies déployées par ces enseignants pour améliorer leurs pratiques pédagogiques et faciliter l'apprentissage des étudiants, tout en s'intéressant à la place de l'expérience des enseignants dans cette dynamique de développement professionnel. Les résultats de l'enquête révèlent l'absence d'une vision nationale et institutionnelle claire, ainsi qu'un manque de cadre formel pour la formation pédagogique. Ils montrent que le développement des compétences pédagogiques des enseignants repose principalement sur des démarches informelles et personnelles. L'étude met aussi en

évidence que, bien que certaines pratiques pédagogiques des enseignants soient proches des théories pédagogiques reconnues dans la littérature scientifique, elles demeurent souvent ignorées ou non formalisées par la majorité des enseignants. Nous concluons donc en pensant que le développement professionnel pédagogique des enseignants du supérieur est possible même en dehors des théories pédagogiques officiellement reconnues.

Brand, C., Loibl, K., & Rummel, N. (2025). **From Goal to Success: How Learning Goals and Relevant Knowledge Activation Promote Learning from Problem Solving Before Instruction.** *Educational Psychology Review*, 37(4), 99. <https://doi.org/10.1007/s10648-025-10074-8>

Problem solving prior to instruction (PS-I) involves complex learning mechanisms such as prior knowledge activation across two learning phases. Goal formulations of such learning phases may interact with these mechanisms. We examine how differences in goal type (problem-solving vs. learning goal) and specificity (specified vs. unspecified goal) affect students' prior knowledge activation and learning. In a 2×2 experimental design, we varied the goal formulation in a PS-I design. Participants were randomly assigned to four conditions: specified and unspecified learning goals as well as specified and unspecified problem-solving goals. We analyzed the effect of goal type and specificity, and their combination, on students' conceptual learning and prior knowledge activation by analyzing the quantity and relevance of generated solution attempts. We additionally considered how learner characteristics, such as students' mastery-goal orientation, interacted with the experimental manipulation. Specified goals led to higher solution relevance, which mediated effects on learning outcomes. Learning goals resulted in better conceptual knowledge than problem-solving goals but did not affect solution quantity. Students with a pre-existing mastery-goal orientation achieved superior learning outcomes with learning goals, suggesting a motivational effect. Our findings highlight the importance of goal formulation in instructional designs such as PS-I. Learning goals in PS-I can enhance conceptual learning, particularly for students with a mastery-goal orientation. Specified goals that allow for relevant solution generation are crucial for effective prior knowledge activation, especially in traditional PS-I settings with problem-solving goals.

Caron, G., Cieutat, P., Connac, S., & Gabriel, M. (2025). **Coopération, collaboration et compétition : entre tensions et proximités.** *Phronesis*, 14(5), 18-35. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-7-page-18>

Les notions de coopération, collaboration et compétition sont couramment mobilisées en éducation, souvent de manière confuse ou contradictoire. Cet article conceptuel, fondé sur une herméneutique textuelle, vise à clarifier ces termes et leurs articulations. La collaboration est souvent située au niveau des organisations professionnelles, alors que la coopération est davantage liée au travail d'apprentissage entre élèves. La compétition, souvent perçue comme opposée à la coopération, peut aussi favoriser l'émulation. À travers l'analyse de deux pratiques pédagogiques, les îlots bonifiés et les pédagogies de projet, l'article illustre les implications concrètes de ces distinctions conceptuelles et analyse les conséquences de l'utilisation de ces modalités au regard des caractérisations développées.

Cartier, S., & Ross, G. (2025). **Pratiques à visée universelle dans un cours gradué asynchrone en enseignement: l'apport d'une approche d'innovation pédagogique.** *Revue hybride de l'éducation*, 9(4), 1-15. <https://doi.org/10.1522/rhe.v9i4.1885>

Cet article présente la troisième version du cours asynchrone Études des difficultés à apprendre offert aux études supérieures à l'Université de Montréal à l'automne 2023. Une approche d'innovation pédagogique (Cartier, 2024) sert de fondement aux pratiques à visée universelle indirectes implantées pour répondre aux besoins variés des étudiantes et des étudiants. Elle consiste en une manière particulière d'aborder la relation entre la formation – offerte sans interaction directe entre l'équipe enseignante et les individus – et l'apprentissage autorégulé des enseignantes et des enseignants e. Les commentaires reçus montrent une appréciation généralement positive du cours. Certaines personnes soulignent toutefois un besoin de soutien direct supplémentaire.

Céci, J.-F. (2025). **Enrichissement du concept d'hybridation éducative: 10 formes d'hybridation pour innover en formation.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (51). Consulté à l'adresse <https://journals.openedition.org/dms/11966>

Le concept d'hybridation des formations s'est imposé comme un sujet de recherche et d'innovation pédagogique (Peltier et Séguin, 2021). Ce phénomène, bien qu'étudié depuis plusieurs décennies, a gagné en acuité et en complexité, notamment sous l'impulsion de l'intégration croissante du numérique en éducation (le multimédia, les TICE, puis le numérique) et des bouleversements induits par des événements récents, comme la pandémie de Covid-19. Cette crise sanitaire a notamment vulgarisé le conce...

Ciavaldini Cartaut, S. (2025). **Educational Nudges and Teacher Agency in France's School of Trust Paradigm.** *RMLE Online*, 48(9), 1-16. <https://doi.org/10.1080/19404476.2025.2567198>

This article presents the findings of a collaborative educational research study conducted in a French middle school that implemented the "School of Trust" paradigm. Grounded in activity theory, this study explores how educational nudges—subtle mediating tools designed to promote self-regulation and engagement—support both pupil volition and teacher agency. Two case studies, in English and Physical Education, combined classroom observations, reflective video self-confrontations, and descriptive data from pupils. The results highlight how nudges such as "Greeting–Emotion Smileys" and "Step" foster emotional awareness, autonomy, and mutual trust, while enabling teachers to align pedagogical intentions with the principles of educational benevolence. The findings show that nudges act as catalysts for transforming classroom dynamics, reducing conflict, and enhancing teachers' reflective practices. Beyond improving student behavior, they strengthen professional innovation and collective regulation within the school's activity system. This study contributes empirical insights into the integration of nudges as artifacts of benevolent pedagogy and sustainable educational change.

Ciurana, M. B., Sanahuja, A., Moliner, O., & Paré, M. (2025). **Se rencontrer pour avancer: une initiative pour l'amélioration des pratiques d'enseignement universitaire basée sur la conception universelle de l'apprentissage.** *Revue hybride de l'éducation*, 9(4), 1-17. <https://doi.org/10.1522/rhe.v9i4.1887>

Les « Rencontres » à l'Université Jaume I (Espagne) ont rassemblé vingt-et-un professeurs, deux étudiants autistes, le coordinateur des services d'appui et deux membres d'une association d'autisme pour réfléchir collectivement aux pratiques pédagogiques inclusives. Cette initiative de recherche-action a mis en lumière les forces et les faiblesses des approches actuelles et a conduit à des pistes pour appliquer la conception universelle de l'apprentissage (CUA). Elle a montré l'impact positif de la formation sur les pratiques enseignantes, attesté par les plans d'amélioration élaborés par les enseignants à partir de la CUA, tout en favorisant une culture de collaboration et une meilleure compréhension entre les différents acteurs de l'inclusion universitaire.

Co-élaboration d'une autoformation numérique pour soutenir le développement professionnel d'enseignant·es en syntaxe et en ponctuation : une recherche-action-développement en milieu défavorisé. (2025, septembre 12). Consulté 22 octobre 2025, à l'adresse Fonds de recherche du Québec website: <https://frq.gouv.qc.ca/histoire-et-rapport/co-elaboration-dune-autoformation-numerique-pour-soutenir-le-developpement-professionnel-denseignant%c2%b7es-en-syntaxe-et-en-ponctuation-une-recherche-action-developpement-en-milieu-defavorise/>

La co-élaboration d'une autoformation numérique pour enseigner la syntaxe et la ponctuation représente l'objectif principal de ce projet de

Collette, E., Colognesi, S., Demoulin, J.-B., Masson, O., & Frenay, M. (2025). **Le projet Universal by Design mis en place en contexte postsecondaire**. *Revue hybride de l'éducation*, 9(4), 1-21. <https://doi.org/10.1522/rhe.v9i4.1886>

Cet article présente le projet Universal by Design mis en place à l'Université catholique de Louvain, en Belgique, dans le cadre d'un Fonds de développement pédagogique. Ce projet a pour objectif de développer sur le terrain une approche plus inclusive et universelle de l'enseignement. Pour ce faire, une réflexion a été menée au sein de trois cours pilotes. Des informations ont été recueillies auprès des équipes enseignantes et du corps étudiant par l'entremise de différentes enquêtes et entrevues, en vue du transfert et de la diffusion du projet. L'article souligne le défi que représente la sensibilisation de la communauté universitaire.

Connac, S., & Lescouarch, L. (2025). **L'essor des « autres » écoles et leurs impacts sur les conceptions de la pédagogie : la question de la coopération : Introduction au numéro**. *Phronesis*, 14(5), 13-17. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-7-page-13>

Dağdeviren Ertaş, B., & Bariş Pekmezci, F. (2025). **Moderation effect of ecological profiles on the relationship between self directed learnings self efficacy and teacher support**. *Social Psychology of Education*, 28(1), 160. <https://doi.org/10.1007/s11218-025-10119-4>

In this study utilizing PISA (2022) data, we employ Ecological Theory to explore the complex relationships between proximal and distal effects on the home learning environment, which has undergone changes due to the COVID-19 pandemic. Four different profiles based on Ecological Theory were created as a result of the latent profile analysis. This study draws two important conclusions. First, when a teacher's support for students increases, students' self-directed learning efficacy tends to increase. Second, the positive relationship between teacher support and self-directed learning self-efficacy was stronger for students categorized under the 'bright at school unsupported by home' and 'unsupported by school' profiles than for their peers in the other two profiles.

Dahl, J. E., & Mørch, A. (2025). **A theoretical and empirical analysis of tensions between learning objects and constructivism.** *Education and Information Technologies*, 30(15), 22101-22150. <https://doi.org/10.1007/s10639-025-13636-z>

Learning Objects (LOs) have long aimed to make digital education scalable and reusable, yet their alignment with constructivist learning remains contested. This study offers a structured comparison of traditional LO design principles and constructivist learning metaphors—acquisition, participation, and knowledge creation—to examine how emerging research directions position themselves within this educational technology landscape. We analyse how emerging research directions—symbolic AI, generative AI, hybrid AI (Retrieval-Augmented Generation), and constructivist-oriented LO research—align with or challenge these learning metaphors. We then explore how these directions influence the relationship between LOs and constructivist pedagogy. Our findings show that while some AI-based approaches reinforce structured, predefined learning, others—and especially constructivist-oriented LO models—support more adaptive, collaborative, and student-centred designs. Empirical findings from teacher interviews reveal that teachers' conceptions of learning vary by context—often defaulting to transmissive models under technological constraints, but aligning more closely with participation and knowledge creation metaphors when reflecting on pedagogical theory. These combined and somewhat surprising findings underscore the need for LO frameworks that are pedagogically flexible—that is, able to support both structured and open-ended designs, adapt to varying teaching contexts, and empower learners through meaningful engagement.

Dawes, M., Ferguson, S. E., Lohrbach, E., & Starrett, A. (2025). **Preservice teachers' developmental knowledge and preparation: associations with beliefs about social dynamics management.** *Social Psychology of Education*, 28(1), 159. <https://doi.org/10.1007/s11218-025-10122-9>

Preservice teachers will soon be expected to manage a classroom of students who will have myriad peer relationships and social issues among themselves. Managing these classroom social dynamics is increasingly recognized as an essential component of teachers' classroom management practice. One way to support teachers in this skill is to bolster their knowledge of development, particularly during initial preparation programs as preservice teachers. To better understand how developmental knowledge may relate to preservice teachers' beliefs about social dynamics management, we assessed their attitude towards developmental knowledge (i.e., how important developmental knowledge is to their teaching practice) and their degree of preparation in development during their initial teacher education program. We examined associations between these constructs with two key indicators of beliefs about social dynamics management: (1) their attitude towards social dynamics management and (2) their self-efficacy for social dynamics management. Using a correlational research design, we examined these relations in a sample of $n = 266$ (86% female) preservice teachers who provided survey data on these constructs. Several additional covariates were considered in analyses (e.g., internship experience). Results indicate that preservice teachers' attitude towards developmental knowledge and perceived preparation were related to self-efficacy for social dynamics management. Only attitude towards developmental knowledge was related to attitude towards social dynamics management. Implications for infusing developmental knowledge and preparation in teacher education programs are discussed.

de Miribel, J., & Souplet, C. (2025). **Le travail collectif pour le déploiement d'un projet pédagogique coopératif : un enjeu de professionnalisation ?** *Phronesis*, 14(5), 198-216. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-7-page-198>

Deschênes, M., & Parent, S. (2025). **L'agentivité de personnes conseillères pédagogiques dans une communauté de pratique en réseau.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 315-339. <https://doi.org/10.26443/mje/rsem.v59i2.10217>

Les personnes conseillères pédagogiques (CP) jouent le rôle d'agentes de changement dans leur milieu et assurent leur développement professionnel, par exemple en participant à des communautés de pratique, notamment en réseau. Dans cette étude de cas multiples, nous avons documenté les manifestations d'agentivité de membres d'une telle communauté dans laquelle sont impliquées des personnes CP de différents établissements scolaires. L'analyse qualitative des entretiens et des documents utilisés et produits par la communauté a permis de noter similitudes entre les cas, dont une collaboration ancrée à la fois dans la culture des membres et dans leur milieu, ainsi qu'une symétrie dans l'agentivité par procuration. La résistance occupe peu d'espace dans la communauté étudiée, qui est tournée vers la recherche de solutions.

Diallo, I. S., Hejazian, A. S., & Heilporn, G. (2025). **Pratiques inclusives dans les cours de 2e et 3e cycles universitaires : perceptions d'étudiantes et étudiants de l'international sur la mise en œuvre de la conception universelle de l'apprentissage.** *Revue hybride de l'éducation*, 9(4), 1-16. <https://doi.org/10.1522/rhe.v9i4.1856>

Cet article rend compte de la perception de trois personnes étudiantes de l'international inscrites à l'Université Laval sur les apports de la mise en œuvre de principes issus de la conception universelle de l'apprentissage (CUA) dans leurs cours aux cycles supérieurs. Il a été révélé que des pratiques pédagogiques inclusives s'appuyant sur les trois principes de la CUA répondent aux besoins variés des personnes étudiantes. Toutefois, l'article met en évidence des différences dans l'application de ces principes par les personnes enseignantes. Ainsi, l'adoption de la CUA dans les cours universitaires pourrait devenir un levier pour promouvoir l'inclusion des personnes étudiantes de l'international.

Donath, J. L., Lüke, T., Tran, U. S., Botes, E., & Goetz, T. (2025). **The Transfer of Teacher Training to Inclusive Classroom Practice: A Meta-Analytic SEM Approach.** *Educational Psychology Review*, 37(4), 105. <https://doi.org/10.1007/s10648-025-10081-9>

Teachers require support to implement inclusive education effectively, and teacher training is a key to providing this support cost-effectively. However, while education research has established theories on student learning, there is still a lack of understanding regarding how teachers learn and integrate new ideas, making it essential to investigate the transfer process to improve the implementation of school reforms. The many overlapping theories on teachers' learning in in-service training, as presented in the literature, have been summarized here in five models. These five models were tested regarding their fit to empirical data in secondary analyses using meta-analytic SEM. The literature search revealed 228 studies that met the inclusion criteria, comprising 244 samples and 117,609 participating teachers and students. Only one model had an acceptable model fit. This model is characterized by the assumption that teacher training affects willingness to change, which in turn influences the subsequent transfer

process. Further research should be theory-based, testing theories using primary data, particularly in the context of willingness to change.

Dumouchel, G., Boily, E., Mailloux, A.-S., Desjardins, É., Jacob, É., & Giroux, P. (2025). **Stratégies pédagogiques à visée universelle en enseignement supérieur en contexte d'utilisation d'une classe d'apprentissage actif**. *Revue hybride de l'éducation*, 9(4), 1-33. <https://doi.org/10.1522/rhe.v9i4.1895>

Les classes d'apprentissage actif (CLAAC) s'inscrivent dans la volonté de concevoir des espaces qui favorisent la mise en œuvre d'une diversité de stratégies pédagogiques soutenant l'apprentissage actif. Des études ont relevé les bienfaits des CLAAC, mais peu d'entre elles permettent de décrire les stratégies pédagogiques utilisées. Cette étude multicas, menée dans un établissement d'enseignement supérieur québécois, vise à documenter les stratégies pédagogiques employées par les personnes enseignantes expérimentant les CLAAC. Des séances d'observation en classe et des entretiens individuels ont été menés auprès de six personnes enseignantes. Cet article présente donc la diversité de stratégies pédagogiques employées dans ces nouveaux espaces par les six personnes participantes.

Dupont, A., Tardif, S., Charron, M., Gaudreault, M., Dupuis, G., & Archambault, J. (2025). **L'inclusion des personnes étudiantes en situation de handicap au collégial sous l'angle des représentations sociales enseignantes**. *Revue hybride de l'éducation*, 9(4), 1-33. <https://doi.org/10.1522/rhe.v9i4.1888>

Avec l'augmentation du nombre de personnes étudiantes en situation de handicap en enseignement supérieur, le réseau collégial québécois a dû s'adapter à une diversité croissante de besoins, notamment liés aux situations de handicap invisible. Une équipe de recherche a exploré les représentations sociales des personnes enseignantes sur l'inclusion des personnes en situation de handicap ainsi que sur leurs rôles et responsabilités dans ce processus. Les résultats révèlent des perceptions positives, mais des distinctions persistent entre les représentations sociales des situations de handicap visible et invisible. Des résistances, surtout envers les pratiques évaluatives inclusives, demeurent. L'adoption de la conception universelle de l'apprentissage apparaît comme une solution prometteuse pour répondre aux besoins de toute la population étudiante.

Dupont, N., & Lescouarch, L. (2025). **Coopérer en pédagogie Freinet pour une école inclusive : des principes à l'épreuve de la réalité**. *Phronesis*, 14(5), 181-197. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-7-page-181>

Dutil, R., & Payant, C. (2025). **Intégrer l'enseignement des langues basé sur les tâches en salle de classe : une proposition de tâche pour des apprenants du français langue additionnelle au primaire**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 340-352. <https://doi.org/10.26443/mje/rsem.v59i2.10154>

La recherche dans le domaine de l'enseignement des langues basé sur les tâches (ELBT ou Task-based language teaching) cherche à mieux comprendre de quelle façon les tâches pédagogiques et leur mise en œuvre contribuent au développement des compétences en langue additionnelle (LA). Cette Note du terrain, destiné aux personnes enseignantes et futures personnes enseignantes, a pour objectif de définir l'ELBT et d'illustrer le concept de tâche pédagogique. Une séquence didactique conçue pour

de jeunes personnes apprenantes du français LA sera proposée et pourra servir de guide pour l'élaboration de tâches similaires.

Duval-Valachs, L., & Legavre, A. (2025). **Un.e pour tous.tes ? Les appropriations enfantines des conseils d'élèves au regard de la norme d'intérêt collectif.** *Phronesis*, 14(5), 56-73. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-7-page-56>

L'article traite des conseils d'élèves, dispositif scolaire permettant aux élèves et à leurs enseignant·es de se réunir afin de discuter des événements passés et futurs de la classe. Le conseil d'élèves véhicule des normes coopératives, notamment celle d'une participation individuelle devant être guidée par un intérêt collectif. L'article explore ainsi les diverses appropriations du conseil par les élèves, certaines étant conformes à la norme d'intérêt collectif, d'autres plus éloignées. Il interroge les éventuels écarts entre la participation visible et l'intégration des normes coopératives, et invite à une réflexion sur les modalités de mise en place des conseils d'élèves, notamment en ce qui concerne l'étayage pédagogique autour des normes coopératives.

Esmat, M., & Amasha, N. (2025). **Using mobile applications to develop the teacher's teaching performance and professional development.** *Education and Information Technologies*, 30(15), 21353-21370. <https://doi.org/10.1007/s10639-025-13603-8>

This research examines the integration of mobile applications with the Egyptian Knowledge Bank (EKB) to support the professional development of teachers, with a particular focus on computer science educators. Given the barriers teachers face in attending traditional training programs, such as time constraints, location, and costs, Mobile Learning (M-Learning) presents a flexible and accessible alternative. The study evaluates the effectiveness of mobile technology in improving teaching performance and professional growth through a dedicated mobile application that provides access to EKB's extensive educational resources. The research sample consisted of 20 computer science teachers from the Sherbin Educational Administration. The sample was divided into two groups: 10 teachers in the control group and 10 teachers in the experimental group. The research tool is an observation card including 20 performances. The results are « There are statistically significant differences at the 0.01 level between the mean ranks of the teaching performance scores for the control and experimental groups in the post-test, with the experimental group showing better performance and There is a statistically significant difference at the 0.01 level between the mean ranks of the teaching performance scores for the experimental group in the pre-test and post-test, with the post-test showing better performance and using our mobile application in developing teaching performance and professional development for computer science teachers is highly effective, confirming their positive impact on both teaching performance and professional growth ». Future research directions include enhancing our app functionality, expanding training content, and integrating more collaborative features to further support teachers.

Ferrier, L. P., & Connac, S. (2025). **Le portfolio, vers un sentiment de professionnalisation.** *Phronesis*, 214(HS2), 22-39. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-HS2-page-22>

L'article traite des conseils d'élèves, dispositif scolaire permettant aux élèves et à leurs enseignant·es de se réunir afin de discuter des événements passés et futurs de la classe. Le conseil d'élèves véhicule des normes coopératives, notamment celle d'une participation individuelle devant être guidée par un intérêt collectif. L'article explore ainsi

les diverses appropriations du conseil par les élèves, certaines étant conformes à la norme d'intérêt collectif, d'autres plus éloignées. Il interroge les éventuels écarts entre la participation visible et l'intégration des normes coopératives, et invite à une réflexion sur les modalités de mise en place des conseils d'élèves, notamment en ce qui concerne l'étayage pédagogique autour des normes coopératives.

Firat, M., & Gencoglu, B. (2025). **Teachers' multicultural beliefs or countries' integration policies? Contextual influences on students' multicultural learning and attitudes towards immigrants.** *Social Psychology of Education*, 28(1), 169. <https://doi.org/10.1007/s11218-025-10126-5>

With societies experiencing growing cultural diversity through international mobility of people, there are concerns about negative attitudes towards immigrants. These concerns have prompted the importance of multicultural learning at schools, which has resulted in a plethora of research on the relationship between students' multicultural learning and attitudes towards immigrants. Yet, prior research has concentrated on student- and classroom-level characteristics in this relationship; therefore, the contextual influences of school- and country-level factors remain unclear. The present study aimed to uncover the influence of teachers' multicultural beliefs and countries' immigrant integration policies on the relationship between students' multicultural learning and attitudes towards immigrants. To this end, student- and school-level data from 206,291 students in 11,285 schools that participated in the Programme for International Student Assessment (PISA) 2018 was combined with country-level data from 38 countries represented in the Migrant Integration Policy Index (MIPEX) 2018. Multilevel regression analyses revealed that students' multicultural learning is positively associated with their attitudes towards immigrants. Furthermore, a significant interaction between students' multicultural learning and teachers' multicultural beliefs was found, suggesting that egalitarian values of teachers at school enhance the positive effect of multicultural learning on students' attitudes. However, countries' immigrant integration policies did not play a moderating role. These findings underscore the significance of not only students' multicultural learning but also teachers' multicultural beliefs in shaping students' attitudes towards immigrants, contributing to strategies for promoting inclusion in diverse educational settings.

Forestier, A., Sempé, G., & Combaz, G. (2025). **What is transformed, resists, or is strengthened in physical education in school contexts? Analyzing the dispositional plasticity of a female migrant student.** *International Journal of Qualitative Studies in Education*, 38(10), 1520-1534. <https://doi.org/10.1080/09518398.2025.2452651>

This article presents the socializing effects of PE, and more broadly school contexts, on the set of dispositions of a Somali migrant girl, recently arrived in France. Shaped from various agents of socialization and according to her gender, her social class, her religion and her migratory background, this portrait shows how PE allows, through individual variations, to (trans)form or reinforce her ways of being, acting and thinking at school. Based on an ethnographic survey carried out in a French secondary school, our findings highlight Sarah's taste for PE and for sport, is gradually taking shape, thanks to the support of her teacher. Moreover, while dispositional transformations have been observed in her investment in PE thanks to the persistence of her docility, an inertia to change remains concerning the acquisition of fine motor skills. Also, in practice, a triple division of gender, migration and language still persists in class.

Gagnon, M., Agundez-Rodriguez, A., Richard, A., Theis, L., & Michaud, O. (2025). **Pratiquer le dialogue philosophique avec les adolescents : comment favoriser une plus grande prise de conscience des apprentissages chez les élèves.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 119-142. <https://doi.org/10.26443/mje/rsem.v59i2.10108>

La pratique du dialogue philosophique avec les jeunes connaît un essor important au niveau international. Or, puisque celle-ci prend régulièrement forme à l'intérieur d'un contexte scolaire, dont l'une des missions est de susciter des apprentissages, il devient précieux d'entreprendre des études visant à documenter ceux effectués par les élèves, dont la conscience qu'ils-elles en ont. Les études à cet égard, dont celles visant à comparer cette conscience au regard d'une variété de dispositifs, sont inexistantes. C'est ce qui est examiné dans le cadre de cet article, un examen qui conduit à penser que la manière dont sont construites les séquences d'apprentissage peut avoir des répercussions sur la perception que les élèves se font des apprentissages qu'ils effectuent en philosophie.

Gauthier, M. (2025). **Accompagner le développement de pratiques professionnelles d'une équipe-école vers la mise en place de stratégies de soutien de l'élève autiste vers le développement de sa connaissance de soi** (Masters, Université du Québec à Rimouski). Consulté à l'adresse <https://semaphore.uqar.ca/id/eprint/3290/>

RÉSUMÉ : Cette recherche présente un projet de recherche-action-formation visant à soutenir le développement de pratiques professionnelles et le sentiment d'efficacité personnel d'intervenants et d'intervenantes scolaires du 3e cycle du primaire d'une équipe-école par une démarche collective de formation, de réflexions et d'actions. Le but est de leur permettre de connaître, de comprendre, d'approfondir et de mettre en place des stratégies pour favoriser le développement de la connaissance de soi de leurs élèves autistes. Six membres de l'équipe participent au projet sur une période de neuf mois. Au moyen de diverses activités, soit une période formation, des journaux de bord à compléter lors de chacune des rencontres, un questionnaire d'auto-évaluation utilisé en pré et en post tests, des activités réflexives interactives ainsi que des comptes-rendus réguliers effectués par la chercheuse, tous les membres de l'équipe arrivent à développer leurs habiletés personnelles et collaboratives. Le travail effectué durant et en dehors des périodes de rencontres les conduit à élaborer un plan d'action à mettre en place pour soutenir leurs élèves autistes. Les membres de l'équipe expriment que la confiance en soi et envers les autres partenaires de l'école s'est améliorée. Les personnes participantes mentionnent se sentir plus outillées pour comprendre et soutenir leurs élèves autistes et rassurées de travailler en équipe dans le but d'y parvenir. Toutes et tous s'entendent pour dire que le temps de dégagement pour leur permettre de participer au projet est une condition gagnante pour les aider à mieux soutenir les élèves autistes. -- Mot(s) clé(s) en français : recherche-action-formation, autisme, accompagnement, connaissance de soi, développement professionnel, approche réflexive, approche collaborative, socioconstructivisme, changement de pratique. -- ABSTRACT : This research presents an action-research-training project aimed at supporting the development of professional practices and the sense of self-efficacy among school staff working with upper elementary students (Grade 5 and 6) within a school team. The project is based on a collective approach involving training, reflection, and action. The goal is to help educators learn about, understand, deepen, and implement strategies to foster self-awareness in their autistic students. Six team members participate in the project over a nine-month period. Through various activities including training sessions, personal

journals completed after each meeting, a self-assessment questionnaire used in pre- and post-tests, interactive reflective activities, and regular reports by the researcher all team members develop both personal and collaborative skills. The work carried out during and outside the meetings leads them to develop an action plan to better support their autistic students. Team members express that their self-confidence and trust in their school partners have improved. Participants report feeling better equipped to understand and support their autistic students and reassured by the collaborative aspect of their work. Everyone agrees that having dedicated time to participate in the project is a key factor in helping them provide better support for autistic students. -- Mot(s) clé(s) en anglais : research-action-training, autism, support, self-knowledge, professional development, reflective approach, collaborative approach, socioconstructivism, change of practice.

Gavarini, L., & Kannengiesser, V. (2025). **Faire face au Réel à l'hôpital avec Balint : des groupes d'analyse clinique des pratiques.** *Cliopsy*, 34(2), 13-33. <https://doi.org/10.3917/cliop.034.0013>

Gillett-Swan, J., Willis, J., Kelly, N., & Miles, P. (2025). **Decision-making conditions for participatory student voice research at scale: examples from studying vertical school spaces.** *International Journal of Qualitative Studies in Education*, 38(10), 1581-1603. <https://doi.org/10.1080/09518398.2025.2452989>

Student voice research recognises students' roles as knowledge makers in cultural institutions like schools. It rarely occurs at scale, as researchers need to work closely with small groups of students to enable dialogue, listen, and negotiate. Gathering rich qualitative data from large groups of students in schools using such participatory methods can be challenging, becoming methodologically "messy" for philosophical and practical reasons. This paper links high-level research principles and pragmatics of on-the-ground research strategy and improvisation to provide ways of managing the 'mess' of student voice research at scale. Drawing from researcher experiences working with large groups of students, a reflexive decision-making theory is used to discern the deliberations that guided the research team's decision-making. Six different dimensions are illustrated, alongside methodological questions to offer guidance to other researchers. Student voice research at scale offers opportunities for diverse participatory roles for students and researchers to be innovative, reflexive knowledge makers.

Girouard-Gagné, M., Deschênes, N., Bégin-Caouette, O., Jones, G. A., Karram Stephenson, G., & Metcalfe, A. (2025). **Exploration initiale des facteurs pour une pédagogie variée et active à l'enseignement universitaire.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 143-168. <https://doi.org/10.26443/mje/rsem.v59i2.10149>

Une approche centrée sur l'apprenant·e impliquant l'utilisation de méthodes pédagogiques actives semble encouragée à l'enseignement universitaire afin de répondre au contexte changeant. Toutefois, aucune étude quantitative n'a été effectuée pour comprendre les facteurs déterminants des pratiques pédagogiques variées et actives chez les professeur·e·s universitaires, ce que cet article propose de faire. Des analyses statistiques descriptives ainsi qu'une régression logistique ont été effectuées à partir des données récoltées auprès de 2 968 professeur·e·s d'universités canadiennes. Il semble que celles et ceux dont la pédagogie est la plus variée ont suivi une formation sur la pédagogie, préfèrent l'enseignement, travaillent plus d'heures par

semaine, autoévaluent leur enseignement de façon formelle ou exercent dans les domaines des sciences naturelles et de la santé.

Gonçalves, A. de O., Muniz, B. F. B., & Jaeger, A. (2025). **Retrieval Practice Versus Elaborative Encoding: A Systematic and Meta-analytic Review**. *Educational Psychology Review*, 37(4), 100. <https://doi.org/10.1007/s10648-025-10076-6>

Retrieval practice has been consistently shown to be more beneficial for learning than restudy (e.g., rereading). An important question, however, is whether these benefits are reproduced when retrieval practice is compared to tasks that typically have positive effects on learning. To approach this question, we conducted a systematic and meta-analytic review and found 44 empirical studies that directly compared retrieval practice to such “elaborative” conditions. The selected studies yielded 142 relevant comparisons, which were analyzed from the perspective of 7 guiding research questions. The questions approached whether retrieval practice is overall more beneficial than elaborative conditions (Q1), and whether the format of retrieval practice (Q2), provision of corrective feedback (Q3), retention versus transfer final tests (Q4), complexity of materials (Q5), retention interval (Q6), and type of elaborative task (Q7) affect these potential benefits. The meta-analysis showed a small but significant overall advantage of retrieval over the elaborative conditions ($g = 0.14$) and an advantage for retrieval practice in the form of free recall versus cued recall ($g = 0.23$). In addition, the advantage of retrieval was conditional to the provision of feedback ($g = 0.50$), with elaborative encoding becoming more beneficial than retrieval when feedback was unavailable. Finally, the analysis showed that the benefits of retrieval practice were restricted to comparisons with concept mapping and group discussions, producing indistinguishable effects relative to the remaining elaborative tasks. In sum, the positive effects of retrieval are significantly diminished relative to elaborative encoding tasks known for decades to benefit retention, a fact that has important implications for educational and research purposes. These implications are further explored in the answers to the current research questions.

Gosselin-Lavoie, C., Lemieux, A., & Martel, M. D. (2025). **Formation de futures personnes enseignantes et bibliothécaires pour une prise en compte de la diversité à travers la littérature : présentation de deux prototypes de démarches pédagogiques**. *Canadian Journal of Higher Education*, 55(2), 59-74. <https://doi.org/10.47678/cjhe.v55i2.190799>

This article presents two prototypes of pedagogical approaches that were developed as part of a research project aimed at raising awareness among pre-service teachers and librarians in training on the importance of featuring diversity and inclusion in literature teaching and learning. These approaches were developed by the research team and piloted in three bachelor-level university courses in education sciences and library science. This article aims to describe the theoretical and conceptual foundations of these pedagogical prototypes, including a call for accountability, authenticity, and vulnerability; as opposed to analyzing the impact of the testing. University professors might find these tools, foundations, and approaches insightful and useful in different fields of education sciences and beyond.

Grasland-Ferey, C. (2025). **Les effets de ma participation à un groupe de supervision sur ma posture d'animatrice**. *Cliopsy*, 34(2), 65-75. <https://doi.org/10.3917/cliop.034.0065>

Guennouni Hassani, R. (2025). **Voix des personnes intervenantes dans le milieu scolaire ou communautaire sur la socialisation des jeunes musulmans : comprendre les tensions et les meilleures pratiques**. *Apprendre et enseigner aujourd'hui : revue du Conseil*

pédagogique interdisciplinaire du Québec, 14(2), 23-26.
<https://doi.org/10.7202/1119607ar>

L'intégration des élèves issus de l'immigration représente un défi pour les sociétés d'accueil (Bakhshaei, 2016). Au Québec, ce processus repose sur une dynamique complexe entre les référentiels de socialisation familiaux et les exigences institutionnelles de l'école, nécessitant des ajustements pour favoriser la réussite scolaire et sociale des jeunes. Pour les familles musulmanes, cette intégration est souvent marquée par des tensions entre les valeurs culturelles transmises au sein du foyer et les attentes normatives du milieu scolaire, qui peuvent être parfois perçues comme contradictoires (Guennouni Hassani et Kanouté, 2023). Cet article explore ces enjeux en mobilisant les perceptions des personnes intervenantes en milieu scolaire et communautaire. Il met en lumière les tensions et ajustements que nécessitent ces interactions, ainsi que les stratégies permettant d'accompagner les familles dans la compréhension de la culture scolaire. En développant des espaces de dialogue, en sensibilisant les personnes intervenantes scolaires et communautaires aux référentiels culturels des élèves et en favorisant une collaboration étroite entre l'école et les familles, il est possible de mieux soutenir l'intégration scolaire des jeunes musulmans et de renforcer leur engagement dans leur parcours.

Guyet, D., & Saillot, É. (2025). **Quand la tension universitarisation-professionnalisation est génératrice d'innovations pédagogiques : étude de cas du virage universitaire d'un institut de formation paramédicale**. *Phronesis*, 214(HS2), 54-69. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-HS2-page-54>

Dans un contexte de restructuration universitaire des études paramédicale françaises, nous proposons une étude de cas d'un institut de formation normand pour questionner la tension universitarisation-professionnalisation et comprendre si elle est plutôt source de blocages ou de créativité pédagogique. Ce contexte de réforme peut être source de nouvelles ingénieries pédagogiques visant de réels enjeux de professionnalisation en s'inscrivant dans un cadre scientifique qui articule sciences de la santé et sciences de l'éducation et de la formation, en particulier une orientation didactique professionnelle. Notre analyse cible en particulier quatre innovations pédagogiques particulièrement emblématiques et issues de ce virage universitaire.

Hamon, L., Nodot, M., Canu, M., Almerge, M., Praseuth, G., & Even, N. (2025). **Le compagnonnage dans un écosystème pédagogique inter-universitaire : une opportunité de formation des acteurs ?** *Actes du colloque QPES 2025 - Écosystèmes de formation - Pour quelle(s) transformation(s)*, 1102-1112. <https://doi.org/10.5281/zenodo.17091409>

Les accompagnateurs pédagogiques ont un rôle crucial dans les écosystèmes de formation et en particulier dans les établissements d'enseignement supérieur, sujets à de nombreuses réformes et évolutions. Le développement professionnel de ces acteurs est donc un sujet majeur qui passe beaucoup par les interactions, souvent informelles, entre pairs via les réseaux organisés localement ou nationalement et les associations internationales. Dans la région Occitanie, une expérimentation de formation pour des ingénieurs et conseillers pédagogiques de plusieurs établissements a été mise en place en intégrant la modalité du compagnonnage. Après 2 ans de fonctionnement du dispositif, tant les formés que les formateurs font état d'une expérience enrichissante et effective, tenant compte des réalités et des contraintes institutionnelles de chacun. La méthodologie de compagnonnage libre proposée pourrait être revue afin d'intégrer

des entretiens réflexifs dans le cadre d'un modèle plus structuré comme celui de Clutterbuck.

Hsu, T.-C., & Hsu, T.-P. (2025). **Teaching AI with games: the impact of generative AI drawing on computational thinking skills.** *Education and Information Technologies*, 30(15), 21499-21518. <https://doi.org/10.1007/s10639-025-13624-3>

While computational thinking (CT) is crucial for modern education, integrating artificial intelligence (AI) into learning poses challenges due to its complexity. Generative AI Drawing (GAID) offers an intuitive method for teaching AI concepts, but barriers such as restrictive access for younger students and limited instructional frameworks hinder its potential. This study proposes combining GAID with game-based learning (GBL) to create an engaging, hands-on approach for teaching CT and AI literacy. A GBL environment was developed where students designed and refined robot-control board game cards. This study involved a total of 56 sixth-grade students from two elementary schools in northern Taiwan. One group, consisting of 28 students using GAID and block-based coding to foster AI literacy, was assigned as the experimental group. The other group, consisting of 28 students who did not employ GAID but relied only on a Google search engine in their learning, was assigned as the control group. The results showed that the experimental group enhanced algorithmic thinking and AI literacy, particularly in the "Create AI" dimension, compared to the control group. However, the control group excelled in CT concept mastery, suggesting that the beginners need conventional learning first to better support foundational CT learning. Consequently, a balanced educational approach blending automated tools like GAID with exploratory, project-based activities is recommended to maximize learning outcomes.

Hunyadi, M.-E., Maufrais, O., Nordmann, J.-F., Amilhat, C., Fontaine, J., Lehner, P., & Sochala, L. (2025). **Développer la réflexivité des enseignants-stagiaires par un travail coopératif d'enquête et de co-écriture : visées et usages du dispositif d'analyse de situations professionnelles GPS.** *Phronesis*, 14(5), 137-158. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-7-page-137>

Hutchings, Q. R., & Bloniarz, N. J. (2025). **The slippery slope: an autoethnography of masculinity socialization in educational settings.** *International Journal of Qualitative Studies in Education*, 38(10), 1490-1504. <https://doi.org/10.1080/09518398.2025.2452647>

There has been existing literature on men and masculinity scholarship that undergirds the importance of examining gender performance and identity through an intersectional analysis. This study uses Harro's cycle of socialization framework to investigate how the authors experience masculinity socialization through secondary and postsecondary environments. Through a duoethnography approach, the authors highlight the pervasive ways that hegemonic and dominant masculinity discourse shapes and influences the authors lived experiences among peers, family, and other educational environments. Findings from this study illuminated how the authors navigated hegemonic masculinity norms, ideals, and culture of parental figures throughout their childhood, harmful masculinity socialization in high school, and subscribing to normalized masculine fraternity culture. The authors offer critical perspectives on how educational settings must shift their understanding of harmful masculinity policies, practices, and socialization.

Jacobsen, M., Johnston, S., Butler, T., Paquette, A., & Baragar, M. (2025). **Examining Canadian Graduate Students' Views on Ideal Supervision: A Qualitative Coding**

Approach. *Canadian Journal of Higher Education*, 55(2), 94-113.
<https://doi.org/10.47678/cjhe.v55i2.190811>

Research highlights academic, mentoring, and personal characteristics students associate with ideal supervision. The Graduate Student Experience Survey (GSES) invited graduate students from all disciplines to share their views on the qualities and characteristics of ideal supervision. The quantity and diversity responses posed a challenge: How can we systematically analyze textual data from diverse graduate students across campus? In this article, we describe the creation and application of a qualitative coding framework—a systematic method for categorizing and coding textual data—to synthesize 824 student responses to an open-ended survey question. We administered the GSES in 2022 and 2023 and conducted a quantitative content analysis and qualitative interpretation of 993 data extracts. Findings are organized into five categories: personal characteristics, teaching/mentoring, relational trust, professional support, and academic support. This deductive approach to qualitative analysis enabled us to identify trends and patterns in the traits graduate students most frequently associated with ideal supervision. These findings have practical applications: researchers can adapt the qualitative coding framework to analyze textual data, graduate students can use findings to identify suitable supervisors, and university leadership can leverage findings to improve supervisory development.

Johnston, C., Malcolm, A., & Pennacchia, J. (2025). **How is theory used to understand and inform practice in the alternative provision sector in England: trends, gaps and implications for practice.** *International Journal of Inclusive Education*, 29(13), 2273-2290.
<https://doi.org/10.1080/13603116.2024.2342363>

This article examines how theory features in the research literatures concerning the English alternative (education) provision (AP) sector. Despite increasing interest over the past decade in how AP can (re)engage school-aged young people in learning, there has been no comprehensive review of the theoretical ideas used to understand, analyse, and inform practice in the sector. This article presents a framework for categorising the literature on AP, which refer to theory. This framework is of international relevance and can be used by researchers who are seeking to understand the state-of-knowledge on AP in their own contexts. Applied to the English context, this framework demonstrates trends and gaps in the ways theory is used to frame and understand the sector by researchers and practitioners. The framework highlights a shortage of published research which seeks to understand how practitioners in English APs understand, and use, theoretical ideas, concepts, and frameworks to inform their work with young people. We also find that theories drawn from psychological and therapeutic orientations are more common than those drawing on socio-political framings. We reflect on the causes and implications of these trends and gaps and conclude with suggestions for future research to better understand them.

Julien, A.-A. (2025). **Analyse de pratiques professionnelles vidéoscopées à 360 degrés : soutenir l'alternance intégrative en formation initiale à la gestion de classe** (Masters, Université du Québec à Rimouski). Consulté à l'adresse <https://semaphore.ugqar.ca/id/eprint/3333/>

RÉSUMÉ : La formation initiale à l'enseignement présente des défis, notamment l'articulation entre théorie et pratique, incontournable pour développer la compétence à gérer la classe. Cette articulation, censée être renforcée par l'alternance entre l'université et les écoles de stage, ne semble pourtant pas prioritaire dans le modèle

d'accompagnement traditionnel : la triade (Gouin et Hamel, 2022). Pourtant crucial, l'accompagnement est limité par un contexte évaluatif qui restreint la réflexivité des personnes étudiantes sur leurs pratiques, une composante clé pour surmonter les difficultés de l'articulation théorie-pratique. Ces limites exacerbent le « choc de la réalité » ressenti par les novices, car elles amplifient les défis liés à la gestion de classe, contribuant à un taux d'abandon de la profession préoccupant (Delbart et al., 2024). Cette recherche qualitative veut dégager les apports et les limites du processus d'analyse de pratiques professionnelles (APP) vidéoscopées à 360° en contexte offert d'alternance intégrative, en soutien à la formation initiale à la gestion de classe. L'étude repose sur une approche multicas (Merriam et Tisdell, 2016) impliquant quatre personnes étudiantes-stagiaires (PES) issues de deux universités québécoises. Des vidéos à 360° captées en stage sont utilisées pour analyser, avec l'aide d'un groupe hétérogène, les pratiques de gestion de classe des PES. Selon un cadre inspiré de Pasche Gossin (2012), l'analyse permet de verbaliser les pratiques constatées, d'établir des liens entre théorie et pratique, et de proposer des pistes d'amélioration pour élargir le répertoire d'actions des PES. Les résultats exposent plusieurs apports de l'APP vidéoscopées à 360°, entre autres liés au développement personnel et professionnel (persoprofessionnel) en gestion de classe et à l'enrichissement de la réflexivité des PES. Des limites sont également révélées, notamment quant aux facteurs humains et contextuels qu'implique cette approche. Le processus d'APP semble prometteur pour renforcer l'alternance intégrative en formation initiale à la gestion de classe. Il favorise un apprentissage réflexif accompagné et authentique, réduit le fossé entre théorie et pratique et outille les PES pour relever les défis personnels et professionnels. Ces résultats encouragent un élargissement de la triade intégrant d'autres personnes accompagnatrices et le déploiement de dispositifs similaires dans d'autres contextes, dont en formation continue.

-- Mot(s) clé(s) en français : formation à l'enseignement, formation à la gestion de classe, alternance intégrative, articulation théorie-pratique, analyse de pratiques professionnelles, vidéoscopie à 360°, dispositif d'accompagnement, réflexivité. --

ABSTRACT: Initial teacher training presents challenges, particularly the integration of theory and practice, which is essential for developing classroom management competence. This integration, intended to be reinforced by alternating between university and internship schools, does not appear to be a priority within the traditional support model: the triad (Gouin & Hamel, 2022). Yet support is crucial and remains limited by an evaluative context that restricts student teachers' reflexivity on their practices, a key component for overcoming the difficulties related to bridging theory and practice. These limitations exacerbate the « reality shock » experienced by novices, as they amplify classroom management challenges, contributing to a concerning teacher attrition rate (Delbart et al., 2024). This qualitative research aims to identify the benefits and limitations of a 360° video-based process dedicated to the analysis of professional practices (APP), offered within an integrative alternating context to support initial training in classroom management. The study follows a multiple-case approach (Merriam & Tisdell, 2016) involving four student teachers (ST) from two Quebec universities. 360° videos of classroom practices recorded during their internships are then analyzed with the help of a heterogeneous group to examine their classroom management practices. Using a framework inspired by Pasche Gossin (2012), the analysis allows for the verbalization of observed practices, the establishment of links between theory and practice, and the proposal of improvement strategies to expand the ST's repertoire of actions. The results highlight numerous benefits of 360° video-based APP, particularly regarding personal and professional development in classroom management, as well as the enhancement of ST

reflexivity. However, limitations are also identified, especially those related to the human and contextual factors inherent in this approach. The APP process appears promising for strengthening integrative alternation in initial classroom management training. It promotes reflexive, guided, and authentic learning, helps bridge the gap between theory and practice, and equips ST to meet both personal and professional challenges. These findings support the expansion of the triad model, integrating other supporters, and the implementation of similar initiatives in other contexts, including in continuing education. -- Mot(s) clé(s) en anglais: teacher education, classroom management training, integrative alternating model, theory-practice integration, professional practice analysis, 360° video, support model, reflexivity.

Kawar, K. (2025). **Teaching Hebrew as a second language for Arab middle and high school students with disabilities.** *International Journal of Inclusive Education*, 29(13), 2379-2400. <https://doi.org/10.1080/13603116.2024.2349720>

According to the inclusion law in Israel, students with disabilities can learn in mainstream classes with support services by teachers and specialists with special education training. The present study investigates the quality of teaching Hebrew as a second language (HSL) for Arab students with disabilities as reported by 35 teachers of HSL in mainstream middle and high schools who filled an online survey. Findings indicated a lack of knowledge among the teachers about students with disabilities who learn in inclusive settings. Moreover, the responses revealed that almost half of the teachers did not speak Hebrew fluently, and that they all simplified their language when administering their lessons. These findings raise questions regarding teaching HSL and the efficacy of inclusion. The present study identifies key areas for improvement including the need for competent L2 teachers for students with disabilities, and the implementation of an adapted accessible curriculum and an authentic classroom. Recommendations for teaching HSL for Arab students with disabilities are included.

Kieffer, M. J., Proctor, C. P., Weaver, A. W., Karbachinskiy, S., Chen, Q., Yu, Q., ... Silverman, R. D. (2025). **Effects of Heterogeneous Versus Homogeneous Grouping of English Learners' Language and Literacy Development: Evidence from a Randomized Controlled Trial.** *American Educational Research Journal*, 62(5), 909-945. <https://doi.org/10.3102/00028312251355989>

In this preregistered within-teacher randomized controlled trial (n = 84), we tested the effects of grouping English learners (ELs) in homogeneous groups (all ELs) versus heterogeneous groups (ELs and non-ELs) on language, reading comprehension, and argumentative writing. Findings indicated no significant main effects of grouping. However, preregistered moderation analyses indicated that heterogeneous groups benefited students with higher English language skills (Hedges' $g = 0.27-0.59$ or $0.75-1.93$ grade equivalents), whereas homogeneous groups benefited students with lower English skills ($g = 0.31-0.58$ or $1.00-1.55$ grade equivalents). Instructional observations indicated that teachers provided more specialized strategies for ELs in homogeneous groups and more authentic questions for students in heterogeneous groups. Findings question the default use of homogeneous grouping and support considering English proficiency when making instructional and policy decisions for EL instruction.

Kohnke, L., Zou, D., & Xie, H. (2025). **Microlearning and generative AI for pre-service teacher education: a qualitative case study.** *Education and Information Technologies*, 30(15), 21221-21248. <https://doi.org/10.1007/s10639-025-13606-5>

The rapid emergence of generative artificial intelligence (GenAI) tools has underscored the urgent need for pre-service teachers to develop technological pedagogical content knowledge (TPACK) and self-regulated learning (SRL) strategies – both critical for integrating AI into classrooms. However, existing teacher education programmes lack structured approaches to equip pre-service teachers with AI literacy and pedagogical adaptation skills. Traditional training models remain too generalised and fail to provide incremental, hands-on experiences for AI integration. This qualitative case study addresses these gaps by investigating the use of microlearning modules – bite-sized, multimodal instructional units – to enhance pre-service teachers' TPACK and SRL in English language teaching (ELT). Over 13 weeks, 19 participants engaged with GenAI-focused microlearning modules that progressively developed their ability to adapt AI tools such as ChatGPT, Twee, Mizou, Perplexity and MagicSchool for differentiated instruction, formative assessment and culturally responsive teaching. Thematic analysis of participants' reflective journals and semi-structured interviews revealed three key findings: (1) microlearning facilitated a structured, low-cognitive-load approach to developing GenAI competencies, (2) participants gained confidence and autonomy in using AI for lesson planning, and (3) SRL strategies such as goal setting and iterative refinement were essential for AI integration. Participants mitigated challenges such as GenAI tool limitations and initial AI anxiety by refining prompt engineering techniques and cross-validating AI outputs. These findings highlight microlearning's potential to bridge AI literacy and pedagogical applications of AI, offering a scalable model for teacher education.

La conception universelle de l'apprentissage : mettre en œuvre une pédagogie flexible et inclusive. (2025). Consulté à l'adresse <https://www.puq.ca/catalogue/livres/conception-universelle-apprentissage-3986.html>

Lafage, L., & Guetat-Calabrese, N. (2025). **D'un dispositif de « supervision » à visée formative. À l'intention de futurs animateurs de groupes d'analyse clinique des pratiques professionnelles.** *Cliopsy*, 34(2), 77-89. <https://doi.org/10.3917/cliop.034.0077>

L'analyse clinique des pratiques professionnelles : quelles perspectives aujourd'hui ? (2025). *Cliopsy*, (34), 1-152. Consulté à l'adresse <https://shs.cairn.info/revue-cliopsy-2025-2>

Latorre-Coscolluela, C., Rivera-Torres, P., & Liesa-Orús, M. (2025). **Perceived barriers and needs of teachers in inclusive schools and their relationship with transformation processes.** *International Journal of Inclusive Education*, 29(13), 2291-2307. <https://doi.org/10.1080/13603116.2024.2343061>

In the transformation towards inclusive education, teachers are professionals who research, reflect on, and identify the conditions that hinder their development and that of their students. This study focused on a population of pupils with autism spectrum disorder (ASD). It aimed to apply a quantitative methodology to analyze the relationships existing among the barriers perceived in the teaching-learning process, teacher needs, and transformative attitudes toward the process of inclusion of these children. A total of 454 teachers from mainstream schools participated in this study. A Structural Equation Model was carried out to test the proposed relationships. The results showed that a greater perception of the barriers faced by these students meant that the needs perceived by teachers were also more pronounced. These needs are related to training

and experience regarding the inclusion of pupils with ASD, as well as the resources and support teachers available to them. Perceived needs have significant positive effects on teachers' attitudes in favour of transforming the process of inclusion of pupils with ASD. The importance of introducing changes in inclusive education for the most vulnerable students was highlighted.

Le Hénaff, C., Sensevy, G., & Tollu, S. (2025). **Transmission et imitation de la culture, création de langage à l'école maternelle. Un exemple, avec une berceuse.** *Revue française de pédagogie. Recherches en éducation*, (226), 47-66.
<https://doi.org/10.4000/14w1e>

Nous présentons quelques éléments d'une recherche sur la transmission du langage (chant d'une berceuse) et de la culture à l'école maternelle, dans le cadre d'une ingénierie coopérative, un dispositif développé en Théorie de l'action conjointe en didactique. Dans ce projet, des élèves de petite et de moyenne section remettent en pratique, dans des ateliers d'imitation, une berceuse qui leur a été initialement présentée par une mère d'élève (puéricultrice). Ils apprennent à bercer, à chanter, puis, dans un second temps, à créer des représentations corporelles et langagières de ce chant. Nous tentons d'analyser en quoi ce type de dispositif didactique aide à comprendre comment le langage et la culture peuvent se transmettre à l'école, en lien avec la notion de connaissance pratique.

Lee, E. (2025). **Development and implementation of an arduino-based digital logic circuit practice board module.** *Education and Information Technologies*, 30(15), 21249-21282.
<https://doi.org/10.1007/s10639-025-13604-7>

This study addresses challenges in digital logic circuit practices by introducing an Arduino-based digital logic circuit practice board module (DLCPBM) designed to improve learning efficiency and sustainability. The DLCPBM comprises three module types that integrate theoretical knowledge with hands-on application, enabling students to intuitively understand digital logic circuits and their real-world applications. Its PCB-based architecture reduces circuit complexity, minimizes errors, and protects components, offering a reusable and sustainable solution. Furthermore, the model incorporates Tinkercad simulations and Arduino programming, providing a structured, step-by-step approach to learning logic gates and combinational circuits. The results indicate that the DLCPBM enhances the efficiency of digital logic circuit education and is a cost-effective, sustainable teaching tool.

López-Benítez, R., & Fernández-Berrocal, P. (2025). **Role of dispositions toward ridicule and being laughed at in emotional intelligence, bullying and cyberbullying among university students.** *Social Psychology of Education*, 28(1), 183. <https://doi.org/10.1007/s11218-025-10146-1>

Although there is a growing body of knowledge on dispositions towards ridicule and being laughed at, there is still scarce research on how they relate to other relevant constructs and phenomena, such as emotional intelligence or (cyber)bullying. This study explores the associations between those dispositions and emotional intelligence and analyses the relationships, differences, and predictions of these dimensions in bullying and cyberbullying in a sample of 347 university students. The results show that gelotophobia was related to lower emotional intelligence. Positive relationships were also observed between several roles in (cyber)bullying and the dispositions towards ridicule, and negative relationships between those and emotional repair. Greater scores in

dispositions towards ridicule (especially gelotophilia and katagelasticism) were associated with the roles, increasing the likelihood of their occurrence. Moreover, greater scores in clarity were related inversely with the victim role. These data highlight the relevance of dispositions associated with ridicule/laughter in several psychological constructs, underlining the need to bear them in mind when dealing with complex phenomena such as emotional intelligence or (cyber)bullying.

Malmström, M., & Öqvist, A. (2025). **The role of self-efficacy, social support and motivation in teacher's leadership behavior.** *Social Psychology of Education*, 28(1), 161. <https://doi.org/10.1007/s11218-025-10124-7>

Teachers' leadership behavior has been demonstrated to play a critical role in students' motivation, learning and performance in school. Given its importance, we theorised and tested a model of the determinants for teachers to excel in leadership behavior in the classroom and beyond. Based on self-determination theory, we modelled the influence of teachers' self-efficacy and social support on their motivation and, in turn, their leadership behavior. Data analysis was conducted in two main phases: (1) preliminary analyses, including descriptive statistics and correlation testing, and (2) structural equation modelling was conducted using IBM SPSS AMOS 26.0. We used survey data from 199 elementary school teachers which showed the dual relevance of self-efficacy as an intrinsic factor and social support as the extrinsic factor for teachers' motivation and subsequent engagement in leadership behaviour. The findings demonstrate their interactive and mediated influence on motivation and suggest moving beyond single-factor explanations of teacher leadership and to understand how psychological and social factors simultaneous influence motivation in the field of education. The result suggests practical implications for teacher education programs, policy and schools to providing teachers with strong social support for their teaching role and supporting them in developing their own self-efficacy. This becomes important for facilitating and stimulating their motivation, which will, in turn, increase their commitment to leadership behavior and further affect teacher-student relations and students' success in education.

Maor, R. (2025). **Teachers' personal history of bullying involvement and their intentions to engage in anti-bullying interventions: the mediating role of self-efficacy and the moderating role of social dominance orientation.** *Social Psychology of Education*, 28(1), 184. <https://doi.org/10.1007/s11218-025-10141-6>

Considerable research highlights teachers' crucial role in addressing school bullying, with their responses varying depending on factors like their own bullying history. However, evidence linking teachers' personal bullying history to their responses remains limited and inconsistent, suggesting additional variables may be involved. Therefore, the main aim of this study was to examine whether the association between teachers' personal history of bullying involvement, either as perpetrators or victims, and their intentions to engage in anti-bullying interventions is mediated by their self-efficacy in addressing school bullying and moderated by their social dominance orientation (SDO). A questionnaire was completed by 690 Israeli school teachers. Findings show that teachers' history of bullying involvement, whether as perpetrators or victims, negatively associated with their intentions to engage in antibullying interventions. Teachers' self-efficacy in addressing bullying mediated these associations, and their SDO moderated them. These findings may inform the development of more effective, teacher-focused antibullying interventions.

Markakis, K. (2025). **Proposer un atelier d'écriture aux coordonnateurs d'Ulis collège. Le partage du « muet » qui anime le texte.** *Cliopsy*, 34(2), 111-125. <https://doi.org/10.3917/cliop.034.0111>

Le présent article met en lien l'engagement du chercheur dans la conception et l'animation d'un dispositif clinique et les effets produits sur le travail au sein du dispositif. Dans le prolongement de sa recherche doctorale, l'auteur a co-construit et co-animé un dispositif d'atelier d'écriture sur les pratiques professionnelles (Bréant, 2014) destiné aux coordonnateurs d'Ulis collège (Unité localisée pour l'inclusion scolaire). Les comptes-rendus de préparation des séances, les notes prises in situ lors des séances de l'atelier et celles dans l'après-coup des séances de supervision du dispositif constituent le principal corpus de données pour explorer à la fois le dispositif lui-même, ce qui s'y passe sur le plan psychique pour les sujets et ce qu'il en est du rapport au métier du coordonnateur d'Ulis collège pour chacun des participants. La réflexion sur son engagement dans ce projet amène l'auteur à identifier sa sensibilité à un processus sous-tendant le travail groupal au sein de l'atelier qu'il propose de nommer « le partage du muet qui anime le texte ».

Massemin, C., & Battistelli, M. (2025). **Les orchestres scolaires à vocation sociale : une pratique musicale collective ambiguë.** *Revue française de pédagogie. Recherches en éducation*, (226), 67-84. <https://doi.org/10.4000/14w1f>

Les orchestres scolaires à vocation sociale connaissent un essor en France depuis deux décennies. À partir d'une étude de cas portant sur sept classes orchestre dans l'agglomération de Cergy-Pontoise, cet article analyse la manière dont enseignants et musiciens-intervenants composent avec les ambiguïtés structurelles de ces dispositifs, entre finalités artistiques, éducatives et sociales. En mobilisant le concept d'ambiguïté dans les pratiques musicales, l'article montre comment les acteurs de terrain élaborent des savoirs en action et des arrangements pratiques face à des injonctions contradictoires. Cette approche propose un cadre d'analyse renouvelé des projets éducatifs artistiques en contexte scolaire, au croisement de la sociologie des pratiques éducatives, des sciences de l'éducation et de la philosophie des pratiques musicales.

Nahapétian, N. (2025, octobre 20). **Géraldine Farges et Igor Martinache : « L'innovation pédagogique est une façon pour les enseignants de se protéger au travail ».** Consulté 22 octobre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/geraldine-farges-igor-martinache-linnovation-pedagogique-une-fa/00116331>

Coordinateurs d'un ouvrage collectif sur le sentiment de déclassement des enseignants, les sociologues Géraldine Farges et Igor Martinache reviennent sur l'exercice du métier, de plus en plus contraint.

Naud, S., Dechamboux, L., Mottier Lopez, L., & Sander, E. (2025). **L'analogie au service de la conceptualisation de la différenciation pédagogique en formation initiale à l'enseignement.** *Revue française de pédagogie. Recherches en éducation*, (226), 85-103. <https://doi.org/10.4000/14w1g>

Cet article, composé de deux études réalisées en Suisse romande, expose comment les analogies révèlent et influencent les conceptions de futurs enseignants du secondaire à propos de la différenciation pédagogique. Les résultats de la première étude montrent des conceptions de la différence et de la justice scolaire majoritairement orientées vers

une catégorisation de l'élève et une visée d'égalité des chances. La deuxième étude met en évidence qu'une formation impliquant l'analyse d'analogies favorise une perspective d'égalité des acquis et une compréhension diffractive de la différence (écart entre culture scolaire et culture de l'élève). Le rôle des analogies pour élargir les perspectives des futurs enseignants afin d'encourager une approche inclusive de la différenciation pédagogique est discuté.

Nesbit, J. C., & Liu, Q. (2025). **Argument Mapping in Higher Education: A Systematic Review**. *Higher Education Quarterly*, 79(4), e70063. <https://doi.org/10.1111/hequ.70063>

Given the emphasis on critical thinking across the undergraduate curricula, research on argument visualisation has significant implications for designing learning activities in higher education. This systematic review examines research on the use of argument maps or diagrams by postsecondary students. The goals were to identify the themes, research questions, and results of systematically identified studies, and to assess the current prospects for meta-analyses. Relevant databases were searched for qualitative, observational and experimental studies. We coded 124 studies on research design, mapping software, student attitudes, collaborative mapping and thinking skills. There were 102 empirical studies, of which 44% assessed student attitudes toward argument mapping, 40% investigated collaborative argument mapping and 51% examined the quality or structure of student-constructed argument maps. The causal relationship most frequently investigated was the effect of argument mapping on critical thinking skills. We present the results from selected studies and consider their significance for learning design.

Nyborg, G., Mjelve, L. H., Coplan, R. J., Edwards, A., & Ray Crozier, W. (2025). **Exploring Norwegian teachers' perceptions of shy students at recess and their strategic responses**. *International Journal of Inclusive Education*, 29(13), 2324-2339. <https://doi.org/10.1080/13603116.2024.2343089>

Recess (break times) during the school day offers children opportunities for peer interactions which enrich social development. For shy children, however, these periods can produce anxiety, leading to withdrawal and onlooker behaviour. The analysis reported here is from a national study of how Norwegian elementary school teachers support the engagement of shy children in school life. Nineteen teachers with recognised success with shy students were interviewed to elicit their interpretations of shy children's behaviour and their strategies with them. Qualitative analyses found that these teachers recognised that recess was integral to creating inclusive schools, took the perspectives of shy children, and ascribed anxiety-related emotions to them. Teachers also mentioned that asking other children to include them in activities left shy children feeling pitied. However, giving designated roles to the child; allowing them to stay inside with friends to build real friendships; and starting playful activities with the child that attracted other children were all described as successful strategies.

OECD. (2025). **Teacher policies to support the use of digital resources in the classroom** (OECD Education Policy Perspectives N° 128; 128^e éd., p. 53). <https://doi.org/10.1787/d16e9614-en>

Paladino, A. (2025). **The Service of Education. Reconceptualising Teaching Quality and Its Measurement in Higher Education**. *Higher Education Quarterly*, 79(4), e70050. <https://doi.org/10.1111/hequ.70050>

In this paper, we argue for the need to define teaching quality more broadly and consider how research across disciplines can inform how we reconsider our measurement of teaching quality. To enable this, we proffer that a move towards a portfolio approach to teaching quality assessment (TQA) is required. Drawing from the teaching quality and service quality literature, we present an overview of the facets of teaching quality to inform the development of a holistic TQA Framework. The TQA is to be employed at the individual, academic level. We present a brief case study of a faculty moving towards the use of a portfolio of measures to assess teaching quality and its relationship to the TQA in Australia. We contend that a more considered approach to how we measure teaching quality will provide fairer outcomes for all and minimise unintended consequences that often result from poor measure use. We conclude with considerations for policy and further research.

Paul, M. J., Mercier, N., Girard, S., & Rezzonico, S. (2025). **L'évaluation des habiletés langagières d'enfants francophones d'âge préscolaire : comparaison de l'anecdote personnelle et de la conversation lors d'un jeu symbolique**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 265-289. <https://doi.org/10.26443/mje/rsem.v59i2.9996>

Le but de cet article est d'explorer le développement des habiletés langagières en comparant la performance lors d'une anecdote personnelle à celle de 25 énoncés en conversation lors d'un jeu symbolique. Des 28 enfants franco-qubécois unilingues évalués à 3 ans, 19 ont également été évalués à 4 ans. La longueur moyenne des énoncés et la diversité lexicale des échantillons ont été calculées et le stade narratif de l'anecdote a été déterminé. Les résultats montrent un impact du contexte discursif sur les caractéristiques de l'échantillon. La longueur moyenne des énoncés est statistiquement plus élevée en narration à 3 ans seulement. Utiliser l'anecdote personnelle pour évaluer le langage d'enfants de 3 ans est envisageable, malgré une évolution très variable du stade narratif.

Poirier, S., & Tendeng, M. L. (2025). **Vers des pratiques pédagogiques inclusives : retour sur 10 ans d'accompagnement au Service de soutien à l'enseignement de l'Université Laval**. *Revue hybride de l'éducation*, 9(4), 1-17. <https://doi.org/10.1522/rhe.v9i4.1884>

Depuis 10 ans, le Service de soutien à l'enseignement de l'Université Laval accompagne la transformation des pratiques pédagogiques vers l'inclusion. Cette démarche s'est déployée en deux phases : un programme de soutien à la mise en place d'approches inclusives, basé sur une communauté de pratique (Wenger, 1998), ainsi qu'une offre d'accompagnement à la conception universelle de l'apprentissage (CAST, 2018) qui se réinvente en continu. Les retombées sont encourageantes : amélioration des pratiques pédagogiques et de la perception de la diversité. Pour l'avenir, le Service de soutien à l'enseignement vise à aborder l'inclusion pédagogique de façon transversale dans son offre de formation, tout en continuant à faire reconnaître les singularités et le potentiel des individus.

Qu, G., Li, P., Ju, E., Chen, X., & Luo, Y. (2025). **Teachers' emotional exhaustion relates to students' well-being during the COVID-19 pandemic: the multilevel mediating role of students' perceived teacher-student intimacy**. *Social Psychology of Education*, 28(1), 168. <https://doi.org/10.1007/s11218-025-10075-z>

Academic and emotional outcomes play equally vital roles in students' development. Many studies revealed that teachers' emotional exhaustion impaired students'

academic outcomes, yet few studies have empirically investigated its relations with students' emotional outcomes. In this study, we investigated the relationships between teachers' emotional exhaustion and students' emotional outcomes, including eudaimonic and hedonic well-being. Furthermore, based on the Prosocial Classroom Model, we investigated whether students' perceived teacher-student intimacy mediates these relationships. We collected data from 74 homeroom teachers with 31.78 average years and their 3,270 students with 13.86 average years during the COVID-19 pandemic. We used multilevel structural equation modeling to examine data. Contrary to expectations, we found that teachers' emotional exhaustion positively predicted students' eudaimonic well-being. Teachers' emotional exhaustion did not predict students' hedonic well-being. In addition, students' perceived teacher-student intimacy mediated the relationship between teachers' emotional exhaustion and students' eudaimonic well-being. Our findings suggest that teachers' emotional exhaustion may not impair students' well-being during the COVID-19 pandemic.

Ríos-Reyes, C. A., Portilla-Mendoza, K. A., Carrillo-Hernández, Y. M., Díaz-Gutiérrez, S. L., Gutiérrez-Quintero, N. S., Castellanos-Alarcón, O. M., ... López-Alba, M. (2025). **Inclusive teaching of palaeontology for people with and without disabilities through didactic workshops.** *International Journal of Inclusive Education*, 29(13), 2358-2378. <https://doi.org/10.1080/13603116.2024.2349717>

This work describes the didactic preparation and the result of carrying out palaeontological workshops designed for all students, based on strategies with a didactic approach proposed by the Universal Design for Learning in the methodologies used by teachers that allow students with and without disabilities to access knowledge regardless of their deficiency, removing context barriers and maximising learning opportunities. In this work, didactic workshops based not only on elements related to geosciences but also on interactivity with palaeontologists themselves are proposed, with which an exchange of ideas and information is established.

Robert, J., & Midelet, J. (2025). **Pratiques à visée universelle dans le postsecondaire francophone : enjeux, état des lieux et questionnements.** *Revue hybride de l'éducation*, 9(4), 1-9. <https://doi.org/10.1522/rhe.v9i4.1977>

Ce texte présente un résumé du contenu du numéro thématique.

Ruberto, N., Beaulieu, J., Moreau, A. C., & Doré-Turgeon, F. (2025). **Les pratiques collaboratives d'orthopédagogues travaillant à l'ordre d'enseignement secondaire.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 67-91. <https://doi.org/10.26443/mje/rsem.v59i2.10139>

L'école secondaire se distingue de l'école primaire, notamment quant au nombre d'intervenant·e·s gravitant autour d'un même élève. Ainsi, à l'école secondaire, les orthopédagogues doivent travailler encore plus étroitement avec ces différent·e·s intervenant·e·s pour favoriser la réussite éducative du plus grand nombre. L'objectif du présent article est de décrire les pratiques collaboratives d'orthopédagogues au secondaire et de documenter les facilitateurs et les obstacles à cette collaboration. Pour y arriver, des groupes de discussion ont été conduits auprès de 12 orthopédagogues. Les résultats montrent que les orthopédagogues jouent un rôle pivot au sein de la collaboration. Ils soutiennent la direction d'école en lien avec l'inclusion, maintiennent un lien avec les parents et soutiennent les enseignant·e·s pour répondre aux besoins diversifiés des élèves.

Sala-Sebastià, G., Breda, A., & Font, V. (2025). **Characterising computational and geometric thinking in pre-service Early Childhood Education teachers by playing with MatataLab.** *Education and Information Technologies*, 30(15), 21079-21103. <https://doi.org/10.1007/s10639-025-13589-3>

This article aims to characterise geometric and computational thinking of future Early Childhood Education teachers through participating in a robotic problem-solving activity for 5-year-old pupils using MatataBot, MatataLab's educational robot. The study, carried out during academic year 2022–2023, involved 42 early childhood education students from a Spanish university. The methodology was divided into three phases: in the first, the participants familiarised themselves with the robot; in the second, they programmed the robot to represent basic geometric figures; and in the third, they reflected on their learning and on the geometric aspects identified. The data obtained in the last two phases (gathered from observations and videos recorded by the authors during the implementation, from the reports the different groups of students presented, and from the videos they recorded of the development of their activities) were analysed qualitatively using the Didactic-Mathematical Knowledge model from the Onto-semiotic Approach and the categories of common errors in programming. Pre-service teachers demonstrated conceptual gaps in geometric properties, leading to errors in programming representations. It is concluded that, although educational robots can enhance the understanding of geometry, it is essential to address the previous knowledge of teachers and prepare them in both mathematical knowledge and in the use of technological tools, fostering comprehensive training that enables the improvement of teaching in Early Childhood Education.

Shee, M. L., Tan, C. S., & Ethan Wong, C. Y. (2025). **The perceptions of student teachers on student-centred learning.** *Educational Research for Policy and Practice*, 24(3), 475-494. <https://doi.org/10.1007/s10671-025-09400-2>

This study examined the perceptions of student teachers on student-centred learning (SCL) after their teaching practicum. Qualitative interviews were conducted with 15 student teachers. Using thematic analysis, 12 themes were identified and categorised. Findings revealed that student teachers had a multi-faceted understanding of SCL. Although student teachers recognised the use and benefits of SCL, they faced challenges in time constraints during lesson preparation, considerations for students' profiles, overcoming practical issues during lesson implementation and meeting curricular expectations. The provision of social support and informational resources were two means that could be strengthened during initial teacher education and in schools to encourage the implementation of SCL further.

Sheria Nfundiko, J., Kuppens, L., & Langer, A. (2025). **L'école congolaise comme moteur de paix ? Une analyse des attitudes des enseignants du secondaire dans l'est de la République démocratique du Congo.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 193-217. <https://doi.org/10.26443/mje/rsem.v59i2.9944>

Marquée par des décennies de conflits, la situation sécuritaire en République Démocratique du Congo reste précaire, particulièrement au Kivu. Comme l'école apparaît comme un levier clé pour transformer la culture de la violence, cet article examine les attitudes de 1 642 enseignants du secondaire à Goma et à Bukavu envers l'éducation à la paix. Concernant l'éducation civique et morale (éducation à la paix indirecte), les enseignants sont optimistes, même si le curriculum aborde la paix de

manière abstraite. L'acceptation des punitions corporelles reste préoccupante. L'éducation à la paix directe, portant sur les conflits récents, divise: une majorité y est favorable, mais des réticences persistent, particulièrement à Goma. La temporalité pour introduire cette approche demeure une question centrale.

Svoboda, J. (2025). **Insights from What Kids Can Do**. *CBE—Life Sciences Education*, 24(4), fe5. <https://doi.org/10.1187/cbe.25-08-0181>

The purpose of the Current Insights feature is to highlight recent research and scholarship from outside the LSE community. In this installment, I review recent research investigating young children's capabilities for scientific reasoning and practices. These articles are part of a growing movement challenging interpretations of children as developmentally limited. Instead, they argue that with rich curricula and responsive teaching, children can achieve much more than previously assumed. For LSE readers, these articles raise the question: How does understanding young children's capabilities expand our assumptions and aspirations for postsecondary science learning?

Tardif, C., Girouard-Gagné, M., & Lane, J. (2025). **Étude de portée sur les pratiques à visée universelle soutenant le bien-être et la santé mentale des personnes étudiantes au postsecondaire**. *Revue hybride de l'éducation*, 9(4), 1-35. <https://doi.org/10.1522/rhe.v9i4.1889>

Au postsecondaire, plusieurs facteurs de risque tels que l'évaluation, les modèles d'apprentissage en salle de classe et la qualité des relations avec le personnel enseignant influencent la santé mentale et le bien-être des personnes étudiantes. Cet article propose une étude de portée pour brosser un portrait des pratiques d'évaluation, d'enseignement et d'encadrement à visée universelle qui soutiennent la réussite, le bien-être et la santé mentale des étudiantes et des étudiants. Les résultats sont discutés au regard des caractéristiques des pratiques à visée universelle en enseignement supérieur.

Thivet, A. (2025). **Les pratiques coopératives promues et diffusées par l'OCCE Analyse d'un corpus**. *Phronesis*, 14(5), 116-136. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-7-page-116>

Cette contribution rend compte des pratiques coopératives que l'Office Central de la Coopération à l'École (OCCE) promeut et diffuse en France. Très largement implanté dans les écoles et établissements publics grâce aux coopératives scolaires, le mouvement pédagogique propose aux écoles et aux classes de « coopérer pour apprendre et agir ensemble ». À travers les pratiques coopératives promues et diffusées, leurs caractéristiques et leurs références, nous cherchons à comprendre quelles sont les finalités poursuivies. Nous analyserons pour cela les supports de communication que le mouvement diffuse aux enseignants, selon une démarche de recherche descriptive et avec un regard socio-historique.

Toupin, K., & Ramirez, Q. (2025). **Pré-commande, commande, demande. Triptyque contemporain des pratiques psychosociologiques dans un contexte gestionnaire**. *Cliopsy*, 34(2), 91-109. <https://doi.org/10.3917/cliop.034.0091>

Treibergs, K. A., Stetzer, M. R., Olson, A. N., Schmid, K., Adjei-Opong, T., Onimode, R., ... Smith, M. K. (2025). **A Scoping Review of Published Lesson Plans Showcases Two Decades**

of Change in Undergraduate Life Science Education Resources. *CBE—Life Sciences Education*, 24(4), ar40. <https://doi.org/10.1187/cbe.25-04-0068>

National educational initiatives require significant investments of effort and time from stakeholders. Although stakeholders envision an impact, it can be difficult to measure progress toward goals on a national scale. Here, we propose a novel approach to detect change and growth in teaching practices over time in light of hypotheses outlined in the 2011, 2015, and 2018 Vision and Change (V&C) in Undergraduate Biology Education reports. Using a scoping review methodology, we analyzed trends in curricular and pedagogical practices within 650 lesson plans published over a two-decade timespan. We detected changes after V&C report publication along several variables, including a four-fold increase in publication rate, increased prominence of seven out of 11 concepts and competencies, and use of student-centered teaching and assessment practices such as the inclusion of learning goals and active learning in lesson plans. These results help the life science education community understand the current state of the field and identify growth opportunities. A similar approach can be used by other disciplines to measure educational transformations associated with national reports.

Tscholl, M., Xie, Y., Smith, T. J., & Hung, W.-C. (2025). **The role of task designs on problem-solving and computational thinking processes in elementary school education.** *Education and Information Technologies*, 30(15), 22207-22227. <https://doi.org/10.1007/s10639-025-13638-x>

In elementary school classrooms, Computational Thinking (CT) teaching often is embedded in problem- or project-based pedagogies and involves programming using Educational Robotics. Little is known, however, about how children solve problems in these contexts, and how task designs influence which CT and problem-solving processes they apply. In this study, we examined children's problem-solving and enactment of CT processes in two different task contexts. We analyzed talk and actions of 16 pairs of 8- and 9-year-old children who programmed robots in distinct task contexts: a more structured context (a simulation task) vs. a more open-ended context (a path-finding task). Results showed that in the path-finding task children used increasingly lower-level problem-solving steps and more frequently relied on trial-and-error approaches. A contrasting profile was found in the simulation task. We link the contrasting profiles to task designs and contextual factors. We call for empirical studies of classroom learning activities that enable children to create models of CT teaching, so as to support instructional designers and teachers in the development of task designs aligned with instructional goals and children's problem-solving and CT skills.

Tuma, T. T., Fedesco, H. N., Rosenzweig, E. Q., Chen, X.-Y., & Dolan, E. L. (2025). **Seeing isn't believing? Mixed effects of a perspective-getting intervention to improve mentoring relationships for science doctoral students.** *CBE—Life Sciences Education*, 24(4), ar44. <https://doi.org/10.1187/cbe.25-05-0099>

Science doctoral students can experience negative interactions with faculty mentors and internalize these experiences, potentially leading to self-blame and undermining their research self-efficacy. Helping students perceive these interactions adaptively may protect their research self-efficacy and maintain functional mentoring relationships. We conducted a preregistered, longitudinal field experiment of a novel perspective-getting intervention combined with attribution retraining to help students avoid self-blame and preserve research self-efficacy. Science doctoral students (n = 155) were randomly assigned to read about mentor perspectives on negative interactions (i.e., Perspective-

getting Condition) or about mentoring with no mentor perspective (i.e., control condition). Contrary to our hypotheses, we found no main effects of the intervention on students' self-blame or research self-efficacy. However, for students with lower preintervention mentorship relationship satisfaction, the intervention preserved research self-efficacy six months later. This study provides evidence that perspective-getting may be protective for students who are most in need of relationship intervention.

Uluğ, E., Öner, K., Arslantaş, S., & Harmanlı, S. T. (2025). **Adaptation of the artificial intelligence literacy scale into Turkish: A cross-sectional application among healthcare workers, students, and children.** *Education and Information Technologies*, 30(15), 21041-21077. <https://doi.org/10.1007/s10639-025-13597-3>

In this study, the Meta-Artificial Intelligence Literacy Scale developed by Carolus et al. (Computers in Human Behavior: Artificial Humans, 1(2), 100014) was adapted to Turkish, and its validity and reliability were tested. This cross-sectional research was conducted with three distinct study groups to assess the scale's applicability and consistency in diverse contexts. Validity and reliability analyses were performed with 1167 participants between the ages of 12–74, representing a broad demographic range. Additionally, the scale's applicability was further evaluated with 583 children aged 12–18 and 122 healthcare workers. The Meta-AI Literacy Scale comprises four main dimensions—artificial intelligence literacy, artificial intelligence creation, artificial intelligence self-efficacy, and artificial intelligence self-competence—and eight sub-dimensions that cover a wide range of AI-related competencies. Cronbach Alpha and test-retest analyses of the scale showed high consistency. Test-retest analyses confirmed the stability of the instrument over time. The findings revealed significant variations in artificial intelligence literacy based on age and education level, highlighting the influence of demographic factors. However, no significant differences were observed based on gender. This study concludes that the Meta-Artificial Intelligence Literacy Scale is a valid, reliable, and versatile tool for assessing AI literacy among Turkish-speaking individuals in various settings, including educational and healthcare contexts.

UNICEF. (2025). **Scaling Teacher Training for Structured Pedagogy: Lessons from Sierra Leone** (p. 15). Consulté à l'adresse UNICEF website: <https://www.unicef.org/innocenti/media/11676/file/UNICEF-Innocenti-Teacher-Training-Sierra-Leone-Report-2025.pdf>

Wang, W., Li, J., Liu, S., Ye, J., & Ma, S. (2025). **Development and validation of an adolescent internet adaptability educational game based on situated learning theory.** *Education and Information Technologies*, 30(15), 21573-21608. <https://doi.org/10.1007/s10639-025-13608-3>

Internet Adaptability, which includes Internet self-control, Internet socialization, Internet information search, Internet information protection, Internet positive coping, Internet learning, Internet self-efficacy, and Internet curiosity, for measuring an individual's ability to adjust to the online environment. Poor Internet Adaptability may lead to problematic behaviors, such as excessive social media use. To address this, we developed a framework based on Situational Learning Theory, combining the Internet Adaptability Scale with current Internet usage trends and potential issues among teenagers. Based on this framework, we created an educational intervention game InterWeb Action, incorporating learning scaffolds, feedback systems, and the Anchored Instruction method. The game was designed using interactive narrative techniques, a promising

approach in game development. Through a one-way, two-level (control/game intervention) between-subjects experiment, we evaluated the game's educational impact. Results showed that students in the intervention group significantly improved their online adaptation compared to the control group. This study demonstrates the potential of interactive narrative games for teaching Internet Adaptability, addresses the lack of context in traditional teaching, and provides theoretical and practical insights for future educational game design.

Xu, G., Yu, A., Gao, A., & Trainin, G. (2025). **Developing an AI-TPACK framework: exploring the mediating role of AI attitudes in pre-service TCSL teachers' self-efficacy and AI-TPACK.** *Education and Information Technologies*, 30(15), 22471-22495. <https://doi.org/10.1007/s10639-025-13630-5>

Teachers' technological knowledge is essential for integrating Artificial Intelligence (AI) into language education. Additionally, teachers' self-efficacy and attitudes toward AI can foster the integration of AI tools in education. This study developed an Artificial Intelligence – Technological Pedagogical Content Knowledge (AI-TPACK) framework to measure the specific knowledge and skills required for pre-service teachers specializing in teaching Chinese as a second language (TCSL) to effectively integrate AI into their teaching practices. A total of 520 pre-service TCSL teachers participated in the study. The development of the AI-TPACK framework involved Explanatory Factor Analysis (EFA) with 284 participants and Confirmatory Factor Analysis (CFA) with 236 participants to evaluate the model fit. The finalized framework consists of 25 items, encompassing seven dimensions: Content Knowledge (CK), Pedagogical Knowledge (PK), AI-Technological Knowledge (AI-TK), Pedagogical Content Knowledge (PCK), AI-Technological Content Knowledge (AI-TCK), AI-Technological Pedagogical Knowledge (AI-TPK), and the synthesized form AI-TPACK. Furthermore, Structural Equation Modeling (SEM) was used to examine how pre-service TCSL teachers' self-efficacy influences their AI-TPACK, focusing on the mediating role of AI attitudes. The results demonstrated that pre-service TCSL teachers' self-efficacy significantly influences their AI-TPACK through direct and indirect pathways, with AI attitudes serving as the mediating factor. This study made several recommendations for future professional development programs, emphasizing the need to bolster teachers' self-efficacy and enhance their positive attitudes toward AI to better prepare them for the evolving language educational landscape.

Zakai-Mashiach, M. (2025). **Autistic students speak about their experience with their one-to-one teaching assistants in general high schools.** *International Journal of Inclusive Education*, 29(13), 2308-2323. <https://doi.org/10.1080/13603116.2024.2343073>

The number of autistic students in general schools has increased substantially. Traditionally, 'one-to-one teaching assistants' (TAs) support them academically and socially. Little is known about the impact of the TA from autistic students' points of view. This qualitative study aimed to understand the perceptions of autistic high school graduates regarding their experiences with their TA. Fourteen autistic young adults (ages 19–27) who had graduated from general high schools in which a TA had accompanied them were individually interviewed. The thematic analysis showed a complex response. The strongest negative responses reflected unsuitable educational support, unnecessary dependencies, and disrupted social interactions with classmates. It seems that personal TAs can hinder the student's learning and social interactions. Therefore, it is essential to hear autistic students' suggestions about what can improve their inclusion experience in

general high school and ensure that the students are both aware of and involved in the support options available to them.

Zarrinabadi, N., Lou, N. M., & Rezazadeh, M. (2025). **Rethinking teaching skills: growth teaching mindsets predict teachers' positive emotions and effective management in EFL classrooms.** *Social Psychology of Education*, 28(1), 157. <https://doi.org/10.1007/s11218-025-10120-x>

Positive emotions and effective classroom management are indispensable components of successful teaching. However, the role of teachers' mindsets about their teaching abilities in their emotions and classroom management has remained understudied. This study investigated whether and how language teachers' beliefs about the stability and malleability of teaching ability (i.e., fixed and growth teaching mindsets) are linked to their classroom management and emotions. The participants were 212 in-service English-as-a-foreign-language teachers (148 females and 64 males; Mage = 33.88). The results of structural equational modeling showed that growth teaching mindset positively predicted teaching enjoyment and instructional and behavioral management, even after controlling for gender, teaching experiences, and teaching efficacy. In contrast, fixed mindsets positively predicted anger, anxiety, and behavioral management. The study provides insights into applying positive psychology research in language teaching, suggesting that embracing growth mindsets may enhance teachers' efficacy in classroom management as well as emotional well-being.

Relation formation-emploi

Amangoua, H. L. S. (2025). **La mission d'insertion des universités ivoiriennes, entre intentions de transferts et effets de contextes.** *Phronesis*, 214(HS2), 82-91. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-HS2-page-82>

Bullington, K. E., Tomovic, C. L., Dean, A. W., & Jovanovic, V. (2025). **A Pathway to Completion: Student Veterans Pursuing Engineering Degrees.** *Higher Education Quarterly*, 79(4), e70067. <https://doi.org/10.1111/hequ.70067>

This 5-year research project was based on an NSF S-STEM research grant (1742118) focused on student veteran education and workforce preparation. We addressed STEM workforce and defence community needs by providing targeted scholarships and support for veteran students pursuing engineering degrees. Our aim was to enhance the workforce by improving access and success rates through financial and institutional support, while developing evidence-based practices for recruitment, retention and graduation of student veterans. Through targeted interventions, we examined obstacles student veterans face in education and in engineering programs and increased their sense of camaraderie, career awareness, engineering identity, professional development, financial security and engineering self-efficacy. Our targeted intervention was successful on all six factors. We provide implications for practice, policy and research, as well as future research areas to continue this important work.

Duru-Bellat, M. (2025, octobre 17). **Le développement des études supérieures entre « faux procès » et vraies questions....** <https://doi.org/10.64628/AAK.3t55kfy65>

Les études s'allongent, le niveau de diplôme progresse. Mais cela se traduit-il par une réelle plus-value sur le marché de l'emploi ?

Perez-Roux, T., Maleyrot, É., Maubant, P., & Wittorski, R. (2025). **L'enseignement supérieur entre professionnalisation et universitarisation : des intentions affichées aux injonctions managériales : Introduction au numéro**. *Phronesis*, 214(HS2), 12-21. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2025-HS2-page-12>

Scott-Clayton, J., Minaya, V., Libassi, C. J., & Thomas, J. K. R. (2025). **Who Rides Out the Storm? The Immediate Post-College Transition and its Role in Socioeconomic Earnings Gaps** (Working paper N° 34366). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34366>

Despite a large earnings premium for bachelor's degree completion in general, graduates from low-income families earn substantially less than graduates from high-income families. While prior research has documented the role of college quality and major choice in explaining these gaps, we examine undermatching on a different margin: the first (post-college) job transition. The transition from college to the labor market can be challenging to navigate, and students with financial, informational, or other disadvantages during the job search may be more likely to “undermatch” to their first job. Using administrative data from a large, urban, public college system, we document large gaps in earnings five years after graduation by SES (proxied by financial aid receipt) that remain unexplained even after controlling for GPA, college, field of study, and other pre-graduation characteristics. We then examine how features of the initial job transition relate to longer-term earnings, and to what extent differences in the first job transition can explain later SES earnings gaps. Our results show that first job transitions are rocky for many graduates, strongly predict earnings at Year 5, and are a substantial mediator of socioeconomic gaps in earnings five years after college graduation—reducing the unexplained gap by almost two-thirds.

Réussite scolaire

Akesaka, M., & Shigeoka, H. (2025). **Hotter Days, Wider Gap: The Distributional Impact of Heat on Student Achievement** (Working paper N° 18165). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18165>

This study demonstrates that heat disproportionately impairs human capital accumulation among low-performing students compared with their high-performing peers, using nationwide examination data from 22 million students in Japan. Given the strong correlation between academic performance and socioeconomic background, this suggests that heat exposure exacerbates pre-existing socioeconomic disparities among children. However, access to air conditioning in schools significantly mitigates these adverse effects across all achievement levels, with particularly pronounced benefits for lower-performing students. These findings suggest that public investment in school infrastructure can help reduce the unevenly distributed damage caused by heat to student learning, thereby promoting both efficiency and equity.

Ball, I., Banerjee, M., Holliman, A., & Tyndall, I. (2025). **Investigating Success in the Transition to University: A Systematic Review of Operationalisations of ‘Success’**. *Educational Psychology Review*, 37(4), 102. <https://doi.org/10.1007/s10648-025-10080-w>

The transition to university is a challenging period for students, and it can have a range of negative consequences for them if it is not successful. Many stakeholders, not to mention the students themselves, want to ensure this transition is as successful as possible to ensure positive outcomes. As such, a body of research has attempted to explore this

transition with the aim of identifying profiles of students, potential risk factors, and to tailor support and university induction activities. Though noble in intention, the literature body is highly disparate and contains methodological inconsistencies and flaws that make navigating the findings and moving to the development of practical applications for ensuring successful student transition difficult. The present paper consolidates part of a larger systematic review (preregistered on PROSPERO, CRD42022330515) to highlight the diverse range of operationalisations of the said student transition 'success'. From the 55 retained papers, 34 different measures are discussed in relation to ten higher-order domains. We propose a more parsimonious framework for a tripartite definition of success including a balance between academic outcomes, psychosocial development, and health and wellbeing.

Bertrand, S. (2025). **"It's the who and what are you afraid of?" for me: Centering Blackness in teacher education to equip preservice teachers for Black student success.** *International Journal of Qualitative Studies in Education*, 38(10), 1563-1580. <https://doi.org/10.1080/09518398.2025.2452986>

This article addresses the need for teacher education programs and teacher educators to focus explicitly on Black K-6 students in their courses. This qualitative study seeks to understand how preservice teachers (PSTs) perceive Black elementary students who attend urban schools and how an elementary foundations course that intentionally focuses on supporting Black students impacts PSTs perceptions of Black students. This study reveals what teacher education needs to do to address the biases and negative perceptions that some PSTs have regarding Black children. Also, this study highlights what PSTs believe is needed to better equip them to teach Black K-6 students.

Callen, I., Carbonari, M. V., DeArmond, M., Dewey, D., Dizon-Ross, E., Goldhaber, D., ... Staiger, D. O. (2025). **Summer School as a Learning Loss Recovery Strategy After COVID-19: Evidence from Summer 2022.** *American Educational Research Journal*, 62(5), 982-1018. <https://doi.org/10.3102/00028312251355990>

To make up for pandemic-related learning losses, many U.S. public school districts have increased enrollment in their summer school programs. We assessed summer school as a strategy for COVID-19 learning recovery by tracking the academic progress of students who attended summer school in 2022 across eight districts serving 400,000 students. Using value-added models that control for students' demographics and prior achievement, we estimated a positive effect of summer school on math test achievement (0.03 standard deviations) but not on reading tests. With only 13% of students participating, these districts' summer programs closed ~2% of their total pandemic-related learning losses in math and none of their losses in reading.

Chang, Y.-F. (2025). **Teachers' two dimensions of emotional labor characterized by distinct motivational qualities, and their associations with future goals, achievement goals, and job burnout.** *Social Psychology of Education*, 28(1), 185. <https://doi.org/10.1007/s11218-025-10144-3>

How teachers engage in emotional labor to mitigate job burnout is a critical issue. This study investigated the motivational classification of emotional labor and its adaptability through its associations with future goals, achievement goals, and job burnout. A sample of 1,235 junior high school teachers participated, and structural equation modeling was conducted. The results indicated that: (a) Emotional labor can be categorized into extrinsically motivated and intrinsically motivated types; (b) Extrinsic future goals and

avoidance-work goals more strongly predicted extrinsically motivated emotional labor than intrinsically motivated emotional labor, whereas intrinsic future goals and approach-mastery goals more strongly predicted intrinsically motivated emotional labor than extrinsically motivated emotional labor; (c) Extrinsically motivated emotional labor positively predicted job burnout, whereas intrinsically motivated emotional labor did not significantly predict job burnout. These findings suggest that teachers should minimize extrinsic future goals and avoidance-work goals to reduce extrinsically motivated emotional labor and, in turn, alleviate job burnout.

Chun, Z., Ning, Y., Chen, J., & Wijaya, T. T. (2025). **Exploring the interplay among artificial intelligence literacy, creativity, self-efficacy, and academic achievement in college students: Findings from PLS-SEM and FsQCA.** *Education and Information Technologies*, 30(15), 21283-21316. <https://doi.org/10.1007/s10639-025-13617-2>

With the rapid advancement of artificial intelligence technology, the artificial intelligence literacy, creativity, self-efficacy, and academic achievement of college students have increasingly garnered attention from the global educational community. This study, based on cognitive behavioral theory, employs Partial Least Squares Structural Equation Modeling (PLS-SEM) and fuzzy-set Qualitative Comparative Analysis (fsQCA) to explore the interplay among these constructs. Data were collected from 385 Chinese college students. PLS-SEM results show that artificial intelligence literacy directly affects academic achievement and indirectly enhances it through self-efficacy and creativity. It also directly influences self-efficacy and indirectly promotes it via creativity. Creativity directly impacts academic achievement and indirectly strengthens it through self-efficacy. Furthermore, artificial intelligence literacy positively affects creativity, which in turn positively influences self-efficacy, ultimately benefiting academic achievement. fsQCA analysis reveals that academic achievement, self-efficacy, and creativity are influenced by multiple factors, with artificial intelligence literacy as a core condition in all effective configurations. These findings provide empirical evidence for understanding the core competencies required by college students in the age of artificial intelligence and offer practical guidance for cultivating future talents.

Dalpé, J., & Landry, F. (2025). **Le TDAH aux cycles supérieurs : facteurs de réussite, défis et forces des personnes étudiantes.** *Revue hybride de l'éducation*, 9(4), 1-21. <https://doi.org/10.1522/rhe.v9i4.1882>

Le trouble déficit de l'attention/hyperactivité (TDAH) est de plus en plus observé chez les personnes étudiant à la maîtrise et au doctorat, mais leur expérience associée à ce diagnostic demeure peu étudiée. Dans la présente étude, vingt personnes étudiantes de cycles supérieurs ayant un TDAH ont pris part à une entrevue semi-structurée portant sur leur accès aux cycles supérieurs et les effets perçus de leur diagnostic. Elles attribuent leur admission aux cycles supérieurs à une combinaison de qualités personnelles, de stratégies et de soutien. Dans leur parcours aux cycles supérieurs, ces personnes observent des défis persistants associés à la gestion du temps et à l'attention, mais également des forces liées à la créativité, à l'engagement et à la communication orale.

Dräger, J., Klein, M., & Sosu, E. M. (2025). **Does the impact of pupil absences on achievement depend on their timing?** *American Educational Research Journal*, 62(5), 872-908. <https://doi.org/10.3102/00028312251347666>

Using linked data from the Millennium Cohort Study and National Pupil Database (N=8,139), this study examined how the timing of school absences (years 1 to 11

between 2006 and 2017) affects achievement at the end of compulsory schooling in England. Absences during any school year are harmful to student achievement. However, absences in years 1 and 6 (the final year of primary school), and between years 6 to 10 (the penultimate year of compulsory secondary schooling) are more detrimental to academic performance than in other years. Authorized absences hurt academic performance as much as unauthorized absences. To test the external validity of our findings, we used comparable data and analytic methods for Wales and reached the same conclusions.

Dufour, F., Pillion, R., Dubé, F., & Vivegnis, I. (2025). **Les mesures d'accommodement et d'accompagnement favorisant la persévérance et la réussite des stagiaires en situation de handicap en formation à l'enseignement au Québec** (p. 53). Consulté à l'adresse Fonds de recherche Société et culture website: https://frq.gouv.qc.ca/app/uploads/2025/10/rapport_complet_dufour_f_21.pdf

Les étudiants en situation de handicap (ESH) représentent 10 % de la population étudiante en sciences de l'éducation dans les universités au Québec

Duranleau, C. (2025). **Soutien à la persévérance scolaire: les retombées d'une collaboration étroite entre le Carrefour emploi Mékinac et les écoles de son territoire.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 50-53. <https://doi.org/10.7202/1119613ar>

Les carrefours jeunesse-emploi (CJE) jouent un rôle important dans la réussite éducative de plusieurs jeunes au Québec, entre autres, à travers le Créneau carrefour jeunesse, un programme financé par le Secrétariat à la jeunesse qui vise à favoriser la persévérance scolaire, mais aussi l'autonomie personnelle et sociale ainsi que l'implication communautaire et citoyenne des jeunes. Au Carrefour emploi Mékinac, en Mauricie, la conseillère à la persévérance, Katrine Dion-Sinotte, bénéficie d'un bureau au sein même de l'école secondaire en plus de temps dédié au soutien d'une classe satellite du Centre d'éducation des adultes du Saint-Maurice. Nous sommes allées à la rencontre de cette ancienne enseignante en adaptation scolaire qui a choisi de faire carrière dans le milieu communautaire ainsi que d'une élève qu'elle accompagne, Rose-Marie Guilbeault, afin de connaître les particularités de cette collaboration étroite et ses retombées pour les jeunes.

Duranleau, C., & Rousseau, N. (2025). **La parole aux jeunes: les bénéfices perçus par les élèves qui fréquentent un organisme communautaire jeunesse.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 63-69. <https://doi.org/10.7202/1119616ar>

Une recension d'écrits scientifiques révèle que peu d'études se sont attardées spécifiquement aux bénéfices sur la réussite éducative perçus par les jeunes d'âge scolaire fréquentant un organisme communautaire jeunesse. Dans le cadre d'un projet de recherche-développement visant à soutenir la collaboration véritable entre milieux scolaires et communautaires, nous avons voulu connaître quelle était l'expérience d'élèves de 14 ans et plus qui fréquentent un de ces organismes, en leur donnant l'occasion de faire entendre leur voix. À travers sept plénières, nous sommes allées à la rencontre de jeunes afin qu'ils nous parlent de leur motivation à participer aux activités proposées par les organismes et de la manière dont ces activités contribuent selon eux à leur développement global. Leurs réponses, riches et détaillées, nous ont permis de

relever dix grandes catégories de bénéfices qui soulignent l'importance du rôle des organismes communautaires dans la réussite et le bien-être des élèves.

Duranleau, C., St-Vincent, L.-A., Rousseau, N., & Dubé, F. (2025). **Valoriser la collaboration entre organismes communautaires et institutions scolaires pour le bien-être et la réussite des élèves.** *Apprendre et enseigner aujourd'hui*, 14(2), 4-69. Consulté à l'adresse <https://www.erudit.org/fr/revues/aea/2025-v14-n2-aea010218/>
Consultez le sommaire de ce numéro de la revue *Apprendre et enseigner aujourd'hui* sur la plateforme Érudit. Discipline : Éducation.

Dussarps, C., Vaugier, E., Gallon, L., Paquelin, D., & Rabette, C. (2024). **PERSCOL - Persévérance dans l'enseignement secondaire à distance en France. Étude de cas : Institut Agro Enseignement à Distance.** Consulté à l'adresse Université de Bordeaux website: <https://hal.science/hal-05293880>

Espinosa, G. (2025). **L' affectivité, les émotions et les relations de l'élève à l'école : des clés pour le bien-être et la réussite.** Consulté à l'adresse <https://www.puq.ca/catalogue/livres/affectivite-les-emotions-les-relations-eleve-5095.html>

European Commission (Transnational). (2025). **Addressing underachievement in literacy, mathematics and science.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4132> [Report]. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/4ac3ad5a-a9c3-11f0-89c6-01aa75ed71a1>

This Eurydice report offers valuable evidence of how education systems across Europe are working to address underachievement in reading, mathematics and science at primary and lower secondary level. It presents recent policy developments in curriculum and assessment, learning support, teacher training and parental engagement. It also points to areas where further efforts are needed to ensure that no students have equal access to quality education. This report analyses policies aiming to counter underachievement in basic skills (literacy, mathematics and science) that were adopted and/or implemented in the school year 2020/2021 or later and were still in place in 2024/2025. Temporary measures (e.g. related to the immediate management of the COVID-19 crisis) that are no longer active are excluded from this study. The report relies on qualitative data on policies and measures that have been collected by means of a Eurydice data collection survey. It covers primary and lower secondary education in 37 European education systems. While the focus is on new policy measures or changes to existing policies that have been adopted/implemented since 2020, it is evident that in all education systems, relevant policy measures were also put in place before 2020. Indeed, policies to tackle underachievement in basic skills and, more generally, enhance inclusion in education and support disadvantaged students, have been extensively reported in several recent Eurydice reports (see especially European Commission / EACEA / Eurydice, 2020, 2022, 2023, 2024), which, where relevant, are referenced in this report as background information. The report consists of seven chapters examining the topics depicted in Figure B, which illustrates the interdependent ecosystem of policy measures that education systems have put in place to address underachievement in basic skills.

Fan, W., & Li, Y. (2025). **Assessment of postgraduate digital research literacy: current competencies, desired skills, and enhancement strategies.** *Education and Information Technologies*, 30(15), 21551-21571. <https://doi.org/10.1007/s10639-025-13622-5>

The rapid development of digital technologies has driven the transformation of scientific research methods and created new requirements for researchers' digital literacy. The cultivation of postgraduate students' digital research literacy is thus of great significance for scientific research. This study aims to understand the current situation, improvement paths, and cultivation needs of digital research literacy among postgraduate students, and to provide suggestions for universities to develop relevant training programs. This study developed an evaluation scale, based on a survey of expert opinions, to assess graduate students' digital research literacy. Online questionnaire data were collected from 314 master's and doctoral students at H University in China. The digital research literacy scale demonstrated strong reliability and validity, as evidenced by Cronbach's alpha coefficient and Confirmatory Factor Analysis (CFA) results. Descriptive statistics and differential analysis were conducted on the survey data. The results show that the overall level of the postgraduate students' digital research literacy was good, but there was still room for improvement. Autonomous learning and self-exploration were the main paths by which students were improving their digital research literacy. Meanwhile, the participants voiced a strong demand for courses and training from the university and for improvement in various dimensions of their digital research literacy. This study suggests that universities should build a targeted and systematic training system for postgraduate students' digital research literacy, including increasing the supply of courses and training, enriching autonomous learning resources, carrying out targeted training based on group characteristics, providing guidance in the actual participation of research projects, strengthening the cultivation of online academic communication skills, and establishing a university-level digital research literacy support team.

Gagné-Legault, G., Cimon-Paquet, C., & Véronneau, M.-H. (2025). **Les perceptions de la supervision parentale selon les jeunes et leurs parents comme prédicteurs du fonctionnement scolaire à la fin du secondaire.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 169-192. <https://doi.org/10.26443/mje/rsem.v59i2.10102>

Cet article examine en quoi les perceptions des parents et des adolescent·e·s relatives à la sollicitation et au contrôle parentaux peuvent servir à prédire le rendement et l'engagement scolaires. Des régressions hiérarchiques effectuées sur 133 dyades parent-enfant (66 % filles; âge moyen : 16,88 ans) révèlent que le contrôle perçu par les jeunes est significativement associé à leur engagement et à leur rendement. Quant à la sollicitation perçue, son lien avec l'engagement n'est que marginalement significatif. Les perceptions des parents de leur supervision ne prédisent quant à elles pas le fonctionnement scolaire de l'enfant. Il serait donc important de considérer la perception qu'ont les adolescent·e·s de la supervision parentale lors d'interventions visant à améliorer leur fonctionnement scolaire.

Gill, R., Karim, M. E., Puyat, J. H., Petteni, M. G., Guhn, M., Janus, M., ... Gadermann, A. (2025). **Poverty type, immigration background, and secondary school academic outcomes for children in British Columbia.** *Social Psychology of Education*, 28(1), 167. <https://doi.org/10.1007/s11218-025-10093-x>

This study utilized a retrospective, population-based cohort of administrative records of 167,319 children who attended school in British Columbia, Canada. The outcomes of

standardized English, math, and science exam scores, as well as high school graduation were examined. The associations between poverty and educational outcomes at high school were found to be complex. Children experiencing both household and neighbourhood poverty (i.e., "combined" poverty) at age 13 had significantly lower English, math, and science exam scores at grade 10, as well as having higher odds to not graduate before age 20. The effect of combined poverty was larger than household poverty only or neighbourhood poverty only for English exam scores and for graduating. However, the association between poverty with math or science outcome scores was mixed. Experiencing neighbourhood poverty only was generally associated with lower performance in educational outcomes across children of different immigrant generation status (non-immigrant, first-generation, second-generation), immigration admission category (economic, family, refugee), or region of origin (East Asia and Pacific, Europe and Central Asia, South Asia). However, children of specific immigration backgrounds who experienced household-only poverty appeared to score better on math exams in comparison to children who did not experience poverty from those same groups. Intervention and prevention efforts to reduce childhood poverty that also include immigrant-specific considerations could potentially improve children's educational outcomes.

Guichandut, M. (2025). **Au-delà des murs de l'école : l'impact sur la réussite éducative de l'Action communautaire autonome jeunesse au Québec.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 15-18. <https://doi.org/10.7202/1119605ar>

En 2021, une recherche de la Coalition Interjeunes a confirmé l'importance des organismes communautaires jeunesse dans la réussite éducative et le bien-être des jeunes. Avec 90 % d'entre eux collaborant activement avec les écoles, ces organismes jouent un rôle clé dans la lutte contre le décrochage scolaire, le soutien pédagogique et la création d'alternatives éducatives adaptées. Les jeunes, souvent confrontés à des difficultés personnelles ou scolaires, trouvent dans ces milieux un accompagnement bienveillant, basé sur la stabilité, le temps et l'écoute. Cette approche globale, sans jugement, favorise l'amélioration des résultats scolaires, la motivation, et le plaisir d'apprendre. Les résultats soulignent l'importance d'une ouverture accrue des institutions scolaires aux initiatives citoyennes. Le financement public de ces collaborations représente un investissement durable en éducation, créant un environnement propice à la persévérance et à la réussite des élèves.

Guo, J., Sun, X., & Tang, X. (2025). **Implicit measure of growth mindset: reducing social desirability bias and linking to academic performance.** *Social Psychology of Education*, 28(1), 166. <https://doi.org/10.1007/s11218-025-10125-6>

Mindset, or the implicit theories of intelligence, has attracted extensive attention in research and practice. However, it has predominately been measured using explicit, self-reflective survey items. Given the potential self-reporting bias and the nature of the construct, this study developed a novel Implicit Association Test (IAT) of growth mindset, alongside alternative measures such as forced-choice and scenario assessments, to investigate their relations with academic performance. We employed a two-step approach: Study 1 began with an initial sample of 200 university students, comprehensively examining the relations between the IAT, traditional self-reported mindset measures, alternative mindset measures, effort beliefs, and social desirability. Results showed that the IAT, unlike self-reported mindset measures, was not affected by

social desirability. In Study 2, we extended our sample to a total sample size of 688 (Mean age = 22.3). This larger study found that the IAT growth mindset measure correlated weakly with traditional self-reported growth and fixed mindset measures ($r = .14$ and -0.23 , respectively) and demonstrated small but significant incremental validity over self-reported mindset in predicting academic achievement. In sum, our findings suggest that explicit measures of mindset may not fully capture people's implicit attitudes and beliefs about intelligence. Integrated measures of mindset might be warranted and helpful to address the recent debates on the effectiveness of growth mindset and achievement.

He, X., Zhang, L., Li, Y., Xiao, X., Wang, H., & Wu, D. (2025). **LBTT: Fusing learning behavior time window and type information for early prediction of student learning performance.** *Education and Information Technologies*, 30(15), 21609-21634. <https://doi.org/10.1007/s10639-025-13628-z>

With the development of mobile Internet and digital technologies, online education platforms transcend time and space constraints to provide ubiquitous learning environments. However, high dropout rates and low pass rates pose a great challenge. Predicting student performance enables early identification of academic failure tendencies, facilitating timely intervention by educators. The continual development of online education generates data characterized by high dimensionality, dynamics, and nonlinearity, posing challenges to the predictive modeling of academic performance. This study proposes a Learning Behavior Time Window and Type Information (LBTT) model. Unlike traditional LSTM and CNN models that process sequential data uniformly, LBTT employs a novel dual-attention mechanism that analyzes both temporal patterns within specified time windows and correlations between different types of learning behaviors. The model computes temporal relationships by tracking similar behavioral patterns across multiple time windows while simultaneously analyzing correlations between different behavior types within each window. Model validation was performed using the Open University Learning Analytics Dataset (OULAD). The results show that LBTT achieves 93.6% accuracy and 95.6% F1 score, outperforming traditional models by an average of 3.30% in accuracy and 4.41% in F1 score. Ablation experiments on the time-window mechanism for learning behaviors and the behavior correlation computations validate the effectiveness of the proposed approach.

Kapil, M., Rostampour, R., Hadwin, A., Miller, M., & MacDonald, S. (2025). **Mental Health and Foundational Academic Behaviours: Pieces of the Academic Success Puzzle.** *Canadian Journal of Higher Education*, 55(2), 75-93. <https://doi.org/10.47678/cjhe.v55i2.190351>

The interplay between mental health and academic behaviours has been understudied. This study examined the relationship between foundational academic behaviours (e.g., attending class and meeting assignment deadlines), student mental health and well-being, and academic performance. Participants consisted of 229 students (52.6% female) who participated in a first-year introductory learning-to-learn course. Findings from structural equation modelling indicated: (a) higher levels of foundational academic behaviours predicted higher GPA, (b) higher levels of emotional well-being predicted higher levels of foundational academic behaviours and higher GPA, and (c) foundational academic behaviours mediated the relationship between emotional well-being and GPA. Findings affirm the integral role of mental health in academic performance and highlight the mediating role of foundational academic behaviours in this relationship. The association between emotional well-being and foundational

academic behaviours underscores the multifaceted nature of academic performance and the importance of considering both mental health and foundational academic behaviours in academic success. Findings from this study suggest that managing behaviours that facilitate engagement in academic tasks, and mental health as a potential internal condition for learning, are both important pieces to the academic success puzzle.

Keles, S., ten Braak, D., Hagen, Å. M., & Melby-Lervåg, M. (2025). **Validity of Early-Grade Screening Tools in the Three Tier (RTI/MTSS) Model: A Systematic Review and Meta-Analysis of Literacy, Language, and Mathematics.** *Educational Psychology Review*, 37(4), 104. <https://doi.org/10.1007/s10648-025-10077-5>

The validity of the screening tools used as a part of assigning students to tiers within the Three Tier framework is essential for its quality and success. Although the Three Tier model has been widely implemented, there remains a lack of comprehensive synthesis regarding the accuracy of screening methods used as part of tier assignment procedures. This systematic review and meta-analysis examined empirical studies on the validity of screening and progress monitoring tools in the domains of literacy, language, and mathematics. A comprehensive search of seven databases and search engines yielded 127 eligible studies. The majority of tools identified were used in the literacy domain, with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) being the most frequently employed. Of the included studies, 18 studies provided data on convergent validity, including concurrent or predictive correlations, and sensitivity and specificity metrics. Using a correlated-hierarchical effects robust variance estimation (CHE-RVE) model, results indicated a moderate overall pooled effect size for correlations ($r = .51$, 95% CI [.35, .64], $p = .001$). However, this estimate should be interpreted cautiously, as heterogeneity was very high. Sensitivity and specificity estimates also varied widely across different tools. Findings highlight the limited number of studies assessing the validity of screening tools. Given the central role of screening in identifying students with learning difficulties, further research is needed to improve the precision and reliability of these instruments.

Li, Y., & Guo, L. (2025). **Parent-Adolescent Congruence and Incongruence in Parental Involvement and Academic Achievement: The More, the Better?** *Journal of Youth and Adolescence*, 54(11), 2894-2908. <https://doi.org/10.1007/s10964-025-02245-1>

Parents and adolescents can differ in their perceptions of parental involvement, yet most research relies on a single informant, potentially overlooking important discrepancies. Using data from 89,448 fifteen-year-olds (50.3% female) and their parents (78.2% female) across 13 economies in East Asia, Latin America, and Europe, this study examined how parent-adolescent congruence and incongruence in two forms of parental involvement—academic socialization and general involvement—were associated with adolescents' academic achievement. Multilevel polynomial regression and response surface analyses revealed a significant curvilinear relation, suggesting that adolescents achieved higher scores when both parents and adolescents were congruent at moderate levels of parental involvement. However, this pattern varied by culture and gender, with East Asian girls achieving higher academic performance from congruence at high levels of parental involvement. In contrast, mismatches between parent and adolescent reports on parental involvement were consistently linked to lower academic performance across regions and genders. These findings underscore that both the

degree and alignment of parental involvement matter and that cultural and gender contexts shape how parental involvement influences academic success.

Lintner, T. (2025). **Pre-primary education attendance protects against peer rejection in sixth grade.** *Social Psychology of Education*, 28(1), 181. <https://doi.org/10.1007/s11218-025-10121-w>

Peer relationships in schools play a crucial role in children's social and emotional development. Ethnic minority students and those with parents who have low education are especially vulnerable to negative social outcomes, such as peer rejection, which can lead to mental health problems. Pre-primary education has been hypothesized to provide early socialization opportunities that may protect against these adverse outcomes. This study examines the long-term effects of pre-primary education on peer relationships in sixth grade using a stratified random sample of 2,397 sixth-grade students from the Czech Republic. The findings reveal that students who attended pre-primary education for more than one year, are less rejected compared to those who did not attend. Ethnic minority students and those with parents without higher education are identified as more prone to peer rejection, underscoring the challenges these groups face in school. Importantly, this study shows that pre-primary education provides some protective effect against peer rejection for these vulnerable groups. The study highlights the need for policies supporting universal access to high-quality pre-primary education, especially for children from disadvantaged backgrounds.

Lo, A. Y. H., Wang, Y., & Kim, S. Y. (2025). **Cultural, Social, and Family Processes Towards Adolescents' Academic Development in Chinese American Families.** *Journal of Youth and Adolescence*, 54(11), 2730-2750. <https://doi.org/10.1007/s10964-025-02221-9>

Academic success is a key developmental competency that is strongly emphasized within Chinese American families, stressing the need to understand the cultural, social, and family processes that influence its development among Chinese American youth. The current study took an ecological and family systems approach in investigating the development of Chinese American adolescents' high school grade point averages (GPA) from early to middle adolescence. Participants included fathers, mothers, and adolescents (54% female, 46% male) from Waves 1 (W1; early adolescence) and 2 (W2; middle adolescence) of a study on 444 Chinese American families from a northern urban area on the west coast of the United States (US). Adolescents were 12 to 15 years old at W1 (data collection in 2002), with W2 data collection occurring approximately four years later (2006). Structural equation modeling examined simultaneous paths from fathers' and mothers' cultural orientations to adolescents' GPAs four years later, through fathers' and mothers' acculturative stress, fathers' and mothers' supportive parenting behaviors, and combined parent-adolescent alienation. Cultural orientation, stress, parenting, and alienation were assessed through parent-report and adolescent-report measures, whereas GPA was taken from school transcripts. Wald's tests examined differences between mother-adolescent and father-adolescent processes. Mothers' bicultural and more US cultural orientations (compared to more Chinese) indirectly predicted greater increases in adolescents' GPAs, through lower mothers' acculturative stress, greater mothers' supportive parenting behaviors, and lower alienation. Parallel father indirect effects were not significant. Results demonstrate how Chinese American adolescents' academic achievement is influenced by their families' experiences across cultural, social, and family systems, with fathers and mothers playing significantly different roles.

Further investigations of the ways parents influence their child's academic development, especially those specifically relevant to Chinese American fathers, are needed.

Ma, L., Yang, W., Shen, J., Zhang, W., Wang, X., & Fang, X. (2025). **Parent-Teacher Cooperation and Adolescent Academic Development: Understanding the Dynamic Pattern through a Panel Network Approach.** *Journal of Youth and Adolescence*, 54(11), 2923-2945. <https://doi.org/10.1007/s10964-025-02266-w>

Although parent-teacher cooperation is crucial for adolescent academic development, research has largely focused on a unidirectional collaboration-driven model (parent-teacher cooperation → adolescent), neglecting adolescent agency (child-driven or reciprocal driven), multidimensional cooperation components, and its core underlying mechanisms. The present study conceptualized parent-teacher cooperation as a multidimensional construct, including the cognitive level (i.e., parent-teacher shared expectations/beliefs about child and each other), the behavioral level (i.e., traditional parent-teacher contact, contemporary school-based parental involvement, and parent-teacher collaborative problem-solving), and the relational level (i.e., parent-teacher relationship quality). Adolescents' academic development was examined as the process/outcome indicators, including academic engagement, academic burnout, and academic achievement. Then, panel network analysis was applied to investigate the dynamic, reciprocal associations between multidimensional parent-teacher cooperation and adolescents' academic development. Specifically, it explored whether reciprocal relationships between different levels of parent-teacher cooperation and various indicators of academic development differ, and how stable these relationships remain over time. Core components of the network were identified through centrality analysis. A stratified convenience sample of 3904 Chinese adolescents (Mage = 12.46, SDage = 2.24, 53.10% male, grades 4–5, 7–8, 10–11) was drawn from 12 schools across three Chinese cities (Guangzhou, Chengdu, Kunming). Data were collected in three waves with 6-month intervals between each wave. Using a panel network approach, this study examined cross-sectional associations, within-person contemporaneous associations, and temporal pathways, as well as identified core network components through node centrality. Cross-sectionally, parent-teacher cooperation at cognitive, relational, and problem-solving behavioral levels exhibited stable patterns: cognitive congruence and relational quality were stably and positively associated with adolescents' academic engagement, whereas behavioral collaboration (collaborative problem-solving) showed stable negative associations with academic engagement and burnout. Contemporaneously, relationship quality showed a robust within-person association with academic engagement and emerged as the most central node. Temporally, academic engagement prospectively predicted all cooperation components (child-driven model). These findings challenge conventional unidirectional models by highlighting the important role of relationship quality and the temporal driving effects of engagement. Interventions should prioritize strengthening relationship quality and fostering adolescents' academic engagement.

Ma, N., Sun, Y., & Du, L. (2025). **Sentiments and achievements in online training: insights from machine learning and sequential analysis.** *Education and Information Technologies*, 30(15), 21747-21771. <https://doi.org/10.1007/s10639-025-13607-4>

Online training has become pivotal for teacher professional development, yet it faces challenges such as sentiment burnout and low learning achievement. To capture sentiment information non-invasively, this study employs a text-based sentiment analysis

approach to examine the dynamic sentiment states of teacher-learners, thereby revealing the relationship between sentiment patterns and learning achievement and addressing a gap in the existing literature. To more accurately process large-scale text data, a semi-supervised machine learning method was applied to classify the sentiments of 7049 comments from 887 participants. Time series analysis was used to track the evolution of sentiments throughout the training process, while lag sequential analysis was employed to determine the sequential relationships and significant transitions between sentiments. The findings indicate that teacher-learner sentiments are predominantly neutral and positive. Over time, higher-achievement participants exhibited a clear shift from negative to positive sentiments, suggesting adaptive sentiment regulation and deeper cognitive engagement. In contrast, lower-achievement groups tended to maintain a neutral demeanor, potentially obscuring critical sentiment signals essential for timely instructional feedback. Based on these results, the study recommends that online teacher training programs enhance real-time monitoring and feedback of learners' sentiments, encourage diversified sentiment expression, and optimize instructional interactions and course design through targeted sentiment interventions, ultimately improving training effectiveness.

Mulenga Mulenga, T. (2025). **Bien-être et réussite des apprentissages dans les écoles primaires de la ville de Lubumbashi en RDC**. Consulté à l'adresse <https://orbi.uliege.be/handle/2268/336165>

La question du bien-être des apprenants en rapport avec la réussite de leurs apprentissages en République Démocratique du Congo a fait l'objet de nombreuses recherches. Les études existantes se sont traditionnellement organisées autour de trois axes principaux : une approche médicale, mesurant l'impact de la santé physique et mentale sur les performances ; une approche infrastructurelle, analysant l'influence des équipements et du cadre matériel ; et une approche sociopédagogique, qui met en corrélation le climat relationnel de l'école avec l'efficacité des apprentissages. Si ces travaux ont le mérite d'éclairer des aspects précis, ils peinent à appréhender la thématique dans sa globalité, sans véritablement rendre compte de la multidimensionnalité de la vie de l'apprenant. Cette limite empêche de renouveler la réflexion sur la nature et la finalité même de l'institution scolaire. Dans ce contexte, la présente thèse se propose d'explorer, dans le cadre de l'enseignement primaire à Lubumbashi, le lien entre le bien-être de l'apprenant – conçu de manière holistique – et sa réussite scolaire. Cette approche innovante évalue le bien-être à travers un spectre intégré d'indicateurs (santé, alimentation, hygiène et sécurité de l'enfant à l'école) et mesure la réussite scolaire sur la base des aptitudes fondamentales en littératie et en numératie. En saisissant cette corrélation dans sa globalité, comme un phénomène engageant à la fois la dimension personnelle, structurelle et environnementale de l'élève, cette recherche se veut résolument novatrice. Son ambition est de réinterroger la mission indispensable de l'école. Elle postule que celle-ci doit transcender sa fonction traditionnelle de transmission des savoirs pour incarner une véritable institution « sociale », où « éduquer, c'est prendre soin ». Il s'agit ainsi de jeter les bases d'une école réinventée, dont la vocation est de former simultanément l'intellect et la citoyenneté de l'élève, en l'accompagnant dans l'ensemble de ses dimensions existentielles. Sur le plan méthodologique, cette étude a été menée dans 15 écoles primaires réparties sur trois communes de Lubumbashi. Elle a concerné les élèves de troisième et quatrième année, leurs enseignants, ainsi que les directeurs d'écoles et les conseillers pédagogiques. La recherche repose sur une méthodologie mixte, suivant un modèle séquentiel explicatif.

Le présent manuscrit s'articule autour parties principales : théorique et empirique, toutes introduites par une section présentant la problématique, les hypothèses et les objectifs de l'étude.

O'Donnell, A. W., Redmond, G., Zhou, H., Skattebol, J., Wang, J. J. J., Reynolds, K. J., & MacDougall, C. (2025). **Adolescents' educational aspirations and expectations: the interaction between school experiences, region, and financial disadvantage.** *Social Psychology of Education*, 28(1), 180. <https://doi.org/10.1007/s11218-025-10099-5>

Adolescents residing in regional areas, and those from more financially disadvantaged families, traditionally have worse academic outcomes relative to their counterparts in metropolitan communities. A key mechanism that may account for these differences is how far individuals would like to progress in the educational system (aspirations) and how far they actually think they will progress (expectations). These plans are shaped by social background and schooling experiences, which can either reduce or amplify educational inequalities. Using two large Australian samples, we found that adolescents from metropolitan and financially advantaged families reported higher aspirations (Study 1, N=3,896) and expectations (Study 2, N=3,956) than their regional and more disadvantaged peers. In both studies, the school environment moderated the effects of family financial background on educational plans. School satisfaction (Study 1) and belonging (Study 2) amplified socioeconomic disparities, with gaps in educational future plans widening among students who felt more positive about school. These findings suggest that positive school environments may also inadvertently reinforce structural inequalities when broader barriers remain unaddressed.

Paivandi, S., & Milon, A. (2025). **La persévérance des bacheliers technologiques dans l'enseignement supérieur.** *Éducation & formations*, (108), 49-72. <https://doi.org/10.48464/ef-108-03>

Parisse, C., Marini, M., Pagliaro, S., Presaghi, F., & Livi, S. (2025). **The role of organisational ethical climate in shaping students' class identification and their educational outcomes.** *Social Psychology of Education*, 28(1), 178. <https://doi.org/10.1007/s11218-025-10136-3>

The present study extends the concept of Organisational Ethical Climate (OEC) to the school context, addressing a gap in the literature that has predominantly investigated this construct in workplace settings. We investigated how shared ethical norms within school shape students' class identification and, in turn, key educational outcomes such as wellbeing, academic performance, and dropout intentions. Specifically, we investigated how the OEC (of friendship or self-interest) was associated with positive bonds between classmates, i.e., class identification, and how it could be associated directly and indirectly with school dropout intentions, students' well-being, and academic performance. To investigate this, we proposed a multilevel 2-2-1 structural equation model exploring both individual-level and class-level perceptions on 730 (M age = 16.7, SD = 1.36; 55.5% boys, 43% girls, and 1.5% nonbinary) high school students and 47 classes. Results revealed that only the friendship climate was significantly related to stronger class identification, which in turn shapes its association with the outcomes. In conclusion, our study underscored the pivotal role of the OEC within schools in shaping various educational outcomes. Incorporating this dimension into the school climate assessment can enhance our understanding of how informal moral norms could shape school dynamics.

Qui sont-ils et comment les aider? Portrait de la santé mentale des élèves en formation professionnelle et pistes d'action pour leur réussite. (2025). Consulté à l'adresse <https://frq.gouv.qc.ca/histoire-et-rapport/qui-sont-ils-et-comment-les-aider-portrait-de-la-sante-mentale-des-eleves-en-formation-professionnelle-et-pistes-daction-pour-leur-reussite/>

Comment faire de la FP un facteur de protection, qui permette à ces jeunes non seulement d'apprendre un métier, mais aussi de prendre soin de leur santé

Rosenqvist, O., & Sauermann, J. (2025). **The effects of increasing compensatory resource allocation on student achievement** (Working paper N° 2025:15). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://EconPapers.repec.org/RePEc:hhs:ifauwp:2025_015

Substantial and persistent differences in learning outcomes between schools largely caused by school segregation is a recurrent issue in many countries and is seen as a threat against equality of opportunity. Compensatory resource allocation policies are sometimes used to mitigate this problem, but the evidence on the effects of such policies is limited. In this paper, we evaluate a large compensatory grant in Sweden, the Equity grant, which was launched by the government in 2017/2018 with the aim of improving the prospects of success for students with a disadvantaged background. The grant, which has since increased to more than SEK 7 billion per year, is allocated based on a socioeconomic index. We examine the relationship between education provider index and teacher-to-student ratio in the years before and after the introduction of the grant and find that teacher-to-student ratios are significantly more compensatory as the grant is introduced and then gradually expanded. Overall, however, we do not see that the increased teacher resources among providers serving disadvantaged students led to smaller test score differences between providers serving advantaged and disadvantaged students respectively. However, in grade 9, where the effect on class size is most pronounced, there are indications of improved student performance, which also translate into increased high-school enrollment.

Rousseau, N. (2025). **Valoriser la collaboration entre organismes communautaires et institutions scolaires pour le bien-être et la réussite des élèves.** *Apprendre et enseigner aujourd'hui: revue du Conseil pédagogique interdisciplinaire du Québec*, 14(2), 4-4. <https://doi.org/10.7202/1119602ar>

Un article de la revue Apprendre et enseigner aujourd'hui, diffusée par la plateforme Érudit.

Sacré, M. (2025). **Renforcer la présence dans les environnements d'apprentissage hybrides pour diminuer le décrochage des étudiants.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (51). Consulté à l'adresse <https://journals.openedition.org/dms/11973>

Cette contribution constitue une réponse empirique au cadre d'analyse de la co-construction des environnements d'apprentissage hybrides présenté par Bernadette Charlier et Claire Peltier (2024). Nous y apportons des éléments de réponse à ce modèle, tout en les mettant à profit pour proposer des leviers pédagogiques pour lutter contre le décrochage des étudiants dans ces environnements. Dans cette optique, nous analysons les données d'une enquête nationale menée auprès d'étudiants belges perme...

Sorjonen, K., Melin, B., & Nilsson, G. (2025). **Still No Convincing Evidence for a Causal Effect of Academic Self-Concept on Achievement: A Reply to Núñez-Regueiro et al., 2025.** *Educational Psychology Review*, 37(4), 98. <https://doi.org/10.1007/s10648-025-10083-7>

In a recent response, Núñez-Regueiro et al. (2025) criticized our findings (Sorjonen et al. 2025) that were inconsistent with the reciprocal effects model (REM) of self-concepts and achievement. Here we respond to points raised. We show again that data used to support the REM may also be used to support an inconsistent decreasing effect of self-concept on achievement. We also show that an extended version of the REM, endorsed by Marsh et al. (2024), may seemingly be supported by data generated without any direct effects between self-concept and achievement. This means that such effects in observational data can arise under non-causal data-generating processes and do, therefore, not provide strong evidence for a causal effect of self-concept on achievement.

Sun, Y., Yang, H., Yu, H. K., & Suen, R. (2025). **Boon or Bane? Evaluating AI-driven learning assistance in higher education professional coursework.** *Education and Information Technologies*, 30(15), 22011-22044. <https://doi.org/10.1007/s10639-025-13642-1>

AI integration in professional coursework has gained attention in higher education, offering potential improvements in learning and performance. However, the usage rate, accuracy, and patterns of AI tools across disciplines remain unclear. The impact of AI on students' learning and long-term outcomes still needs further investigation. This study investigates the role of AI-driven learning tools in enhancing professional coursework across various academic disciplines, including Engineering, Natural Sciences, Humanities, Social Sciences, and Arts. Using a multi-stage empirical approach, we evaluate student performance and engagement with AI tools, exploring both the positive outcomes and limitations in each discipline. Our findings show that 1,472 students across different regions and academic fields frequently use AI-driven learning tools in their professional coursework, with generally positive feedback. The accuracy of AI-generated responses to 1,200 questions is commendable, but the tools still demonstrate limitations in areas such as flexibility, contextual adaptation, analytical reasoning, and conceptual synthesis in certain disciplines. We segment 800 representative students based on AI engagement patterns, revealing distinct usage behaviors and preferences across four groups, offering further insights into how AI tools are utilized. Furthermore, the results from assessing the impact of AI-driven learning on the academic performance of 400 students show that AI significantly enhances performance in technical fields like Engineering and Natural Sciences. However, instructors in these fields express concerns about students' over-reliance on AI, which may hinder independent thinking and creative problem-solving. Despite these concerns, our long-term academic outcome predictions indicate that AI-driven learning tools continue to provide substantial benefits to students.

Tabak, I., & Dubovi, I. (2025). **Gaps in equitable preparedness for networked information society: The critical role of k-12 education in fostering data literacy for all.** *Education and Information Technologies*, 30(15), 21457-21477. <https://doi.org/10.1007/s10639-025-13537-1>

This article alerts us to gaps in preparedness for civic participation in technology-mediated networked society. Drawing on dual-process theories and sociocultural frameworks, we argue that reasoning with data involves a balance between intuitive (System 1) and deliberative (System 2) processes, shaped by a productive tension

between authoritative and internally persuasive discourse, and the mastery and appropriation of data practices. We focus on the role of data literacy and trust in science in functional scientific reasoning. Using survey data from 461 participants, we found that higher education graduates demonstrated stronger data interpretation competence and a greater propensity to use data in functional reasoning than K-12 graduates. These differences were found between K-12 graduates focused on exact sciences versus humanities and social sciences but were not observed in higher education. Trust in science mediated reasoning with data across all groups, yet levels of trust did not differ significantly between K-12 and higher education graduates. Our findings reveal disparities in data literacy rooted in disciplinary divides at the K-12 level that are bridged in higher education but persist for non-college-bound learners. We propose making trust in science an explicit educational goal and fostering mastery and appropriation of data practices through experiences that balance authoritative and internally persuasive engagement with data. These approaches can better equip all learners, regardless of educational path, for informed civic participation in a datafied world.

Teo, Q. K., Chen, P., Fujita, K., & Scholer, A. A. (2025). **Metamotivational knowledge of construal level predicts academic performance.** *Social Psychology of Education*, 28(1), 175. <https://doi.org/10.1007/s11218-025-10132-7>

This study examines metamotivation—the beliefs and processes that allow for flexible regulation of motivational states to achieve desired outcomes. We investigated (1) metamotivational knowledge across grade levels, (2) the cultural and developmental generalizability of the metamotivational knowledge and performance association, (3) the role of the breadth of motivational strategy repertoire and metamotivational knowledge about discerning when to use distinct strategies, and (4) demographic factors contributing to differences in such discernment. Results reveal that middle-to-high school Singapore students generally possess accurate metamotivational knowledge regarding high-level versus low-level construal, with older students scoring higher than younger students. High-level knowledge significantly predicted exam performance. This finding held even when controlling for prior exam scores and strategy repertoire. Notably, there was no significant correlation between students' strategy discernment and repertoire. Lastly, students from higher-income households exhibited higher knowledge levels, suggesting possible demographic disparities. These findings underscore the critical role of metamotivational knowledge in predicting real-world success.

Thies, T., & Falk, S. (2025). **International Students in German Higher Education: How Quality-Characteristics of the Study Programme Relate to Student Satisfaction Over the Course of Studies.** *Higher Education Quarterly*, 79(4), e70053. <https://doi.org/10.1111/hequ.70053>

Germany is the most attractive non-English-speaking destination for international students. Their number has considerably grown over the last 10 years. However, the dropout rate among international students is higher than among domestic students. This is an undesirable situation given the necessity of training highly skilled labour and integrating them into the German labour market. It raises the question of student satisfaction and the quality of study programmes. In particular, we examine how the perception of study programme characteristics affects student satisfaction over three semesters. We analyse this question using the International Student Survey, a longitudinal online-panel survey of international degree-seeking students in Germany (N = 2428). The results show that increases in the perceived teaching quality, teacher support and student integration relate to increases in student satisfaction throughout their studies.

High exam frequencies and overcrowded classes reduce satisfaction values. Our findings emphasise the need to improve the quality of teaching and study programmes in order to increase satisfaction, and therefore success, of international students.

Uluğ, E., Öner, K., Arslantaş, S., & Harmanlı, S. T. (2025). **Adaptation of the artificial intelligence literacy scale into Turkish: A cross-sectional application among healthcare workers, students, and children.** *Education and Information Technologies*, 30(15), 21041-21077. <https://doi.org/10.1007/s10639-025-13597-3>

In this study, the Meta-Artificial Intelligence Literacy Scale developed by Carolus et al. (Computers in Human Behavior: Artificial Humans, 1(2), 100014) was adapted to Turkish, and its validity and reliability were tested. This cross-sectional research was conducted with three distinct study groups to assess the scale's applicability and consistency in diverse contexts. Validity and reliability analyses were performed with 1167 participants between the ages of 12–74, representing a broad demographic range. Additionally, the scale's applicability was further evaluated with 583 children aged 12–18 and 122 healthcare workers. The Meta-AI Literacy Scale comprises four main dimensions—artificial intelligence literacy, artificial intelligence creation, artificial intelligence self-efficacy, and artificial intelligence self-competence—and eight sub-dimensions that cover a wide range of AI-related competencies. Cronbach Alpha and test-retest analyses of the scale showed high consistency. Test-retest analyses confirmed the stability of the instrument over time. The findings revealed significant variations in artificial intelligence literacy based on age and education level, highlighting the influence of demographic factors. However, no significant differences were observed based on gender. This study concludes that the Meta-Artificial Intelligence Literacy Scale is a valid, reliable, and versatile tool for assessing AI literacy among Turkish-speaking individuals in various settings, including educational and healthcare contexts.

Voyer, S., & Véronneau, M.-H. (2025). **Le bien-être psychologique des élèves de formation professionnelle lors de leur transition en emploi : le rôle de la compétence émotionnelle et de la réussite éducative.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 242-264. <https://doi.org/10.26443/mje/rsem.v59i2.10146>

La transition de l'école vers le marché du travail comporte plusieurs défis pour les élèves de la formation professionnelle au Québec. Alors que le bien-être psychologique au travail se révèle un indicateur important d'une transition réussie, ce concept est peu étudié. La compétence émotionnelle et la réussite éducative sont étroitement liées et pourraient contribuer au bien-être psychologique. Cette étude à deux temps de mesure et incluant 179 élèves visait à vérifier si la réussite éducative joue le rôle de médiateur entre la compétence émotionnelle et le bien-être psychologique. Les analyses de régression soutiennent que la réussite éducative agit effectivement comme médiateur dans cette relation. Cette étude met en lumière le potentiel d'interventions visant à renforcer la compétence émotionnelle des élèves.

Yang, W., Yang, B., & Wang, Y. (2025). **An in-depth exploration of predictive analytics in academic performance: a comprehensive framework utilizing large-scale feature-derived bidirectional long short-term memory neural networks.** *Education and Information Technologies*, 30(15), 21427-21456. <https://doi.org/10.1007/s10639-025-13614-5>

The rapid expansion of e-learning has resulted in a surge in educational data volume, presenting challenges in manually uncovering valuable information. Concurrently,

advancements in educational data mining offer robust technical support for forecasting student performance based on their engagement behaviors. In this study, we initially investigate the efficacy of machine learning algorithms for forecasting student performance, followed by an exploration of the application of deep learning techniques in this domain. This research proposes the utilization of a Large-scale Feature-Derived Bidirectional Long Short-Term Memory Neural Network (LFD-BiLSTM) model for predicting student performance. We analyze students' learning behaviors using clickstream data extracted from virtual learning environments and investigate the primary factors influencing academic achievement. The results indicate that the model achieves a high accuracy of 92.57%, a recall rate of 93.90%, and an F1 score of 92.96%. Furthermore, the experimental findings underscore the significant influence of students' learning behavior, educational level, and the Index of Multiple Deprivation on their academic performance, providing valuable insights for educators, policymakers, and researchers to tailor individualized programs.

Valeurs

Case, B. W., & VanderWeele, T. J. (2025). **Virtue for Academic Flourishing: An Argument for the Importance of Character in the Higher Education.** *British Journal of Educational Studies*, 73(5), 637-654. <https://doi.org/10.1080/00071005.2025.2542681>

Recent years have seen growing interest in the idea that education should be taken as one of its core aims of individual and societal flourishing, with a particular emphasis on the formation of students' moral character. This movement has also provoked critique, however, on the grounds that efforts at character formation are extraneous to a university's primary mission in the generation, preservation and transmission of knowledge, or on the grounds that faculty and staff are ill-equipped for this task, or because conceptions of the virtues vary across cultures. While reasonable responses can arguably be put forward to these objections, a further compelling case for the importance of character formation for academic institutions can be made from the fact that the moral character of a college's or university's faculty and students is arguably critical for its success in its core cognitive and epistemic aims, notably including teaching and research. Making use of the moral theory set out in Thomas Aquinas's *Summa Theologiae*, we explore how many aspects of a university's core academic functions would be (and indeed are) hindered by students' and faculty's lack of virtues such as courage and patience, temperance and studiousness, prudence and 'teachability,' and justice and honesty.

Fournier-Gallant, V. A. (2025). **L'éducation à la sexualité à l'école primaire dans le cadre du programme Culture et citoyenneté québécoise intégrant le développement de la pensée critique par le dialogue: représentations de personnes étudiantes et enseignantes** (Thèse de doctorat en éducation, Université de Sherbrooke). Consulté à l'adresse <https://hdl.handle.net/11143/23476>

Cette recherche doctorale porte sur l'enseignement de l'éducation à la sexualité (ÉAS) au primaire, tel que prévu dans le programme Culture et citoyenneté québécoise (CCQ) du gouvernement du Québec (2024). Ce dernier vise le développement de compétences citoyennes ancrées dans la pensée critique et soutenues par le dialogue. L'ÉAS y occupe une place centrale comme levier d'émancipation, de justice sociale et de formation au vivre-ensemble (UNESCO, 2018). L'étude descriptive menée identifie les représentations de personnes étudiantes et enseignantes concernant l'ÉAS, la pensée

critique et le dialogue, ainsi que leur articulation et leur enseignement. À la fois quantitative et qualitative, les résultats découlent de la diffusion d'un questionnaire en ligne rempli par 21 personnes étudiantes finissantes au Baccalauréat en enseignement au préscolaire et au primaire de l'Université de Sherbrooke ainsi que 72 personnes enseignantes du primaire œuvrant dans les différentes régions du Québec. De plus, 16 titulaires de classe ont participé à une entrevue semi-dirigée. La présente recherche ressort les conditions nécessaires à l'implantation effective de l'enseignement de l'ÉAS, intégrant le développement de la pensée critique par le dialogue. Elle rappelle que l'école, lieu privilégié de socialisation et de transformation, doit outiller les enseignantes et enseignants afin de garantir aux élèves une éducation complète et de qualité, abordant la sexualité sous un angle éthique, inclusif et positif. À ce titre, la formation initiale et continue, mais aussi l'instauration de dispositifs d'accompagnement des personnes enseignantes mandatées pour dispenser l'ÉAS, sont relevées. Enfin, un processus itératif d'enseignement est proposé.

Güneş, A., & Kaban, A. L. (2025). **A Delphi Study on Ethical Challenges and Ensuring Academic Integrity Regarding AI Research in Higher Education.** *Higher Education Quarterly*, 79(4), e70057. <https://doi.org/10.1111/hequ.70057>

The rapid integration of artificial intelligence (AI) into higher education has revolutionised academic research and teaching, offered transformative opportunities while raising significant ethical challenges. This Delphi study investigates the ethical dilemmas and institutional requirements for maintaining academic integrity in AI-driven research. Through a structured, iterative process involving 12 international experts from academia, AI regulatory bodies, and research ethics committees, the study identifies key concerns such as data privacy, algorithmic bias, transparency, and authorship in AI-assisted research. The findings reveal a pressing need for clear ethical guidelines, robust institutional oversight, and enhanced collaboration between academia and industry to ensure responsible AI use. Experts emphasise the importance of developing enforceable policies, integrating AI ethics into academic curricula, and fostering transparency in AI decision-making processes. The study concludes that while AI offers immense potential for innovation, its ethical implications demand proactive governance and continuous policy refinement. By addressing these challenges, higher education institutions can uphold academic integrity, mitigate risks of misconduct, and promote the responsible development and application of AI technologies. This research provides actionable recommendations for policymakers, educators, and researchers, contributing to the creation of a sustainable and ethically sound AI ecosystem in academia.

Haldane, J. (2025). **Flourishing as an Aim of Education: Some Challenges.** *British Journal of Educational Studies*, 73(5), 597-614. <https://doi.org/10.1080/00071005.2025.2542679>

One need not hold a religious view to think that as well as equipping pupils with knowledge and skills, education might seek to give or enable them to form some conception of the meaning or significance of life. Conjoined with notable failures to provide a credible alternative to traditional forms of moral education such considerations have contributed to a movement from the deontological (rules and principles), to the instrumentally prudential (clarity and coherence), to the axiological (values), to the aretaic (character and virtue), and most recently to the teleological seeing the role of virtue as relating instrumentally and constitutively to leading a flourishing life. This approach faces significant challenges, however, which need to be addressed before it can hope to be adopted across a range of educational contexts but particularly within

schooling. These relate to the form and content of statements concerning human flourishing. The appeal to flourishing as an educational aim is difficult first and most abstractly because flourishing is a more logically complex and metaphysically substantial notion than is sometimes recognised; and second, because in the context of contested ends and purposes appeals to flourishing face some of the same challenges as do older educational schemes intended to prepare for life and for death.

Harden-Wolfson, E., Hutcheson, S., & Zhang, Y. (2025). **Representing the Problem of (Un)Ethical Practices in Canada's Post-Pandemic International Student Policy Landscape.** *Canadian Journal of Higher Education*, 55(2), 114-131.
<https://doi.org/10.47678/cjhe.v55i2.190701>

This study investigates how the Canadian policy landscape toward international students has changed since the pandemic. It uses a policy mapping of 97 announcements made between January of 2022 and March of 2024 by the federal government, the governments of Ontario and Quebec, and three organizations with expertise in international or higher education. Using the "What's the problem represented to be?" (WPR) approach, the article analyses the increasing attention being paid to (un)ethical practices as a lens through which policy bodies are constructing the role of international students in Canada. This highlights the differing representations of the "problem" of ethical practices, as well as the call-and-response nature of announcements between policy actors. The focus on ethical practices has created links between international students and national issues such as housing shortages and labour market needs, assigning responsibility to unscrupulous actors but also to students themselves for creating these challenges.

Kristjánsson, K. (2025). **Flourishing, Education, and the Good Human Life: The Search for a Theoretical and Practical Synthesis.** *British Journal of Educational Studies*, 73(5), 575-595.
<https://doi.org/10.1080/00071005.2025.2542678>

In the last few years, the concept of human flourishing (eudaimonia) – denoting predominantly objective features of human well-being – has come into vogue within various areas of the humanities and social sciences (philosophy, psychology, economics, health sciences, education) after only playing a marginal role since ancient times. This development is perhaps most noticeable within education where the biggest international policymaker in the field, OECD, is considering revising its decades-old human capital theory about the aims of education and adopting a human flourishing paradigm. This article describes the outcomes of some theoretical work that the present author did as a consultant for OECD in trying to synthesise various theoretical flourishing paradigms for practical purposes. It talks about the pros and cons of each paradigm and some recent criticisms that have been aimed at all of them. While arguing for the possibility of reconciliations, the main aim is to motivate readers to think about the credibility of a flourishing agenda for education, in general, and the possibility of synthesising satisfactorily the different approaches to it, in particular.

Noël, I., & Paccaud, A. (2025). **Transition vers la formation postsecondaire de jeunes ayant des besoins éducatifs particuliers en Suisse: (re)défendre ses droits à l'accessibilité.** *Revue hybride de l'éducation*, 9(4), 1-25.
<https://doi.org/10.1522/rhe.v9i4.1890>

Cet article s'appuie sur deux études qualitatives menées en Suisse auprès de vingt jeunes ayant des besoins éducatifs particuliers ainsi que de leurs parents. Il décrit et analyse les

enjeux et les défis liés à la transition vers la formation postsecondaire pour ces jeunes. Différentes formes d'accessibilité posent question, comme l'accès à une formation postsecondaire ou à une formation certifiante ou le maintien et la mise en place de certains aménagements auxquels ces jeunes ont droit. L'article propose des pistes pour dépasser une vision encore très individuelle et compensatoire des besoins des jeunes et pour cheminer vers des pratiques plus universelles au niveau postsecondaire en Suisse.

Olson, R. S. (2025). **On the Promotion of Human Flourishing in Education: Formative Concepts.** *British Journal of Educational Studies*, 73(5), 615-635. <https://doi.org/10.1080/00071005.2025.2542680>

The aim of human flourishing can be assessed in educational institutions with the Human Flourishing Measure. Educational institutions could more effectively promote human flourishing, especially the formation of character and the virtues, with concepts that correspond to the five domains of human flourishing and deepen their understanding and practice. These concepts are moral sources and culture (for the domain of happiness and life satisfaction), anthropology (for the domain of physical and mental health), agency and motivation (meaning and purpose), performance and context (character and virtue), and love and pedagogy (close social relationship). In view of the diversity of educational settings in the UK and USA, each concept is elaborated in thick and thin versions to guide evaluation and implementation.

Parisse, C., Marini, M., Pagliaro, S., Presaghi, F., & Livi, S. (2025). **The role of organisational ethical climate in shaping students' class identification and their educational outcomes.** *Social Psychology of Education*, 28(1), 178. <https://doi.org/10.1007/s11218-025-10136-3>

The present study extends the concept of Organisational Ethical Climate (OEC) to the school context, addressing a gap in the literature that has predominantly investigated this construct in workplace settings. We investigated how shared ethical norms within school shape students' class identification and, in turn, key educational outcomes such as wellbeing, academic performance, and dropout intentions. Specifically, we investigated how the OEC (of friendship or self-interest) was associated with positive bonds between classmates, i.e., class identification, and how it could be associated directly and indirectly with school dropout intentions, students' well-being, and academic performance. To investigate this, we proposed a multilevel 2-2-1 structural equation model exploring both individual-level and class-level perceptions on 730 (M age = 16.7, SD = 1.36; 55.5% boys, 43% girls, and 1.5% nonbinary) high school students and 47 classes. Results revealed that only the friendship climate was significantly related to stronger class identification, which in turn shapes its association with the outcomes. In conclusion, our study underscored the pivotal role of the OEC within schools in shaping various educational outcomes. Incorporating this dimension into the school climate assessment can enhance our understanding of how informal moral norms could shape school dynamics.

Robert, J., & Ounsi, H. (2025). **Défis vécus par des étudiantes et des étudiants en situation de handicap à l'université : quand l'approche universelle s'invite dans la discussion.** *Revue hybride de l'éducation*, 9(4), 1-21. <https://doi.org/10.1522/rhe.v9i4.1893>

Afin d'offrir des modalités d'accompagnement adaptées aux besoins des étudiantes et des étudiants en situation de handicap, une étude a été menée en vue de cerner les défis vécus à l'université. Centrés sur la déclaration de la situation de handicap et de la mise en œuvre des mesures d'aide individualisées, les besoins sont multiples. Outre le fait

que ce processus s'avère très énergivore, la prise en compte des besoins doit être soutenue par une mixité d'approches individuelle et universelle ainsi qu'une meilleure sensibilisation et connaissance de cette population par la communauté universitaire.

Sheria Nfundiko, J., Kuppens, L., & Langer, A. (2025). **L'école congolaise comme moteur de paix ? Une analyse des attitudes des enseignants du secondaire dans l'est de la République démocratique du Congo**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 59(2), 193-217. <https://doi.org/10.26443/mje/rsem.v59i2.9944>

Marquée par des décennies de conflits, la situation sécuritaire en République Démocratique du Congo reste précaire, particulièrement au Kivu. Comme l'école apparaît comme un levier clé pour transformer la culture de la violence, cet article examine les attitudes de 1 642 enseignants du secondaire à Goma et à Bukavu envers l'éducation à la paix. Concernant l'éducation civique et morale (éducation à la paix indirecte), les enseignants sont optimistes, même si le curriculum aborde la paix de manière abstraite. L'acceptation des punitions corporelles reste préoccupante. L'éducation à la paix directe, portant sur les conflits récents, divise: une majorité y est favorable, mais des réticences persistent, particulièrement à Goma. La temporalité pour introduire cette approche demeure une question centrale.

UNICEF. (2025). **Key climate change concepts for education in emergencies: a terminology framework** (p. 25). Consulté à l'adresse UNICEF website: <https://curated-library.iiep.unesco.org/library-record/key-climate-change-concepts-education-emergencies-terminology-framework>