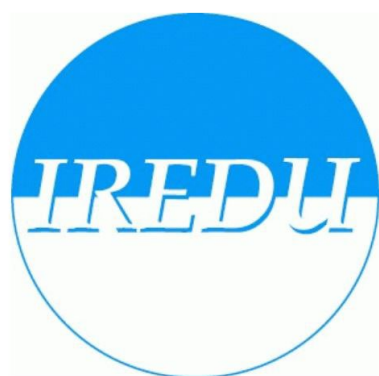


Veille de l'IREDU



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Acquisition de compétences

Agence exécutive européenne pour l'éducation et la culture (Commission européenne), Baïdak, Nathalie, Kocanova, Daniela, Pierantoni, Laura, & Riiheläinen, Jari Matti. (2025). **Entrepreneurship education at school in Europe: 2025: Eurydice report**. Consulté à l'adresse <https://data.europa.eu/doi/10.2797/0693204>

Entrepreneurship is one of the eight key competences for lifelong learning defined at European level. It empowers young individuals to navigate the complexities of an ever-evolving world, fostering innovation and equipping them with the skills necessary to tackle economic, social, and environmental challenges. This report provides a comprehensive overview of entrepreneurship education at school in Europe, examining policy frameworks, curriculum integration, and the provision of practical entrepreneurial experiences, as well as teacher and school leader training. The report is supplemented by a detailed annex, which presents additional data and insights on curriculum integration and teacher competence frameworks. Covering 36 European countries, including all 27 EU Member States, as well as Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, Norway, Serbia, and Türkiye, this report offers a unique perspective on the state of entrepreneurship education across the continent.

Cartwright, M., Freeman, K., & Berrett, D. (2025). **Unlocking Potential: Evaluation of a Digital Math Learning Solution**. *Educational Researcher*, 54(8), 497-499. <https://doi.org/10.3102/0013189X251346128>

This study investigates the impact of the Imagine Math program, a digital supplemental learning solution, on math achievement. The research compares the performance of students who used the program with those who did not. Results indicate that users experienced, on average, a statistically significant improvement in their math performance. Moreover, extensive users (those who used according to recommended practices) showed greater average gains. The findings highlight the importance of adaptive digital tools in addressing gaps in core instruction by enhancing mastery of mathematical concepts, bridging learning gaps, and personalizing instruction to support diverse learners often underserved by traditional methods.

Girard, C., De Lamper, A., Callens, S., Van den Broek, D., & De Smedt, B. (2025). **Causal Effects of an Ecologically Valid Home Numeracy Intervention on Preschoolers' Numeracy Skills**. *Child Development*, 96(6), 1917-1933. <https://doi.org/10.1111/cdev.70010>

The home numeracy environment is suggested to influence children's numerical development, but causal evidence for this assertion remains limited. Addressing this gap, we randomly assigned 117 predominantly White 4–5-year-olds ($M = 4.68$ years, $SD = 0.2$, 47% girls) attending preschool in Flanders (Belgium) to either an experimental (numeracy) or an active control (language) condition. The 6-week intervention (pretest-March 2023; posttest-May 2023) consisted of an ecologically valid implementation, with parents integrating flexible activities into their routines. Pre- and post-intervention assessments measured children's numerical skills. Medium effects were observed on transcoding and ordering skills, providing causal evidence for the impact of the home numeracy environment on children's numeracy. This study highlights the potential of ecologically valid interventions to support early numeracy in daily life.

Marion, F. (2023). **Le rapport entre curriculum et construction de soi. L'incarnation des valeurs communautaires chez les élèves-ingénieurs des écoles militaires** (Theses, Hésam Université). Consulté à l'adresse <https://hal.science/tel-05045692>

Les études supérieures constituent un espace de transition entre l'éducation et la vie professionnelle, concomitant avec cet âge de la vie qu'on nomme désormais celui du «jeune adulte». Ayant pour objet l'expérience de socialisation des élèves-ingénieurs en écoles militaires, la recherche vise à déterminer quels rapports, parfois implicites, s'établissent entre le curriculum et la construction de soi et à mettre à jour une co-construction des valeurs reposant sur l'interaction triangulaire entre l'institution, l'étudiant et ses pairs. L'institution est prise en compte dans sa définition la plus exhaustive : cadre physique et symbolique, cadre réglementaire et d'enseignement aux acteurs multiples, cadre de vie et d'échanges plus ou moins formels, foyer de concentration de projets et d'ambitions tous azimuts, etc. La recherche s'appuie sur un inventaire bibliographique puisant aux sources des sciences de l'éducation, de la sociologie et des sciences politiques. Cet inventaire précède une batterie d'enquêtes par questionnaires et entretiens, doublée d'une recherche documentaire, réalisée auprès de deux écoles proches géographiquement mais fortement différenciées par les statuts de leurs étudiants et leurs histoires récentes. Les «valeurs communautaires», ayant rapport à la vie et au travail en collectivité, prises comme objet privilégié de nos enquêtes, se construisent à l'épreuve collective des interactions différenciées que suscitent la formation, les rituels et les activités associatives propres aux «promotions». Parallèlement, chaque élève poursuit sa construction identitaire au gré des situations et des mises à l'épreuve que lui imposent l'institution et les pairs. Le collectif de la «promotion» et l'individualisation des expériences entretiennent une tension permanente entre assimilation et singularisation. L'enquête explore les mécanismes de ces deux mouvements simultanés ainsi que les ressorts de la coopération et de la comparaison sociale. S'agissant à la fois d'écoles d'ingénieurs et d'établissements militaires formant des serviteurs de l'Etat, on s'interroge sur la portée d'une affiliation longue et sur l'influence des ethos militaires. Une autre question traverse l'enquête : dans quelle mesure les élèves s'approprient-ils leur école ?

Millar, R. (2025). **From vision to enactment: reflections on the practical impact of the Beyond 2000 report.** *International Journal of Science Education*, 47(15-16), 2203-2217. <https://doi.org/10.1080/09500693.2024.2351600>

The Beyond 2000 report (Millar & Osborne, 1998) argued that the school science curriculum of the late twentieth century was designed primarily to provide a sound preparation for progress to more advanced courses in science. It proposed that the curriculum for students up to the age of 16 should instead be designed to develop all students' 'scientific literacy', through a focus on the major 'explanatory stories' of science and a set of key 'ideas-about-science'. Have the recommendations of Beyond 2000 had any lasting impact on curriculum and instruction? I will explore this question by considering the most explicit effort to act on these recommendations, the Twenty First Century Science project (Millar [2006] Twenty First Century Science: Insights from the design and implementation of a scientific literacy approach in school science. *International Journal of Science Education*, 28(13), 1499–1521.). The development of this curriculum programme for 14–16 year old students in England illustrates the scale and nature of the task of transforming a curriculum vision into an operational reality, and highlights the challenges of achieving significant change, and the main sources of difficulty and resistance. Despite evidence of positive impact on student engagement,

external influences have steadily diminished its initial impact and the science curriculum has returned to its late twentieth century emphasis. Yet the Beyond 2000 critique remains as valid today as twenty-five years ago. The science curriculum in most countries does not reflect a clear vision of the contribution of science to a general education. The practical response to Beyond 2000 suggests that significant change requires clarity on intended outcomes and how they might be assessed, and the building of professional and social consensus around them.

Osborne, J., & Allchin, D. (2025). **Science literacy in the twenty-first century: informed trust and the competent outsider.** *International Journal of Science Education*, 47(15-16), 2134-2155. <https://doi.org/10.1080/09500693.2024.2331980>

A primary justification of teaching science to all young people is to develop students to become "critical consumers" of science. This worthy goal, however, is hampered by a flawed premise that school science is sufficient to develop intellectual independence. In contrast, we start from the premise that we are all epistemically dependent on the expertise of others. Hence, any science education for all must develop the capabilities to become a "competent outsider" capable of making judgements not of the science itself, but whether the source is credible. Essential to developing such informed epistemic trust are: (1) a basic understanding of the social practices that enable the production of reliable knowledge; and (2) a familiarity with the major explanatory theories and styles of reasoning that guide the work of scientists. These elements provide a framework for the non-expert necessary to interpret and understand the work of scientists and the claims they make. We show how such an education would address three of the four primary aims of science education outlined by Rudolph (2022). To achieve this goal a substantial reduction of existing standards to an essential, but fundamentally different, core is required, while returning significant autonomy to classroom professionals.

Paschke, P., Steinmayr, R., Mertens, A., Neubauer, A. B., & Spinath, B. (2025). **Re-Examination of the Reciprocal Relation Between Intrinsic Motivation and Competence Beliefs in Math Using the Random-Intercept Cross-Lagged Panel Framework.** *Child Development*, 96(6), 2201-2220. <https://doi.org/10.1111/cdev.70028>

Previous studies employing cross-lagged panel models (CLPMs) found mixed results regarding reciprocal relations between competence beliefs and intrinsic motivation. CLPMs have been criticized for leading to erroneous causal inference in certain situations. Two datasets were analyzed regarding reciprocal relations between competence beliefs and intrinsic motivation with the alternative random-intercept cross-lagged panel models (RI-CLPMs). One dataset contained 670 2nd to 3rd grade students (M = 8.80 years old, 98% white, 55.7% female) and the second dataset contained 542 2nd to 4th grade students (M = 7.96 years old, 76.7% native German speakers, no information on ethnicity, 50.2% female) in Germany. The results revealed little to no evidence for reciprocal relations between the constructs.

Picard, P. (2025, novembre 3). **Patrick Rayou : « L'autonomie n'est pas interne au sujet, mais parle de son rapport du sujet au monde. ».** Consulté 10 novembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/11/03/patrick-rayou-lautonomie-nest-pas-interne-au-sujet-mais-parle-de-son-rapport-du-sujet-au-monde/>

« C'est parce qu'on se pose la question du "pourquoi" et du "comment" qu'on devient autonomes, enseignants comme élèves » affirme Patrick Rayou, sociologue, chercheur en sciences de l'éducation. Dans une salle

Raison, L., Safourcade, S., Torno, A., & Renault, P. (2024). **Que nous apprennent les étudiants de troisième cycle en études médicales de médecine générale de Rennes du "travailler ensemble" en temps de crise sanitaire ?** *Exercer: la revue française de médecine générale*, (203), 232-238. <https://doi.org/10.56746/EXERCER.2024.203.232>

Introduction. The interprofessional collaboration in the face of the magnitude of the health crisis of Covid-19 need to be reassessed and updated. The purpose of this study was to draw from the accounts of the experiences of junior doctors in general practice in Rennes in the aftermath of the first lockdown their experience and reflection on "working together". Method. This is a textual data analysis, on 287 narratives written by junior doctors in general practice in the Rennes subdivision between April and June 2020, with a textual data analysis on 35 texts identified as relating to interprofessional relations. Results. This study highlights the interest of 1st semester interns and hospital interns during the writing of accounts on the concept of "working together". It shows the importance of decisions, tensions and the organizational framework that surrounds them. The sharing of skills is the predominant type of relationship in the texts. It is noted that authoritarian management is opposed to the federation of actors, while meetings that exacerbate conflict are opposed to team mediation. Finally, federation is reported in the accounts of ambulatory placements, while conflict is reported in the accounts of hospital placements. Conclusion. This work raises several notions already observed in social science and provides avenues for reflection. It shows the influence of structure on the practice of collective work. The interns were able to develop their power to act and became aware of their skills during this health crisis.

Smyslova, D., Jiang, S., Rosé, C. P., Ellis, R., Chao, J., & Li, Q. (2025). **Introducing generative AI with Markov Chains: Gendered patterns of competence in English Language Arts classrooms.** *The Journal of Educational Research*, 118(6), 701-715. <https://doi.org/10.1080/00220671.2025.2510409>

This study examined an intervention designed to foster high school students' AI literacy through foundational text generation models. Using Markov Chains as an entry point, the study supported students' understanding of predictive modeling and the probabilistic nature of AI-generated text. Using a mixed-methods approach, pre- and post-assessment showed significant gains in students' self-reported competence and understanding of AI text generation, while qualitative analysis highlighted improvements in recognizing how predictive models generate text sequences. However, findings suggested that while students developed a foundational understanding, they faced challenges in extending this knowledge to more advanced AI systems. Some misconceptions also persisted, including the belief that AI-generated text is random rather than probabilistic. Also, female students tended to underestimate their competence despite slightly higher learning gains. These findings underscore the need for structured scaffolding to bridge foundational and advanced AI concepts, ensuring students develop both technical understanding and critical evaluation skills.

Tetteh, A., Armah, M., Foli, J., & Nkrumah, F. (2025). **Teaching elementary artificial intelligence: Can the CTCA improve students' learning outcomes?** *The Journal of Educational Research*, 118(6), 568-580. <https://doi.org/10.1080/00220671.2025.2510392>

This study aims to assess the impact of the Culturo-Techno-Contextual Approach (CTCA) on elementary school students' achievement in AI and their perceptions. The study used a mixed-method research design with an initial quasi-experimental design ($n = 105$) and a subsequent qualitative phase ($n = 5$). The students were taught some basic AI concepts as well as the role of AI in modern society. Data was gathered using the Artificial Intelligence Achievement Test (AIAT) and the CTCA Perception Interview Guide (CPIG). The study found a statistically significant difference in the achievement of students taught using CTCA ($M = 14.11$; $SD = 2.01$) compared to those taught using the lecture method ($M = 12.04$; $SD = 2.94$) in AI [$F(1, 102) = 103.01$; $p < .05$]. Further, the CTCA received acclaim among students for integrating lesson content with everyday life and using cultural illustrations. This study tentatively advocates for the integration of the CTCA into the curriculum.

Aspects économiques de l'éducation

Arneback, E., & Lerwall, L. (2025). **Different forms of juridification – an analysis of two cases in Swedish education law.** *Journal of Education Policy*, 40(6), 958-978. <https://doi.org/10.1080/02680939.2025.2498891>

This article explores the phenomenon of juridification in education with a focus on Swedish education law. Two key legislative areas are analysed: regulations on the discrimination and degrading treatment of students (DDT) and the incorporation of the United Nations Convention on the Rights of the Child (CRC) into Swedish law. Using Blichner and Molander's (2008) framework for the dimensions of juridification with an additional dimension by Rosén, Arneback, and Bergh (2021), the article examines how the laws manifest different forms of juridification within the educational system. The findings reveal distinct patterns, with DDT representing an accountability-oriented juridification characterised by detailed legal obligations and enforcement mechanisms, while CRC exemplifies an elusive juridification with a symbolic legal status and uncertainty regarding how the law should be enacted and implemented. The study highlights the complexities of the juridification of and in education and the implications for legal and pedagogical practices, contributing to a nuanced understanding of how law reshapes educational contexts.

Bourouaha, S. (2025). **L'évaluation des aides sur critères sociaux pour les étudiants.** Consulté à l'adresse Assemblée nationale website: https://www.assemblee-nationale.fr/dyn/17/rapports/cec/l17b1892_rapport-information

Les constats de départ sont relativement connus : les étudiants en France sont dans une situation de précarité, depuis longtemps enracinée mais brutalement mise en évidence lors de la pandémie de la Covid-19, qui a révélé un ensemble de fragilités affectant cette population, que ce soit en termes de niveau de vie ou de conditions de logement. Des problématiques plus aiguës se sont également alors imposées, comme celle de la santé ou de la précarité alimentaire, diverses enquêtes de terrain alertant sur le fait que de nombreux étudiants sautaient des repas ou renonçaient à se soigner, faute de moyens. Le rapport s'interroge sur les aides sur critères sociaux quant à leur pertinence, leur efficacité et leur efficience : que conclure de l'efficacité des bourses quand de tels niveaux de précarité sont constatés ? Qu'en est-il du logement social proposé par les Crous quand les étudiants ont de telles difficultés à se loger ? Qu'en est-il de la cohérence des différents dispositifs dont certains semblent être contradictoires ? C'est la raison pour laquelle la mission a centré son analyse sur les questions évaluatives

suivantes : Dans quelle mesure les aides sur critères sociaux répondent-elles aux objectifs qui leur ont été assignés ? Comment développer le logement étudiant ? La définition d'une politique nationale de la vie étudiante donnant cadre et cohérence aux aides sur critères sociaux est-elle pertinente ?

Carlbaum, S., Lindgren, J., Benerdal, M., & Rönnberg, L. (2025). **Navigating legal discourses in quasi-markets: juridification and privatisation in Swedish local preschool governance.** *Journal of Education Policy*, 40(6), 979-999. <https://doi.org/10.1080/02680939.2025.2452202>

The education sector has been increasingly affected by legal discourse, new managerialism, litigation, burgeoning regulation and accountability involving inspections and audits, and rises in lawsuits. These processes have been described as juridification and have complex effects. In this paper we focus on juridification's impact on preschool governance during times of increased privatisation in Sweden. We aim to unpack links between juridification and privatisation by analysing the multifaceted issues of how law, litigation and legal discourse become manifested and are navigated by various actors in local preschool quasi-market governance. The results show how intricate connections between juridification and privatisation tend to make public and private relations more legalistic, contract-based and competitive. Juridification and privatisation also increase conformity in terms of, for instance, pedagogical profiles, practices and organisational structures. In addition, these inter-related processes promote and largely benefit corporate group formation and expansion as legal knowledge and economic resources to navigate local preschool quasi-market governance become increasingly essential. This starkly contrasts with the core ostensible objectives of privatisation and marketisation reforms – to promote diversity, pluralism, and a wide range of preschool options for parents.

Chen, Y.-S., & Chien, C.-L. (2025). **Who received public funding to pursue advanced degrees abroad? The subtle role of cultural capital in Taiwan.** *Higher Education*, 90(4), 1123-1143. <https://doi.org/10.1007/s10734-024-01369-w>

Global student mobility has been a critical element of international higher education. Policymakers and higher education institutions have promoted international student mobility in many ways, including by providing financial aid. However, knowledge of who participates in government funding programs for degree-seeking abroad, how participants' background characteristics and capital are related to their opportunities to access such funding, and whether obtaining international advanced degrees contributes to intergenerational social mobility is limited. This study utilizes Bourdieu's concept of cultural capital to investigate the characteristics and types of capital possessed by the participants of Taiwan's government scholarships and education loan programs for advanced degrees abroad. Drawing on a survey of 130 fellows who participated in government programs to seek degrees abroad between 2005 and 2015, this study found that the recipients of government grants for advanced degree abroad are more likely to come from a high socioeconomic status background with substantial cultural capital. The reproduction of social class was also found among these recipients. Upward intergenerational social mobility is found mostly among the fellows in the education loan program. The results of this study extend Bourdieu's argument on the critical role of cultural capital in sustaining social class within the context of globalization in higher education.

Claeys-Kulik, A.-L., Jorgensen, T. E., & Kukuruza, L. (2025). **Universities and competitiveness**. Consulté à l'adresse European University Association website: <https://eua.eu/publications/reports/universities-and-competitiveness.html>

Harari-Kermadec, H. (2025). **Nouvelle accélération de la marchandisation de l'enseignement supérieur français**. *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Nunes, E. (2025, novembre 6). **Ces étudiants pris au piège de leur prêt bancaire : « La pression des dettes que je dois rembourser est constante »**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/11/06/j-ignormais-que-c-etait-si-cher-les-etudiants-pris-au-piege-de-leur-pret-bancaire_6652389_4401467.html

Malgré ce que font miroiter les écoles et les banques, les frais engendrés par les études supérieures plombent le budget des jeunes, auquel s'ajoutent les dettes contractées par leur crédit.

Sirisankanan, A., & Kananurak, P. (2025). **Do Children Come First? Evidence From the Impact of Two Major Economic Crises on Children Education in Thailand**. *Asian-Pacific Economic Literature*, 39(2), 3-29. <https://doi.org/10.1111/apel.12439>

This study examined the impact of two major crises: the 1998 financial crisis and the 2021 COVID-19 outbreak as well as the 1996 and 2019 non-crisis period on child educational spending by Thai households. Using Thailand Socio-Economic Survey (SES) data along with limited dependent variable models with an emphasis on correcting endogeneity problems were employed to achieve the objective. The results showed that households reduced educational spending in response to unemployment in both the 2021 crisis year and the 2019 non-crisis period. More importantly households decreased educational spending due to unemployment in the 1998 and 2021 crisis period more than in the 1996 and 2019 non-crisis period. Additionally, we only found households in the second and third income quartiles cut educational expenditure in response to unemployment.

Solarin, S. A., Akyuz, M., & Gorus, M. S. (2025). **An evaluation of the factors shaping educational tourism receipts within an augmented tourism demand framework**. *Quality & Quantity*, 59(6), 5235-5252. <https://doi.org/10.1007/s11135-025-02223-6>

The purpose of this study is to investigate the determinants of educational tourism receipts in Australia, using an augmented tourism demand model. Understanding the determinants of diversification of the tourism market and its purpose is important and relevant for operators in the tourism industry. This study employs the Fourier Engle-Granger cointegration test and the Fourier Granger causality test to consider gradual structural changes in the models. Using time-series techniques, the results show that rising income of educational tourists, political risk, and technological innovations in the host countries boost educational tourism receipts while the rising relative price level in Australia lessens educational tourism receipts. Government spending on education seems to have an insignificant impact on educational tourism receipts. Policy implications emanating from the empirical findings are explained in the manuscript. This study considers the gradual structural shifts in both cointegration and causality analyses to determine factors affecting educational tourism receipts per capita in Australia.

Strawczynski, M. (2025). **Government's high education policy under a dual economy in developing and developed countries.** *International Journal of Economic Theory*, 21(4), 447-472. <https://doi.org/10.1111/ijet.70003>

Abstract This paper explores the government's role in higher education policy within a dual economy, where skilled workers invest in higher education while unskilled workers do not. The novel question is whether the government should refrain from subsidizing higher education while imposing regulations, supporting a restricted, elitist system. I demonstrate that under an optimal linear income tax, government favors a restricted system. Through simulations, I show that this result also holds under a nonlinear system. Concerning developing countries, their preference for a restricted system is even more pronounced, and if trapped in a low equilibrium, international institutions can provide enhancing social welfare subsidies.

Aspects psychologiques de l'éducation

Adisa, I. O., & Adefisayo, A. O. (2025). **Middle school students' perspectives on adopting generative AI in K-12 education.** *The Journal of Educational Research*, 118(6), 724-735. <https://doi.org/10.1080/00220671.2025.2510393>

This qualitative study explores middle school students' perspectives on the adoption of GenAI for learning. Drawing on the Unified Theory of Acceptance and Use of Technology (UTAUT) and competence and control beliefs framework, we explored how contextual and psychological factors influence students' perspectives on AI use for schoolwork. Participants included 13 middle school students who participated in a 10-week AI literacy program. Using qualitative data from interviews, we found that students advocate for context-dependent AI integration. Belief in their ability to complete tasks independently, a desire for ownership over learning, and concerns about cognitive decline shaped their acceptance of GenAI. Students also differed in their preferences for seeking academic support from AI, often weighing AI's efficiency and accuracy against the relational benefits of human help. This study contributes to ongoing discussions on responsible AI adoption in K-12 education by centering students' voices in shaping AI's role in the classroom.

Bonnet, C. (2024). **Une approche spirituelle du bien-être et mal-être au travail. Le cas des professeurs de l'enseignement public secondaire en France** (Theses, Université Grenoble Alpes [2020-....]). Consulté à l'adresse <https://theses.hal.science/tel-05039045>

Le service public d'enseignement en France est traversé par une grave crise des vocations enseignantes. Cette crise d'attractivité du métier d'enseignant, se manifeste par des difficultés à recruter et à fidéliser les jeunes recrues, mais aussi sous d'autres formes. L'accroissement de la pénibilité psychosociale du métier et le manque de reconnaissance de la part de l'institution et de la société, conduisent à des départs volontaires ou au risque de désengagement de ceux qui restent. Ce « malaise enseignant », qui serait le résultat de dysfonctionnements dans la gestion des personnels enseignants au sein de l'Éducation Nationale (Cour des comptes, rapports annuels de 2013 et 2023), aurait pour conséquences la dégradation de la performance du système scolaire français (Rapport Pisa 2020 et 2024). Considérant, d'une part que la qualité d'un service public est en partie tributaire de la qualité de vie au travail des agents directement en charge de ce service public, et d'autre part que l'essor des théories de la spiritualité en management offrent des perspectives prometteuses pour appréhender

le bien-être et le mal-être au travail (BET et MET), notre travail de recherche doctorale se donne pour objectif de comprendre en profondeur les aspects spirituel du BET/MET des personnels enseignants, afin de trouver les moyens de favoriser le premier et de limiter le second. Pour ce faire, nous mobilisation des méthodes de recherche qualitatives. 23 récits de vie professionnelle ont été analysés. Nos résultats nous ont permis : 1) de proposer une conceptualisation du MET actionnable en sciences de gestion ; 2) d'identifier les souffrances au travail qui peuvent être rattachées à la dimension spirituelle de l'être humain ; 3) de caractériser une composante allocentrée du BET eudémonique pour les enseignants. La discussion des implications managériales de ce travail de recherche porte sur : 1) les conditions de mise en œuvre d'un management bienveillant pour limiter le MET ; 2) la prise en compte de la dimension spirituelle de l'individu au travail grâce à l'introduction d'une anthropologie ternaire en GRH ; 3) la mobilisation de l'allocentrisme comme levier de motivation et source d'épanouissement spirituel par le travail pour les agents du service public.

Boujut, E., Meylan, N., & Cappe, E. (2025). **Adaptation au stress en contexte scolaire**. Consulté à l'adresse <https://www.dunod.com/sciences-humaines-et-sociales/adaptation-au-stress-en-contexte-scolaire>

Le stress touche de plus en plus d'élèves et a un impact non négligeable sur leur santé mentale ainsi que sur leur orientation ou leur réussite sociale et scolaire. Cet ouvrage présente les travaux d'un réseau international de chercheurs, experts...

Dorgnier, R., Mazerolle, M., Maquestiaux, F., & Picard, L. (2025). **Conceptions de l'intelligence, motivation et réussite scolaire : une revue de littérature**. A.N.A.E. *Approche neuropsychologique des apprentissages chez l'enfant*, 37(196). Consulté à l'adresse <https://hal.science/hal-05355338>

Academic success depends not only on the mastery of knowledge but also on cross-disciplinary skills such as motivation. One of the most influential theories of motivation in the school context is the mindset theory proposed by Carol Dweck in the late 1980s. According to this theory, some individuals adopt a fixed mindset, considering intelligence as stable and innate, while others adopt a growth mindset, believing that intelligence can be developed through sustained effort, strategies, and help from others. The type of mindset that students adhere to directly influences how they respond to challenges and failures. For instance, students with a growth mindset are more motivated and persistent, perceiving mistakes as learning opportunities. Numerous studies have confirmed the validity of this theory by highlighting the link between implicit theories of intelligence and academic motivation. Furthermore, interventional studies have demonstrated that fostering a growth mindset in students enhances their motivation and academic performance. However, recent meta-analyses provide a more nuanced perspective, suggesting that such interventions are primarily beneficial for students with low academic achievement and those with learning disabilities. These findings highlight the importance of implementing individualized interventions, tailored to the specific needs of students, so that everyone can overcome their difficulties and reach their full potential.

Eyrie, H. (s. d.). **Santé mentale et bien-être des enfants et des jeunes : un enjeu de société**. Consulté à l'adresse Conseil économique social et environnemental website: <https://www.vie-publique.fr/files/rapport/pdf/300482.pdf>

Friberg-Fernros, H. (2025). **Implications of Rejecting Common-Sense Realism for the Practice and Aim of Knowledge-Based Education.** *Educational Theory*, 75(6), 1107-1129. <https://doi.org/10.1111/edth.70047>

In this article, I assume that it is universally accepted that education—at least sometimes—should aim at knowledge. Moreover, I take my point of departure from the classical (and minimal) definition of knowledge in terms of justified true belief (JTB). I further assume that this definition usually rests on a common-sense realist notion of truth, which I take to minimally entail that whether something is true or not is independent of our beliefs about whether something is true or not, and that we—at least sometimes—can know whether something is true or not. Given the strong relationship between education and knowledge, these assumptions might make one think that common-sense realism has a strong position in educational research. However, it is clear that educational research has been heavily influenced by views in conflict with common-sense realism. The aim of this article is to comprehensively describe the implications of rejecting common-sense realism for the practice and aim of knowledge-based education. I outline two strategies for opponents of common-sense realism: (1) either to avoid the (realist) notion of truth altogether in the definition of knowledge or (2) to (re) define truth in the definition of knowledge in a way that avoids common-sense realism. I conclude that both strategies entail radical implications for the practice and aim of knowledge-based education. I end the article by discussing and responding to some of the concerns that have motivated scholars to reject common-sense realism in the first place.

Le Pape, S. (2024). **Les nouvelles technologies au service du développement de la motivation pour l'activité physique : co-construction et effets d'un programme d'activité physique basé sur l'utilisation des jeux vidéo actifs sur le développement de l'intérêt en situation chez de jeunes adultes** (Theses, Université de Bretagne occidentale - Brest). Consulté à l'adresse <https://theses.hal.science/tel-05062012>

Face à la crise mondiale de l'inactivité physique, il est primordial de trouver des solutions pour engager durablement les individus dans des comportements actifs. Notre thèse examine les effets des nouvelles technologies, telles que les applications mobiles et les jeux vidéo actifs, sur la motivation et l'intérêt en situation chez les adultes. La première étude empirique de notre travail met en avant l'importance de la motivation autonome pour stimuler et maintenir l'activité physique à l'aide des applications mobiles. La seconde étude contribue à faire évoluer le cadre théorique de l'intérêt en situation vers celui de l'intérêt social en situation, incluant des dimensions collectives. Enfin, les troisième et quatrième études ont permis la co-conception, l'implémentation et l'évaluation d'un programme d'activité physique de 10 séances basé sur l'utilisation des jeux vidéo actifs par de jeunes étudiants physiquement inactifs. Nous observons une grande variabilité interindividuelle de la dynamique de l'intérêt en situation ainsi que des effets positifs sur l'activité physique au cours du programme. Notre thèse apporte des contributions significatives au cadre théorique de l'intérêt en situation, et met en évidence des éléments clés pour expliquer l'engagement et accompagner la conception de dispositifs stimulant la motivation pour l'activité physique chez les jeunes adultes inactifs. Elle souligne aussi l'importance d'une vision systémique pour promouvoir efficacement l'activité physique.

OECD. (2025). **What are the trade-offs between learning and digital leisure outside of school?** *PISA in Focus*, (130), 1-7. <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.

Paschke, P., Steinmayr, R., Mertens, A., Neubauer, A. B., & Spinath, B. (2025). **Re-Examination of the Reciprocal Relation Between Intrinsic Motivation and Competence Beliefs in Math Using the Random-Intercept Cross-Lagged Panel Framework.** *Child Development*, 96(6), 2201-2220. <https://doi.org/10.1111/cdev.70028>

Previous studies employing cross-lagged panel models (CLPMs) found mixed results regarding reciprocal relations between competence beliefs and intrinsic motivation. CLPMs have been criticized for leading to erroneous causal inference in certain situations. Two datasets were analyzed regarding reciprocal relations between competence beliefs and intrinsic motivation with the alternative random-intercept cross-lagged panel models (RI-CLPMs). One dataset contained 670 2nd to 3rd grade students (M = 8.80 years old, 98% white, 55.7% female) and the second dataset contained 542 2nd to 4th grade students (M = 7.96 years old, 76.7% native German speakers, no information on ethnicity, 50.2% female) in Germany. The results revealed little to no evidence for reciprocal relations between the constructs.

Picard, P. (2025, novembre 3). **Patrick Rayou : « L'autonomie n'est pas interne au sujet, mais parle de son rapport du sujet au monde. »**. Consulté 10 novembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/11/03/patrick-rayou-lautonomie-nest-pas-interne-au-sujet-mais-parle-de-son-rapport-du-sujet-au-monde/>

« C'est parce qu'on se pose la question du "pourquoi" et du "comment" qu'on devient autonomes, enseignants comme élèves » affirme Patrick Rayou, sociologue, chercheur en sciences de l'éducation. Dans une salle

Rakow, K. E., Priestley, M., Byrom, N. C., Foster, J. L. H., & Dommett, E. J. (2025). **Their wellbeing affects our wellbeing: student perspectives of lecturer wellbeing and its consequences for student wellbeing.** *Higher Education*, 90(4), 1065-1082. <https://doi.org/10.1007/s10734-024-01365-0>

A "whole university approach" has been recommended for addressing concerns about the wellbeing of UK university lecturers and students. Previously, staff wellbeing has been explored from staff perspectives. Student wellbeing has been explored from the perspectives of both students and staff. However, little research has been conducted on student perspectives on staff wellbeing and its possible impact on students. Addressing this gap, this study explored student perceptions of their lecturers' wellbeing and ways that it can impact on student wellbeing. Three themes were identified from the thematic analysis of 9 focus groups with 41 undergraduate students. First, students notice their lecturer wellbeing, particularly if they have the opportunity to interact with their lecturers. Second, students perceive that their lecturers' wellbeing can be affected by university policies and practices, student behaviours, and external factors. Third, lecturer wellbeing and student wellbeing are often reciprocal, emphasising the importance of lecturer-

student interactions. These findings have implications for a whole university approach, namely development of university practices that support sufficient time for constructive lecturer-student interactions, such as timetabling, allocation of administrative tasks, class size and staffing levels.

Schmitt, S. A., Duncan, R. J., Paes, T. M., & Vandell, D. L. (2025). **Identifying the Onset and Magnitude of Prediction From Early Cognitive Skills to Adult Socioeconomic Outcomes.** *Child Development*, 96(6), 2017-2031. <https://doi.org/10.1111/cdev.70006>

The goal of this study was to identify the onset and magnitude of prediction of early cognition to adult socioeconomic outcomes. Specifically, we were interested in examining which cognitive skills measured at 15, 24, 36, and 54 months predict educational attainment and salary at age 26. Data (N = 1364, 52% male) included a diverse sample (76% White; 13% Black; 6% Hispanic; 5% other; 21% had incomes no greater than 200% of the poverty level). Results indicated that a relatively large change in explained variance in educational attainment by cognitive skills occurs between 15 and 36 months, with less pronounced associations for salary at age 26. These findings have implications for developmental theory, and potentially, for identifying targets for intervention efforts.

Wang, H., Chen, H., Zhao, Y., Chen, J., Zhao, Y., & Wu, X. (2025). **How Does Mind Reading Affect Story Reading Across Elementary School? Navigating the Cognitive and Emotional Pathways.** *Child Development*, 96(6), 1899-1916. <https://doi.org/10.1111/cdev.70017>

This study distinguished the cognitive and affective components of advanced theory of mind (AToM) and their distinct contributions to narrative reading comprehension (NRC) across different grades. In a longitudinal study (Time 1: April 2023) involving 344 Chinese children from Grades 2–5 (174 girls, Mage = 9.60 years), results indicated that both AToM types develop in middle grades (2nd and 3rd) and stabilize by upper grades (4th and 5th), with affective AToM consistently higher than cognitive AToM. After accounting for 10 confounding variables, cognitive AToM was crucial in middle grades, enhancing NRC through metacognitive awareness of reading, while affective AToM became more prominent in upper grades, facilitating NRC through reading transportation. These findings provide insights for age-appropriate educational interventions to foster literary appreciation.

Yang, B., Zhou, Z., Devakonda, V., Chen, B.-B., & Qu, Y. (2025). **Viewing Teens as Responsible in Family: Implications for Chinese Youth's Academic and Social Adjustment.** *Child Development*, 96(6), 2257-2264. <https://doi.org/10.1111/cdev.70013>

Using three-wave longitudinal data of 554 Chinese youth (mean age = 13.35 years; 50% girls; T1 = July 2020, T2 = January 2021, T3 = July 2021), this study examined how youth's views of teens regarding family obligation predict their academic functioning and relationship with parents, with attention to the mediating role of youth's sense of responsibility to parents. Results showed that views of teens regarding family obligation predicted youth's greater academic delay of gratification, motivational response to academic failure, and attachment security to mother and father over time. Importantly, youth's sense of responsibility to parents mediated the longitudinal associations between views of teens and their academic and social adjustment. Taken together, the findings elucidate why and how views of teens matter for positive youth development in a culturally sensitive manner.

Zhang, M., Schwartz, D., Chung, J., & Taylor, L. M. (2025). **Popularity and Academic Adjustment in the United States and China: A Meta-Analytic Study.** *Child Development*, 96(6), 2277-2295. <https://doi.org/10.1111/cdev.70034>

This meta-analysis examined main effects and heterogeneity in associations between popularity and academic adjustment in the U.S. and China across 41 studies. The aggregated sample included 22,151 children and adolescents (10,934 boys; 11,217 girls) from both countries, with U.S. students from various ethnic backgrounds. Results in the U.S. were characterized by developmental differences, with popularity positively linked to academic functioning only in childhood ($r = 0.26$) but not adolescence ($r = 0.01$). Conversely, popularity was consistently related to academic adjustment in China across developmental stages (overall $r = 0.36$). Patterns in both nations were unaffected by other demographic meta-moderators but shifted after social acceptance was partialled out. Observed cross-national differences should be interpreted with caution, and potential caveats were discussed.

Aspects sociaux de l'éducation

Bellows, L., Doss, C., & Mann, S. (2025). **The Prevalence of LGBTQ+ Teachers in the United States.** *Educational Researcher*, 54(8), 493-496. <https://doi.org/10.3102/0013189X251347232>

Due to limited data, we know little about the prevalence of lesbian, gay, bisexual, transgender, and queer (LGBTQ+) educators. Using the American Community Survey and Census Pulse, we examine the representation of LGBTQ+ individuals in PK-12 teaching. We find that 3.3% to 3.5% of LGBTQ+ individuals are teachers; in contrast, 4.4% to 4.9% of non-LGBTQ+ individuals are teachers. This new evidence highlights the need for data collection and research to explore why LGBTQ+ individuals are underrepresented in teaching and approaches to remedy this disparity, which likely has implications for LGBTQ+ students.

Bergh, A., Murphy, M., & Nylund, M. (2025). **The rise of law in education - exploring three drivers of juridification in the context of a changing welfare state.** *Journal of Education Policy*, 40(6), 1062-1080. <https://doi.org/10.1080/02680939.2025.2517683>

This article takes as its starting point that governments in different countries increasingly tend to use legal means to solve societal problems and argues that this tendency reflects broader changes in the welfare state. While previous critical studies of education policy have contributed important knowledge on governance changes, the impact of the legal system has, however, until recently remained an outlier. By synthesising links between different theoretical and empirical contributions, the purpose of this article is to identify and explore key historical drivers for the development of juridification. The guiding research question is: Why juridification of education now – and how? To approach it, three interrelated and interwoven international trends are outlined: marketisation, accountability and human rights. The article contributes knowledge on how these three drivers have created contextual opportunities for juridification to develop, and invites further examination by the growing community of researchers dedicated to exploring juridification of and in education.

Bierdz, B. (2025). **The Educative as Violence: Anti-Educational Impossibilities/Possibilities.** *Educational Theory*, 75(6), 1083-1106. <https://doi.org/10.1111/edth.70050>

This article critiques the inherent violence within conventional education systems, examining their determinative and coercive constructions as forms onto-epistemic violence. While marginalized groups experience intensified forms of this violence, all students are subjected to educational normativity that disciplines, regulates, and constrains learning through compulsory structures. Drawing on poststructural theorists such as Henry Giroux, Judith Butler, and Michel Foucault, the article explores how curricula, disciplinary practices, and performativity perpetuate explicit and implicit violence. Butler's symbolic violence elucidates how schools structure intelligibility, determining whose knowledge and being are legitimized. Similarly, Foucault's analysis of disciplinary mechanisms reveals how schools function as instruments of social control, limiting onto-epistemic possibilities. Positioning crip theory as the primary framework, with decolonial and posthumanist perspectives as complementary, this article examines how crippled subjectivities are both sites of systemic violation and forces of disruption that unsettle educational normativity. The article argues for aleatory and non-determinative educational formations that refuse stable architectures, advocating for crip (non)pedagogies, mutual aid-based learning, and nomadic subjectivities that challenge the fixity of knowledge and being. This deimagining demands the fundamental undoing of normative educational reproductions of cognition and being, allowing for more fluid, interdependent, and generative onto-epistemic formations.

Boldt, M. (2025). **Devenir une "bonne apprentie". Pratiques langagières et socialisation de jeunes migrantes dans un dispositif transitoire. Une ethnographie à Hambourg** (Theses, Ecole normale supérieure de Lyon - ENS LYON). Consulté à l'adresse <https://theses.hal.science/tel-05328523>

Cette thèse porte sur les dimensions langagières de la socialisation scolaire et professionnelle de jeunes migrant·es récemment arrivé·es en Allemagne. Elle s'appuie sur un terrain ethnographique mené à Hambourg, dans un dispositif transitoire - la « Préparation duale à la formation professionnelle pour les migrantes et migrants » (AvM-Dual) - destiné à faciliter l'entrée de ces jeunes dans une formation en alternance. Ce dispositif repose sur deux principes majeurs : l'alternance entre école et entreprise, inspirée du modèle dual allemand, bien qu'il s'agisse principalement de stages de familiarisation ; et l'idée que la langue allemande peut être acquise de manière immersive en entreprise. La thèse interroge cette double logique à travers l'analyse des pratiques langagières qui structurent et traduisent les normes sociales, scolaires et professionnelles du dispositif. Les élèves rencontré·es se trouvent à un moment charnière de leurs trajectoires, entre adolescence et vie adulte, entre scolarité et insertion professionnelle. Ils et elles sont confronté·es à des exigences multiples : apprentissage accéléré de l'allemand, appropriation des normes scolaires et professionnelles, intégration sociale. Dans ce contexte, les attentes institutionnelles se matérialisent sous forme de catégories - souvent implicites et situées - définissant les compétences langagières et professionnelles jugées nécessaires. Ces catégories apparaissent dans les textes de cadrage (Bildungsplan, brochure, sites Internet du AvM-Dual), sont portées par les discours et se construisent dans les interactions quotidiennes. Elles dessinent la figure implicite de la « bonne apprentie », à laquelle les élèves migrant·es sont progressivement confronté·es. C'est au regard de cette figure qu'ils et elles sont évalué·es, et parfois assigné·es. En mobilisant une approche sociolinguistique ethnographique et interactionnelle, fondée sur plusieurs mois d'enquête (observations, entretiens, prise de notes, enregistrements audio-vidéo, documents institutionnels, productions d'élève), la recherche suit notamment les parcours de trois jeunes filles scolarisées dans ce dispositif.

Elle analyse comment les normes langagières sont formulées, interprétées et reproduites au sein du dispositif. Deux axes structurent l'analyse : d'une part, les conditions d'entrée, de maintien et de sortie, dans lesquelles la langue allemande opère comme critère d'orientation et de sélection ; d'autre part, les formes d'articulation entre école et entreprise, à travers l'étude des discours et de situations « hybrides », où se mêlent des exigences scolaires et professionnelles. L'étude met en lumière les tensions auxquelles sont confrontés les élèves migrant·es, pris·es entre des attentes scolaires fortement normées et des exigences professionnelles davantage contextualisées, au sein d'un dispositif transitoire tel que l'AvM-Dual. Elle montre comment les pratiques langagières participent à la construction de leurs trajectoires, et comment le langage contribue, dans ce contexte, à renforcer des inégalités d'orientation et de reconnaissance dans l'accès à la formation professionnelle.

Boring, A. (2025, octobre 31). **Higher education: why women in France are less likely to pursue science than men.** <https://doi.org/10.64628/AAK.ee46c6uyk>

A recent survey suggests that young women in France, who are held back by gender stereotypes, may also be eschewing scientific fields because they prioritise subject passion more often than men.

Bourouaha, S. (2025). **L'évaluation des aides sur critères sociaux pour les étudiants.** Consulté à l'adresse Assemblée nationale website: https://www.assemblee-nationale.fr/dyn/17/rapports/cec/l17b1892_rapport-information

Les constats de départ sont relativement connus : les étudiants en France sont dans une situation de précarité, depuis longtemps enracinée mais brutalement mise en évidence lors de la pandémie de la Covid-19, qui a révélé un ensemble de fragilités affectant cette population, que ce soit en termes de niveau de vie ou de conditions de logement. Des problématiques plus aiguës se sont également alors imposées, comme celle de la santé ou de la précarité alimentaire, diverses enquêtes de terrain alertant sur le fait que de nombreux étudiants sautaient des repas ou renonçaient à se soigner, faute de moyens. Le rapport s'interroge sur les aides sur critères sociaux quant à leur pertinence, leur efficacité et leur efficience : que conclure de l'efficacité des bourses quand de tels niveaux de précarité sont constatés ? Qu'en est-il du logement social proposé par les Crous quand les étudiants ont de telles difficultés à se loger ? Qu'en est-il de la cohérence des différents dispositifs dont certains semblent être contradictoires ? C'est la raison pour laquelle la mission a centré son analyse sur les questions évaluatives suivantes : Dans quelle mesure les aides sur critères sociaux répondent-elles aux objectifs qui leur ont été assignés ? Comment développer le logement étudiant ? La définition d'une politique nationale de la vie étudiante donnant cadre et cohérence aux aides sur critères sociaux est-elle pertinente ?

Brandler-Weinreb, J. (2025). **Enfants, sujets politiques - les jeunes générations face à la crise du covid.** Consulté à l'adresse <https://editions-croquant.org/hors-collection/1108-enfants-sujets-politiques-les-jeunes-generations-face-a-la-crise-du-covid.html>

Sens et intérêt de la publication Quand une enfant de 11 ans, vivant en quartier prioritaire, nous dit à propos du confinement « On ne peut pas sortir donc c'est un peu nul mais c'est utile car les cas de coronavirus diminuent », elle nous renseigne sur la politique gouvernementale et l'expérience qu'elle en fait. Lorsque d'autres racontent les actes d'entraide et de solidarité dans les quartiers, et l'organisation collective de la vie de l'immeuble pendant la pandémie de covid, ils et elles portent un regard sur la société

et sur son fonctionnement. Les enfants sont des sujets politiques. Cet ouvrage s'intéresse à la manière dont les jeunes générations « prennent part » à la vie de la cité. Il nous plonge dans les transformations générées -ou aggravées- par la crise sanitaire, à travers leur vécu de cette situation inédite où l'État s'est introduit dans toutes les sphères de la vie quotidienne. Car peu de place est faite à leur parole dans les travaux en sciences humaines et sociales. La plupart interrogent le point de vue des adultes, parents ou professionnels qui les accompagnent. Leurs expériences sont rarement comprises à partir de leurs propres perceptions. Et pourtant, en leur proposant un espace à soi individuel, et dans le collectif, les enfants s'expriment et racontent avec finesse leur lecture du monde habité. Les « carnets intimes » d'enfants, sur leur quotidien en pandémie, sont l'un des dispositifs méthodologiques que nous avons créés pour accueillir cette parole et la rendre visible. Ils abordent la peur ressentie face à l'incertitude, l'inquiétude vis-à-vis de la situation des parents, le maintien des liens amicaux via les jeux vidéo, les changements dans le quartier devenu source de danger potentiel et un espace sous contrôle policier, sans oublier la difficile école à la maison et « le sentiment de ne plus être libre ». Mais, si la situation a provoqué une perte de repères et de confiance en l'avenir, ces carnets montrent aussi leur capacité à résister et à agir face aux situations sociales et politiques que nous vivons. Dans une démarche sociologique qui s'intéresse autant au sens qu'au sentiment, ce livre considère les enfants comme les citoyens « à part entière » qu'ils et elles sont. Il limite la vision adulto-centrée du vécu des jeunes générations, pour favoriser une autre mise en récit des quartiers et des réalités vécues par les habitants. C'est une contribution à l'étude de la citoyenneté des enfants et des jeunes des milieux populaires, et à celles qui s'intéressent à la manière dont elle se construit « à hauteur d'enfant ». Enquête et dispositifs participatifs 1Projet SCIVIQ (2020-2022) : Ce travail sur la citoyenneté des jeunes générations est issu d'une première recherche-action participative (le projet SCIVIQ -Solidarités, Citoyenneté et Vivre- ensemble face à la Covid-19) qui interroge les dynamiques à l'oeuvre dans les quartiers, en temps de crise sanitaire. En multipliant les points de vue, la sociologue est partie à la rencontre des habitants et des habitantes des quartiers populaires d'une banlieue bordelaise (2 quartiers prioritaires de la commune de Lormont) et de leur expérience de la crise. CeGe recherche- action s'intéresse aussi au vécu des professionnels et bénévoles de l'action publique. Elle repose sur une enquête ethnographique mobilisant les outils classiques de la sociologie qualitative (entretiens, observation et carnets de terrain) et donnant lieu à la création de dispositifs participatifs pour laisser les enquêtés se définir eux et elles-mêmes. Parmi ceux utilisés auprès des enfants et des jeunes : les carnets d'enfants (une collaboration avec un collège des quartiers enquêtés : 25 élèves d'une classe de 6ème, âgés de 10 à 12 ans , 200 pages de témoignages écrits et dessinés) les causeries (temps d'échanges informels organisés avec les professionnels et les élèves, sur leur vécu de la pandémie , mise en récit collective des vécus individuels , ont donné lieu à des illustrations) les reportages photographiques (démarche de recherche-crédation avec le collectif LesAssociés , les habitants devenus guides de leurs expériences , des photographies du vécu pandémique, des ressources mobilisées (objets, espaces, relations) et des différents « chez soi »)

Castà, A. (2025). **Le développement de l'enseignement supérieur privé : état des lieux et questions soulevées.** *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Chambard, O. (2025). **L'éducation à l'« esprit d'entreprendre » : de la dé-scolarisation à la dé-professionnalisation.** *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Charpentier, P., & Ferrière, S. (2025). **Les inégalités scolaires à Mayotte et à La Réunion : vers des pratiques plus équitables.** <https://doi.org/10.61736/BPMJ7224>

Si les enquêtes internationales confirment depuis des décennies le rôle déterminant du milieu socioéconomique dans la réussite scolaire, les inégalités territoriales apparaissent comme un facteur prééminent. C'est notamment le cas dans les territoires ultramarins, souvent marginalisés au niveau des politiques publiques, comme le soulignent de nombreux rapports institutionnels. Cet ouvrage collectif, porté par plusieurs enseignants-chercheurs du laboratoire ICARE (Institut coopératif austral de recherche en éducation), à Mayotte et à La Réunion, propose une analyse des inégalités scolaires et d'apprentissage, en croisant des dimensions sociales, linguistiques, culturelles et territoriales. Il s'appuie sur des enquêtes de terrain qui mettent au jour les tensions entre prescriptions institutionnelles et réalités locales, tout en valorisant les initiatives pédagogiques et les ressources locales. Les contributions qui composent cet ouvrage abordent, entre autres, les enjeux de la formation initiale et continue, la professionnalisation des enseignants, les pratiques langagières en contextes plurilingues, et la nécessaire contextualisation des supports et des pratiques éducatifs. En articulant les apports de la recherche et les voix d'acteurs de terrain, les auteurs offrent des pistes concrètes pour mieux comprendre les défis d'un système scolaire confronté à la diversité des contextes. Ils invitent également à interroger les normes, à reconnaître les compétences parfois invisibilisées, et à penser ces situations en marge comme des lieux et des situations d'innovation et de transformation. En ce sens, cet ouvrage s'adresse autant aux étudiants qu'aux chercheurs, formateurs et professionnels de l'éducation désireux de découvrir ces deux départements et leurs spécificités ainsi que des perspectives croisées en matière d'égalité éducative, afin d'aspirer à une école plus inclusive.

Chen, Y.-S., & Chien, C.-L. (2025). **Who received public funding to pursue advanced degrees abroad? The subtle role of cultural capital in Taiwan.** *Higher Education*, 90(4), 1123-1143. <https://doi.org/10.1007/s10734-024-01369-w>

Global student mobility has been a critical element of international higher education. Policymakers and higher education institutions have promoted international student mobility in many ways, including by providing financial aid. However, knowledge of who participates in government funding programs for degree-seeking abroad, how participants' background characteristics and capital are related to their opportunities to access such funding, and whether obtaining international advanced degrees contributes to intergenerational social mobility is limited. This study utilizes Bourdieu's concept of cultural capital to investigate the characteristics and types of capital possessed by the participants of Taiwan's government scholarships and education loan programs for advanced degrees abroad. Drawing on a survey of 130 fellows who participated in government programs to seek degrees abroad between 2005 and 2015, this study found that the recipients of government grants for advanced degree abroad are more likely to come from a high socioeconomic status background with substantial cultural capital. The reproduction of social class was also found among these recipients. Upward intergenerational social mobility is found mostly among the fellows in the education loan program. The results of this study extend Bourdieu's argument on the

critical role of cultural capital in sustaining social class within the context of globalization in higher education.

Chesnais, A., Coulange, L., Joigneaux, C., & Netter, J. (2025). **La prise en charge des erreurs : un angle d'analyse des pratiques enseignantes au regard des inégalités scolaires.** *Annales de Didactiques et de Sciences Cognitives*, (Thématique 3). <https://doi.org/10.4000/14ebu>

Chesnais, A., & Joigneaux, C. (2025). **À quelle échelle des savoirs analyser les pratiques enseignantes ? Quelques pistes d'analyse ouvertes par la confrontation de points de vue sociologique et didactique sur la prise en charge des erreurs lors d'enseignements du nombre en maternelle.** *Annales de Didactique et de Sciences Cognitives. Revue internationale de didactique des mathématiques*, (Thématique 3), 79-98. <https://doi.org/10.4000/14ec1>

Nous proposons dans cet article de mettre en lumière ce qu'ont construit les confrontations successives d'un point de vue sociologique et d'un point de vue didactique au cours de l'analyse d'un corpus de données constitué par des séances consacrées à l'enseignement du nombre, où deux professeures des écoles d'une même classe de maternelle ont pris en charge des erreurs d'élèves. Ces confrontations ont progressivement fait apparaître les présupposés théoriques et épistémologiques sous-jacents à ces points de vue sur les savoirs dans les situations d'enseignement et d'apprentissage scolaires. Cela a permis non seulement de construire de nouvelles pistes d'analyses sur ce plan, mais aussi de poser la question de la complémentarité des analyses sociologiques et didactiques dans la compréhension du processus de construction des inégalités scolaires, au-delà de la simple juxtaposition ou même d'usages renouvelés de concepts propres à chacune de ces orientations disciplinaires de recherche.

Cooper, G., Fricker, A., & Gough, A. (2025). **Promoting First Nations science capital: reimagining a more inclusive curriculum.** *International Journal of Science Education*, 47(15-16), 1972-1985. <https://doi.org/10.1080/09500693.2024.2354077>

This article offers a critical examination of First Nations perspectives in the newly revised Australian Science Curriculum. Despite recent revisions, our analysis indicates that the curriculum continues to marginalise and overlook the rich scientific contributions of First Nations communities in Australia. We employ a science capital lens to probe the design of the curriculum. While the curriculum incorporates elaborations related to First Nations contexts, they are offered to educators as optional, or only intended to be embedded through content descriptions as a cross-curriculum priority. Our research proposes the possibility of a transformative curriculum, one that better acknowledges and embeds First Nations science capital. Emphasising the need for local relevance, this approach advocates for co-constructing learning experiences with First Nations communities and repositioning First Nations perspectives in the curriculum. The study explores the dynamics of collaborating with First Nations stakeholders in curriculum design, highlighting how such partnerships can enrich the exchange of science capital and contribute to a more holistic science education. This integration is crucial for preparing all students to navigate and contribute to the increasingly diverse and multicultural dimensions of society-which include different perspectives of science and science capital, and ultimately promotes a more inclusive science education.

David, M. (2025). **Tous et toutes capables, à l'université aussi ?** *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Démocratiser l'enseignement supérieur et la recherche. (2025). *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Dhaliwal, T. K. (2025). **Promoting Resilience? The Role of Schools and Neighborhoods in Supporting the Success of Students Experiencing Homelessness.** *Educational Researcher*, 54(8), 472-483. <https://doi.org/10.3102/0013189X251345807>

Experiencing homelessness is largely associated with negative educational outcomes, yet some students continue to achieve academically despite housing loss. Drawing on a framework from resilience research, I develop school and neighborhood resource measures and analyze data from the state of Michigan to provide the first empirical evidence of which school and neighborhood resources support or undermine the educational resilience of students experiencing homelessness, including their attendance and English language arts and math achievement. I find that school and neighborhood resources demonstrate varied associations across outcomes, with patterns that might suggest they can support and undermine educational outcomes. I conclude with implications for policy and future research.

do Nascimento Rocha, M., & Gottschalk, C. M. C. (2025). **Intergenerational Formative Epistemic Injustice: A Wittgensteinian Critique of Dominant World-Pictures.** *Educational Theory*, 75(6), 1060-1082. <https://doi.org/10.1111/edth.70052>

This article critically examines dominant formulations of epistemic injustice, focusing on Miranda Fricker's tradition and its broader influence. We argue that much of the literature on epistemic injustice is formulated within a specific Western world-picture, and we discuss its implications. A significant source of this confinement is the view of language as merely a tool for communication. Drawing on Wittgenstein, we argue that this way of conceiving language ignores its deeper connections to our forms of life and that the generalization of epistemic injustice definitions, intended to be universally applicable, perpetuates intergenerational formative epistemic injustice, which has persisted since colonial times. This, in turn, limits epistemic capacity formation and the theory's applicability in different contexts, such that claims of including marginalized ways of knowing may, in fact, facilitate their co-optation and assimilation within a Western framework. Given the global diversity of epistemic harm and its intergenerational character, this article argues that the disaggregation of the scholarship and the recognition of diverse world-pictures as constitutive of its conceptual formation are essential to disrupting epistemic injustice.

Duru-Bellat, M. (2025, novembre 5). **« Avec un master, t'as plus rien ! », ou la réalité du déclassement.** Consulté 10 novembre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/marie-duru-bellat/un-master-tas-plus-rien-realite-declassement/00116562>

Foulon, S. (2025, novembre 12). **Les jeunes sont-ils moins bien payés qu'avant ?** Consulté 14 novembre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/jeunes-bien-payes-quavant/00116868>

Plus diplômés mais plus précaires qu'il y a cinquante ans, les jeunes ont le sentiment que leur position sociale et financière s'est dégradée. A juste titre.

Frouillou, L. (2025). **Parcoursup : instrument d'une extension implicite de la sélection à l'entrée dans le supérieur.** *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Gardiès, C. (2025). **Recherches pour la société : tensions et perspectives.** *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Girard, H., & Eloire, F. (2025). **Les classements universitaires ou la fabrique des inégalités disciplinaires.** *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Gourlay, H., & Mujtaba, T. (2025). **Reviewing the role of the physics curriculum and its assessment in post-16 gender disparities.** *International Journal of Science Education*, 47(15-16), 2045-2070. <https://doi.org/10.1080/09500693.2024.2397001>

Physics drives innovation, addressing humanity's problems. Learning physics should be an entitlement for all, but access to the physics curriculum is currently inequitable, frequently being perceived as androcentric and Eurocentric. The proportion of girls taking Advanced Level Physics in England has remained low over the last 30 years. We describe changes to the secondary curriculum and its assessment in England from the 1980s onwards, reviewing research about how these changes might affect girls' physics uptake. Arguably, curriculum and assessment decisions have a gatekeeping effect, locking many students out of physics. Research indicates that the science curriculum and its assessment create challenges for girls in accessing physics and identifying as physicists. Whilst introducing balanced science (including biology, chemistry, and physics) to age 16 prevented stereotypical choices at age 14, curriculum content was viewed by young people and teachers as inflexible, irrelevant, lacking debate, and repetitive. Consequently, changes were made. However, the desired improvement in girls' physics uptake did not happen and subsequent curriculum changes restored the status quo. Policymakers should work more closely with practitioners, including experts from underrepresented groups, when making changes, using research and pupil voice to inform them, to improve inclusion and diversity.

Hager, T., Moreno, A., & Gillis, R. (2025). **Breaking the brick wall of silence: witnessing sexual misconduct in academia.** *Higher Education*, 90(4), 941-956. <https://doi.org/10.1007/s10734-024-01359-y>

Research on sexual misconduct in academia has increased during the last decade, yet most studies ignore social gender and academic power relations. Sexual misconduct does not only harm its primary victims but also leaves its impact on those who bear witness to the damage and on the entire academic community. Basing our research on an online survey of anonymized testimonies provided by members of the academic community, our research aims to draw a more accurate picture of sexual violence in the Israeli academia. We discover that silencing sexual misconduct is an important obstacle for changing the culture of harm. We have identified four silencing mechanisms: victims' shame and fear, institutional confidentiality, victim blaming, and intimidation and sabotage. These enable the academic community to ignore the injustice. We argue that witnessing is the most effective community response, enabling its members to struggle collectively against this harmful silencing and to humanize the academia.

Hu, M., Moskal, M., & Read, B. (2025). **Mapping the emotions of racialised international students and the politics of exclusion in higher education.** *Higher Education*, 90(4), 1001-1015. <https://doi.org/10.1007/s10734-024-01362-3>

The concerns of power and recognition regarding international students' experiences are largely absent from the literature, with a discourse of social inclusion framing the focus. Social inclusion within an economically centred view of international education ignores issues of 'difference' and celebrates 'diversity' as a key aspect. Such an approach lacks a discussion of power concerns; diversity is portrayed as unproblematic, whereas difference is something that needs to be managed by standardization and monitoring procedures. The article contributes to the recent decolonial approaches to racialised international students by showing how the subtle dynamics of power relations within higher education influence international students' emotional experiences. It draws on longitudinal data collected from 25 Chinese international postgraduate students over a 1-year period in the UK. While employing Ahmed's framework of affective economies together with Foucault's concepts of discourse and power, it investigates the intricate connections between international students' emotional experiences and prevailing institutional discourses of neoliberalism, individualism and postcolonialism. It elucidates how emotions work as tools to both constrain and enable agency in relation to the thoughts and actions of international students, influencing the perceived eligibility and appropriateness of their behaviours within the 'White' UK higher education space.

Joulain, A. (2025). **Emploi Scientifique Public : alerte rouge.** *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Kogachi, K., & Graham, S. (2025). **Developmental Trajectories of Friendship Homophily, Racial/Ethnic Identity Commitment, and Intergroup Bias Across Middle School.** *Journal of Youth and Adolescence*, 54(12), 2977-2995. <https://doi.org/10.1007/s10964-025-02215-7>

Although racial/ethnic homophily is a common feature of friendship networks, little is known about how preferences for same-race/ethnic friendships develop during early adolescence or how they are linked to the development of racial/ethnic identity and intergroup bias (attitudes favoring ingroups over outgroups). To address these gaps, the present study examined the longitudinal associations between baseline levels and trajectories of friendship homophily (same-race/ethnic preference), racial/ethnic identity commitment, and intergroup bias among early adolescents across the middle school years. Using a large racially/ethnically diverse sample (N = 4,576; Mage = 11.33 years at T1; 51% female; 41% Latinx, 26% White, 17% East/Southeast Asian, 16% African American/Black), findings from multivariate latent growth curve models indicated that friendship homophily and identity commitment trajectories were closely linked. Additionally, baseline homophily predicted greater identity commitment over time for racial/ethnic minoritized youth, but not White youth. In contrast, longitudinal associations between friendship homophily and intergroup bias were weak. Baseline friendship homophily did not predict intergroup bias trajectories; however, baseline levels of intergroup bias predicted increased homophily for racial/ethnic minoritized youth. Findings indicated that for racial/ethnic minoritized early adolescents, the development of friendship homophily is more closely linked to identity commitment than intergroup bias.

Lewis, M. M., Ocasio-Stoutenburg, L., & Muñiz, R. (2025). **Toward Intersectionality as Critical Praxis in Federal Civil Rights Enforcement.** *Educational Researcher*, 54(8), 484-492. <https://doi.org/10.3102/0013189X251348198>

Reflective of the systemic nature of oppression and discrimination, inequities are long-standing and pervasive in education. To address these concerns, justice-oriented policymakers, education practitioners, advocates, and researchers seek to identify and dismantle systemic inequities through formal and informal mechanisms. One formal channel to address inequities is through the enforcement activities of the U.S. Department of Education's Office for Civil Rights (OCR). In recent years, OCR has signaled a more explicit and nuanced look at interconnected inequities, gesturing toward intersectionality. We are keenly interested in the ways that OCR can embody this framework in meaningful ways. In this article, we call on OCR and others to harness their power to promote intersectional critical praxis in civil rights enforcement.

Murphy, M., & Bergh, A. (2025). **Special issue introduction: education and the law: critical perspectives on juridification, education governance and social justice.** *Journal of Education Policy*, 40(6), 953-957. <https://doi.org/10.1080/02680939.2025.2564434>

Parker, L. (2025). **Twisted at the Root: Capitalist Alienation, its Re-Inscription, and Implications for Education.** *Educational Theory*, 75(6), 1002-1022. <https://doi.org/10.1111/edth.70046>

Capitalism inheres alienation as a fundament of modern life, twisting the root of being such that a sense of pervasive estrangement becomes the condition undergirding much of our phenomenal existence. Alienation, I argue, formed in the cleavage of capital mediation, leaves us reinscribing its tenor across multiple spheres, as we are compelled to not only maximize capitalist growth, but also maintain the fullness of capitalism beyond the economic realm. To locate this argument, I begin with a brief description of Marx's analysis of capital as an alienating force. In the second section of the article, I employ Heidegger's existential analytic to argue that capitalist alienation is a perversion that shifts and informs how we exist, as we are called not only to accumulate but also to justify capitalism as a reifying force. I approach the analysis by looking at three phenomena: first, the issue of transcendental debt; second, the emergence of neoliberal idle talk as a supplement to capitalism; third, the oppression of the built environment, as capitalist efficiencies are prioritized in a globalizing world. Given the robustness of phenomenal encounters with capitalism, it is increasingly difficult to argue that education might offer solutions for issues of alienation. Nonetheless, this very prevalence is what makes the stakes of some kind of educational response clear. As such, I conclude the article with an exploration of what might be done to disrupt capitalist tendencies through a pedagogy of respite.

Roger, A., & Artaud, M. (2025). **Une idée républicaine et démocratique de l'université.** *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Sattler, K., Font, S., & Panlilio, C. (2025). **Foster Care Entry and Later Academic Achievement Among Infants Involved With Child Protective Services.** *Child Development*, 96(6), 2112-2132. <https://doi.org/10.1111/cdev.70008>

Timing of foster care placement, especially early in life, may have important implications for children's later academic functioning. Given racial disparities in placement decisions, examining associations between age at foster care entry and school outcomes by race

is warranted. To address this gap, linked, longitudinal administrative data were used for a cohort of infants involved with child protective services by age one (n = 8795; 47% White, 21% Black, 16% Hispanic, 16% other race/ethnicity; 52% male). Results suggest foster care placement in the first 6 months is related to higher odds of basic reading test scores and lower odds of absenteeism, with associations stronger for Black children. These results have significant implications for the child welfare system.

Smyslova, D., Jiang, S., Rosé, C. P., Ellis, R., Chao, J., & Li, Q. (2025). **Introducing generative AI with Markov Chains: Gendered patterns of competence in English Language Arts classrooms.** *The Journal of Educational Research*, 118(6), 701-715. <https://doi.org/10.1080/00220671.2025.2510409>

This study examined an intervention designed to foster high school students' AI literacy through foundational text generation models. Using Markov Chains as an entry point, the study supported students' understanding of predictive modeling and the probabilistic nature of AI-generated text. Using a mixed-methods approach, pre- and post-assessment showed significant gains in students' self-reported competence and understanding of AI text generation, while qualitative analysis highlighted improvements in recognizing how predictive models generate text sequences. However, findings suggested that while students developed a foundational understanding, they faced challenges in extending this knowledge to more advanced AI systems. Some misconceptions also persisted, including the belief that AI-generated text is random rather than probabilistic. Also, female students tended to underestimate their competence despite slightly higher learning gains. These findings underscore the need for structured scaffolding to bridge foundational and advanced AI concepts, ensuring students develop both technical understanding and critical evaluation skills.

Tang, L., Ruan, N., & Zheng, G. (2025). **Exploring Chinese doctoral graduates' career choices and gender differences through the lens of rational choice theory.** *Higher Education*, 90(4), 979-999. <https://doi.org/10.1007/s10734-024-01361-4>

The expansion of doctoral education systems globally has spurred increased research into doctoral employment; however, there is a paucity of gender-based perspectives on the decisions of those who have entered the academic profession. This study delves into the career reflections of academics within the Chinese context, aiming to uncover gender differences in career choice of academic profession. Relying on the rational choice theory and a case study approach, the researchers conducted semi-structured interviews with 40 academics (21 men and 19 women) at a prominent Chinese research university. Data analysis revealed that participants' inclination towards an academic profession emerged from a nuanced assessment of preferential and constraining factors. Preferences were rooted in the potential for personal growth, better employment prospects within academia, societal expectations and a sense of comfort with the academic milieu. Furthermore, the discord between university research training and non-academic sector demands, coupled with the potential for disruption in personal research interests, created barriers to entering non-academic fields. Notably, this study unveils significant gender-based differences, with career prospects, societal norms, resource availability and gender biases all varying markedly between male and female academics in the context of Chinese society. The study's findings about these gendered career considerations suggest that traditional Chinese culture may exert a profound influence on career trajectories, which calls for further investigation into how such cultural factors shape gender-specific career paths within China.

Tardits, N. (2025). **Massification, sélection, privatisation: la promesse trahie de l'enseignement supérieur.** *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Tort, M., Sato, Y., Balibar, É., Baudelot, C., & Establet, R. (2025). **Écoles: critique matérialiste des appareils scolaires (1969).** Consulté à l'adresse <https://www.puf.com/ecoles>

Entre 1968 et 1969, un groupe de chercheurs composé d'Étienne Balibar, Christian Baudelot, Roger Establet, Pierre Macherey et Michel Tort, prépare, sans leur maître Louis Althusser, un livre collectif sur la critique de l'école. Ce livre ne paraîtra jamais. Pourtant, les constats qu'il établissait étaient d'une actualité brûlante. L'école, véhicule de la reproduction sociale et porte-voix de l'idéologie dominante, y faisait l'objet d'une critique virulente – surtout dirigée contre son instrumentalisation par l'État et les forces capitalistes. Aujourd'hui, à l'heure où l'école fait l'objet d'attaques toujours plus impitoyables de la part même de ceux qui s'en sont servi pour maintenir leur mainmise sur les esprits, le dossier devait être rouvert. Cinquante-six ans après, il n'a pas pris une ride. Qui souhaite renouer avec le combat pour une école véritablement émancipatrice doit s'y plonger.

Voilliot, C. (2025). **Le néo-management à l'assaut de l'université française.** *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Wagnon, S. (2025, novembre 2). **Du car scolaire aux rues piétonnes, repenser le chemin de l'école.** <https://doi.org/10.64628/AAK.urjv6acnd>

Penser les transports scolaires n'est pas seulement une question de logistique et d'écologie, mais aussi d'égalité entre élèves.

Zabala-Eisshofer, C. (2025). **The Queer Failure of Diversity Coursework.** *Educational Theory*, 75(6), 1023-1044. <https://doi.org/10.1111/edth.70048>

This article provides a theoretical argument for a queer failure pedagogy enacted in required diversity courses. Queer failure, as originally theorized by Halberstam (2011), rejects the traditional notion of success and failure rooted in capitalist, heteropatriarchal hierarchies. Queer- and critical disability-informed educators have taken this concept and theorized what this approach can open up for educators in the classroom. This article is particularly interested in understanding failure in the required diversity course, as failure is a constant presence when having discussions on diversity, equity, and inclusion in today's political climate. This article offers examples of the author's experience engaging with queer failure and discomfort and explores how we can reframe this crisis for ourselves and our students.

Climat de l'école

Bierdz, B. (2025). **The Educative as Violence: Anti-Educational Impossibilities/Possibilities.** *Educational Theory*, 75(6), 1083-1106. <https://doi.org/10.1111/edth.70050>

This article critiques the inherent violence within conventional education systems, examining their determinative and coercive constructions as forms onto-epistemic violence. While marginalized groups experience intensified forms of this violence, all students are subjected to educational normativity that disciplines, regulates, and

constrains learning through compulsory structures. Drawing on poststructural theorists such as Henry Giroux, Judith Butler, and Michel Foucault, the article explores how curricula, disciplinary practices, and performativity perpetuate explicit and implicit violence. Butler's symbolic violence elucidates how schools structure intelligibility, determining whose knowledge and being are legitimized. Similarly, Foucault's analysis of disciplinary mechanisms reveals how schools function as instruments of social control, limiting onto-epistemic possibilities. Positioning crip theory as the primary framework, with decolonial and posthumanist perspectives as complementary, this article examines how crippled subjectivities are both sites of systemic violation and forces of disruption that unsettle educational normativity. The article argues for aleatory and non-determinative educational formations that refuse stable architectures, advocating for crip (non)pedagogies, mutual aid-based learning, and nomadic subjectivities that challenge the fixity of knowledge and being. This deimagining demands the fundamental undoing of normative educational reproductions of cognition and being, allowing for more fluid, interdependent, and generative onto-epistemic formations.

Couchot-Schiex, S., & Gani, D. (2025, novembre 6). **« Les cyberviolences ne sont que l'expression continue des violences qui adviennent dans les établissements »**. Consulté 10 novembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/11/06/sigolene-couchot-schiex-les-cyberviolences-ne-sont-que-l-expression-continue-des-violences-qui-adviennent-dans-les-etablissements/>

Violences, microviolences, insultes sexistes appartiennent au quotidien des cours d'écoles : « Plus de 8 élèves sur 10 subissent des moqueries ou des insultes ». Sigolène Couchot-Schiex est professeure en

Gani, D. (2025, novembre 7). **Les filles lesbiennes, bisexuelles et trans LBT+ sont les premières victimes du continuum des (cyber)violences de genre**. Consulté 10 novembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/11/07/les-filles-lesbiennes-bisexuelles-et-trans-lbt-sont-les-premieres-victimes-du-continuum-des-cyberviolences-de-genre/>

Une enquête inédite menée auprès de près de 4 000 élèves en Île-de-France révèle l'ampleur des violences sexistes, sexuelles et LGBTphobes, à l'école comme en ligne. 85 % des élèves déclarent

González, Á., Horn, A., & Pérez, M. (2025). **A decade of the Superintendence of education in Chile: emerging juridification influence on principals' professionalism**. *Journal of Education Policy*, 40(6), 1022-1038. <https://doi.org/10.1080/02680939.2025.2560372>

In Chile, the creation of the Superintendence of Education over 10 years ago, whose main function is to oversee compliance with laws, regulations, and protection of rights, as well as provide citizens with a formal procedure to present complaints about situations that occur within schools, has contributed to emerging juridification. As compliance and complaints fall under the responsibility of school principals, this paper analyzes how they experience juridification and the main tensions that arise in relation to their professionalism through a qualitative case study with eight school principals, exploring their perception of the influence of the Superintendence in the school system, along with challenges that it has implied for their work. Results suggest increasing complexity and bureaucracy of procedures to managing conflicts internally and avoiding the threat of complaints, imposing a legal logic over an educational one, while families wield a new

power that weakens the ability to reach agreements with representatives of the school, instead escalating the problem with the Superintendence. Implications of this emerging juridification are discussed in relation to principals' professionalism, particularly regarding conflict management, risk avoidance and the incorporation of highly bureaucratized processes into their management practices due to the predominance of the legal discourse.

Hager, T., Moreno, A., & Gillis, R. (2025). **Breaking the brick wall of silence: witnessing sexual misconduct in academia.** *Higher Education*, 90(4), 941-956. <https://doi.org/10.1007/s10734-024-01359-y>

Research on sexual misconduct in academia has increased during the last decade, yet most studies ignore social gender and academic power relations. Sexual misconduct does not only harm its primary victims but also leaves its impact on those who bear witness to the damage and on the entire academic community. Basing our research on an online survey of anonymized testimonies provided by members of the academic community, our research aims to draw a more accurate picture of sexual violence in the Israeli academia. We discover that silencing sexual misconduct is an important obstacle for changing the culture of harm. We have identified four silencing mechanisms: victims' shame and fear, institutional confidentiality, victim blaming, and intimidation and sabotage. These enable the academic community to ignore the injustice. We argue that witnessing is the most effective community response, enabling its members to struggle collectively against this harmful silencing and to humanize the academia.

Hall, J. B., & Karseth, B. (2025). **Juridification of Norwegian education: students' rights to a safe and good school environment.** *Journal of Education Policy*, 40(6), 1000-1021. <https://doi.org/10.1080/02680939.2025.2537179>

Juridification implies increased focus on the law, having clear implications for society as well as in a school setting. Concurrently, individual rights are arguably more in the limelight than previously. The purpose of this paper is to study how amendments to the Education Act may be understood as expressions of juridification in Norwegian schools. The issue in question is two-fold: first, we examine how zero-tolerance towards degrading treatment in schools has emerged over the last five decades, and secondly, we study how zero-tolerance is addressed by key actors through consultation hearings. Drawing on the theoretical perspectives of juridification of and previous empirical research in the Nordics, this study unpacks changes in Norwegian legislation, more closely Chapter 9A (now 12) of the Education Act, ensuring students' individual right to a safe and good school environment. Through a practice-oriented policy analysis, we draw on the trajectory of key documents leading up to amendments in 2017, as well as consultation hearings, in addition to the Education Act. The findings suggest that these shifts have been paramount in challenging school leaders' professional discretion. For example, we identify a general increase in regulation, testing established practices and positions within and across schools.

Marques, M., & Moradel-Vásquez, J. J. (2025). **Juridification through rights: how the European Court of Human Rights shapes higher education.** *Journal of Education Policy*, 40(6), 1039-1061. <https://doi.org/10.1080/02680939.2025.2517700>

Juridification has been widely examined in national contexts across various societal sectors, yet its expansion and institutionalization in international settings, particularly within international organizations, remain underexplored. This paper contributes to the

juridification through rights literature by analyzing a non-exhaustive set of European Court of Human Rights (ECtHR) case law on higher education (n = 25). We introduce the 4-E framework – expansion, entanglement, elaboration, and effects – to examine the judicialization of higher education under European human rights case law. Using a mixed-methods approach combining case law, social network, and policy analyses, we demonstrate how: (a) expansion manifests through the increasing role of human rights claims in higher education; (b) entanglement highlights the interconnectedness of multiple rights, shaping judicial interpretations; (c) elaboration occurs as legal precedents refine and consolidate legal standards over time; and (d) effects capture the impact of ECtHR rulings on legal norm diffusion, agenda setting, and institutional and national policies. Our findings underscore the role of the ECtHR in regulating higher education through human rights law, contributing to both juridification studies and the broader legal and policy discourse on European higher education governance. This study also suggests future research directions on the evolving intersection of law, education, and supranational judicial oversight.

Oakley, C., & Paulmann, S. (2025, novembre 6). **Aider les enseignants à protéger leur voix – et améliorer le bien-être en classe.** <https://doi.org/10.64628/AAK.kpvxnxa4>

La voix est un outil de travail essentiel pour les enseignants. Mais, contrairement aux acteurs ou aux chanteurs, ils ne sont pas formés à bien l'utiliser et la protéger.

Rakow, K. E., Priestley, M., Byrom, N. C., Foster, J. L. H., & Dommett, E. J. (2025). **Their wellbeing affects our wellbeing: student perspectives of lecturer wellbeing and its consequences for student wellbeing.** *Higher Education*, 90(4), 1065-1082. <https://doi.org/10.1007/s10734-024-01365-0>

A "whole university approach" has been recommended for addressing concerns about the wellbeing of UK university lecturers and students. Previously, staff wellbeing has been explored from staff perspectives. Student wellbeing has been explored from the perspectives of both students and staff. However, little research has been conducted on student perspectives on staff wellbeing and its possible impact on students. Addressing this gap, this study explored student perceptions of their lecturers' wellbeing and ways that it can impact on student wellbeing. Three themes were identified from the thematic analysis of 9 focus groups with 41 undergraduate students. First, students notice their lecturer wellbeing, particularly if they have the opportunity to interact with their lecturers. Second, students perceive that their lecturers' wellbeing can be affected by university policies and practices, student behaviours, and external factors. Third, lecturer wellbeing and student wellbeing are often reciprocal, emphasising the importance of lecturer-student interactions. These findings have implications for a whole university approach, namely development of university practices that support sufficient time for constructive lecturer-student interactions, such as timetabling, allocation of administrative tasks, class size and staffing levels.

Évaluation des dispositifs d'éducation-formation

De Cort, W., & De Witte, K. (2025). **The potential of tutoring in higher education: students' preferences, consumption, and the role of information.** *Higher Education*, 90(4), 921-939. <https://doi.org/10.1007/s10734-024-01358-z>

Tutoring programs are highly effective in improving students' outcomes in higher education. However, little is known about students' demand for tutoring or the optimal

design of tutoring programs. Additionally, while privately provided tutoring can threaten social mobility, little is known about students' consumption of private tutoring. Using a discrete choice experiment, this paper estimates the preferences, perceptions, and consumption of tutoring for 1200 Flemish first-year higher education students. We find that students' willingness-to-pay for tutoring is high, as they perceive it to be highly effective. However, they perceive the added value of having an experienced lecturer and smaller class sizes in these tutoring programs as low. Our simulations suggest that tutoring could significantly improve private and social welfare, but that the optimal size of tutoring groups is larger than commonly considered. Despite its potential, only 8% of students purchase privately provided tutoring. Using an information experiment, we show that biased perceptions of the returns to education cannot explain why students underinvest in tutoring. We argue that supply-side restrictions and behavioral biases such as status-quo bias and social image concerns can explain this low uptake of private tutoring. Finally, the demand for tutoring is highest among students with low socioeconomic status, but they are less able to purchase tutoring on the private market due to its high prices. These findings suggest that public investments in tutoring could increase social welfare and social mobility cost-effectively, while lowering barriers to students seeking academic support.

Formation continue

Barbois, S., Ronfard, R., & Szilas, N. (2025). **Narrative Acts in the Operating Theater**. CMN 2025 - *Computational Models of Narrative*, 15. Consulté à l'adresse <https://inria.hal.science/hal-05354212>

We propose a method for analyzing a surgical procedure as a narrative, considering not only technical acts but also dialogues between the different protagonists. Using a corpus of films of surgical procedures, we build a vocabulary of narrative acts that concisely represents the required non-technical skills of surgical staff. We suggest that this approach can be used to simulate the drama taking place in the operating theater and teach the required non-technical skills to students.

Ducouret, G. (2024). **La construction et le développement d'un questionnement éthique des ingénieurs : le cas des ingénieurs en formation par apprentissage** (Theses, Université de Strasbourg). Consulté à l'adresse <https://theses.hal.science/tel-05352869>

Our thesis examines how engineers develop ethical reflection through their perception of socio-ecological challenges at work. While educational sciences highlight the importance of ethics in engineering practice, this dimension remains hard to assess as it involves subjectivity. Using an ergological approach, we studied how apprentice engineers appropriate prescribed work to construct their own standpoint on societal and environmental issues. Interviews revealed that they reinterpret constraints to reconcile organizational expectations with their personal values. Ethics thus emerge as a core component of engineers' overall competence, guiding their professional judgment and responsibility.

Gaillat, T., Rajaonarimanana, É., & Rasoanantenaina, A. (2025). **Une approche innovante pour la formation continue des enseignants du post-fondamental à Madagascar : le dispositif PERFORM**. *Didaktika*, (Numéro spécial), 21. Consulté à l'adresse http://madarevues.recherches.gov.mg/IMG/pdf/34-55_compressed.pdf

Le projet PERFORM coordonné par l'AUF-AAOI, développé dans le cadre du "renforcement des capacités de l'enseignement supérieure" a pour but d'améliorer la qualité de l'éducation et de l'apprentissage des élèves du Post-Fondamental à Madagascar, en contribuant à la formation continue des formateurs des ENS/ENSET et des enseignants concernés. Inscrit dans une vision d'une « éducation de qualité pour tous », il souhaite renforcer les capacités pédagogiques des formateurs en les impliquant dans l'élaboration d'un dispositif hybride de formation continue, et assurer la professionnalisation des enseignants à travers l'usage de ce dispositif. Cette communication montrera, la manière dont le dispositif a été monté et animé, de la "professionnalisation numérique" des concepteurs, à son déploiement au sein d'un dispositif hybride. En appui de quelques éléments d'analyse tirés de l'évaluation du projet, elle tentera de proposer des pistes d'amélioration à son développement, à voir comme une réponse innovante à la professionnalisation des enseignants.

Işık, M. (2025). **Impact of artificial intelligence and technology leadership on professional teacher development.** *The Journal of Educational Research*, 118(6), 622-631. <https://doi.org/10.1080/00220671.2025.2510386>

A mixed-methods approach was employed to investigate how balancing technological leadership with AI advancements is essential, considering its perceived usefulness (PU) and perceived ease of use (PEOU) by the application of the Technology Acceptance Model (TAM) and transformational leadership (TL) theory. The study utilized the TAM and Multifactor Leadership Questionnaire to measure the impact of PU and PEOU on Turkish universities. Using SPSS, correlation analysis revealed a strong and positive correlation between PU ($r = 0.769^{**}$), PEOU ($r = 0.865^{**}$), TL theory ($r = 0.941^{**}$), and Professional Teacher Development (PTD). The impact of the factors facilitating technology leadership and AI integration PEOU ($p = 0.000$) and transformational leadership ($p = 0.000$) is significant on PTD. In contrast, the impact of PU ($p = 0.102$) is insignificant on PTD. The AI-driven learning path for teachers' improvement is improved with the ability to integrate AI competence and improve the PTD outcomes.

Insertion professionnelle

Boldt, M. (2025). **Devenir une "bonne apprentie". Pratiques langagières et socialisation de jeunes migrantes dans un dispositif transitoire. Une ethnographie à Hambourg** (Theses, Ecole normale supérieure de Lyon - ENS LYON). Consulté à l'adresse <https://theses.hal.science/tel-05328523>

Cette thèse porte sur les dimensions langagières de la socialisation scolaire et professionnelle de jeunes migrant·es récemment arrivé·es en Allemagne. Elle s'appuie sur un terrain ethnographique mené à Hambourg, dans un dispositif transitoire - la « Préparation duale à la formation professionnelle pour les migrantes et migrants » (AvM-Dual) - destiné à faciliter l'entrée de ces jeunes dans une formation en alternance. Ce dispositif repose sur deux principes majeurs : l'alternance entre école et entreprise, inspirée du modèle dual allemand, bien qu'il s'agisse principalement de stages de familiarisation ; et l'idée que la langue allemande peut être acquise de manière immersive en entreprise. La thèse interroge cette double logique à travers l'analyse des pratiques langagières qui structurent et traduisent les normes sociales, scolaires et professionnelles du dispositif. Les élèves rencontré·es se trouvent à un moment charnière de leurs trajectoires, entre adolescence et vie adulte, entre scolarité et insertion

professionnelle. Ils et elles sont confronté·es à des exigences multiples : apprentissage accéléré de l'allemand, appropriation des normes scolaires et professionnelles, intégration sociale. Dans ce contexte, les attentes institutionnelles se matérialisent sous forme de catégories - souvent implicites et situées - définissant les compétences langagières et professionnelles jugées nécessaires. Ces catégories apparaissent dans les textes de cadrage (Bildungsplan, brochure, sites Internet du AvM-Dual), sont portées par les discours et se construisent dans les interactions quotidiennes. Elles dessinent la figure implicite de la « bonne apprentie », à laquelle les élèves migrant·es sont progressivement confronté·es. C'est au regard de cette figure qu'ils et elles sont évalué·es, et parfois assigné·es. En mobilisant une approche sociolinguistique ethnographique et interactionnelle, fondée sur plusieurs mois d'enquête (observations, entretiens, prise de notes, enregistrements audio-vidéo, documents institutionnels, productions d'élève), la recherche suit notamment les parcours de trois jeunes filles scolarisées dans ce dispositif. Elle analyse comment les normes langagières sont formulées, interprétées et reproduites au sein du dispositif. Deux axes structurent l'analyse : d'une part, les conditions d'entrée, de maintien et de sortie, dans lesquelles la langue allemande opère comme critère d'orientation et de sélection ; d'autre part, les formes d'articulation entre école et entreprise, à travers l'étude des discours et de situations « hybrides », où se mêlent des exigences scolaires et professionnelles. L'étude met en lumière les tensions auxquelles sont confronté·es les élèves migrant·es, pris·es entre des attentes scolaires fortement normées et des exigences professionnelles davantage contextualisées, au sein d'un dispositif transitoire tel que l'AvM-Dual. Elle montre comment les pratiques langagières participent à la construction de leurs trajectoires, et comment le langage contribue, dans ce contexte, à renforcer des inégalités d'orientation et de reconnaissance dans l'accès à la formation professionnelle.

Chi, O. L., Bacher-Hicks, A., Tichnor-Wagner, A., & Baloch, S. (2025). **Who Becomes a Teacher When Entry Requirements Are Reduced? An Analysis of Emergency Licenses in Massachusetts.** *Educational Researcher*, 54(8), 461-471. <https://doi.org/10.3102/0013189X251346091>

The COVID-19 pandemic disrupted teacher candidates' ability to complete licensure requirements, prompting many states to temporarily reduce professional entry requirements to avoid teacher shortages. This study examines the emergency teaching license in Massachusetts, which allowed individuals with only a bachelor's degree to enter the teacher workforce. Findings reveal that emergency licenses increased teacher supply by employing individuals previously unable to pass licensure exams and by attracting new interest in the profession. Teachers hired with emergency licenses were more ethno-racially diverse than traditionally licensed peers and showed strong intentions to pursue permanent licensure and remain in the profession. These findings suggest that revising initial entry requirements could be an effective strategy to expand the teacher workforce, particularly among teachers of color.

Duan, S., Hsieh, C.-J., Dong, L., Jiang, S., Xu, F., Watson, S., & Yu, J. H. (2025). **Unveiling novice instructional designers' professional identity: exploring dispositions through future-oriented reflections.** *Higher Education*, 90(4), 1083-1103. <https://doi.org/10.1007/s10734-024-01366-z>

Research and educational programs in instructional design in higher education have traditionally focused on knowledge and skills, with less emphasis on professional identity, particularly dispositions and aspirations. This qualitative study explores students'

professional identity and dispositions through future-oriented reflections in a foundational course of an instructional design master's program at a large Midwest university in the United States. Data were collected over eight semesters from 2020 to 2023, involving 371 students, with 332 completing the reflections. Thematic analysis of 332 reflection essays revealed a strong sense of belonging to the instructional design field, captured ideal working fields and job titles, and categorized 52 dispositions into three main dimensions: becoming (10), being (18), and willing (24). In addition, a novice instructional designer's professional identity profile was generated based on the findings. This study contributes to the professional education of instructional designers and promotes a deeper understanding of their roles in higher education.

Foulon, S. (2025, novembre 12). **Les jeunes sont-ils moins bien payés qu'avant ?** Consulté 14 novembre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/jeunes-bien-payes-quavant/00116868>
Plus diplômés mais plus précaires qu'il y a cinquante ans, les jeunes ont le sentiment que leur position sociale et financière s'est dégradée. A juste titre.

Nunès, É. (2025, novembre 12). **« J'ai eu 15 réponses négatives et rien pour mes autres candidatures » : les jeunes ingénieurs rattrapés par les crises.** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/11/12/j-ai-eu-15-reponses-negatives-et-rien-pour-mes-autres-candidatures-les-jeunes-ingenieurs-rattrapes-par-les-crisis_6653092_4401467.html

La France n'a jamais formé autant d'ingénieurs, mais leur insertion professionnelle se dégrade : en 2024, 15 % des diplômés ont peiné à trouver un emploi. En cause, l'instabilité gouvernementale qui règne depuis plus d'un an et le contexte international.

Marché du travail

Cadet, J.-P., Robert, A., & Vero, J. (2025). **Les emplois peu qualifiés sont toujours là.** *Céreq Bref*, (477), 1-4. Consulté à l'adresse <https://www.cereq.fr/les-emplois-peu-qualifies-sont-toujours-la>

Foguel, M. N., Corseuil, C. H., & Moreira, A. (2025). **Unemployment Dynamics With Informality: An Empirical Analysis for a Developing Country.** *Oxford Bulletin of Economics and Statistics*, 87(6), 1190-1196. <https://doi.org/10.1111/obes.12670>

We implement decompositions of cyclical unemployment for a developing country in which we divide the employment state into formal and informal states. Using the conventional steady-state decomposition, the results show that the contributions of the formal sector to the margins of job separation and job finding are balanced, while the contributions of the informal sector to these two margins are quite uneven. Given the debate about the adequacy of methods that rely on the steady-state unemployment as a good proxy for current unemployment in countries other than the United States, we use alternative decomposition methods and confirm the robustness of the steady-state results.

Lamy, A. (2025). **Sous pression sur la route : les routiers face aux transformations de l'emploi et du travail dans le transport.** *Connaissance de l'emploi*, (214), 1-4. Consulté à l'adresse <https://ceet.cnam.fr/publications/connaissance-de-l-emploi/sous-pression-sur>

[la-route-les-routiers-face-aux-transformations-de-l-emploi-et-du-travail-dans-le-transport-1582250.kjsp?RH=1507626697168](https://www.lecavalierbleu.com/livre/quand-on-veut-on-peut/)

Quand on veut, on peut ? : idées reçues sur les personnes en emploi peu qualifié. (2025). Consulté à l'adresse <https://www.lecavalierbleu.com/livre/quand-on-veut-on-peut/>

La réforme de la formation professionnelle de 2018 consacre « la liberté de choisir son avenir professionnel » en enjoignant notamment les salariés en emploi peu qualifié à devenir les acteurs de leur parcours. Car c'est bien connu : quand on veut, on peut ! Mais a-t-on vraiment conscience de ce que cela représente ? Des aides à domicile, agents d'entretien, opérateurs de tris de déchets, ouvriers d'abattoirs, etc., on attend qu'ils soient comptables de leur travail, entrepreneurs de leur vie professionnelle, responsables de leur parcours, capables de rebondir, de passer d'un emploi à l'autre, voire d'un métier à l'autre. Comment l'agir est-il possible pour réclamer des conditions de travail décentes, construire un parcours qui a de la valeur, éviter la précarité, se former... ? Les idées reçues sont légion à ce sujet. Les autrices et auteurs réunis dans cet ouvrage dressent un état des lieux documenté et actualisé de ces préjugés qui ne résistent guère à l'épreuve des faits.

Métiers de l'éducation

Atal, I., Jeune, N., Gabard, C., Dessus, P., & Pagnotta, M. (2025). **Citizen science for educational sciences: engaging educators in the production of structured practice-based evidence on a large scale.** *Teacher Development*, 1-22. <https://doi.org/10.1080/13664530.2025.2523359>

Every day, millions of educators test new practices. If a small proportion of them published their locally produced practice-based evidence in a structured manner, this could become a promising knowledge base for educators. The authors developed a citizen science project to promote the publication of educator-led research in France. They trained volunteers to create communities of educators and to facilitate workshops. During workshops, community members followed a common research methodology to produce contextualised evidence on the capacity of shared actions to address shared challenges. A collaborative platform helped educators produce, peer-review and publish their research. In 2020-21, 168 educators from primary to higher education joined 10 communities and initiated 60 research projects. The results suggest that: i) Using research methods can improve the quality of practice-based evidence; ii) Using a common methodology and platform can support educators from different contexts addressing shared challenges; and iii) Community-based recruitment can help with engaging educators.

Bellows, L., Doss, C., & Mann, S. (2025). **The Prevalence of LGBTQ+ Teachers in the United States.** *Educational Researcher*, 54(8), 493-496. <https://doi.org/10.3102/0013189X251347232>

Due to limited data, we know little about the prevalence of lesbian, gay, bisexual, transgender, and queer (LGBTQ+) educators. Using the American Community Survey and Census Pulse, we examine the representation of LGBTQ+ individuals in PK-12 teaching. We find that 3.3% to 3.5% of LGBTQ+ individuals are teachers; in contrast, 4.4% to 4.9% of non-LGBTQ+ individuals are teachers. This new evidence highlights the need for data collection and research to explore why LGBTQ+ individuals are

underrepresented in teaching and approaches to remedy this disparity, which likely has implications for LGBTQ+ students.

Bonnet, C. (2024). **Une approche spirituelle du bien-être et mal-être au travail. Le cas des professeurs de l'enseignement public secondaire en France** (Theses, Université Grenoble Alpes [2020-....]). Consulté à l'adresse <https://theses.hal.science/tel-05039045>

Le service public d'enseignement en France est traversé par une grave crise des vocations enseignantes. Cette crise d'attractivité du métier d'enseignant, se manifeste par des difficultés à recruter et à fidéliser les jeunes recrues, mais aussi sous d'autres formes. L'accroissement de la pénibilité psychosociale du métier et le manque de reconnaissance de la part de l'institution et de la société, conduisent à des départs volontaires ou au risque de désengagement de ceux qui restent. Ce « malaise enseignant », qui serait le résultat de dysfonctionnements dans la gestion des personnels enseignants au sein de l'Éducation Nationale (Cour des comptes, rapports annuels de 2013 et 2023), aurait pour conséquences la dégradation de la performance du système scolaire français (Rapport Pisa 2020 et 2024). Considérant, d'une part que la qualité d'un service public est en partie tributaire de la qualité de vie au travail des agents directement en charge de ce service public, et d'autre part que l'essor des théories de la spiritualité en management offrent des perspectives prometteuses pour appréhender le bien-être et le mal-être au travail (BET et MET), notre travail de recherche doctorale se donne pour objectif de comprendre en profondeur les aspects spirituel du BET/MET des personnels enseignants, afin de trouver les moyens de favoriser le premier et de limiter le second. Pour ce faire, nous mobilisation des méthodes de recherche qualitatives. 23 récits de vie professionnelle ont été analysés. Nos résultats nous ont permis : 1) de proposer une conceptualisation du MET actionnable en sciences de gestion ; 2) d'identifier les souffrances au travail qui peuvent être rattachées à la dimension spirituelle de l'être humain ; 3) de caractériser une composante allocentrée du BET eudémonique pour les enseignants. La discussion des implications managériales de ce travail de recherche porte sur : 1) les conditions de mise en œuvre d'un management bienveillant pour limiter le MET ; 2) la prise en compte de la dimension spirituelle de l'individu au travail grâce à l'introduction d'une anthropologie ternaire en GRH ; 3) la mobilisation de l'allocentrisme comme levier de motivation et source d'épanouissement spirituel par le travail pour les agents du service public.

Buisson-Fenet, H., Burn, K., & Dumay, X. (2025). **Paths to Employment Liberalization in England and France**. In X. Dumay (Éd.), *The Liberalization of Teacher Employment Regimes in Europe* (p. 110-137). <https://doi.org/10.1093/9780197761717.003.0005>

Chapter 4 focuses on the evolution of teacher employment regimes in England and France. It documents and discusses the evolution of the employment regime from the perspective of human resource management norms and practices, the forms of employment and work flexibilization, and the distribution of teachers with flexible work and employment conditions in the education system. The findings are discussed in terms of their contribution to the theory of employment flexibilization, the precariousness of work and employment, and the intersections between educational and employment inequalities.

Chi, O. L., Bacher-Hicks, A., Tichnor-Wagner, A., & Baloch, S. (2025). **Who Becomes a Teacher When Entry Requirements Are Reduced? An Analysis of Emergency Licenses in**

Massachusetts. *Educational Researcher*, 54(8), 461-471.
<https://doi.org/10.3102/0013189X251346091>

The COVID-19 pandemic disrupted teacher candidates' ability to complete licensure requirements, prompting many states to temporarily reduce professional entry requirements to avoid teacher shortages. This study examines the emergency teaching license in Massachusetts, which allowed individuals with only a bachelor's degree to enter the teacher workforce. Findings reveal that emergency licenses increased teacher supply by employing individuals previously unable to pass licensure exams and by attracting new interest in the profession. Teachers hired with emergency licenses were more ethno-racially diverse than traditionally licensed peers and showed strong intentions to pursue permanent licensure and remain in the profession. These findings suggest that revising initial entry requirements could be an effective strategy to expand the teacher workforce, particularly among teachers of color.

Dumay, X. (2025a). **Introduction: The Liberalization of Teacher Employment Regimes in Europe.** In X. Dumay (Éd.), *The Liberalization of Teacher Employment Regimes in Europe* (p. 1-21). <https://doi.org/10.1093/9780197761717.003.0001>

Across the globe, the teaching profession is facing major challenges that raise important questions about its role in promoting educational quality and equity. These issues have found great resonance in the context of the European Union, especially in the past twenty years. In this introductory chapter, Xavier Dumay reviews key public debates about the teaching profession and research on the globalization of teacher policy and teacher labor markets. He then outlines the book's approach to capturing changes in the employment regime for teachers in the European Union and their consequences for the precariousness of teachers' employment and working conditions. The central thesis is that teacher workforces in many systems are undergoing a period of reorganization of their professional and employment status shaped by the interactions between European, national, and local dynamics. Finally, he discusses the methodological challenges of a comparative multiscalar approach to teacher policy and employment regimes.

Dumay, X. (2025b). **Researching the Liberalization of Teacher Employment Regimes: Theoretical Foundations and Research Design.** In X. Dumay (Éd.), *The Liberalization of Teacher Employment Regimes in Europe* (p. 22-50). <https://doi.org/10.1093/9780197761717.003.0002>

Chapter 1 outlines the theoretical underpinnings and research design of the book. First, it introduces the sociological and historical new institutionalisms (NI) that are used to understand the political and institutional embeddedness of teacher labor markets and their reforms. Sociological NI concerns the institutional construction of political discourses and regulatory instruments in the field of EU governance and the intersection between EU and national policies and professional fields, whereas socioeconomic NI looks at the trajectories of institutional change in teacher labor markets and the political and institutional embeddedness of teachers' careers. The theoretical framework thus seeks to analyze the interplay between two types of institutional trajectories: the developmental trajectory of the teacher policy field, and the institutional trajectories of liberalization of the teacher employment regime. Second, it presents the research design and analytical strategy developed to analyze the ongoing interactions between teacher policy trajectories and employment regimes.

Dumay, X. (Éd.). (2025c). **The Liberalization of Teacher Employment Regimes in Europe.** <https://doi.org/10.1093/9780197761717.001.0001>

The future of the teaching profession is central not only to the field of education but also to the development of democratic and inclusive societies. Since the 1980s, however, the teaching profession has undergone unprecedented changes in terms of the status and attractiveness of the profession, labor markets, and accountability models. At the same time, it has become increasingly subject to global/regional discourses and a variety of new governance mechanisms. In this volume, the authors answer two critical questions for the future of the teaching profession: How does the teaching profession (re)institutionalize itself in a globalizing world? And how does globalization affect the central mechanisms of the profession, such as its models of education and professional development, modes of recruitment, and labor markets and careers? Although these changes are global in nature, this volume examines them in the European context. The volume addresses the structural and cultural environments that shape the employment regimes of the teaching profession in Europe. Based on a multiscalar study that combines multiple sources of data and methods, it looks innovatively at the reconfiguration of teachers' careers by analyzing the joint evolutions of the European Union's governance of education and teachers and of employment regimes in two contrasting European countries (England and France). Observing different trajectories of employment liberalization in the two countries, emblematic of liberal or bureaucratic public professions, leads the authors to discuss different scenarios for the future of the teaching profession in Europe.

Dumay, X., & Sorensen, T. B. (2025). **Conclusion: The Liberalization of Teacher Employment Regimes in Europe.** In X. Dumay (Éd.), *The Liberalization of Teacher Employment Regimes in Europe* (p. 189-206). <https://doi.org/10.1093/9780197761717.003.0008>

This concluding chapter discusses the most important findings of the volume from three perspectives: the Europeanization of teacher policy, the pathways of teacher reforms and the liberalization of employment regimes, and their implications for professionalism and educational inequalities. In theoretical terms, the chapter discusses the contribution of this volume to political sociology, the sociology of work and employment, and the sociology of education. It highlights the epistemic gains of considering contemporary globalization processes in the analysis of issues related to the teaching profession and how new institutionalist perspectives add to the sociology of work and education, which have tended to focus on the deprofessionalization thesis, as well as to the mainstream economics of education, which emphasizes the analysis of teacher quality and effectiveness.

Farges, G., Bertron, C., Mathou, C., Sarazin, M., & Dumay, X. (2025). **The Fragmentation and Precarization of Teachers' Careers in England and France.** In X. Dumay (Éd.), *The Liberalization of Teacher Employment Regimes in Europe* (p. 138-162). <https://doi.org/10.1093/9780197761717.003.0006>

Chapter 5 examines the intersections between the evolution of employment regimes and the transformation of teachers' career trajectories in England and France. It revisits the comparison between market and bureaucratic employment regimes from the perspective of teachers' career trajectories. A fragmentation of careers is observed in both systems, reflecting in England the development of organizational internal labor markets and in France the dualization of teachers' careers and the gradual deinstitutionalization of teachers' employment and professional status. The

consequences of these two forms of fragmentation on the development of teaching professionalism are discussed.

Gani, D. (2025, novembre 5). **Temps de travail des enseignants : plus de 41h par semaine !** Consulté 10 novembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/11/05/temps-de-travail-des-enseignants-plus-de-41h-par-semaine/>

1 635 heures par an ! La dernière note de la Depp publiée mardi 4 novembre consacrée au temps de travail des enseignants ne sera pas un scoop, ou alors

Girard, F., & Le Faou, Y. (2025). **La transition universitaire des formateurs paramédicaux – vers le prendre soin du groupe professionnel.** *Journées du GEFERS*. Présenté à Les Sables d'Olonne, France, France. Consulté à l'adresse <https://hal.science/hal-05289756>

Quel pourrait être le rôle d'un directeur d'institut dans l'intégration des formations à l'Université ? (« et moi à quoi je sers dans la nouvelle formation à l'Université ? »). Comment construire la formation de professionnels de santé de demain sans prendre soin des humains qui fabriquent la formation ? Comment prendre soin des autres, sans prendre soin de soi-même ? Dans ce monde en fluctuation permanente, comment devons-nous adapter l'appareil de formation ?

Helgetun, J. B., Pons, X., & Dumay, X. (2025). **The Institutional Trajectories of Teacher Policy in England and France.** In X. Dumay (Éd.), *The Liberalization of Teacher Employment Regimes in Europe* (p. 86--109). <https://doi.org/10.1093/9780197761717.003.0004>

Chapter 3 analyzes the historical trajectories of teacher policy in England and France by looking at the three core dimensions of teacher policy: teacher education, employment, and governance. Domestic policy trajectories are analyzed as an evolving and complex succession of institutional equilibria shaped by the development of the EU teacher policy field but also by the structuring of policy and professional fields, path dependencies on teacher employment regimes, and policy feedback effects. The results suggest that the English and French school systems follow different trajectories of teacher policy (i.e., a trajectory of neoliberalization in England and neostatism and flexibilization in France), which have important implications for the restructuring of the teacher workforce in the two systems.

Idmachiche, S. (2025). **Les enseignants déclarent travailler 41 heures 30 en moyenne par semaine hors vacances scolaires** [Application/pdf]. *Note d'Information*, (25.62), 1-4. <https://doi.org/10.48464/NI-25-62>

Au cours de l'année scolaire 2022-2023, les enseignants à temps plein déclarent travailler en moyenne 41,4 heures par semaine, hors vacances scolaires. Ils consacrent la moitié de ce temps de travail à enseigner devant les élèves, un tiers à préparer leurs cours et corriger des copies et le reste à d'autres activités. Cette répartition des tâches varie selon le niveau d'enseignement, le corps et le lieu d'exercice. Pendant les vacances scolaires, les enseignants dédient une partie de leur journée à leur métier et déclarent en moyenne 33 jours au cours desquels ils ont travaillé au moins une heure. Au global, les enseignants travaillent en moyenne 1 635 heures dans l'année. Le temps de travail hebdomadaire moyen hors vacances scolaires varie peu selon l'âge, le sexe, le secteur, la zone d'affectation, mais pendant les vacances scolaires, les femmes et les enseignants plus jeunes consacrent plus de temps à leur métier. Enfin, 13 % des enseignants du premier

degré et 30 % du second déclarent souhaiter travailler davantage d'heures contre une hausse de rémunération, une demande plus fréquente chez les hommes ou les parents.

Kay, S., & Karmowska, J. (2025). **Personal factors in the career development of early career researchers in Kenya and implications for models of mentoring practice.** *Higher Education*, 90(4), 1105-1122. <https://doi.org/10.1007/s10734-024-01368-x>

This qualitative study responds to recent calls for decolonisation of research agendas and explores some personal factors impacting the development of research careers in an under-researched context of Africa, more specifically Kenya. Personal factors as well as academic careers are dependent on cultural and institutional contexts, hence findings from studies conducted in Western context cannot be considered fully relevant to inform mentoring practices in Africa. The experience of eighteen Kenyan nationals with PhD degrees was explored retrospectively using semi-structured interviews, followed by thematic analysis. Results point to new perspectives on development of early career researchers (ECRs) in Kenyan context, which differ from those known from studies in the Western contexts. The findings indicate the role of spirituality and faith in bolstering personal agency. It underpins ECR's resilience as well as decision making. Furthermore, commitment to the service of community and wider Kenyan society has been identified as a strong driving factor in shaping career and research identity. Holistic mentoring emerges as a crucial factor in development of ECRs in the Kenyan context. A novel conceptual model of ECR development capturing the above-mentioned influences is presented and recommendations are made for a practical framework for mentoring of ECRs in Kenya.

Nelson, P., & Jarvie, S. (2025). **Like a Candle, Burning at Both Ends: The Cynicism of Teacher Erasure.** *Educational Theory*, 75(6), 1045-1059. <https://doi.org/10.1111/edth.70051>

This article builds from an exorbitant moment—the invocation of an inspirational quote on the eve of a new school year—to critically explore the larger, commonplace conceptual frame that the best teachers give all of themselves to their students, even to the point of self-erasure, as it continues to manifest across various discourses in education, research, and policy. We find significant problems emerging from this rhetoric, ones that compromise both the efficacy and humanizing potential of pedagogical practices. Offering alternative ways forward for teachers that do not romanticize teacher martyrdom, we focus instead on approaches that affirm the relational complexities of work in classrooms and encourage constant transformation, versions of “a teaching life” we argue to be more life-giving and sustaining.

Rakow, K. E., Priestley, M., Byrom, N. C., Foster, J. L. H., & Dommett, E. J. (2025). **Their wellbeing affects our wellbeing: student perspectives of lecturer wellbeing and its consequences for student wellbeing.** *Higher Education*, 90(4), 1065-1082. <https://doi.org/10.1007/s10734-024-01365-0>

A “whole university approach” has been recommended for addressing concerns about the wellbeing of UK university lecturers and students. Previously, staff wellbeing has been explored from staff perspectives. Student wellbeing has been explored from the perspectives of both students and staff. However, little research has been conducted on student perspectives on staff wellbeing and its possible impact on students. Addressing this gap, this study explored student perceptions of their lecturers' wellbeing and ways that it can impact on student wellbeing. Three themes were identified from the thematic analysis of 9 focus groups with 41 undergraduate students. First, students notice their

lecturer wellbeing, particularly if they have the opportunity to interact with their lecturers. Second, students perceive that their lecturers' wellbeing can be affected by university policies and practices, student behaviours, and external factors. Third, lecturer wellbeing and student wellbeing are often reciprocal, emphasising the importance of lecturer-student interactions. These findings have implications for a whole university approach, namely development of university practices that support sufficient time for constructive lecturer-student interactions, such as timetabling, allocation of administrative tasks, class size and staffing levels.

Sorensen, T. B., & Dumay, X. (2025). **The European Union's Governing of Teachers and the Europeanization of Teacher Policy**. In X. Dumay (Éd.), *The Liberalization of Teacher Employment Regimes in Europe* (p. 51-85). <https://doi.org/10.1093/9780197761717.003.0003>

Chapter 2 discusses the ways in which European Union (EU) governance has fostered the Europeanization of teacher employment regimes over the period 2000–2020. It provides an analytical account of the main developments in EU teacher policy and highlights three distinct pathways through which the Europeanization of teacher employment regimes is taking place: the socioeconomic governance instrument of the European Semester; the mobilization of “field coordinators,” such as teacher unions and employers, and teachers in general; and efforts to create a European labor market for teachers. The findings are discussed for their contribution to the literature on European politics and field theory, the Europeanization of education, and the liberalization of employment regimes in the EU.

Voisin, A., Coppe, T., & Dumay, X. (2025). **Teacher Policy and Labor Market Outcomes: A Comparison of Sixteen Countries**. In X. Dumay (Éd.), *The Liberalization of Teacher Employment Regimes in Europe* (p. 163-188). <https://doi.org/10.1093/9780197761717.003.0007>

Chapter 6 looks at cross-national variations in the regulation of the teaching profession and the way they shape how teachers perceive the value of their profession and feel about their employment conditions, work environment, profession, and their intention to quit it within the next five years. It draws on a theoretical typology of profession regulation that distinguishes four models and aims at testing their effects with a sample of sixteen countries that participated in the Teaching and Learning International Survey (TALIS) 2018 survey. Results show that comparisons between models of regulation add highly significantly to the prediction of these outcomes, which has important implications for the design of teacher policy.

Numérique et éducation

Aubert-Lacombe, P. (2025). **Peut-on encore faire lire à l'université ? : L'arpentage comme réponse pédagogique à l'usage des intelligences artificielles génératives**. *Enseigner, apprendre, accompagner: perceptions croisées des transformations à l'ère du numérique*. Présenté à Cachan, France. Consulté à l'adresse <https://hal.science/hal-05311289>

Les intelligences artificielles génératives peuvent résumer en quelques instants un texte scientifique et réduire considérablement les efforts des étudiants pour se familiariser à ce matériel indispensable de la recherche. C'est notamment le cas pour les étudiants

marqués par une insertion fragile dans les études supérieures et contraints par la nécessité de concilier un emploi salarié avec leur formation universitaire. Dans ce contexte, comment maintenir un apprentissage des savoir-faire universitaires par la lecture critique ? Pour offrir des pistes de solution aux bouleversements que connaît l'enseignement supérieur, cette contribution entreprend une réflexion autour du recours à l'arpentage pour renouveler les interactions pédagogiques entre les enseignants-chercheurs et les étudiants. Ce projet repose sur l'hypothèse que le recours aux intelligences artificielles génératives est – dans une mesure probablement modérée, mais significative – une réponse à un sentiment d'illégitimité éprouvé par les étudiants, lié à la fois à leur représentation de leur capacité à juger un texte scientifique et à la charge importante de travail personnel qu'ils doivent supporter. Pour examiner l'intérêt de recourir à l'arpentage pour revaloriser les rapports socioaffectifs des étudiants à la lecture, cette analyse croise des notes ethnographiques et les réponses d'une centaine d'étudiants de première année de licence à un questionnaire autoadministré. La collecte de ces données fait suite à l'expérimentation de vingt-quatre sessions d'arpentage durant des séances de travaux dirigés dont la structure est détaillée dans le texte. On trouvera parmi ces éléments les codes librement accessibles d'une application ad hoc développée pour faciliter le déroulement des séances. Les résultats de l'enquête mettent en avant l'intérêt de l'arpentage pour renforcer le sentiment de légitimité des étudiants au moment de juger des textes scientifiques. Toutefois, cette étude démontre également que les intelligences artificielles génératives ne peuvent pas simplement être écartées des stratégies pédagogiques. Elles doivent être pleinement intégrées dans la relation d'apprentissage, y compris lorsque l'on a recours à des méthodes aussi participatives que l'arpentage.

Bieńkowska, I., Przybysz-Zaremba, M., Konieczny, J., Gózdź, J., Kitlińska-Król, M., Polok, K., & Nadelson, L. S. (2025). **Analysis of the use of artificial intelligence (AI) by elementary and secondary school students in the context of completing school assignments.** *The Journal of Educational Research*, 118(6), 643-662. <https://doi.org/10.1080/00220671.2025.2510399>

The increasing integration of artificial intelligence (AI) into daily life has sparked growing interest in its role in education, particularly in the context of how students use AI tools to complete school assignments. The aim of this study is to explore the usage patterns, motivations, and concerns of K-12 students regarding the application of AI technologies in their academic work. The study examines the prevalence of AI use and the types of tools employed. Additionally, the analysis focuses on students' perceptions of the effectiveness of AI in learning, the reasons for using AI tools, and ethical implications, such as cheating and privacy concerns. The study adopts a quantitative approach, with the primary method of data collection being a diagnostic survey. The results were subjected to descriptive and inductive statistical analysis. The research provides a comprehensive picture of K-12 students' interactions with AI tools in the context of learning, as well as the factors influencing their decisions to adopt these technologies. The findings help fill a gap in existing research by exploring the intersection of artificial intelligence and education, offering a holistic view of its impact on student behavior, learning strategies, and the broader educational landscape.

Bottani, S., Janiszek, D., & Poulain, P. (2025). **Enquête sur la perception et les usages des IA génératives par les étudiant\time\time et les enseignant\time\time**

d'Université Paris Cité. Consulté à l'adresse Université Paris Cité website: <https://hal.science/hal-05347662>

Dans le cadre du projet d'innovation pédagogique LLM@UPCité, deux enquêtes ont été menées entre janvier et avril 2025 afin d'évaluer l'usage et la perception des outils d'intelligence artificielle (IA) générative au sein de l'Université Paris Cité. Réalisées avec le soutien de l'Observatoire de la Vie Étudiante et de la Formation (OVEF), notamment Sylvia Perdriau et Christelle Jourjon, ces enquêtes ont recueilli 472 réponses d'étudiant·e·s et 269 réponses d'enseignant·e·s. Les résultats mettent en évidence une adoption large et rapide de l'IA générative dans la communauté universitaire, notamment à travers l'usage quasi exclusif de ChatGPT. Près de 68 % des étudiant·e·s et 57 % des enseignant·e·s déclarent y recourir régulièrement, pour des usages principalement liés à la compréhension, la rédaction et la correction de textes. Chez les enseignant·e·s, l'IA est également utilisée pour la traduction, la veille scientifique et la préparation pédagogique. Les deux publics partagent une vision pragmatique et critique de ces outils. Ils reconnaissent leurs bénéfices en termes de gain de temps et d'aide à la compréhension, tout en soulignant leurs risques : perte de compétences, dépendance, manque de fiabilité, et questions éthiques ou environnementales. L'usage de l'IA est jugé acceptable pour des fonctions d'assistance linguistique ou cognitive, mais pas pour la rédaction intégrale de travaux. Étudiant·e·s et enseignant·e·s expriment des attentes convergentes envers l'Université : définition d'un cadre d'usage responsable, formation à l'IA générative et accès à des outils éthiques et sécurisés hébergés par l'institution. En ligne avec des résultats obtenus dans d'autres établissements du supérieur, en France et à l'international, les résultats de ces enquêtes appellent à une stratégie universitaire cohérente et partagée, combinant accompagnement, formation et encadrement, afin de favoriser un usage raisonné et éclairé de l'intelligence artificielle à l'Université Paris Cité.

Cartwright, M., Freeman, K., & Berrett, D. (2025). **Unlocking Potential: Evaluation of a Digital Math Learning Solution.** *Educational Researcher*, 54(8), 497-499. <https://doi.org/10.3102/0013189X251346128>

This study investigates the impact of the Imagine Math program, a digital supplemental learning solution, on math achievement. The research compares the performance of students who used the program with those who did not. Results indicate that users experienced, on average, a statistically significant improvement in their math performance. Moreover, extensive users (those who used according to recommended practices) showed greater average gains. The findings highlight the importance of adaptive digital tools in addressing gaps in core instruction by enhancing mastery of mathematical concepts, bridging learning gaps, and personalizing instruction to support diverse learners often underserved by traditional methods.

Chen, B., Cheng, J., Wang, C., & Leung, V. (2025). **Pedagogical Biases in AI-Powered Educational Tools: The Case of Lesson Plan Generators.** *Social Innovations Journal*, 30. Consulté à l'adresse <https://socialinnovationsjournal.com/index.php/sij/article/view/10004>

This paper examines pedagogical biases in AI-powered educational tools, focusing specifically on lesson plan generators. We investigate how these tools may implicitly embed outdated educational approaches that limit student agency and classroom dialogue. Through analysis of 90 lesson plans from commercial lesson plan generators, we found that AI-generated content predominantly promotes teacher-centered

classrooms with limited opportunities for student choice, goal-setting, and meaningful dialogue. To mitigate this issue, we further experimented with intentional prompt engineering, which showed promise in significantly enhancing these dimensions in AI-generated lesson plans. We offer practical strategies for educators and developers to mitigate harmful pedagogical biases while promoting contemporary educational values. This work contributes to the critical conversation about how AI tools should be designed and used to support, rather than undermine, the future of education that values student agency and productive classroom dialogue.

Chen, J., Mokmin, N. A. M., & Qi, S. (2025). **Generative AI-powered arts-based learning in middle school history: Impact on achievement, motivation, and cognitive load.** *The Journal of Educational Research*, 118(6), 688-700. <https://doi.org/10.1080/00220671.2025.2510395>

This study explores the potential of integrating generative artificial intelligence (GAI) technologies into middle school history education. Aiming to move beyond traditional teacher-led, text-based instruction, the study examines how GAI can support interactive, personalized, and arts-based learning experiences. Conducted in a 7th-grade history classroom with 66 participants, the study employed a quasi-experimental design. Participants were divided into an experimental group, which utilized an arts-based learning system incorporating ChatGPT and DALL-E 3, and a control group, which followed traditional learning methods. Results highlighted the effectiveness of the GAI-powered ABL learning system in enhancing students' historical knowledge and motivation and reducing cognitive load. These results provide empirical support for the use of GAI tools in educational settings and highlight their potential to transform history instruction. The study offers broader implications for integrating GAI into K-12 curricula, emphasizing its role in fostering creative expression, personalized learning, and students' overall development.

Ching Cheung, K. K., Zerouali, A., Koenen, J., & Erduran, S. (s. d.). **Do generative artificial intelligence (GenAI) and science education mix? A systematic review of the literature.** *Studies in Science Education*, 0(0), 1-29. <https://doi.org/10.1080/03057267.2025.2578091>

Generative Artificial Intelligence (GenAI) has been incorporated in different contexts of science education, such as K-12 education and teacher education. However, science educators have raised concerns about the dissonance between what GenAI can offer and what science education aspires to teach to learners. For example, GenAI may undermine social learning goals, learning of science, and epistemic understanding of science. Using a systematic review approach, we examined the variables, data collection tools, and features of teaching interventions in 22 empirical studies to trace how GenAI is integrated into science education. Critically, we identified the extent to which research studies reflect synergy as well as dissonance between GenAI and science education. In so doing, we explored examples of fruitful integrations of GenAI in science education. Our findings showed that variables, data collection tools, and teaching interventions focused on students' understanding of either science or GenAI. We propose a framework that guides the unification of diverse learning goals in relation to disciplinary practices in science education in the context of GenAI. Based on this framework, we propose future research and teaching interventions that harness synergy as well as dissonance to foster students' and teachers' higher-order thinking while using GenAI in learning science or developing their pedagogical competence, respectively.

Delaney, V., Adisa, I. O., Mah, C., & Lee, V. R. (2025). **Teaching high school students about generative AI: Cases of teacher lesson design.** *The Journal of Educational Research*, 118(6), 736-751. <https://doi.org/10.1080/00220671.2025.2510415>

Teachers who wish to enact lessons about generative AI are required to simultaneously learn about it and develop curricula with activities that align with their discipline. We present two cases of high school teachers, June and Margot, who had different prior experiences, resources, and learning goals related to GenAI instruction. We found that they designed lessons that positioned GenAI as an object-of-study or subject-specific, but neither lesson solely focused on either approach. Prior disciplinary and lesson planning knowledge and in-the moment student reactions to activities shaped their appraisals of lesson effectiveness. However, we observed that co-design experiences and activities were central for helping to develop teachers' pedagogical design capacity for GenAI. We contribute two cases that illustrate how co-design can support high school teachers who wish to integrate GenAI into their discipline, and by offering contrasting models of pedagogical approaches.

Devauchelle, B. (2025, novembre 14). **Quand l'école est mise en question par le numérique et l'IA.** Consulté 14 novembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/11/14/quand-lecole-est-mise-en-question-par-le-numerique-et-lia/>

« Comment les inciter à apprendre par eux-mêmes, comment faire preuve de curiosité, d'envie de ne pas subir le monde qui les entoure ? C'est probablement un enjeu essentiel pour

Döğrer, M. F., & Göçen, A. (2025). **Artificial intelligence (AI) as a new trajectory in education.** *The Journal of Educational Research*, 118(6), 581-595. <https://doi.org/10.1080/00220671.2025.2510391>

This study explores how K–12 teachers from 15 eTwinning countries perceive and integrate AI tools into their classrooms, highlighting both opportunities and challenges. Using a qualitative case-study design with semi-structured interviews, we combined criterion and maximum-variation sampling to capture a range of country contexts. Participants reported that AI streamlines tasks such as lesson planning, assessment, content creation, enhancing project planning and cross-cultural collaboration while fostering 21st-century skills (the 4Cs). However, they also raised sociological and ethical concerns around privacy, bias, overreliance, AI-driven capitalism, and digital divides that persist in K–12 schools. Our findings offer best-practice insights for early adopters and a roadmap for broader professional development and teaching configuration for the coming decades. Key implications include designing tiered training programs, developing clear ethical guidelines, explainable AI developments and advocating infrastructural investments to bridge persistent gaps.

Göçen, A., & Döğrer, M. F. (2025). **A global perspective on artificial intelligence in educational leadership.** *The Journal of Educational Research*, 118(6), 752-770. <https://doi.org/10.1080/00220671.2025.2510397>

This exploratory case study investigates how artificial intelligence (AI) is integrated into school leadership through asynchronous and synchronous interviews with 32 public school administrators from 20 countries. Findings identify six dimensions of AI use in managerial tasks: data analysis, planning, administrative support, content development, communication, and professional development. Additionally, AI assumes six roles in

decision-making and policy formation: facilitator, administrative supporter, policy developer, assessor, instructional designer, and risk manager. Participants report benefits such as increased efficiency, inclusivity, and personalized support from AI, alongside socio-personal challenges related to standardizing creative processes and to colonial influences in knowledge production. Framed by Hallinger and Murphy's instructional leadership model, the study also illustrates how AI contributes to defining school mission, managing instructional program, and fostering a learning climate. Despite AI's capacity to augment human leadership capabilities, our findings emphasize that essential human qualities such as empathy, ethical judgment, and social awareness remain irreplaceable.

İşik, M. (2025). **Impact of artificial intelligence and technology leadership on professional teacher development.** *The Journal of Educational Research*, 118(6), 622-631. <https://doi.org/10.1080/00220671.2025.2510386>

A mixed-methods approach was employed to investigate how balancing technological leadership with AI advancements is essential, considering its perceived usefulness (PU) and perceived ease of use (PEOU) by the application of the Technology Acceptance Model (TAM) and transformational leadership (TL) theory. The study utilized the TAM and Multifactor Leadership Questionnaire to measure the impact of PU and PEOU on Turkish universities. Using SPSS, correlation analysis revealed a strong and positive correlation between PU ($r = 0.769^{**}$), PEOU ($r = 0.865^{**}$), TL theory ($r = 0.941^{**}$), and Professional Teacher Development (PTD). The impact of the factors facilitating technology leadership and AI integration PEOU ($p = 0.000$) and transformational leadership ($p = 0.000$) is significant on PTD. In contrast, the impact of PU ($p = 0.102$) is insignificant on PTD. The AI-driven learning path for teachers' improvement is improved with the ability to integrate AI competence and improve the PTD outcomes.

Korkmaz Güler, N., & Yıldız, B. (2025). **Effectiveness and guidance of artificial intelligence chatbots in diagnosing exponential expression errors.** *The Journal of Educational Research*, 118(6), 547-567. <https://doi.org/10.1080/00220671.2025.2510387>

The aim of this study is to evaluate the capacity of ChatGPT-4 and Gemini chatbots in detecting and addressing students' misconceptions related to exponential expressions. Responses from nine students in southern Türkiye to a conceptual test on exponential expressions were analyzed by these chatbots. The findings indicate that both ChatGPT-4 and Gemini were partially successful in identifying and correcting students' misconceptions. However, ChatGPT-4 outperformed Gemini in this area. Both chatbots were able to provide appropriate guidance in certain cases. Nevertheless, ChatGPT-4 demonstrated superior ability in interacting with students and responding to their inputs. On the other hand, Gemini was more effective in offering accurate solutions and feedback. The study reveals that chatbots may encounter difficulties in detecting and correcting conceptual misunderstandings. To ensure the effective use of chatbots in educational settings, the study recommends the integration of synchronous and asynchronous classroom environments in which teachers can closely monitor student responses.

Le Pape, S. (2024). **Les nouvelles technologies au service du développement de la motivation pour l'activité physique : co-construction et effets d'un programme d'activité physique basé sur l'utilisation des jeux vidéo actifs sur le développement de l'intérêt en situation chez de jeunes adultes** (Theses, Université de Bretagne occidentale - Brest). Consulté à l'adresse <https://theses.hal.science/tel-05062012>

Face à la crise mondiale de l'inactivité physique, il est primordial de trouver des solutions pour engager durablement les individus dans des comportements actifs. Notre thèse examine les effets des nouvelles technologies, telles que les applications mobiles et les jeux vidéo actifs, sur la motivation et l'intérêt en situation chez les adultes. La première étude empirique de notre travail met en avant l'importance de la motivation autonome pour stimuler et maintenir l'activité physique à l'aide des applications mobiles. La seconde étude contribue à faire évoluer le cadre théorique de l'intérêt en situation vers celui de l'intérêt social en situation, incluant des dimensions collectives. Enfin, les troisième et quatrième études ont permis la co-conception, l'implémentation et l'évaluation d'un programme d'activité physique de 10 séances basé sur l'utilisation des jeux vidéo actifs par de jeunes étudiants physiquement inactifs. Nous observons une grande variabilité interindividuelle de la dynamique de l'intérêt en situation ainsi que des effets positifs sur l'activité physique au cours du programme. Notre thèse apporte des contributions significatives au cadre théorique de l'intérêt en situation, et met en évidence des éléments clés pour expliquer l'engagement et accompagner la conception de dispositifs stimulant la motivation pour l'activité physique chez les jeunes adultes inactifs. Elle souligne aussi l'importance d'une vision systémique pour promouvoir efficacement l'activité physique.

Liu, B., Liu, W., Zeng, W., & Peng, Y. (2025). **Exploring the application potential of generative artificial intelligence in high school geography teaching: Scenarios, limitations, and improvement strategies.** *The Journal of Educational Research*, 118(6), 674-687. <https://doi.org/10.1080/00220671.2025.2510396>

This study takes the application of generative artificial intelligence technology in high school geography teaching as the research object, aiming to explore its value, limitations and improvement strategies. The study first compares and analyzes the mainstream generative AI systems in China and the United States, and then explains the value of generative artificial intelligence in high school geography education in terms of personalized and adaptive learning, visualization and program simulation, feedback and evaluation efficiency. At the same time, its limitations in content accuracy, student dependence, ethical privacy, and technical fairness are also identified. In order to solve these problems, this paper proposes strategies such as enhancing AI accuracy, strengthening teacher training, solving ethical and privacy issues, and integrating multidisciplinary methods. Generative artificial intelligence has great application potential in high school geography teaching, but its development still needs to be optimized and improved in many aspects.

Méadel, C., & Silva, J. da. (2025, novembre 3). **Face à l'IA, l'enseignant ne doit pas se transformer en chasseur de fraudes, mais repenser sa pédagogie.** <https://doi.org/10.64628/AAK.cvc4cn49>

Former à l'intelligence artificielle générative, ce n'est pas enseigner une boîte à outils, c'est aider les étudiants à aiguiser leur esprit critique.

Meşe, E., Kuru, Ö., & Atay, D. (2025). **Facilitating student engagement through ChatGPT.** *The Journal of Educational Research*, 118(6), 632-642. <https://doi.org/10.1080/00220671.2025.2510394>

The release of ChatGPT has noticeably influenced English language instruction. While studies focus mainly on its effects on instructional practices and learning, the research into ChatGPT's potential to impact learner engagement is at a nascent stage. To address

this gap, the current qualitative study reports how utilizing ChatGPT in an online L2 writing course shaped students' cognitive, behavioral and emotional engagement and disengagement in an online writing course with tenth graders. We collected data through journals and semi-structured interviews. Our content analysis revealed students' persistent efforts to reach information, seek feedback and error correction underlied their behavioral engagement. Critical thinking, noticing gaps in their knowledge, and contemplating on the ways to exploit ChatGPT features marked their cognitive engagement. Finally, students were engaged with the tool with a curious and fun attitude on an emotional level. Our data yielded fewer disengagement patterns (e.g., overreliance and distrust). The study produced pedagogical implications.

Nadelson, L. S. (2025). **The use of generative artificial intelligence in K-12 education: An introduction to the special issue of the Journal of Educational Research.** *The Journal of Educational Research*, 118(6), 531-534. <https://doi.org/10.1080/00220671.2025.2514913>

To open this special issue of The Journal of Educational Research, I have collected a range of research reports on teaching and learning with generative artificial intelligence (GAI). To guide readers in exploring the contents of this special issue, I have provided a summary of each of the included research reports. I have organized the articles by educational context to provide readers with additional context for the articles and enhance the potential for translating the research into practice. I open and conclude my introduction by positioning the adoption of GAI as considering and exploring GAI in K-12 learning as an educational innovation and the opportunities and limitations for embracing GAI as a tool for learning and teaching.

Nadelson, L. S., Walthall, B., Faidley, E. W., & Filer, J. (2025). **Generative artificial intelligence in teaching and learning: Concerns, practices, and supporting students use.** *The Journal of Educational Research*, 118(6), 535-546. <https://doi.org/10.1080/00220671.2025.2511229>

As generative artificial intelligence (GAI) expands in complexity, offers diverse applications (i.e., text, graphics, sounds, music), and grows easier to access, it will inevitably impact K-12 teaching and learning. To document the phenomenon, we conducted a cross-sectional exploratory research project to document how teachers used GAI, how they supported their students' GAI use, their concerns and ethical considerations, and differences in these variables based on personal and professional demographics. We surveyed 131 K-12 teachers and found they tended to use GAI for a wide range of applications, were supporting their students' GAI use, including providing them with guidelines, had little or no GAI-related professional development, and differed in their GAI engagement by several personal and professional demographics including school location and grade level taught. We concluded the participants found value added in the use of GAI and perceived benefits for their students, as well as some ethical concerns.

OECD. (2025). **What are the trade-offs between learning and digital leisure outside of school?** *PISA in Focus*, (130), 1-7. <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.

Oğuz Haçat, S., & Kepceoğlu, İ. (2025). **Help of ChatGPT about math skills on the subjects of social studies.** *The Journal of Educational Research*, 118(6), 771-782. <https://doi.org/10.1080/00220671.2025.2510389>

Artificial intelligence (AI) is transforming education by enabling interdisciplinary learning and redefining how students approach complex tasks. This study employed a qualitative exploratory case study design with four 7th grade students who used ChatGPT to solve geographic and demographic problems requiring mathematical reasoning. Data were collected through chat logs, written responses, and semi-structured interviews. ChatGPT was found to support interdisciplinary learning by offering real-time computational help. Students with stronger critical evaluation skills verified ChatGPT's outputs, while others relied more heavily on them, sometimes accepting inaccuracies. AI tools like ChatGPT can enhance learning when used reflectively. This study advocates for AI literacy in curricula and emphasizes that AI should complement, not replace, human instruction.

Polok, K., Drózd, A., & Przybysz-Zaremba, M. (2025). **Teachers' opinions on the application of corpora in ICT and AI-aided foreign language education.** *The Journal of Educational Research*, 118(6), 663-673. <https://doi.org/10.1080/00220671.2025.2510381>

This study aims to investigate teachers' perspectives on the ICT and AI-aided incorporation of corpora in foreign language instruction. A corpus, defined as a collection of linguistic data available in a machine-readable format, encompasses diverse form types ranging from spoken to written language, contemporary to historical texts, and involving one or multiple languages. Qualitative data collection methods are employed in this study due to the complex nature of human interactions. Personal interviews are conducted to gather teachers' opinions, and the collected data are analyzed using qualitative description techniques. During the preparation of the surveys, the notions concerning the learners' interests and the ratio of their acceptance by the teachers on the one hand, and the ways AI propositions may be of help here are planned to be paid attention to. Also, Likert scales are employed to obtain generalization of the results. The findings indicate that corpora serve as valuable linguistic tools that offer innovative approaches to language learning. Additionally, it is indicated that—in the opinions of a number of the surveyed teachers—AI appears to be quite helpful in language learning, mostly by delivering personalized learning experiences that allow the learners to develop the language skills (in the sense understood by Gardner) at their own pace and focus on topics that interest them.

Poupard, M. (2025). **Curious and therefore not overloaded: towards an integrated understanding of curiosity and cognitive load in XR learning environments** (Theses, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-05315426>

Extended Reality (XR) technologies, including Virtual Reality (VR) and Augmented Reality (AR), are reshaping education by offering new ways to visualize and interact with complex knowledge domains, especially those requiring 3D content such as neuroanatomy. However, their pedagogical effectiveness remains contested, particularly due to contradictory findings regarding their impact on learners' intrinsic motivation and cognitive load. This doctoral research proposes an integrative perspective by bridging two major theoretical frameworks: Cognitive Load Theory (CLT),

which explains how cognitive resources are allocated during learning, and the Learning Progress Hypothesis (LPH), which posits that curiosity-driven exploration fosters intrinsic motivation and enhances learning. The core objective was to examine how XR can optimize learning by balancing cognitive demands with learners' intrinsic motivation. First, a systematic review highlighted how AR tends to decrease unnecessary cognitive demands, benefiting novices, while VR often risks cognitive overload. The review also identified significant methodological limitations in how intrinsic motivation is assessed, calling into question the assumed motivational benefits of XR. Building on this, an empirical study with medical students explored how different modes of interaction in VR affect curiosity, cognitive load, and learning. Results indicated that while VR generally enhanced learning, higher interactivity was not necessarily beneficial. Intrinsic motivation correlated strongly with germane cognitive load, suggesting a meaningful bridge between curiosity and cognitive load. A detailed analysis of participants' hand and head movements further demonstrated that movement entropy and exploration patterns can serve as behavioral indicators of curiosity-driven learning and cognitive engagement in immersive environments. An additional experiment investigated AR's potential to guide anatomical drawing tasks. Though direct learning gains were modest, AR significantly reduced extraneous cognitive load and increased learners' motivation and perceived usability. Individual factors such as visuospatial abilities and prior knowledge were found to moderate the effectiveness of these immersive interventions. The final part of the thesis brings together these empirical findings in a broader discussion, introducing a conceptual model that unifies CLT and LPH, empirically tested through structural equation modeling. This model highlights how intrinsic motivation and perceived learning progress dynamically interact with cognitive load to influence learning performance in XR-based learning. Altogether, this thesis provides new understanding of the balance between cognitive efficiency and motivational engagement in immersive learning, renewing research avenues in XR for education and offering valuable recommendations for educators and designers seeking to fully harness the potential of these technologies.

Smyslova, D., Jiang, S., Rosé, C. P., Ellis, R., Chao, J., & Li, Q. (2025). **Introducing generative AI with Markov Chains: Gendered patterns of competence in English Language Arts classrooms.** *The Journal of Educational Research*, 118(6), 701-715. <https://doi.org/10.1080/00220671.2025.2510409>

This study examined an intervention designed to foster high school students' AI literacy through foundational text generation models. Using Markov Chains as an entry point, the study supported students' understanding of predictive modeling and the probabilistic nature of AI-generated text. Using a mixed-methods approach, pre- and post-assessment showed significant gains in students' self-reported competence and understanding of AI text generation, while qualitative analysis highlighted improvements in recognizing how predictive models generate text sequences. However, findings suggested that while students developed a foundational understanding, they faced challenges in extending this knowledge to more advanced AI systems. Some misconceptions also persisted, including the belief that AI-generated text is random rather than probabilistic. Also, female students tended to underestimate their competence despite slightly higher learning gains. These findings underscore the need for structured scaffolding to bridge foundational and advanced AI concepts, ensuring students develop both technical understanding and critical evaluation skills.

Tang, B. H., Nguyen Tan, D., Nguyen, H. B., Ngo, B.-H., Vo, V. M. N., Nguyen, T. A. D., ... Vu, T. D. (2025). **Évaluation comparative des formations en ligne dans la perception des étudiants vietnamiens.** *Canadian Journal of Learning and Technology / Revue Canadienne de l'Apprentissage et de la Technologie*, 51(1), 56. Consulté à l'adresse <https://hal.science/hal-05361165>

Le Vietnam est classé à des étapes avancées dans l'adoption et l'usage des technologies de l'information et de la communication (TIC) dans le système éducatif, suivant les critères définis par l'UNESCO. Cependant, la plupart des établissements d'enseignement supérieur vietnamiens ne se limite qu'à l'investissement de matériels et équipements technologiques pour encourager les initiatives individuelles dans l'enseignement en ligne chez les enseignants universitaires, sans disposer de véritable politique institutionnelle de formation en ligne, incluant toutes les dimensions nécessaires dans l'intégration systémique des TIC. Ce qui les empêche d'atteindre un niveau d'efficacité suffisant et une cohérence d'ensemble. Cet article vise à présenter les résultats de l'étude des modèles de développement global du e-learning dans les établissements d'enseignement supérieur du monde entier, en particulier celui de l'Association européenne des universités d'enseignement à distance (EADTU), en vue de construire un modèle d'évaluation comparative de la politique institutionnelle du e-learning vis-à-vis de la perception des étudiants. Ce modèle a fait l'objet d'une enquête auprès de 460 étudiants de quatre établissements d'enseignement supérieur vietnamiens, avec le résultat d'analyse factorielle validant une version adaptée au contexte local.

Temiz, G., & Kafadar, E. N. (2025). **Utilization of AI-aided vocabulary teaching in K-12: A case study.** *The Journal of Educational Research*, 118(6), 716-723. <https://doi.org/10.1080/00220671.2025.2510400>

The innovative teaching of English as a foreign language (EFL) is rapidly being and will probably continue to be driven by the extensive incorporation of artificial intelligence (AI) in English language teaching (ELT). AI applications and AI-powered educational materials have the potential to enrich teaching and learning practices by taking up various roles, and vocabulary is one of them (Kessler, 2018). Considering this, this experimental research aims to evaluate the effect of an artificial intelligence tool (DALL-E) on the English vocabulary learning of first-grade primary school students. DALL-E produces visual outputs in line with the provided detailed commands. In that sense, the main focus of this research is to examine and compare the possible impact of using AI-powered vocabulary learning cards against the traditional use of word cards in vocabulary teaching to young learners. This research covers a ten-week implementation, which lasted four weeks in the 2023 fall term and six in the following term, and evaluates the differences between students' pretest and post-test scores in both the experimental and control groups that involved twenty students in each. The data were also strengthened with a delayed post-test conducted two weeks after the implementation. While the weekly word cards presented to the students in the experimental group were designed with the aid of the DALL-E artificial intelligence-supported Microsoft Design Creative AI program, traditional word cards, which are paper flashcards that lack color and object-related details, were employed in the control group. Regarding data analysis, tallying correct answers in percentage was performed in the first term, while Mann-Whitney U and Wilcoxon Signed-Rank tests were run on SPSS in the second term to detect within- and across-group differences between the groups. The results of this study showed a statistical significance in the post-tests of the groups. While the experimental

group performed better in the posttest during the first and second phases, there was no significant change in the delayed test, while the control group did the opposite and performed better with traditional flashcards. The study provided implications for educators, teachers, and relevant stakeholders to evaluate the possible ways of integrating AI-powered tools in vocabulary learning of K-12 students in English.

Tetteh, A., Armah, M., Foli, J., & Nkrumah, F. (2025). **Teaching elementary artificial intelligence: Can the CTCA improve students' learning outcomes?** *The Journal of Educational Research*, 118(6), 568-580. <https://doi.org/10.1080/00220671.2025.2510392>

This study aims to assess the impact of the Culturo-Techno-Contextual Approach (CTCA) on elementary school students' achievement in AI and their perceptions. The study used a mixed-method research design with an initial quasi-experimental design ($n = 105$) and a subsequent qualitative phase ($n = 5$). The students were taught some basic AI concepts as well as the role of AI in modern society. Data was gathered using the Artificial Intelligence Achievement Test (AIAT) and the CTCA Perception Interview Guide (CPIG). The study found a statistically significant difference in the achievement of students taught using CTCA ($M = 14.11$; $SD = 2.01$) compared to those taught using the lecture method ($M = 12.04$; $SD = 2.94$) in AI [$F(1, 102) = 103.01$; $p < .05$]. Further, the CTCA received acclaim among students for integrating lesson content with everyday life and using cultural illustrations. This study tentatively advocates for the integration of the CTCA into the curriculum.

Wall, V., Bedford, A., & Redmond, P. (2025). **Generative artificial intelligence in education: Initial principles developed from practitioner reflexive research.** *The Journal of Educational Research*, 118(6), 610-621. <https://doi.org/10.1080/00220671.2025.2510398>

This paper explores the use of Generative Artificial Intelligence (GAI) with chat-like functionality (CLF) in education, focusing on the secondary history classroom in an Australian context. It presents a reflexive iterative cycle of professional practice as the methodology for developing strategies using GAI, based on the author's experience and literature review. It proposes three principles for the effective and ethical use of GAI in education: teach students how to use GAI tools, teach to promote discernment and critical thinking, and teach for the whole human. It demonstrates how GAI can foster student capabilities across the curriculum, aligned with the Australian Curriculum General Capabilities as a means of contributing to the fast-changing conversation about the use of GAI tools in educational settings.

Woo, D. J., Guo, K., & Susanto, H. (2025). **EFL secondary students' use of ChatGPT for writing task completion pathways.** *The Journal of Educational Research*, 118(6), 596-609. <https://doi.org/10.1080/00220671.2025.2510382>

This study examines the content and sequencing of prompts that English as a foreign language (EFL) secondary students used with no prior instruction to complete a writing task using ChatGPT. Four cases illustrated students learned to craft prompts to guide the chatbot's text generation through individual trial-and-error, taking pathways that varied in sophistication. We found six distinct types of prompt content and some sophisticated combinations of that content such as natural language instruction with a question and an input data exemplar. We observed students take from five to 12 turns to complete the writing task. However, we also observed that no student had used all prompt types and each student had used a different combination of prompt types to complete the task. Findings evidence the need for explicit prompt engineering education in EFL writing

classrooms rather than leaving students' prompting to individual exploration. With personalized and collaborative instruction on prompt content, sequence and capabilities, students can become more strategic, sophisticated collaborators with ChatGPT on writing tasks.

Orientation scolaire et professionnelle

Boring, A. (2025, octobre 31). **Higher education: why women in France are less likely to pursue science than men.** <https://doi.org/10.64628/AAK.ee46c6uyk>

A recent survey suggests that young women in France, who are held back by gender stereotypes, may also be eschewing scientific fields because they prioritise subject passion more often than men.

Tang, L., Ruan, N., & Zheng, G. (2025). **Exploring Chinese doctoral graduates' career choices and gender differences through the lens of rational choice theory.** *Higher Education*, 90(4), 979-999. <https://doi.org/10.1007/s10734-024-01361-4>

The expansion of doctoral education systems globally has spurred increased research into doctoral employment; however, there is a paucity of gender-based perspectives on the decisions of those who have entered the academic profession. This study delves into the career reflections of academics within the Chinese context, aiming to uncover gender differences in career choice of academic profession. Relying on the rational choice theory and a case study approach, the researchers conducted semi-structured interviews with 40 academics (21 men and 19 women) at a prominent Chinese research university. Data analysis revealed that participants' inclination towards an academic profession emerged from a nuanced assessment of preferential and constraining factors. Preferences were rooted in the potential for personal growth, better employment prospects within academia, societal expectations and a sense of comfort with the academic milieu. Furthermore, the discord between university research training and non-academic sector demands, coupled with the potential for disruption in personal research interests, created barriers to entering non-academic fields. Notably, this study unveils significant gender-based differences, with career prospects, societal norms, resource availability and gender biases all varying markedly between male and female academics in the context of Chinese society. The study's findings about these gendered career considerations suggest that traditional Chinese culture may exert a profound influence on career trajectories, which calls for further investigation into how such cultural factors shape gender-specific career paths within China.

Politique de l'éducation et système éducatif

Agence exécutive européenne pour l'éducation et la culture (Commission européenne), Baïdak, Nathalie, Kocanova, Daniela, Pierantoni, Laura, & Riiheläinen, Jari Matti. (2025). **Entrepreneurship education at school in Europe: 2025: Eurydice report.** Consulté à l'adresse <https://data.europa.eu/doi/10.2797/0693204>

Entrepreneurship is one of the eight key competences for lifelong learning defined at European level. It empowers young individuals to navigate the complexities of an ever-evolving world, fostering innovation and equipping them with the skills necessary to

tackle economic, social, and environmental challenges. This report provides a comprehensive overview of entrepreneurship education at school in Europe, examining policy frameworks, curriculum integration, and the provision of practical entrepreneurial experiences, as well as teacher and school leader training. The report is supplemented by a detailed annex, which presents additional data and insights on curriculum integration and teacher competence frameworks. Covering 36 European countries, including all 27 EU Member States, as well as Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, Norway, Serbia, and Türkiye, this report offers a unique perspective on the state of entrepreneurship education across the continent.

Barhoumi, M., Brun, L., & Serre, P. (2025). **Les effectifs dans le premier degré : 6,155 millions d'élèves scolarisés à la rentrée 2025** [Application/pdf]. *Note d'information*, (25.58), 1-2. <https://doi.org/10.48464/NI-25-58>

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 %). Les effectifs diminuent plus fortement en élémentaire (- 1,8 %, - 72 600 élèves) qu'en préélémentaire (- 1,6 %, - 35 100 élèves). Toutefois, par rapport à la rentrée précédente, cette baisse s'accroît davantage dans le préélémentaire que dans l'élémentaire. En élémentaire, elle concerne tous les niveaux. En préélémentaire, seul l'effectif des enfants âgés de 4 ans en 2025 ne diminue pas. Ces évolutions sont avant tout le reflet de la baisse des naissances. Les effectifs d'élèves bénéficiant des unités localisées pour l'inclusion scolaire (ULIS) progressent (+ 0,9 %, + 500 élèves). La baisse des effectifs est plus forte dans le secteur public que dans le secteur privé sous contrat (- 1,8 % contre - 1,3 %) malgré une baisse relativement plus marquée par rapport à l'an dernier dans le secteur privé. Les taux de redoublement se stabilisent, sauf en CP où ils augmentent de 2,7 % à 3 %.

Bencze, J. L. (2025). **Science education for growing networks of critique and altruism: striving for increased social justice and environmental vitality**. *International Journal of Science Education*, 47(15-16), 2071-2092. <https://doi.org/10.1080/09500693.2025.2460048>
In the 1998 policy document, *Beyond 2000*, authors suggested that school science tends to prioritise education of few potential scientists. Apparently, little has changed since then. Given multiple apparent crises, however, like the climate emergency, it seems imperative that school science (or 'STEM') education be dramatically transformed to prioritise social justice and environmental vitality ('ecojustice'). This, however, seems challenging. School systems appear enmeshed in tightly-woven networks of living, nonliving and symbolic actants apparently generally collaborating to maximise elites' profits while compromising wellbeing of most other (a)biotic things. After elaborations of claims like those above, however, a science/STEM education framework that aims to help develop cultures of 'critical altruism' promoting increases in 'ecojustice' is described and critically defended. Some elements of this programme may be useful – albeit with caveats – to curriculum developers with similar goals. It prioritises direct instruction about apparently problematic relationships among fields of STEM and societies and environments and preparation of students for implementing their well-researched actions to help overcome issues in such relationships concerning them. Although this pedagogy seems to have had successes, it also appears that much work is needed to help spread values inherent to it across larger, perhaps more global, material-semiotic networks.

Bergh, A., Murphy, M., & Nylund, M. (2025). **The rise of law in education - exploring three drivers of juridification in the context of a changing welfare state.** *Journal of Education Policy*, 40(6), 1062-1080. <https://doi.org/10.1080/02680939.2025.2517683>

This article takes as its starting point that governments in different countries increasingly tend to use legal means to solve societal problems and argues that this tendency reflects broader changes in the welfare state. While previous critical studies of education policy have contributed important knowledge on governance changes, the impact of the legal system has, however, until recently remained an outlier. By synthesising links between different theoretical and empirical contributions, the purpose of this article is to identify and explore key historical drivers for the development of juridification. The guiding research question is: Why juridification of education now – and how? To approach it, three interrelated and interwoven international trends are outlined: marketisation, accountability and human rights. The article contributes knowledge on how these three drivers have created contextual opportunities for juridification to develop, and invites further examination by the growing community of researchers dedicated to exploring juridification of and in education.

Bleiklie, I., Frølich, N., & Michelsen, S. (2025). **Investigating the dynamics of managerial dialogue in HE merger reform.** *Higher Education*, 90(4), 1175-1195. <https://doi.org/10.1007/s10734-024-01371-2>

The paper argues that the empirical study of public policy making almost exclusively deals with structural arrangements and power relations, while giving insufficient attention to how policy entrepreneurs in government develop policy initiatives through venue selection, framing, and dialogue. Drawing on insight from theories of public policymaking and organizational decision-making, public management, and on data from a case study of higher education merger reform in Norway, the article provides a conceptual and empirical contribution by suggesting the significance of managerial dialogue — highlighting a specific combination of dialogue, power asymmetries, managerialism, and venue selection as important elements in higher education reform policymaking.

Brandler-Weinreb, J. (2025). **Enfants, sujets politiques - les jeunes generations face a la crise du covid.** Consulté à l'adresse <https://editions-croquant.org/hors-collection/1108-enfants-sujets-politiques-les-jeunes-generations-face-a-la-crise-du-covid.html>

Sens et intérêt de la publication Quand une enfant de 11 ans, vivant en quartier prioritaire, nous dit à propos du confinement « On ne peut pas sortir donc c'est un peu nul mais c'est utile car les cas de coronavirus diminuent », elle nous renseigne sur la politique gouvernementale et l'expérience qu'elle en fait. Lorsque d'autres racontent les actes d'entraide et de solidarité dans les quartiers, et l'organisation collective de la vie de l'immeuble pendant la pandémie de covid, ils et elles portent un regard sur la société et sur son fonctionnement. Les enfants sont des sujets politiques. Cet ouvrage s'intéresse à la manière dont les jeunes générations « prennent part » à la vie de la cité. Il nous plonge dans les transformations générées -ou aggravées- par la crise sanitaire, à travers leur vécu de cette situation inédite où l'État s'est introduit dans toutes les sphères de la vie quotidienne. Car peu de place est faite à leur parole dans les travaux en sciences humaines et sociales. La plupart interrogent le point de vue des adultes, parents ou professionnels qui les accompagnent. Leurs expériences sont rarement comprises à partir de leurs propres perceptions. Et pourtant, en leur proposant un espace à soi individuel, et dans le collectif, les enfants s'expriment et racontent avec finesse leur lecture du monde habité. Les « carnets intimes » d'enfants, sur leur quotidien en pandémie, sont l'un

des dispositifs méthodologiques que nous avons créés pour accueillir cette parole et la rendre visible. Ils abordent la peur ressentie face à l'incertitude, l'inquiétude vis-à-vis de la situation des parents, le maintien des liens amicaux via les jeux vidéo, les changements dans le quartier devenu source de danger potentiel et un espace sous contrôle policier, sans oublier la difficile école à la maison et « le sentiment de ne plus être libre ». Mais, si la situation a provoqué une perte de repères et de confiance en l'avenir, ces carnets montrent aussi leur capacité à résister et à agir face aux situations sociales et politiques que nous vivons. Dans une démarche sociologique qui s'intéresse autant au sens qu'au sentiment, ce livre considère les enfants comme les citoyens « à part entière » qu'ils et elles sont. Il limite la vision adulte-centrée du vécu des jeunes générations, pour favoriser une autre mise en récit des quartiers et des réalités vécues par les habitants. C'est une contribution à l'étude de la citoyenneté des enfants et des jeunes des milieux populaires, et à celles qui s'intéressent à la manière dont elle se construit « à hauteur d'enfant ». Enquête et dispositifs participatifs 1Projet SCIVIQ (2020-2022) : Ce travail sur la citoyenneté des jeunes générations est issu d'une première recherche-action participative (le projet SCIVIQ -Solidarités, Citoyenneté et Vivre- ensemble face à la Covid-19) qui interroge les dynamiques à l'oeuvre dans les quartiers, en temps de crise sanitaire. En multipliant les points de vue, la sociologue est partie à la rencontre des habitants et des habitantes des quartiers populaires d'une banlieue bordelaise (2 quartiers prioritaires de la commune de Lormont) et de leur expérience de la crise. Cette recherche-action s'intéresse aussi au vécu des professionnels et bénévoles de l'action publique. Elle repose sur une enquête ethnographique mobilisant les outils classiques de la sociologie qualitative (entretiens, observation et carnets de terrain) et donnant lieu à la création de dispositifs participatifs pour laisser les enquêtés se définir eux et elles-mêmes. Parmi ceux utilisés auprès des enfants et des jeunes : les carnets d'enfants (une collaboration avec un collège des quartiers enquêtés : 25 élèves d'une classe de 6ème, âgés de 10 à 12 ans , 200 pages de témoignages écrits et dessinés) les causeries (temps d'échanges informels organisés avec les professionnels et les élèves, sur leur vécu de la pandémie , mise en récit collective des vécus individuels , ont donné lieu à des illustrations) les reportages photographiques (démarche de recherche-crédation avec le collectif LesAssociés , les habitants devenus guides de leurs expériences , des photographies du vécu pandémique, des ressources mobilisées (objets, espaces, relations) et des différents « chez soi »)

Brooks, R., & Timms, J. (2025). **Institutional constraints to higher education datafication: an English case study**. *Higher Education*, 90(4), 1049-1063. <https://doi.org/10.1007/s10734-024-01363-2>

Strong claims are made by both higher education policymakers and institutional leaders about the advantages that can be brought about through 'datafication' (i.e. the quantification of human activities through digital means). Nevertheless, we know relatively little about how university cultures and processes may impinge on the rolling out of data practices, particularly in relation to administrative data (rather than that collected through learning analytics and other forms of user-generated data). This article draws on a particular case study—of attempts to widen participation to 'sandwich courses' in English higher education institutions—to argue that, in some areas of activity at least, institutional constraints serve to limit datafication substantially, including insufficient time and infrastructure, the prioritisation of data required for other purposes (typically national assessment exercises) and the role of institutional cultures. Cognisant of various problems associated with quantification, the article nevertheless contends that

the barriers to the effective use of metrics identified in this research may have a direct impact on institutions' capacity to recognise and address social inequalities.

Buisson-Fenet, H., Burn, K., & Dumay, X. (2025). **Paths to Employment Liberalization in England and France**. In X. Dumay (Éd.), *The Liberalization of Teacher Employment Regimes in Europe* (p. 110-137). <https://doi.org/10.1093/9780197761717.003.0005>
Chapter 4 focuses on the evolution of teacher employment regimes in England and France. It documents and discusses the evolution of the employment regime from the perspective of human resource management norms and practices, the forms of employment and work flexibilization, and the distribution of teachers with flexible work and employment conditions in the education system. The findings are discussed in terms of their contribution to the theory of employment flexibilization, the precariousness of work and employment, and the intersections between educational and employment inequalities.

Caraglio, M. (2025). **Les élèves en situation de handicap** (3ème édition). Consulté à l'adresse <https://www.quesaisje.com/les-eleves-en-situation-de-handicap-0>
Tous les enfants ont le droit d'être scolarisés. Pourtant, ce droit a longtemps été dénié aux élèves handicapés. Comment l'école leur a-t-elle ouvert ses portes ? Doivent-ils être scolarisés en milieu ordinaire ou en établissement médico-social ? Quel rôle ont joué les orientations internationales et l'arsenal législatif, dont la dernière loi de 2013 ? Mais au fait : qui sont les élèves en situation de handicap ? Autant de questions que pose Martine Caraglio, qui brosse ici un historique et un panorama des politiques actuelles, fondées sur un nouveau modèle : celui de l'inclusion. Ce paradigme prône une adaptation de l'environnement à l'élève, parce que le handicap n'est pas une anomalie mais le résultat de l'interaction entre la personne et son environnement.

Carlbaum, S., Lindgren, J., Benerdal, M., & Rönnerberg, L. (2025). **Navigating legal discourses in quasi-markets: juridification and privatisation in Swedish local preschool governance**. *Journal of Education Policy*, 40(6), 979-999. <https://doi.org/10.1080/02680939.2025.2452202>
The education sector has been increasingly affected by legal discourse, new managerialism, litigation, burgeoning regulation and accountability involving inspections and audits, and rises in lawsuits. These processes have been described as juridification and have complex effects. In this paper we focus on juridification's impact on preschool governance during times of increased privatisation in Sweden. We aim to unpack links between juridification and privatisation by analysing the multifaceted issues of how law, litigation and legal discourse become manifested and are navigated by various actors in local preschool quasi-market governance. The results show how intricate connections between juridification and privatisation tend to make public and private relations more legalistic, contract-based and competitive. Juridification and privatisation also increase conformity in terms of, for instance, pedagogical profiles, practices and organisational structures. In addition, these inter-related processes promote and largely benefit corporate group formation and expansion as legal knowledge and economic resources to navigate local preschool quasi-market governance become increasingly essential. This starkly contrasts with the core ostensible objectives of privatisation and marketisation reforms – to promote diversity, pluralism, and a wide range of preschool options for parents.

Casta, A. (2025). **Le développement de l'enseignement supérieur privé : état des lieux et questions soulevées.** *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Chambard, O. (2025). **L'éducation à l'« esprit d'entreprendre » : de la dé-scolarisation à la dé-professionnalisation.** *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Charpentier, P., & Ferrière, S. (2025). **Les inégalités scolaires à Mayotte et à La Réunion : vers des pratiques plus équitables.** <https://doi.org/10.61736/BPMJ7224>

Si les enquêtes internationales confirment depuis des décennies le rôle déterminant du milieu socioéconomique dans la réussite scolaire, les inégalités territoriales apparaissent comme un facteur prééminent. C'est notamment le cas dans les territoires ultramarins, souvent marginalisés au niveau des politiques publiques, comme le soulignent de nombreux rapports institutionnels. Cet ouvrage collectif, porté par plusieurs enseignants-chercheurs du laboratoire ICARE (Institut coopératif austral de recherche en éducation), à Mayotte et à La Réunion, propose une analyse des inégalités scolaires et d'apprentissage, en croisant des dimensions sociales, linguistiques, culturelles et territoriales. Il s'appuie sur des enquêtes de terrain qui mettent au jour les tensions entre prescriptions institutionnelles et réalités locales, tout en valorisant les initiatives pédagogiques et les ressources locales. Les contributions qui composent cet ouvrage abordent, entre autres, les enjeux de la formation initiale et continue, la professionnalisation des enseignants, les pratiques langagières en contextes plurilingues, et la nécessaire contextualisation des supports et des pratiques éducatifs. En articulant les apports de la recherche et les voix d'acteurs de terrain, les auteurs offrent des pistes concrètes pour mieux comprendre les défis d'un système scolaire confronté à la diversité des contextes. Ils invitent également à interroger les normes, à reconnaître les compétences parfois invisibilisées, et à penser ces situations en marge comme des lieux et des situations d'innovation et de transformation. En ce sens, cet ouvrage s'adresse autant aux étudiants qu'aux chercheurs, formateurs et professionnels de l'éducation désireux de découvrir ces deux départements et leurs spécificités ainsi que des perspectives croisées en matière d'égalité éducative, afin d'aspirer à une école plus inclusive.

Claeys-Kulik, A.-L., Jorgensen, T. E., & Kukuruzza, L. (2025). **Universities and competitiveness.** Consulté à l'adresse European University Association website: <https://eua.eu/publications/reports/universities-and-competitiveness.html>

Cooper, G., Fricker, A., & Gough, A. (2025). **Promoting First Nations science capital: reimagining a more inclusive curriculum.** *International Journal of Science Education*, 47(15-16), 1972-1985. <https://doi.org/10.1080/09500693.2024.2354077>

This article offers a critical examination of First Nations perspectives in the newly revised Australian Science Curriculum. Despite recent revisions, our analysis indicates that the curriculum continues to marginalise and overlook the rich scientific contributions of First Nations communities in Australia. We employ a science capital lens to probe the design of the curriculum. While the curriculum incorporates elaborations related to First Nations contexts, they are offered to educators as optional, or only intended to be embedded through content descriptions as a cross-curriculum priority. Our research proposes the possibility of a transformative curriculum, one that better acknowledges and embeds First Nations science capital. Emphasising the need for local relevance, this approach

advocates for co-constructing learning experiences with First Nations communities and repositioning First Nations perspectives in the curriculum. The study explores the dynamics of collaborating with First Nations stakeholders in curriculum design, highlighting how such partnerships can enrich the exchange of science capital and contribute to a more holistic science education. This integration is crucial for preparing all students to navigate and contribute to the increasingly diverse and multicultural dimensions of society-which include different perspectives of science and science capital, and ultimately promotes a more inclusive science education.

d'Argenlieu, L. (2025, novembre 10). **Le collège unique, une ambition révolue ?** <https://doi.org/10.64628/AAK.j7h5j4wac>

Vu comme l'un des derniers chaînons d'égalité des chances et d'ascenseur social, l'idéal du collège unique se fissure.

David, M. (2025). **Tous et toutes capables, à l'université aussi ?** *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Delahunty, T. (2025). **Unearthing the coloniality of neoliberalised curricular discourses to promote a public orientation towards secondary science education.** *International Journal of Science Education*, 47(15-16), 2003-2022. <https://doi.org/10.1080/09500693.2024.2374539>

Considering the challenges facing curricula in science education forces a reckoning with neoliberalism and its transmogrification of education, generally. Science, which has contributed significantly to humanity, is exalted in neoliberal secular discourse and forms a key pillar of social policy governance. However, the progress and innovation attributed to scientific education, within the broader STEM agenda, must be read against the rise in societal inequalities wrought by far-right hostilities and the general erosion of democratic principles in the milieu of neoliberal policy making. This is especially prescient for science curricula given the widespread crystallisation of scientism in society and its role in framing anti-equality arguments. This must also be situated against the broad resistance movements that have arisen, demonstrating the resilience and promise from alternative perspectives such as decoloniality. While decolonial theory reckons with the epistemological violence of science, these perspectives remain underdiscussed in STEM fields. This is necessary for contemporary science curricula given the broader neoliberal erosions of public education that champion instrumentalism and mass measurement in the name of capitalism. This forms the impetus for this conceptual article which presents a decolonial consideration of recent curricular discourses in science.

Démocratiser l'enseignement supérieur et la recherche. (2025). *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

DEPP. (2025). **L'état de l'École 2025**. Consulté à l'adresse Ministère de l'Education Nationale website: <https://www.education.gouv.fr/l-etat-de-l-ecole-2025-451742>

Dans la nouvelle édition de L'état de l'École, retrouvez les principales synthèses sur le système éducatif français établies à partir des indicateurs statistiques les plus pertinents.

Dieusaert, P., Juzdzewski, L., Leduc, A., & Miconnet, N. (2025). **Les effectifs dans le second degré : 5,621 millions d'élèves scolarisés à la rentrée 2025** [Application/pdf]. *Note d'Information*, (25.59), 1-2. <https://doi.org/10.48464/NI-25-59>

À la rentrée 2025, les établissements publics et privés sous contrat du second degré du ministère chargé de l'éducation nationale accueillent 5,621 millions d'élèves, soit un effectif global inférieur de 0,3 % à celui de la rentrée 2024 (- 14 700 élèves). La baisse est portée par le secteur public (- 13 000 élèves, - 0,3 %) tandis que les effectifs sont quasi stables dans le secteur privé (- 1 800 élèves, - 0,1 %). Ce sont principalement les effectifs du collège qui diminuent sous l'effet de la baisse démographique. Au lycée, un effet démographique conduit, à l'inverse, à la hausse des effectifs. Celle-ci s'observe dans les formations professionnelles (+ 11 500 élèves, + 1,8 %) et est renforcée par le recul des taux de sortie en cours de formation dans la voie professionnelle. Les effectifs dans la voie générale et technologique sont quasi stables (+ 900 élèves, + 0,1 %) en partie du fait de taux de redoublement en très légère baisse.

Dumay, X. (2025a). **Introduction: The Liberalization of Teacher Employment Regimes in Europe.** In X. Dumay (Éd.), *The Liberalization of Teacher Employment Regimes in Europe* (p. 1-21). <https://doi.org/10.1093/9780197761717.003.0001>

Across the globe, the teaching profession is facing major challenges that raise important questions about its role in promoting educational quality and equity. These issues have found great resonance in the context of the European Union, especially in the past twenty years. In this introductory chapter, Xavier Dumay reviews key public debates about the teaching profession and research on the globalization of teacher policy and teacher labor markets. He then outlines the book's approach to capturing changes in the employment regime for teachers in the European Union and their consequences for the precariousness of teachers' employment and working conditions. The central thesis is that teacher workforces in many systems are undergoing a period of reorganization of their professional and employment status shaped by the interactions between European, national, and local dynamics. Finally, he discusses the methodological challenges of a comparative multiscalar approach to teacher policy and employment regimes.

Dumay, X. (2025b). **Researching the Liberalization of Teacher Employment Regimes: Theoretical Foundations and Research Design.** In X. Dumay (Éd.), *The Liberalization of Teacher Employment Regimes in Europe* (p. 22-50). <https://doi.org/10.1093/9780197761717.003.0002>

Chapter 1 outlines the theoretical underpinnings and research design of the book. First, it introduces the sociological and historical new institutionalisms (NI) that are used to understand the political and institutional embeddedness of teacher labor markets and their reforms. Sociological NI concerns the institutional construction of political discourses and regulatory instruments in the field of EU governance and the intersection between EU and national policies and professional fields, whereas socioeconomic NI looks at the trajectories of institutional change in teacher labor markets and the political and institutional embeddedness of teachers' careers. The theoretical framework thus seeks to analyze the interplay between two types of institutional trajectories: the developmental trajectory of the teacher policy field, and the institutional trajectories of liberalization of the teacher employment regime. Second, it presents the research design and analytical strategy developed to analyze the ongoing interactions between teacher policy trajectories and employment regimes.

Dumay, X., & Sorensen, T. B. (2025). **Conclusion: The Liberalization of Teacher Employment Regimes in Europe.** In X. Dumay (Éd.), *The Liberalization of Teacher Employment Regimes in Europe* (p. 189-206). <https://doi.org/10.1093/9780197761717.003.0008>

This concluding chapter discusses the most important findings of the volume from three perspectives: the Europeanization of teacher policy, the pathways of teacher reforms and the liberalization of employment regimes, and their implications for professionalism and educational inequalities. In theoretical terms, the chapter discusses the contribution of this volume to political sociology, the sociology of work and employment, and the sociology of education. It highlights the epistemic gains of considering contemporary globalization processes in the analysis of issues related to the teaching profession and how new institutionalist perspectives add to the sociology of work and education, which have tended to focus on the deprofessionalization thesis, as well as to the mainstream economics of education, which emphasizes the analysis of teacher quality and effectiveness.

Farges, G., Bertron, C., Mathou, C., Sarazin, M., & Dumay, X. (2025). **The Fragmentation and Precarization of Teachers' Careers in England and France**. In X. Dumay (Éd.), *The Liberalization of Teacher Employment Regimes in Europe* (p. 138-162). <https://doi.org/10.1093/9780197761717.003.0006>

Chapter 5 examines the intersections between the evolution of employment regimes and the transformation of teachers' career trajectories in England and France. It revisits the comparison between market and bureaucratic employment regimes from the perspective of teachers' career trajectories. A fragmentation of careers is observed in both systems, reflecting in England the development of organizational internal labor markets and in France the dualization of teachers' careers and the gradual deinstitutionalization of teachers' employment and professional status. The consequences of these two forms of fragmentation on the development of teaching professionalism are discussed.

Fazio, X. E., & Campbell, T. (2025). **Science curriculum-making for the Anthropocene: perspectives and possibilities**. *International Journal of Science Education*, 47(15-16), 2113-2133. <https://doi.org/10.1080/09500693.2024.2351598>

This paper illuminates how science curriculum-making can be reinvigorated to address urgent local and global socioscientific issues that centres place as an interconnected part of larger socio-ecological and socio-technical systems. Given how industrial and capitalistic extractive practices have pushed the planet beyond its complex life-sustaining limits, we draw on theoretical perspectives that recognise schools as complex systems, nested within local, regional, and global social-ecological-technological systems. Science curriculum-making in these systems prompts dialogue regarding knowledge and competencies required to address planetary sustainability, as well as ontological questions connected to systems, relations, and responsibility. Consequently, schools are important places for curriculum enactment practices. Furthermore, teachers, students, administrators, and school community members are enmeshed with local ecologies that are constituted in the cultural, material, and social arrangements found in or brought to a school and its local community. In our work, we draw on a curriculum commonplaces perspective to investigate curriculum-making practices. Specifically, we use empirical data from two cases of elementary and secondary science teachers developing and enacting curriculum and adopt a philosophical-empirical deductive approach illustrative of how to apply complexity theory, systems thinking, and associated ontological and epistemological views to practical reasoning of science curriculum-making for schools.

Felouzis, G., Fouquet-Chauprade, B., & Revaz, S. (2025). **Comment réformer l'école ? : Perspectives en sociologie des politiques éducatives**. Consulté à l'adresse <https://pur-editions.fr/product/10262/comment-reformer-l-ecole>

Comment réformer l'école ? En fonction de quelles idées, de quelles visées et en mobilisant quels moyens et quels instruments ? Répondre à ces questions est complexe tant les inerties sont grandes, les acteurs nombreux et les chemins à emprunter tortueux. L'ouvrage explore ces chemins en s'interrogeant sur les processus de fabrication des politiques éducatives, en lien avec les idées et intérêts des acteurs qui les façonnent, mais aussi avec les institutions dans lesquelles leur action se développe. Il présente des cas nationaux variés — France, Suisse, Belgique, Albanie, Québec — dans la perspective d'identifier les processus communs et les spécificités de chacun. Ils interrogent les logiques d'action et les stratégies des acteurs, les référentiels sur lesquels ils s'appuient et le poids des institutions dans lesquelles les politiques s'inscrivent.

Ferrare, J. J., Waddington, R. J., Zimmer, R., & Berends, M. (2025). **The Impacts of Virtual Charter High Schools on Secondary and Postsecondary Outcomes: Opening Up the Black Box**. *Educational Researcher*, 54(8), 449-460. <https://doi.org/10.3102/0013189X251337417>

As demand for virtual schools continues to grow in the wake of the COVID-19 pandemic, there is a pressing need to understand how these schools influence long-term student outcomes. Utilizing administrative data from Indiana, this article estimates the impacts of virtual charter high schools on high school graduation, dropout, and college enrollment and contrasts these results to the brick-and-mortar charter high schools in the state. Using a matching cell fixed-effect design, we find that students who switched from a traditional public school in eighth grade into a virtual charter high school experienced large, negative impacts across all these outcomes. A mediation analysis found that variation in class size and school-level course-taking patterns explain a substantial portion of these impacts.

Frouillou, L. (2025). **Parcoursup : instrument d'une extension implicite de la sélection à l'entrée dans le supérieur**. *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Gani, D. (2025, novembre 6). **Segpa : un dispositif concentré dans les collèges publics urbains et défavorisés**. Consulté 10 novembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/11/06/segpa-un-dispositif-concentre-dans-les-colleges-publics-urbains-et-defavorises/>

À la rentrée 2024, un collège sur cinq propose une section d'enseignement général et professionnel adapté (Segpa), accueillant 2 % des collégiens, majoritairement des garçons. Destinées aux élèves présentant des difficultés

Gardiès, C. (2025). **Recherches pour la société : tensions et perspectives**. *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Girard, H., & Eloire, F. (2025). **Les classements universitaires ou la fabrique des inégalités disciplinaires**. *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Göçen, A., & Döğler, M. F. (2025). **A global perspective on artificial intelligence in educational leadership.** *The Journal of Educational Research*, 118(6), 752-770. <https://doi.org/10.1080/00220671.2025.2510397>

This exploratory case study investigates how artificial intelligence (AI) is integrated into school leadership through asynchronous and synchronous interviews with 32 public school administrators from 20 countries. Findings identify six dimensions of AI use in managerial tasks: data analysis, planning, administrative support, content development, communication, and professional development. Additionally, AI assumes six roles in decision-making and policy formation: facilitator, administrative supporter, policy developer, assessor, instructional designer, and risk manager. Participants report benefits such as increased efficiency, inclusivity, and personalized support from AI, alongside socio-personal challenges related to standardizing creative processes and to colonial influences in knowledge production. Framed by Hallinger and Murphy's instructional leadership model, the study also illustrates how AI contributes to defining school mission, managing instructional program, and fostering a learning climate. Despite AI's capacity to augment human leadership capabilities, our findings emphasize that essential human qualities such as empathy, ethical judgment, and social awareness remain irreplaceable.

González, Á., Horn, A., & Pérez, M. (2025). **A decade of the Superintendence of education in Chile: emerging juridification influence on principals' professionalism.** *Journal of Education Policy*, 40(6), 1022-1038. <https://doi.org/10.1080/02680939.2025.2560372>

In Chile, the creation of the Superintendence of Education over 10 years ago, whose main function is to oversee compliance with laws, regulations, and protection of rights, as well as provide citizens with a formal procedure to present complaints about situations that occur within schools, has contributed to emerging juridification. As compliance and complaints fall under the responsibility of school principals, this paper analyzes how they experience juridification and the main tensions that arise in relation to their professionalism through a qualitative case study with eight school principals, exploring their perception of the influence of the Superintendence in the school system, along with challenges that it has implied for their work. Results suggest increasing complexity and bureaucracy of procedures to managing conflicts internally and avoiding the threat of complaints, imposing a legal logic over an educational one, while families wield a new power that weakens the ability to reach agreements with representatives of the school, instead escalating the problem with the Superintendence. Implications of this emerging juridification are discussed in relation to principals' professionalism, particularly regarding conflict management, risk avoidance and the incorporation of highly bureaucratized processes into their management practices due to the predominance of the legal discourse.

Gourlay, H., & Mujtaba, T. (2025). **Reviewing the role of the physics curriculum and its assessment in post-16 gender disparities.** *International Journal of Science Education*, 47(15-16), 2045-2070. <https://doi.org/10.1080/09500693.2024.2397001>

Physics drives innovation, addressing humanity's problems. Learning physics should be an entitlement for all, but access to the physics curriculum is currently inequitable, frequently being perceived as androcentric and Eurocentric. The proportion of girls taking Advanced Level Physics in England has remained low over the last 30 years. We describe changes to the secondary curriculum and its assessment in England from the 1980s onwards, reviewing research about how these changes might affect girls' physics uptake. Arguably, curriculum and assessment decisions have a gatekeeping effect,

locking many students out of physics. Research indicates that the science curriculum and its assessment create challenges for girls in accessing physics and identifying as physicists. Whilst introducing balanced science (including biology, chemistry, and physics) to age 16 prevented stereotypical choices at age 14, curriculum content was viewed by young people and teachers as inflexible, irrelevant, lacking debate, and repetitive. Consequently, changes were made. However, the desired improvement in girls' physics uptake did not happen and subsequent curriculum changes restored the status quo. Policymakers should work more closely with practitioners, including experts from underrepresented groups, when making changes, using research and pupil voice to inform them, to improve inclusion and diversity.

Greco, M. A. (2025). **Pronouns, Dignity, and Academic Freedom: How Inclusive Classrooms Advance the University's Epistemic Mission.** *Educational Theory*, 75(6), 985-1001. <https://doi.org/10.1111/edth.70049>

On the standard picture, membership in the set of utterances "academic speech" is both necessary and sufficient for an utterance to enjoy the protections of academic freedom. In this article, I challenge the sufficiency claim by showing that there are significant epistemic and pedagogical benefits to be had by delineating a class of utterances that qualify as academic speech but that are not entitled to academic freedom protections. To this end, I adopt Eamonn Callan's (2016) distinction between "intellectual safety" and "dignity safety" and argue that there are some utterances that contribute to intellectually productive learning environments but also undermine the dignity of some members of the classroom. While such utterances count as academic speech (or so I argue), they should not enjoy academic freedom protections because this would be detrimental not only to the instructional and social aims of the university, but also (and perhaps surprisingly) to the knowledge aim. While my account of the relationship between academic speech and academic freedom is not as simple as the standard account, it can bypass two serious objections that the standard account must contend with—namely, that it relies on either a conception of academic speech that is underinclusive, or a conception of academic freedom that is overinclusive. I use these objections to highlight the importance of independence between our theoretical conceptions of academic speech and academic freedom.

Hall, J. B., & Karseth, B. (2025). **Juridification of Norwegian education: students' rights to a safe and good school environment.** *Journal of Education Policy*, 40(6), 1000-1021. <https://doi.org/10.1080/02680939.2025.2537179>

Juridification implies increased focus on the law, having clear implications for society as well as in a school setting. Concurrently, individual rights are arguably more in the limelight than previously. The purpose of this paper is to study how amendments to the Education Act may be understood as expressions of juridification in Norwegian schools. The issue in question is two-fold: first, we examine how zero-tolerance towards degrading treatment in schools has emerged over the last five decades, and secondly, we study how zero-tolerance is addressed by key actors through consultation hearings. Drawing on the theoretical perspectives of juridification of and previous empirical research in the Nordics, this study unpacks changes in Norwegian legislation, more closely Chapter 9A (now 12) of the Education Act, ensuring students' individual right to a safe and good school environment. Through a practice-oriented policy analysis, we draw on the trajectory of key documents leading up to amendments in 2017, as well as consultation hearings, in addition to the Education Act. The findings suggest that these shifts have

been paramount in challenging school leaders' professional discretion. For example, we identify a general increase in regulation, testing established practices and positions within and across schools.

Harari-Kermadec, H. (2025). **Nouvelle accélération de la marchandisation de l'enseignement supérieur français**. *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Helgetun, J. B., Pons, X., & Dumay, X. (2025). **The Institutional Trajectories of Teacher Policy in England and France**. In X. Dumay (Éd.), *The Liberalization of Teacher Employment Regimes in Europe* (p. 86--109). <https://doi.org/10.1093/9780197761717.003.0004>
Chapter 3 analyzes the historical trajectories of teacher policy in England and France by looking at the three core dimensions of teacher policy: teacher education, employment, and governance. Domestic policy trajectories are analyzed as an evolving and complex succession of institutional equilibria shaped by the development of the EU teacher policy field but also by the structuring of policy and professional fields, path dependencies on teacher employment regimes, and policy feedback effects. The results suggest that the English and French school systems follow different trajectories of teacher policy (i.e., a trajectory of neoliberalization in England and neostatism and flexibilization in France), which have important implications for the restructuring of the teacher workforce in the two systems.

Hu, M., Moskal, M., & Read, B. (2025). **Mapping the emotions of racialised international students and the politics of exclusion in higher education**. *Higher Education*, 90(4), 1001-1015. <https://doi.org/10.1007/s10734-024-01362-3>

The concerns of power and recognition regarding international students' experiences are largely absent from the literature, with a discourse of social inclusion framing the focus. Social inclusion within an economically centred view of international education ignores issues of 'difference' and celebrates 'diversity' as a key aspect. Such an approach lacks a discussion of power concerns; diversity is portrayed as unproblematic, whereas difference is something that needs to be managed by standardization and monitoring procedures. The article contributes to the recent decolonial approaches to racialised international students by showing how the subtle dynamics of power relations within higher education influence international students' emotional experiences. It draws on longitudinal data collected from 25 Chinese international postgraduate students over a 1-year period in the UK. While employing Ahmed's framework of affective economies together with Foucault's concepts of discourse and power, it investigates the intricate connections between international students' emotional experiences and prevailing institutional discourses of neoliberalism, individualism and postcolonialism. It elucidates how emotions work as tools to both constrain and enable agency in relation to the thoughts and actions of international students, influencing the perceived eligibility and appropriateness of their behaviours within the 'White' UK higher education space.

Joulain, A. (2025). **Emploi Scientifique Public : alerte rouge**. *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Khoir, T., Ma'arif, S., Elizabeth, M. Z., & Permata, K. I. (2025). **The narrowing spaces for Islamic knowledge at Islamic higher education in Indonesia: opportunity and challenge**. *Higher Education*, 90(4), 1145-1173. <https://doi.org/10.1007/s10734-024-01370-3>

The transformation of Islamic universities in Indonesia from IAIN to UIN has not only opened up space for modern science, but also significantly altered the availability of space for the Islamic knowledge at their heart. Could it be that this transformation does not reinforce their Islamic scholarly excellence, but instead potentially causes a profound erosion of the distinctive characteristics that once defined them? Applying qualitative method and case study, data was collected through interviews and relevant documents review, which was subsequently examined using content analysis approach. Focusing on State Islamic University Walisongo, this research found that spatial narrowing is reflected in the reduced prominence of programs, classes, students, lecturers, and research/public service activities oriented toward Islamic knowledge. This spatial narrowing stems from pressure to ensure greater autonomy and realize a wider mandate. The former is shaped by two factors, i.e., market orientation and global competition, while the latter is formed by three factors, i.e., criticism of Islamic knowledge, pride in other sciences, and strategies dealing with political Islam. Although there is an emphasis on integrating Islamic knowledge and modern sciences, concerns persist regarding the potential dilution of Islamic knowledge, the challenges of interdisciplinary studies, and the urgency of a balanced approach in achieving the institution's noble mission. The changes occurring at UIN Walisongo (and potentially at other UINs, though further confirmation is needed) may marginalize Islamic knowledge and impact the distinctive characteristics and traditional mission of Indonesia's Islamic higher education that have long defined them. Therefore, by being equally critical of Islamic knowledge and other sciences, and balancing Islamic knowledge with other sciences, the narrowing of spaces for Islamic knowledge can be avoided.

Kirk, M., & Ferguson, J. P. (2025). **REAL possibilities: innovative and responsive curriculum enactment enabling impactful inquiry in primary science.** *International Journal of Science Education*, 47(15-16), 2156-2179. <https://doi.org/10.1080/09500693.2024.2382388>
The goal of the Beyond 2000 report (Millar & Osborne, 1998) to prepare young people for uncertain futures is arguably more crucial than ever. Current educational policies and curricula emphasise STEAM, twenty-first-century skills, and citizenship perspectives for solution generation to address global challenges. However, generative enactment in primary science requires ongoing attention, which is the focus of this paper. Conducted during the COVID-19 pandemic in Melbourne, Australia, our design-based research with Year 6 students and teachers used inductive thematic analysis to identify what we term impactful inquiry. Students scientifically-grounded solutions to an issue relevant to them. Drawing on existing inquiry models, we propose an empirically informed framing of our impactful inquiry as REAL: (a) Relevant—contextually integrated and responsive; (b) Evidence—focused—using epistemic tools, practices and processes of scientific inquiry; (c) Actioned—driving science—informed change in the community; and (d) Linked, to learning and life, with consideration of the past, present, and future including sustained and continued action and curriculum in meaningful ways. We intend the REAL framing of our impactful inquiry to contribute to efforts to innovate responsive curriculum enactment of primary science that prepares students to negotiate socio-ecological issues and realise transformative change, now and into the future.

Larvol, G. (2022). “ **Sinon ça restera la langue de l'école** ” - **Favoriser l'appropriation sociolinguistique du breton dans les filières bilingues de l'école élémentaire** (Theses, Université Rennes 2; Université de Genève. Faculté des lettres). Consulté à l'adresse <https://hal.science/tel-05291699>

Cette thèse étudie le rôle que peut jouer l'école dans le cadre des politiques de revitalisation des langues en situation minoritaire comme le breton. Dans un premier temps, nous proposons de décrire les effets de ces politiques sociétales à un niveau individuel à l'aide du concept d'appropriation sociolinguistique. Pour expliciter le processus d'appropriation sociolinguistique, nous avons proposé un modèle à trois niveaux, sur trois échelles de temps différentes. Nous mettons en relation le niveau hypercontextuel des interactions quotidiennes en breton en classe avec le niveau plus stable de la construction identitaire de l'élève, grâce à un niveau intermédiaire, celui de la motivation. D'autres éléments viennent compléter ce modèle comme les normes des comportements linguistiques, la satisfaction des trois besoins psychologiques de base (théorie de l'autodétermination), les représentations linguistiques et la socialisation linguistique extrascolaire des élèves. Nous avons éprouvé ce modèle à l'aide d'une méthodologie mixte basée à la fois sur des observations de classe, des entretiens avec des élèves et des enseignants, mais également sur une enquête quantitative auprès de 279 élèves de CM2 suivant une scolarité en breton. Enfin, en nous appuyant sur ce modèle et sur nos observations, nous proposons des leviers didactiques susceptibles de favoriser le processus d'appropriation sociolinguistique du breton chez les élèves.

Lauricella, M. (2025a). **Comprendre PISA, entre production de données et outil de pilotage**. *Éduveille*, (29), 1-4. <https://doi.org/10.58079/152b6>

L'Édubref n° 29, intitulé « Comprendre PISA, entre production de données et outil pilotage » propose un panorama analytique de l'enquête internationale pour saisir ses visées aussi bien informatives que transformatives.

Lauricella, M. (2025b). **PISA : une enquête, plusieurs facettes**. *ÉduBref*, (29), 1-4. <https://doi.org/10.58079/152B6>

Lewis, M. M., Ocasio-Stoutenburg, L., & Muñiz, R. (2025). **Toward Intersectionality as Critical Praxis in Federal Civil Rights Enforcement**. *Educational Researcher*, 54(8), 484-492. <https://doi.org/10.3102/0013189X251348198>

Reflective of the systemic nature of oppression and discrimination, inequities are long-standing and pervasive in education. To address these concerns, justice-oriented policymakers, education practitioners, advocates, and researchers seek to identify and dismantle systemic inequities through formal and informal mechanisms. One formal channel to address inequities is through the enforcement activities of the U.S. Department of Education's Office for Civil Rights (OCR). In recent years, OCR has signaled a more explicit and nuanced look at interconnected inequities, gesturing toward intersectionality. We are keenly interested in the ways that OCR can embody this framework in meaningful ways. In this article, we call on OCR and others to harness their power to promote intersectional critical praxis in civil rights enforcement.

Lhuillier, F. (2025). **Prévisions des effectifs dans l'enseignement supérieur – Rentrées 2025 et 2026**. *Note Flash du SIES*, (25), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/previsions-des-effectifs-dans-l-enseignement-superieur-rentrees-2025-et-2026-100152>

Le nombre d'étudiants continuerait d'augmenter lors des rentrées 2025 et 2026 (+0,5 % puis +0,7 %), porté par une croissance des effectifs modérée en université et plus soutenue dans les établissements privés.

Marques, M., & Moradel-Vásquez, J. J. (2025). **Juridification through rights: how the European Court of Human Rights shapes higher education.** *Journal of Education Policy*, 40(6), 1039-1061. <https://doi.org/10.1080/02680939.2025.2517700>

Juridification has been widely examined in national contexts across various societal sectors, yet its expansion and institutionalization in international settings, particularly within international organizations, remain underexplored. This paper contributes to the juridification through rights literature by analyzing a non-exhaustive set of European Court of Human Rights (ECtHR) case law on higher education (n = 25). We introduce the 4-E framework – expansion, entanglement, elaboration, and effects – to examine the judicialization of higher education under European human rights case law. Using a mixed-methods approach combining case law, social network, and policy analyses, we demonstrate how: (a) expansion manifests through the increasing role of human rights claims in higher education; (b) entanglement highlights the interconnectedness of multiple rights, shaping judicial interpretations; (c) elaboration occurs as legal precedents refine and consolidate legal standards over time; and (d) effects capture the impact of ECtHR rulings on legal norm diffusion, agenda setting, and institutional and national policies. Our findings underscore the role of the ECtHR in regulating higher education through human rights law, contributing to both juridification studies and the broader legal and policy discourse on European higher education governance. This study also suggests future research directions on the evolving intersection of law, education, and supranational judicial oversight.

Millar, R. (2025). **From vision to enactment: reflections on the practical impact of the Beyond 2000 report.** *International Journal of Science Education*, 47(15-16), 2203-2217. <https://doi.org/10.1080/09500693.2024.2351600>

The Beyond 2000 report (Millar & Osborne, 1998) argued that the school science curriculum of the late twentieth century was designed primarily to provide a sound preparation for progress to more advanced courses in science. It proposed that the curriculum for students up to the age of 16 should instead be designed to develop all students' 'scientific literacy', through a focus on the major 'explanatory stories' of science and a set of key 'ideas-about-science'. Have the recommendations of Beyond 2000 had any lasting impact on curriculum and instruction? I will explore this question by considering the most explicit effort to act on these recommendations, the Twenty First Century Science project (Millar [2006] Twenty First Century Science: Insights from the design and implementation of a scientific literacy approach in school science. *International Journal of Science Education*, 28(13), 1499–1521.). The development of this curriculum programme for 14–16 year old students in England illustrates the scale and nature of the task of transforming a curriculum vision into an operational reality, and highlights the challenges of achieving significant change, and the main sources of difficulty and resistance. Despite evidence of positive impact on student engagement, external influences have steadily diminished its initial impact and the science curriculum has returned to its late twentieth century emphasis. Yet the Beyond 2000 critique remains as valid today as twenty-five years ago. The science curriculum in most countries does not reflect a clear vision of the contribution of science to a general education. The practical response to Beyond 2000 suggests that significant change requires clarity on intended outcomes and how they might be assessed, and the building of professional and social consensus around them.

Millar, V., Park, W., & Dillon, J. (2025). **The science curriculum: issues, tensions and future prospects.** *International Journal of Science Education*, 47(15-16), 1965-1971. <https://doi.org/10.1080/09500693.2025.2504644>

Murphy, M., & Bergh, A. (2025). **Special issue introduction: education and the law: critical perspectives on juridification, education governance and social justice.** *Journal of Education Policy*, 40(6), 953-957. <https://doi.org/10.1080/02680939.2025.2564434>

Nemo, P. (2025). **L'Éducation nationale: Origines, apogée et déclin d'une idée.** Consulté à l'adresse <https://www.puf.com/leducation-nationale>

Quand et comment la notion d'un enseignement public assuré par l'État est-elle apparue, dans quelles circonstances l'institution elle-même est-elle née, quel rôle positif peut-on considérer qu'elle a joué pendant des décennies ? Et quel étrange accident lui est-il arrivé vers le milieu du xxe siècle, qui a initié son déclin peu de temps après qu'elle eut pris le nom d'« Éducation nationale » ? Comment expliquer la dégradation accélérée survenue à partir des années 1970, qui a abouti à ce que l'école française soit désormais classée dans les derniers rangs des comparaisons internationales ? Le présent ouvrage tente de répondre à ces questions avec la précision historique requise. Ces analyses donnent à penser qu'il convient aujourd'hui de remettre en cause non seulement l'organisation de l'Éducation nationale, mais son principe même, c'est-à-dire son monopole et son centralisme. Il n'est pas acceptable que l'État décide seul des programmes de toutes les écoles françaises, c'est-à-dire impose dogmatiquement ce qu'on doit penser au sujet du vrai, du bien et du beau. Il faut recréer en France des structures scolaires de pluralisme et de liberté, comparables à celles qui existent dans la plupart des démocraties libérales dont les écoles et universités réussissent mieux que les nôtres.

OECD. (2025). **Governing with Artificial Intelligence: The State of Play and Way Forward in Core Government Functions.** <https://doi.org/10.1787/795de142-en>

Parker, L. (2025). **Twisted at the Root: Capitalist Alienation, its Re-Inscription, and Implications for Education.** *Educational Theory*, 75(6), 1002-1022. <https://doi.org/10.1111/edth.70046>

Capitalism inheres alienation as a fundament of modern life, twisting the root of being such that a sense of pervasive estrangement becomes the condition undergirding much of our phenomenal existence. Alienation, I argue, formed in the cleavage of capital mediation, leaves us reinscribing its tenor across multiple spheres, as we are compelled to not only maximize capitalist growth, but also maintain the fullness of capitalism beyond the economic realm. To locate this argument, I begin with a brief description of Marx's analysis of capital as an alienating force. In the second section of the article, I employ Heidegger's existential analytic to argue that capitalist alienation is a perversion that shifts and informs how we exist, as we are called not only to accumulate but also to justify capitalism as a reifying force. I approach the analysis by looking at three phenomena: first, the issue of transcendental debt; second, the emergence of neoliberal idle talk as a supplement to capitalism; third, the oppression of the built environment, as capitalist efficiencies are prioritized in a globalizing world. Given the robustness of phenomenal encounters with capitalism, it is increasingly difficult to argue that education might offer solutions for issues of alienation. Nonetheless, this very prevalence is what makes the stakes of some kind of educational response clear. As such, I conclude the article with an exploration of what might be done to disrupt capitalist tendencies through a pedagogy of respite.

Pineau, E. (2025, novembre 4). **Dans les écoles d'ingénieurs, l'emprise grandissante des multinationales.** Le Monde. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/11/04/l-emprise-grandissante-des-multinationales-dans-les-ecoles-d-ingenieurs_6651558_4401467.html

Financement de chaires, participation à la gouvernance, omniprésence dans la vie étudiante... Les liens qui unissent les grandes écoles au secteur privé se resserrent, marqués par un manque de transparence désormais dénoncé par des étudiants engagés.

Quesnay, P., Skerrett, M., Héry, S., & Séguret, E. (2025). **Comment accompagner la révision des curriculums vers une approche par compétences ?** *Congrès international de pédagogie des sciences de la santé*, 26, S13-S36. <https://doi.org/10.1051/pmed/2025005>

Contexte et problématique : Les récents mouvements de réforme pédagogique traversant l'enseignement supérieur français visent à instaurer une approche par compétences (APC). L'APC peut être également mise en œuvre dans certains cas à l'initiative d'une équipe pédagogique désireuse de transformer son curriculum de formation. La littérature des ressources sur l'APC et en détaille les notions clés, ou encore les étapes à suivre pour sa mise en œuvre. Néanmoins, la connaissance des étapes à suivre n'est pas toujours suffisante pour mener à bien le changement. L'APC représente un changement complexe pour une équipe pédagogique qui souhaiterait la mettre en œuvre. Elle pose les questions de la modalité du changement curriculaire à suivre et des stratégies de changement à mettre en œuvre. Objectifs et public cible : Cet atelier s'adresse à des personnes qui souhaitent accompagner la révision des curriculums vers une approche par compétences (APC) dans leur institution. Au moyen de cet atelier, les participants seront en mesure de : 1) Discerner les éléments conceptuels clés nécessaires à l'élaboration d'une stratégie de changement. 2) Concevoir une stratégie de changement curriculaire pour accompagner la révision d'un curriculum vers une APC (à partir d'une étude de cas). Contenu : Au cours de cet atelier, nous vous proposons d'échanger en groupe pour élaborer, à partir d'un cas prédéfini, des éléments d'une stratégie de changement pour réviser un curriculum de formation vers l'APC. Cela permettra de se familiariser avec les éléments clés d'une stratégie de changement : modèles et types de stratégies de changement, posture d'accompagnement, et dynamique de changement. Nous vous proposons de discuter de ces éléments en vue de leur applicabilité dans votre institut de formation. Approche pédagogique : L'animation de cet atelier s'inscrit dans une perspective socio-constructiviste, où l'apprentissage repose sur un processus actif au moyen de la participation du groupe. L'atelier est structuré autour d'un problème (étude de cas) que le groupe sera amené à résoudre étude (étude de cas d'un institut de formation en santé souhaitant réviser son curriculum vers l'APC). Pour cela, les participants auront accès à un jeu de carte prévu à cet effet et permettant d'élaborer une stratégie de changement. L'apport de connaissances, en lien avec les éléments conceptuels du cadre théorique, viendra appuyer la mise en pratique de la stratégie de changement curriculaire. Tout au long de l'atelier les participants vont être amenés à clarifier et préciser les notions associées à la conduite du changement en les discutant et en les mettant en application pour l'étude de cas. Un dernier temps visera à discuter de ces éléments en vue de leur applicabilité dans le contexte des participants.

Ripley, D., & Markauskaite, L. (2025). **Course leaders' conceptions of the purpose of interdisciplinary education.** *Higher Education*, 90(4), 957-976.
<https://doi.org/10.1007/s10734-024-01360-5>

Universities are expanding the number of interdisciplinary courses they offer. These courses are often developed at the fringes of universities and academic departments by course leaders who often have significant design and teaching autonomy. Course leaders' conceptions of the purpose of interdisciplinary education shape their decisions about course outcomes, content, and educational approaches, yet little is known about the rationales underlying their choices. This study uses phenomenographic interviews to address the question: How do interdisciplinary course leaders conceive of the purpose of interdisciplinary education? Outcomes from interviews with 23 leaders at an Australian university show five conceptions of purpose that are: (A) enrichment-oriented, (B) employability-oriented, (C) integration-oriented, (D) epistemically-oriented, and (E) society-oriented. Some of these course leaders' conceptions reflect common instrumental purposes of interdisciplinary education that focus on preparing students to work in interdisciplinary teams and workplaces. However, some conceptions extend beyond instrumental purposes to include the development of students' epistemic and relational capabilities aiming to prepare them to engage with novel, open-ended forms of knowledge work. The created outcome space offers a reflective tool that course leaders and other stakeholders can use to support their discussions about the purposes of interdisciplinary education. It also could serve as a starting point for curriculum planning and design.

Roger, A., & Artaud, M. (2025). **Une idée républicaine et démocratique de l'université.** *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Sadler, T. D., Xu, Z., & Fortus, D. (2025). **Restructuring the science curriculum around grand challenges.** *International Journal of Science Education*, 47(15-16), 2093-2112.
<https://doi.org/10.1080/09500693.2025.2490777>

Grand Challenges (GCs) are complex, global, and multifaceted science and societal problems such as climate change, viral pandemics, loss of biodiversity, and quests for new energy sources. In this article, we advance a position, based on current research and theory, that GCs should be a prominent feature of the science curriculum. This move towards a GC-based curriculum challenges the positioning of canonical scientific concepts as the central organising feature of the curriculum, which is typically the default position of most science education programmes. A GC-based curriculum can create natural avenues for students to learn science, develop an interest in science, and build media and information literacy skills to become informed agents of change. Design principles, which help to define what a GC curriculum can look like and guide creation of GC materials, are introduced. These design principles call for the GC curriculum to be contextualised in global issues with local connections, culturally responsive, practice oriented, attentive to student voice, and coherent within and across units. Examples are provided to demonstrate how these design principles are implemented in a sample curriculum.

Sorensen, T. B., & Dumay, X. (2025). **The European Union's Governing of Teachers and the Europeanization of Teacher Policy.** In X. Dumay (Éd.), *The Liberalization of Teacher Employment Regimes in Europe* (p. 51-85).
<https://doi.org/10.1093/9780197761717.003.0003>

Chapter 2 discusses the ways in which European Union (EU) governance has fostered the Europeanization of teacher employment regimes over the period 2000–2020. It provides an analytical account of the main developments in EU teacher policy and highlights three distinct pathways through which the Europeanization of teacher employment regimes is taking place: the socioeconomic governance instrument of the European Semester; the mobilization of “field coordinators,” such as teacher unions and employers, and teachers in general; and efforts to create a European labor market for teachers. The findings are discussed for their contribution to the literature on European politics and field theory, the Europeanization of education, and the liberalization of employment regimes in the EU.

Strawczynski, M. (2025). **Government's high education policy under a dual economy in developing and developed countries.** *International Journal of Economic Theory*, 21(4), 447-472. <https://doi.org/10.1111/ijet.70003>

Abstract This paper explores the government's role in higher education policy within a dual economy, where skilled workers invest in higher education while unskilled workers do not. The novel question is whether the government should refrain from subsidizing higher education while imposing regulations, supporting a restricted, elitist system. I demonstrate that under an optimal linear income tax, government favors a restricted system. Through simulations, I show that this result also holds under a nonlinear system. Concerning developing countries, their preference for a restricted system is even more pronounced, and if trapped in a low equilibrium, international institutions can provide enhancing social welfare subsidies.

Tang, B. H., Nguyen Tan, D., Nguyen, H. B., Ngo, B.-H., Vo, V. M. N., Nguyen, T. A. D., ... Vu, T. D. (2025). **Évaluation comparative des formations en ligne dans la perception des étudiants vietnamiens.** *Canadian Journal of Learning and Technology / Revue Canadienne de l'Apprentissage et de la Technologie*, 51(1), 56. Consulté à l'adresse <https://hal.science/hal-05361165>

Le Vietnam est classé à des étapes avancées dans l'adoption et l'usage des technologies de l'information et de la communication (TIC) dans le système éducatif, suivant les critères définis par l'UNESCO. Cependant, la plupart des établissements d'enseignement supérieur vietnamiens ne se limite qu'à l'investissement de matériels et équipements technologiques pour encourager les initiatives individuelles dans l'enseignement en ligne chez les enseignants universitaires, sans disposer de véritable politique institutionnelle de formation en ligne, incluant toutes les dimensions nécessaires dans l'intégration systémique des TIC. Ce qui les empêche d'atteindre un niveau d'efficacité suffisant et une cohérence d'ensemble. Cet article vise à présenter les résultats de l'étude des modèles de développement global du e-learning dans les établissements d'enseignement supérieur du monde entier, en particulier celui de l'Association européenne des universités d'enseignement à distance (EADTU), en vue de construire un modèle d'évaluation comparative de la politique institutionnelle du e-learning vis-à-vis de la perception des étudiants. Ce modèle a fait l'objet d'une enquête auprès de 460 étudiants de quatre établissements d'enseignement supérieur vietnamiens, avec le résultat d'analyse factorielle validant une version adaptée au contexte local.

Tardits, N. (2025). **Massification, sélection, privatisation: la promesse trahie de l'enseignement supérieur.** *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Tolbert, S., Hipkins, R., Cowie, B., & Waiti, P. (2025). **Epistemic agency, Indigenous knowledge, and the school science curriculum: reflections from Aotearoa New Zealand.** *International Journal of Science Education*, 47(15-16), 1986-2002. <https://doi.org/10.1080/09500693.2024.2356229>

In this article, we take up ongoing questions about relationships between epistemic agency, Indigenous knowledge, and the school science curriculum. We were brought together as curriculum advisors to provide guidance in the form of a conceptual framing for teams working on updates to Aotearoa New Zealand's national curriculum and assessment frameworks. We contribute, therefore, to this critically important discussion from within the context of an ethical and political imperative that is currently driving curriculum reform in our context: he mana ōrite mō te mātauranga Māori (equal status for Māori knowledge). It is from this context that we share how we have arrived at a 'multiple knowledge systems' approach to science curriculum reform. We argue that a science curriculum for the Anthropocene must afford teachers the creative space to bring together multiple knowledge systems in the form of a local curriculum, supporting students' inventiveness, empathy, and epistemic agency.

Tomasini, M. (2025). **Évolution de la scolarité en milieu ordinaire des élèves en situation de handicap entre 2006 et 2024.** *Note d'Information*, (25.63), 1-4. <https://doi.org/10.48464/ni-25-63>

Le nombre d'élèves en situation de handicap scolarisés en milieu ordinaire a triplé entre 2006 et 2024, avec une progression encore plus marquée dans le second degré.

Tort, M., Sato, Y., Balibar, É., Baudelot, C., & Establet, R. (2025). **Écoles: critique matérialiste des appareils scolaires (1969).** Consulté à l'adresse <https://www.puf.com/ecoles>

Entre 1968 et 1969, un groupe de chercheurs composé d'Étienne Balibar, Christian Baudelot, Roger Establet, Pierre Macherey et Michel Tort, prépare, sans leur maître Louis Althusser, un livre collectif sur la critique de l'école. Ce livre ne paraîtra jamais. Pourtant, les constats qu'il établissait étaient d'une actualité brûlante. L'école, véhicule de la reproduction sociale et porte-voix de l'idéologie dominante, y faisait l'objet d'une critique virulente – surtout dirigée contre son instrumentalisation par l'État et les forces capitalistes. Aujourd'hui, à l'heure où l'école fait l'objet d'attaques toujours plus impitoyables de la part même de ceux qui s'en sont servi pour maintenir leur mainmise sur les esprits, le dossier devait être rouvert. Cinquante-six ans après, il n'a pas pris une ride. Qui souhaite renouer avec le combat pour une école véritablement émancipatrice doit s'y plonger.

Voilliot, C. (2025). **Le néo-management à l'assaut de l'université française.** *Carnets rouges*, (35). Consulté à l'adresse <https://carnetsrouges.fr/numeros/numero35/>

Voisin, A., Coppe, T., & Dumay, X. (2025). **Teacher Policy and Labor Market Outcomes: A Comparison of Sixteen Countries.** In X. Dumay (Éd.), *The Liberalization of Teacher Employment Regimes in Europe* (p. 163-188). <https://doi.org/10.1093/9780197761717.003.0007>

Chapter 6 looks at cross-national variations in the regulation of the teaching profession and the way they shape how teachers perceive the value of their profession and feel about their employment conditions, work environment, profession, and their intention to quit it within the next five years. It draws on a theoretical typology of profession regulation that distinguishes four models and aims at testing their effects with a sample of sixteen countries that participated in the Teaching and Learning International Survey (TALIS) 2018 survey. Results show that comparisons between models of regulation add highly significantly to the prediction of these outcomes, which has important implications for the design of teacher policy.

Waldeck, R., & Rouvrais, S. (2025). **Jeu sérieux pour la résilience et la transformation des systèmes de formation, quels transférables ?** *Les journées de Rochebrune 2025 : "Complexité et transitions" Rencontres Interdisciplinaires sur les Systèmes Complexes Naturels et Artificiels, 31ème édition des journées de Rochebrune*. Présenté à Rochebrune (Megève), France. Consulté à l'adresse <https://imt-atlantique.hal.science/hal-05066554>

Pratiques enseignantes

Archimbaud, E., Allard, C., Mamede, M., & Roditi, É. (2025). **La prise en compte de l'erreur en mathématiques, une double enquête auprès d'enseignants de CM2**. *Annales de Didactique et de Sciences Cognitives. Revue internationale de didactique des mathématiques*, (Thématique 3), 45-62. <https://doi.org/10.4000/14eby>

Deux recherches ont été réalisées sur les pratiques d'enseignement des mathématiques et sur la question de la prise en compte de l'erreur dans cet enseignement : la première est une enquête à grande échelle portant sur plus de 1 300 professeurs enseignant à des élèves de CM2 ; la seconde est une recherche collaborative menée dans un LéA sur la résolution de problème numérique à ce même niveau scolaire. La recherche quantitative avait conduit à répartir les enquêtés en cinq groupes caractérisés par leurs pratiques et, notamment, leur prise en compte de l'erreur pour enseigner. Les enseignants engagés dans le LéA ayant répondu au questionnaire de l'enquête à grande échelle, un rapprochement de ces deux recherches a été effectué, c'est ce rapprochement qui fait l'objet de cet article.

Atal, I., & Dessus, P. (2025). **Comment les communautés d'amélioration en réseau créent et diffusent des connaissances à propos des pratiques éducatives ?** *Éducation et didactique*, 19(3), 37-48. <https://doi.org/10.4000/153gm>

Nous partons de la description par Bryk des communautés d'amélioration en réseau (NIC, pour Networked Improvement Communities) permettant la création et diffusion de connaissances sur les pratiques éducatives efficaces. Nous proposons un cadre de questionnement en quatre niveaux amenant à raffiner la compréhension du fonctionnement et des effets des NIC. Ce cadre questionne (1) la définition de l'objet de l'amélioration, (2) les pratiques qui peuvent en être la cause, (3) les méthodes pour produire des connaissances et des preuves, et (4) la manière dont ces dernières peuvent circuler intra-, inter- et extra-NIC sans perdre leur pouvoir explicatif.

Aubert-Lacombe, P. (2025). **Peut-on encore faire lire à l'université ? : L'arpentage comme réponse pédagogique à l'usage des intelligences artificielles génératives**. *Enseigner, apprendre, accompagner : perceptions croisées des transformations à l'ère du*

numérique. Présenté à Cachan, France. Consulté à l'adresse <https://hal.science/hal-05311289>

Les intelligences artificielles génératives peuvent résumer en quelques instants un texte scientifique et réduire considérablement les efforts des étudiants pour se familiariser à ce matériel indispensable de la recherche. C'est notamment le cas pour les étudiants marqués par une insertion fragile dans les études supérieures et contraints par la nécessité de concilier un emploi salarié avec leur formation universitaire. Dans ce contexte, comment maintenir un apprentissage des savoir-faire universitaires par la lecture critique ? Pour offrir des pistes de solution aux bouleversements que connaît l'enseignement supérieur, cette contribution entreprend une réflexion autour du recours à l'arpentage pour renouveler les interactions pédagogiques entre les enseignants-chercheurs et les étudiants. Ce projet repose sur l'hypothèse que le recours aux intelligences artificielles génératives est – dans une mesure probablement modérée, mais significative – une réponse à un sentiment d'illégitimité éprouvé par les étudiants, lié à la fois à leur représentation de leur capacité à juger un texte scientifique et à la charge importante de travail personnel qu'ils doivent supporter. Pour examiner l'intérêt de recourir à l'arpentage pour revaloriser les rapports socioaffectifs des étudiants à la lecture, cette analyse croise des notes ethnographiques et les réponses d'une centaine d'étudiants de première année de licence à un questionnaire autoadministré. La collecte de ces données fait suite à l'expérimentation de vingt-quatre sessions d'arpentage durant des séances de travaux dirigés dont la structure est détaillée dans le texte. On trouvera parmi ces éléments les codes librement accessibles d'une application ad hoc développée pour faciliter le déroulement des séances. Les résultats de l'enquête mettent en avant l'intérêt de l'arpentage pour renforcer le sentiment de légitimité des étudiants au moment de juger des textes scientifiques. Toutefois, cette étude démontre également que les intelligences artificielles génératives ne peuvent pas simplement être écartées des stratégies pédagogiques. Elles doivent être pleinement intégrées dans la relation d'apprentissage, y compris lorsque l'on a recours à des méthodes aussi participatives que l'arpentage.

Chen, B., Cheng, J., Wang, C., & Leung, V. (2025). **Pedagogical Biases in AI-Powered Educational Tools: The Case of Lesson Plan Generators.** *Social Innovations Journal*, 30. Consulté à l'adresse <https://socialinnovationsjournal.com/index.php/sij/article/view/10004>

This paper examines pedagogical biases in AI-powered educational tools, focusing specifically on lesson plan generators. We investigate how these tools may implicitly embed outdated educational approaches that limit student agency and classroom dialogue. Through analysis of 90 lesson plans from commercial lesson plan generators, we found that AI-generated content predominantly promotes teacher-centered classrooms with limited opportunities for student choice, goal-setting, and meaningful dialogue. To mitigate this issue, we further experimented with intentional prompt engineering, which showed promise in significantly enhancing these dimensions in AI-generated lesson plans. We offer practical strategies for educators and developers to mitigate harmful pedagogical biases while promoting contemporary educational values. This work contributes to the critical conversation about how AI tools should be designed and used to support, rather than undermine, the future of education that values student agency and productive classroom dialogue.

Chen, J., Mokmin, N. A. M., & Qi, S. (2025). **Generative AI-powered arts-based learning in middle school history: Impact on achievement, motivation, and cognitive load.** *The Journal of Educational Research*, 118(6), 688-700. <https://doi.org/10.1080/00220671.2025.2510395>

This study explores the potential of integrating generative artificial intelligence (GAI) technologies into middle school history education. Aiming to move beyond traditional teacher-led, text-based instruction, the study examines how GAI can support interactive, personalized, and arts-based learning experiences. Conducted in a 7th-grade history classroom with 66 participants, the study employed a quasi-experimental design. Participants were divided into an experimental group, which utilized an arts-based learning system incorporating ChatGPT and DALL-E 3, and a control group, which followed traditional learning methods. Results highlighted the effectiveness of the GAI-powered ABL learning system in enhancing students' historical knowledge and motivation and reducing cognitive load. These results provide empirical support for the use of GAI tools in educational settings and highlight their potential to transform history instruction. The study offers broader implications for integrating GAI into K-12 curricula, emphasizing its role in fostering creative expression, personalized learning, and students' overall development.

Chesnais, A., Coulange, L., Joigneaux, C., & Netter, J. (2025a). **Ce que la prise en charge des « erreurs » des élèves par les enseignants dit de leurs pratiques.** *Annales de Didactique et de Sciences Cognitives. Revue internationale de didactique des mathématiques*, (Thématique 3), 13-24. <https://doi.org/10.4000/14ebw>

L'utilisation du terme « erreur » manifeste le constat d'un écart entre une production et une attente. L'erreur est souvent, dans le langage commun et à l'école, jugée révélatrice d'un échec à s'adapter avec précision à cette attente (Sander et al., 2018) ce qui justifie qu'elle puisse être qualifiée de « faute », comme c'est par exemple couramment le cas avec les « fautes d'orthographe » (Astolfi, 1994), conférant à l'erreur une valeur morale négative. Lorsqu'un enseignant dit d'un élève qu'...

Chesnais, A., Coulange, L., Joigneaux, C., & Netter, J. (2025b). **La prise en charge des erreurs : un angle d'analyse des pratiques enseignantes au regard des inégalités scolaires.** *Annales de Didactiques et de Sciences Cognitives*, (Thématique 3). <https://doi.org/10.4000/14ebu>

Chesnais, A., & Joigneaux, C. (2025). **À quelle échelle des savoirs analyser les pratiques enseignantes ? Quelques pistes d'analyse ouvertes par la confrontation de points de vue sociologique et didactique sur la prise en charge des erreurs lors d'enseignements du nombre en maternelle.** *Annales de Didactique et de Sciences Cognitives. Revue internationale de didactique des mathématiques*, (Thématique 3), 79-98. <https://doi.org/10.4000/14ec1>

Nous proposons dans cet article de mettre en lumière ce qu'ont construit les confrontations successives d'un point de vue sociologique et d'un point de vue didactique au cours de l'analyse d'un corpus de données constitué par des séances consacrées à l'enseignement du nombre, où deux professeures des écoles d'une même classe de maternelle ont pris en charge des erreurs d'élèves. Ces confrontations ont progressivement fait apparaître les présupposés théoriques et épistémologiques sous-jacents à ces points de vue sur les savoirs dans les situations d'enseignement et d'apprentissage scolaires. Cela a permis non seulement de construire de nouvelles pistes

d'analyses sur ce plan, mais aussi de poser la question de la complémentarité des analyses sociologiques et didactiques dans la compréhension du processus de construction des inégalités scolaires, au-delà de la simple juxtaposition ou même d'usages renouvelés de concepts propres à chacune de ces orientations disciplinaires de recherche.

Coulange, L., Netter, J., & Train, G. (2025). **Traitement de l'erreur et inégalités. Quels « traits » pour analyser les pratiques enseignantes ?** *Annales de Didactiques et de Sciences Cognitives*, (Thématique 3), 25. <https://doi.org/10.4000/14ebx>

Dans ce texte, nous examinons les pratiques de deux enseignantes de l'école primaire française : Camille (en MS-GS – élèves de 4-6 ans) et Anne (en CM1 – élèves de 9-10 ans). Faisant l'hypothèse que ces pratiques enseignantes pourraient contribuer à limiter voire réduire les inégalités scolaires, nous les analysons au prisme de différents « traits » relatifs au(x) traitement(s) de l'erreur que nous avons pu observer dans leurs classes respectives.

Dangoumau, H. (2025). **Le théâtre-forum comme artefact : accompagner le développement professionnel des enseignants au 21ème siècle.** (Theses, Université Lumière - Lyon II). Consulté à l'adresse <https://theses.hal.science/tel-05351528>

The thesis deals with the true activity of teachers and the way they act daily in their class, starting from the postulate that what we see in the activity is not enough to grasp its complexity. This means that to fully understand the activity, for the researcher as well as for the practitioner, implies an access to the intentions, the concerns and the clues derived from the action, and therefore to the professional gestures (Bucheton, 2019). This research topic relies on the theory of conceptualization in action (Vergnaud, 1996) and the contributions of professional didactics (Pastré, 2011). The analysis of professional gestures makes it possible to infer the schemes and operating models of the actors, thus giving access to the understanding of invariance and variability of practices within educational situations.

A complex system of activity analysis was tested in the Reunion academy, before being implemented on an initial field of inquiry, in a middle school located in priority education area, in Reunion island. The third phase of the research-training took place in a French high school in Quebec. The device is organized around a diverted use of forum theater (Boal, 1985). For our research, the forum theatre is a way to play again critical situations lived by teachers and educational staff who work with them, to understand and face the difficulties and the dilemmas in the action. In that case, it offers many opportunities, thanks to the proposal of alternatives played by the « spect-actors » (Boal, 1985) and to the risk-taking permitted by the theatre. The forum theatre becomes an « artefact » (Rabardel, 1995) given to the protagonists, who can use it as a psychological instrument, in a process of « instrumental genesis » (Rabardel, 2005).

The heuristic vision of the research lies in the shared understanding of the complexity of the teacher's doing. On the praxeological front, the goal is to support the professional development of teachers by highlighting and discussing the professional gestures that will promote learning among all the students, therefore building a living conservatory of possible actions.

Delaney, V., Adisa, I. O., Mah, C., & Lee, V. R. (2025). **Teaching high school students about generative AI: Cases of teacher lesson design.** *The Journal of Educational Research*, 118(6), 736-751. <https://doi.org/10.1080/00220671.2025.2510415>

Teachers who wish to enact lessons about generative AI are required to simultaneously learn about it and develop curricula with activities that align with their discipline. We present two cases of high school teachers, June and Margot, who had different prior experiences, resources, and learning goals related to GenAI instruction. We found that they designed lessons that positioned GenAI as an object-of-study or subject-specific, but neither lesson solely focused on either approach. Prior disciplinary and lesson planning knowledge and in-the moment student reactions to activities shaped their appraisals of lesson effectiveness. However, we observed that co-design experiences and activities were central for helping to develop teachers' pedagogical design capacity for GenAI. We contribute two cases that illustrate how co-design can support high school teachers who wish to integrate GenAI into their discipline, and by offering contrasting models of pedagogical approaches.

Devauchelle, B. (2025, novembre 14). **Quand l'école est mise en question par le numérique et l'IA.** Consulté 14 novembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/11/14/quand-lecole-est-mise-en-question-par-le-numerique-et-lia/>

« Comment les inciter à apprendre par eux-mêmes, comment faire preuve de curiosité, d'envie de ne pas subir le monde qui les entoure ? C'est probablement un enjeu essentiel pour

Döger, M. F., & Göçen, A. (2025). **Artificial intelligence (AI) as a new trajectory in education.** *The Journal of Educational Research*, 118(6), 581-595. <https://doi.org/10.1080/00220671.2025.2510391>

This study explores how K–12 teachers from 15 eTwinning countries perceive and integrate AI tools into their classrooms, highlighting both opportunities and challenges. Using a qualitative case-study design with semi-structured interviews, we combined criterion and maximum-variation sampling to capture a range of country contexts. Participants reported that AI streamlines tasks such as lesson planning, assessment, content creation, enhancing project planning and cross-cultural collaboration while fostering 21st-century skills (the 4Cs). However, they also raised sociological and ethical concerns around privacy, bias, overreliance, AI-driven capitalism, and digital divides that persist in K–12 schools. Our findings offer best-practice insights for early adopters and a roadmap for broader professional development and teaching configuration for the coming decades. Key implications include designing tiered training programs, developing clear ethical guidelines, explainable AI developments and advocating infrastructural investments to bridge persistent gaps.

Fazio, X. E., & Campbell, T. (2025). **Science curriculum-making for the Anthropocene: perspectives and possibilities.** *International Journal of Science Education*, 47(15-16), 2113-2133. <https://doi.org/10.1080/09500693.2024.2351598>

This paper illuminates how science curriculum-making can be reinvigorated to address urgent local and global socioscientific issues that centres place as an interconnected part of larger socio-ecological and socio-technical systems. Given how industrial and capitalistic extractive practices have pushed the planet beyond its complex life-sustaining limits, we draw on theoretical perspectives that recognise schools as complex systems, nested within local, regional, and global social-ecological-technological systems. Science curriculum-making in these systems prompts dialogue regarding knowledge and competencies required to address planetary sustainability, as well as

ontological questions connected to systems, relations, and responsibility. Consequently, schools are important places for curriculum enactment practices. Furthermore, teachers, students, administrators, and school community members are enmeshed with local ecologies that are constituted in the cultural, material, and social arrangements found in or brought to a school and its local community. In our work, we draw on a curriculum commonplaces perspective to investigate curriculum-making practices. Specifically, we use empirical data from two cases of elementary and secondary science teachers developing and enacting curriculum and adopt a philosophical-empirical deductive approach illustrative of how to apply complexity theory, systems thinking, and associated ontological and epistemological views to practical reasoning of science curriculum-making for schools.

Friberg-Fernros, H. (2025). **Implications of Rejecting Common-Sense Realism for the Practice and Aim of Knowledge-Based Education.** *Educational Theory*, 75(6), 1107-1129. <https://doi.org/10.1111/edth.70047>

In this article, I assume that it is universally accepted that education—at least sometimes—should aim at knowledge. Moreover, I take my point of departure from the classical (and minimal) definition of knowledge in terms of justified true belief (JTB). I further assume that this definition usually rests on a common-sense realist notion of truth, which I take to minimally entail that whether something is true or not is independent of our beliefs about whether something is true or not, and that we—at least sometimes—can know whether something is true or not. Given the strong relationship between education and knowledge, these assumptions might make one think that common-sense realism has a strong position in educational research. However, it is clear that educational research has been heavily influenced by views in conflict with common-sense realism. The aim of this article is to comprehensively describe the implications of rejecting common-sense realism for the practice and aim of knowledge-based education. I outline two strategies for opponents of common-sense realism: (1) either to avoid the (realist) notion of truth altogether in the definition of knowledge or (2) to (re) define truth in the definition of knowledge in a way that avoids common-sense realism. I conclude that both strategies entail radical implications for the practice and aim of knowledge-based education. I end the article by discussing and responding to some of the concerns that have motivated scholars to reject common-sense realism in the first place.

Kirk, M., & Ferguson, J. P. (2025). **REAL possibilities: innovative and responsive curriculum enactment enabling impactful inquiry in primary science.** *International Journal of Science Education*, 47(15-16), 2156-2179. <https://doi.org/10.1080/09500693.2024.2382388>

The goal of the Beyond 2000 report (Millar & Osborne, 1998) to prepare young people for uncertain futures is arguably more crucial than ever. Current educational policies and curricula emphasise STEAM, twenty-first-century skills, and citizenship perspectives for solution generation to address global challenges. However, generative enactment in primary science requires ongoing attention, which is the focus of this paper. Conducted during the COVID-19 pandemic in Melbourne, Australia, our design-based research with Year 6 students and teachers used inductive thematic analysis to identify what we term impactful inquiry. Students scientifically-grounded solutions to an issue relevant to them. Drawing on existing inquiry models, we propose an empirically informed framing of our impactful inquiry as REAL: (a) Relevant—contextually integrated and responsive; (b) Evidence—focused—using epistemic tools, practices and processes of scientific inquiry;

(c) Actioned—driving science—informed change in the community; and (d) Linked, to learning and life, with consideration of the past, present, and future including sustained and continued action and curriculum in meaningful ways. We intend the REAL framing of our impactful inquiry to contribute to efforts to innovate responsive curriculum enactment of primary science that prepares students to negotiate socio-ecological issues and realise transformative change, now and into the future.

Korkmaz Güler, N., & Yıldız, B. (2025). **Effectiveness and guidance of artificial intelligence chatbots in diagnosing exponential expression errors.** *The Journal of Educational Research*, 118(6), 547-567. <https://doi.org/10.1080/00220671.2025.2510387>

The aim of this study is to evaluate the capacity of ChatGPT-4 and Gemini chatbots in detecting and addressing students' misconceptions related to exponential expressions. Responses from nine students in southern Türkiye to a conceptual test on exponential expressions were analyzed by these chatbots. The findings indicate that both ChatGPT-4 and Gemini were partially successful in identifying and correcting students' misconceptions. However, ChatGPT-4 outperformed Gemini in this area. Both chatbots were able to provide appropriate guidance in certain cases. Nevertheless, ChatGPT-4 demonstrated superior ability in interacting with students and responding to their inputs. On the other hand, Gemini was more effective in offering accurate solutions and feedback. The study reveals that chatbots may encounter difficulties in detecting and correcting conceptual misunderstandings. To ensure the effective use of chatbots in educational settings, the study recommends the integration of synchronous and asynchronous classroom environments in which teachers can closely monitor student responses.

Liu, B., Liu, W., Zeng, W., & Peng, Y. (2025). **Exploring the application potential of generative artificial intelligence in high school geography teaching: Scenarios, limitations, and improvement strategies.** *The Journal of Educational Research*, 118(6), 674-687. <https://doi.org/10.1080/00220671.2025.2510396>

This study takes the application of generative artificial intelligence technology in high school geography teaching as the research object, aiming to explore its value, limitations and improvement strategies. The study first compares and analyzes the mainstream generative AI systems in China and the United States, and then explains the value of generative artificial intelligence in high school geography education in terms of personalized and adaptive learning, visualization and program simulation, feedback and evaluation efficiency. At the same time, its limitations in content accuracy, student dependence, ethical privacy, and technical fairness are also identified. In order to solve these problems, this paper proposes strategies such as enhancing AI accuracy, strengthening teacher training, solving ethical and privacy issues, and integrating multidisciplinary methods. Generative artificial intelligence has great application potential in high school geography teaching, but its development still needs to be optimized and improved in many aspects.

Martin, É. (2023). **Éducation dans et par la nature et écoformation, évolution des pratiques et des conceptions éducatives des acteurs.** *Éducation relative à l'environnement: Regards - Recherches - Réflexions*, Volume 18.2. <https://doi.org/10.4000/1241a>

This article presents the main results of a research examining the issues underlying nature-based educational approaches, focusing on the pedagogical practices implemented and the motivations of teachers and nature educators. Based on the collective rule of

life - « I take care of myself, others and nature » - found in various educational contexts (outdoor classroom, forest school, alternative nature school), this contribution examines nature education practices through the prism of elements of reflection brought by the notion of eolearning. The evolution of the educators' conceptions and pedagogical postures is questioned by looking at the place left to children and the one given to the environment in the educational approaches we studied.

Méadel, C., & Silva, J. da. (2025, novembre 3). **Face à l'IA, l'enseignant ne doit pas se transformer en chasseur de fraudes, mais repenser sa pédagogie.**
<https://doi.org/10.64628/AAK.cvcd4cn49>

Former à l'intelligence artificielle générative, ce n'est pas enseigner une boîte à outils, c'est aider les étudiants à aiguïser leur esprit critique.

Meşe, E., Kuru, Ö., & Atay, D. (2025). **Facilitating student engagement through ChatGPT.** *The Journal of Educational Research*, 118(6), 632-642.
<https://doi.org/10.1080/00220671.2025.2510394>

The release of ChatGPT has noticeably influenced English language instruction. While studies focus mainly on its effects on instructional practices and learning, the research into ChatGPT's potential to impact learner engagement is at a nascent stage. To address this gap, the current qualitative study reports how utilizing ChatGPT in an online L2 writing course shaped students' cognitive, behavioral and emotional engagement and disengagement in an online writing course with tenth graders. We collected data through journals and semi-structured interviews. Our content analysis revealed students' persistent efforts to reach information, seek feedback and error correction underlied their behavioral engagement. Critical thinking, noticing gaps in their knowledge, and contemplating on the ways to exploit ChatGPT features marked their cognitive engagement. Finally, students were engaged with the tool with a curious and fun attitude on an emotional level. Our data yielded fewer disengagement patterns (e.g., overreliance and distrust). The study produced pedagogical implications.

Nadelson, L. S., Walthall, B., Faidley, E. W., & Filer, J. (2025). **Generative artificial intelligence in teaching and learning: Concerns, practices, and supporting students use.** *The Journal of Educational Research*, 118(6), 535-546.
<https://doi.org/10.1080/00220671.2025.2511229>

As generative artificial intelligence (GAI) expands in complexity, offers diverse applications (i.e., text, graphics, sounds, music), and grows easier to access, it will inevitably impact K-12 teaching and learning. To document the phenomenon, we conducted a cross-sectional exploratory research project to document how teachers used GAI, how they supported their students' GAI use, their concerns and ethical considerations, and differences in these variables based on personal and professional demographics. We surveyed 131 K-12 teachers and found they tended to use GAI for a wide range of applications, were supporting their students' GAI use, including providing them with guidelines, had little or no GAI-related professional development, and differed in their GAI engagement by several personal and professional demographics including school location and grade level taught. We concluded the participants found value added in the use of GAI and perceived benefits for their students, as well as some ethical concerns.

Nelson, P., & Jarvie, S. (2025). **Like a Candle, Burning at Both Ends: The Cynicism of Teacher Erasure**. *Educational Theory*, 75(6), 1045-1059. <https://doi.org/10.1111/edth.70051>

This article builds from an exorbitant moment—the invocation of an inspirational quote on the eve of a new school year—to critically explore the larger, commonplace conceptual frame that the best teachers give all of themselves to their students, even to the point of self-erasure, as it continues to manifest across various discourses in education, research, and policy. We find significant problems emerging from this rhetoric, ones that compromise both the efficacy and humanizing potential of pedagogical practices. Offering alternative ways forward for teachers that do not romanticize teacher martyrdom, we focus instead on approaches that affirm the relational complexities of work in classrooms and encourage constant transformation, versions of “a teaching life” we argue to be more life-giving and sustaining.

Oakley, C., & Paulmann, S. (2025, novembre 6). **Aider les enseignants à protéger leur voix – et améliorer le bien-être en classe**. <https://doi.org/10.64628/AAK.kpvxnxaa4>

La voix est un outil de travail essentiel pour les enseignants. Mais, contrairement aux acteurs ou aux chanteurs, ils ne sont pas formés à bien l'utiliser et la protéger.

Omland, M., Hontvedt, M., Siddiq, F., Amundrud, A., Hermansen, H., Mathisen, M. A. S., ... Reiersen, F. (2025). **Co-creation in higher education: a conceptual systematic review**. *Higher Education*, 90(4), 1017-1047. <https://doi.org/10.1007/s10734-024-01364-1>

Co-creation constitutes a novel pedagogical approach for enhancing teaching and learning in higher education. When students and staff collaborate to improve curriculum, pedagogical resources, and the development of students' roles as peer-mentors or teaching assistants, it has led to increased learning outcomes, more inclusive practices, empowered students, and improved relationships between students and staff. In this conceptual systematic review of 222 research articles, we investigate characteristics of research on co-creation and analyse how the interactions constituting co-creation have been conceptualised. We identified dialogue, positioning, agency, and voice as core concepts describing co-creational interactions. These concepts are highly interconnected and were examined both as products of co-creation and as vital elements for co-creation to be productive. Based on these findings, we developed an analytical framework serving (a) to inform analyses of co-creational interaction and (b) as a model for educators designing co-creational activities. We further contribute to the theoretical underpinning of co-creation by discussing how dialogic theories can inform investigations of co-creational interactions in future research. We argue that there is a range of research questions related to the interactions constituting co-creation that are not sufficiently investigated. We suggest that future research should be directed towards observational studies of these interactions to develop knowledge on how educators can interact inclusively with students, fostering agency and positioning students as significant contributors to educational processes in higher education.

Pigeonnat, Y., Grouffaud, J., Raafindralambo, T., Garde, F., Skerrett, M., Hery, S., ... Quesnay, P. (2025). **Regards croisés sur plusieurs stratégies de changement pour accompagner la transformation pédagogique vers l'APC**. *Congrès AIPU*. Présenté à Brest, France. Consulté à l'adresse <https://hal.science/hal-05265486>

This symposium provides an opportunity for reflection and exchange on three change strategies for implementing APC in French higher education. Each contribution provides insights from the experience of French engineering schools. This contribution presents the

results of a mixed, multisite change strategy carried out since October 2023 in 6 engineering schools of the Polytech Network, covering 41 specialties. These results stem from research carried out as part of the program AVENIR(s), ANR France 2030, which aims to support the deployment of APC and the portfolio approach within French higher education.

Polok, K., Drózd, A., & Przybysz-Zaremba, M. (2025). **Teachers' opinions on the application of corpora in ICT and AI-aided foreign language education.** *The Journal of Educational Research*, 118(6), 663-673. <https://doi.org/10.1080/00220671.2025.2510381>

This study aims to investigate teachers' perspectives on the ICT and AI-aided incorporation of corpora in foreign language instruction. A corpus, defined as a collection of linguistic data available in a machine-readable format, encompasses diverse form types ranging from spoken to written language, contemporary to historical texts, and involving one or multiple languages. Qualitative data collection methods are employed in this study due to the complex nature of human interactions. Personal interviews are conducted to gather teachers' opinions, and the collected data are analyzed using qualitative description techniques. During the preparation of the surveys, the notions concerning the learners' interests and the ratio of their acceptance by the teachers on the one hand, and the ways AI propositions may be of help here are planned to be paid attention to. Also, Likert scales are employed to obtain generalization of the results. The findings indicate that corpora serve as valuable linguistic tools that offer innovative approaches to language learning. Additionally, it is indicated that—in the opinions of a number of the surveyed teachers—AI appears to be quite helpful in language learning, mostly by delivering personalized learning experiences that allow the learners to develop the language skills (in the sense understood by Gardner) at their own pace and focus on topics that interest them.

Poupard, M. (2025). **Curious and therefore not overloaded: towards an integrated understanding of curiosity and cognitive load in XR learning environments** (Theses, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-05315426>

Extended Reality (XR) technologies, including Virtual Reality (VR) and Augmented Reality (AR), are reshaping education by offering new ways to visualize and interact with complex knowledge domains, especially those requiring 3D content such as neuroanatomy. However, their pedagogical effectiveness remains contested, particularly due to contradictory findings regarding their impact on learners' intrinsic motivation and cognitive load. This doctoral research proposes an integrative perspective by bridging two major theoretical frameworks: Cognitive Load Theory (CLT), which explains how cognitive resources are allocated during learning, and the Learning Progress Hypothesis (LPH), which posits that curiosity-driven exploration fosters intrinsic motivation and enhances learning. The core objective was to examine how XR can optimize learning by balancing cognitive demands with learners' intrinsic motivation. First, a systematic review highlighted how AR tends to decrease unnecessary cognitive demands, benefiting novices, while VR often risks cognitive overload. The review also identified significant methodological limitations in how intrinsic motivation is assessed, calling into question the assumed motivational benefits of XR. Building on this, an empirical study with medical students explored how different modes of interaction in VR affect curiosity, cognitive load, and learning. Results indicated that while VR generally enhanced learning, higher interactivity was not necessarily beneficial. Intrinsic motivation correlated strongly with germane cognitive load, suggesting a meaningful bridge

between curiosity and cognitive load. A detailed analysis of participants' hand and head movements further demonstrated that movement entropy and exploration patterns can serve as behavioral indicators of curiosity-driven learning and cognitive engagement in immersive environments. An additional experiment investigated AR's potential to guide anatomical drawing tasks. Though direct learning gains were modest, AR significantly reduced extraneous cognitive load and increased learners' motivation and perceived usability. Individual factors such as visuospatial abilities and prior knowledge were found to moderate the effectiveness of these immersive interventions. The final part of the thesis brings together these empirical findings in a broader discussion, introducing a conceptual model that unifies CLT and LPH, empirically tested through structural equation modeling. This model highlights how intrinsic motivation and perceived learning progress dynamically interact with cognitive load to influence learning performance in XR-based learning. Altogether, this thesis provides new understanding of the balance between cognitive efficiency and motivational engagement in immersive learning, renewing research avenues in XR for education and offering valuable recommendations for educators and designers seeking to fully harness the potential of these technologies.

Quesnay, P., Skerrett, M., Héry, S., & Séguret, E. (2025). **Comment accompagner la révision des curriculums vers une approche par compétences ?** *Congrès international de pédagogie des sciences de la santé*, 26, S13-S36. <https://doi.org/10.1051/pmed/2025005>

Contexte et problématique : Les récents mouvements de réforme pédagogique traversant l'enseignement supérieur français visent à instaurer une approche par compétences (APC). L'APC peut être également mise en œuvre dans certains cas à l'initiative d'une équipe pédagogique désireuse de transformer son curriculum de formation. La littérature des ressources sur l'APC et en détaille les notions clés, ou encore les étapes à suivre pour sa mise en œuvre. Néanmoins, la connaissance des étapes à suivre n'est pas toujours suffisante pour mener à bien le changement. L'APC représente un changement complexe pour une équipe pédagogique qui souhaiterait la mettre en œuvre. Elle pose les questions de la modalité du changement curriculaire à suivre et des stratégies de changement à mettre en œuvre. Objectifs et public cible : Cet atelier s'adresse à des personnes qui souhaitent accompagner la révision des curriculums vers une approche par compétences (APC) dans leur institution. Au moyen de cet atelier, les participants seront en mesure de : 1) Discerner les éléments conceptuels clés nécessaires à l'élaboration d'une stratégie de changement. 2) Concevoir une stratégie de changement curriculaire pour accompagner la révision d'un curriculum vers une APC (à partir d'une étude de cas). Contenu : Au cours de cet atelier, nous vous proposons d'échanger en groupe pour élaborer, à partir d'un cas prédéfini, des éléments d'une stratégie de changement pour réviser un curriculum de formation vers l'APC. Cela permettra de se familiariser avec les éléments clés d'une stratégie de changement : modèles et types de stratégies de changement, posture d'accompagnement, et dynamique de changement. Nous vous proposons de discuter de ces éléments en vue de leur applicabilité dans votre institut de formation. Approche pédagogique : L'animation de cet atelier s'inscrit dans une perspective socio-constructiviste, où l'apprentissage repose sur un processus actif au moyen de la participation du groupe. L'atelier est structuré autour d'un problème (étude de cas) que le groupe sera amené à résoudre étude (étude de cas d'un institut de formation en santé souhaitant réviser son curriculum vers l'APC). Pour cela, les participants auront accès à un jeu de carte prévu à cet effet et permettant d'élaborer une stratégie de changement. L'apport de

connaissances, en lien avec les éléments conceptuels du cadre théorique, viendra appuyer la mise en pratique de la stratégie de changement curriculaire. Tout au long de l'atelier les participants vont être amenés à clarifier et préciser les notions associées à la conduite du changement en les discutant et en les mettant en application pour l'étude de cas. Un dernier temps visera à discuter de ces éléments en vue de leur applicabilité dans le contexte des participants.

Raphaël, P. (2025). **L'évaluation scolaire**. Consulté à l'adresse <https://www.editions-retz.com/enrichir-sa-pedagogie/mes-connaissances-educatives/l-evaluation-scolaire-9782725648460.html#details-techniques>

Évaluer et noter : pour quelles finalités ? L'évaluation scolaire est au cœur de l'expérience éducative. Située culturellement, socialement et historiquement, elle s'ancre dans le vécu d'élèves et va ensuite influencer les pratiques d'évaluation des enseignants et des formateurs, pour le meilleur et parfois, hélas, pour le pire. Porteuse de nombreux mythes, l'évaluation fait régulièrement débat. Pour les uns, elle consiste simplement à noter. Pour les autres, elle est un outil au service des apprentissages de tous les élèves, au quotidien. À ce titre, elle peut prendre de multiples formes qui demandent à être théorisées et exemplifiées. Si chacun a un avis sur l'évaluation et ses différentes modalités, il importe donc que la recherche académique s'empare de ce sujet pour poser les conditions d'une évaluation cohérente et exigeante. Cet ouvrage traite de nombreuses idées répandues dans la communauté éducative pour les passer au crible de la recherche actuelle : • " Pratiquer l'évaluation diagnostique est une perte de temps ", • " L'évaluation formative est peu utile car elle ne compte pas ", • " L'idéal serait une école sans note ", • " C'est en évaluant que l'on apprend à évaluer "... Il en ressort de précieuses mises au point, appuyées par des études de référence, mais aussi des exemples concrets pour questionner notre regard et nos pratiques d'évaluation.

Reuter, Y., & Robbes, B. (2025). **L'engagement en recherche: Vingt années de recherche, praticiens et chercheurs, avec la FESPI**. Consulté à l'adresse <https://www.chroniquesociale.com/pedagogie-formation/1462-l-engagement-en-recherche.html>

« Promouvoir l'expérimentation, la recherche et l'innovation dans les établissements », voici l'une des finalités que la Fédération des établissements scolaires publics innovants (FESPI) attribue à sa neuvième « proposition(s) concrète(s) pour des alternatives dans l'école : Se confronter, faire évoluer, essayer ». Si, depuis la fondation de la FESPI en 2005, cette volonté s'est réalisée à travers de multiples démarches impliquant la recherche dans le travail des équipes innovantes, l'initiative de les porter à la connaissance du public et d'en dresser par là un inventaire à travers cet ouvrage scientifique nous semble hautement salubre. Ceci à plusieurs égards : tout d'abord cette publication pourra contribuer à soutenir la réalisation de la neuvième proposition de la FESPI par ses illustrations de coopérations effectives entre praticiens et chercheurs. Ensuite, les équipes d'enseignants dans les établissements membres de la FESPI (ESPIs) n'ayant peu ou pas du tout recours à l'apport de la recherche, pourront être motivées à s'en saisir et ainsi enrichir leurs pratiques. Enfin, les chercheurs et leurs laboratoires qui s'intéressent à l'innovation pédagogique et aux structures scolaires alternatives pourront voir dans les ESPIs des terrains de recherche particulièrement riches. En suivant la métaphore des praticiens qui doivent « descendre de vélo pour se regarder pédaler » il a toujours semblé évident pour la FESPI que l'accompagnement par les chercheurs et leurs outils était essentiel pour nourrir la réflexion et les analyses lors de ces moments de retour sur les

pratiques. Cet accompagnement par la recherche qui a pris avec les années des formes de compagnonnage, s'avère bien souvent nécessaire pour l'évaluation des actions menées, phase première pour consolider ou transformer les pratiques des équipes innovantes. Les auteurs Sous la direction de Bruno Robbes, Yves Reuter. Avec les contributions de : S. Benasé-Rebeyrol, P. Bergeron, N. Broux, P. Clerc, É. Dubois, P. Fugier, P. Geffard, P. Goémé, M.-A. Hugon, L. Lescouarch, V. Melin, Y. Reuter, B. Robbes, A. Seck, L. Simon-Hourlier, A. Sirota, M. Vergnon.

Richard-Bossez, A. (2025). **L'appréhension des « erreurs » des élèves dans les pratiques enseignantes en maternelle : entre ouverture et fermeture des possibilités de révision des apprentissages.** *Annales de Didactique et de Sciences Cognitives. Revue internationale de didactique des mathématiques*, (Thématique 3), 63-78. <https://doi.org/10.4000/14ebz>
A partir d'observations réalisées dans six classes de grande section situées dans des contextes sociaux contrastés, cet article développe deux parties. La première s'intéresse aux différentes formes d'interprétation auxquelles peut donner lieu une même tâche de la part des élèves et à leur plus ou moins grande proximité avec les attendus scolaires. La seconde développe la manière dont les enseignants reprennent les réponses des élèves quand celles-ci ne correspondent pas à ce qu'ils attendent et ce que cela produit (ou non) en termes d'apprentissage. Ce faisant, l'article montre comment la manière dont les « erreurs » sont appréhendées par les enseignants et les moments de reprise qu'ils proposent aux élèves constituent des moments clé dans la construction à la fois des apprentissages et des inégalités scolaires.

Rochex, J.-Y. (2025). **De l'erreur et de ses modes de traitement aux débats de normes.** *Annales de Didactique et de Sciences Cognitives. Revue internationale de didactique des mathématiques*, (Thématique 3), (99-113). <https://doi.org/10.4000/14ec0>
Les modes de faire avec les erreurs de leurs élèves que mettent en œuvre les enseignants sont un révélateur de leurs pratiques, mais aussi de leur rapport aux savoirs qu'ils enseignent et aux élèves auxquels ils enseignent. Entre improvisation réglée en situation et composantes de la culture professionnelle, ces modes de faire ont à faire à la fois avec la pluri-temporalité et avec le pluri-adressage de l'activité enseignante. Promouvoir la réflexivité des élèves et des enseignants sur les erreurs et leurs modes de traitement nécessite de penser et aménager des espaces-temps où puissent se développer des débats de normes entre élèves et enseignants, entre élèves, entre enseignants, voire entre chercheurs et enseignants.

Seo, E., Lee, S. Y., & Lee, Y. (2025). **Growth Mindset in Action: Teaching Practices That Fuel Student Interest and Academic Success.** *Journal of Youth and Adolescence*, 54(12), 3008-3022. <https://doi.org/10.1007/s10964-025-02216-6>
Although growth mindset-oriented teaching practices are widely promoted, little is known about their long-term effects, particularly when and for whom they matter most. This study examined how growth mindset-oriented teaching practices predicted academic interest and achievement over six years, with particular attention to when and for whom such practices may be more effective. A nationally representative sample of 6853 South Korean students was followed from 7th to 12th grade. Using a random-intercept cross-lagged panel model, this research found that perceived growth mindset-oriented teaching predicted next-year academic interest and achievement. These patterns were especially salient among students facing academic challenges in high

school. Findings underscore the potential importance of these practices for supporting student motivation and achievement throughout secondary education.

Sircar, M., Langton, T., & Kagochi, T. (2025). **'The piece that we were looking for': teachers' collaborative curriculum design for equity-centred biology units.** *International Journal of Science Education*, 47(15-16), 2023-2044. <https://doi.org/10.1080/09500693.2024.2379057>
Critiques of current science education reforms call for science curricula that reflect expansive notions of equity in science teaching. This case study explores the experiences of two secondary-school biology teachers in the United States working as a Teacher-Design-Team (TDT) to centre equity through new curriculum materials that they co-designed. Four questions guided the study: (1) How did teachers centre equity in their curriculum design decisions and what concepts of equity did these decisions evoke? (2) How did teachers characterise their process for centring equity in the collaborative design of their biology units? (3) What do teachers describe as outcomes of their work? (4) What did teachers experience as supports – or challenges – in their efforts to design equity-centred units? Key findings include that a strong partnership and shared goals grounded in an equity framework catalysed the teachers' work; teachers used an emergent 'three-pronged approach' to organise their unit planning; teachers' centring of equity contained many facets; and teachers described multiple benefits from their TDT efforts, including greater job satisfaction and strengthened intention to remain in teaching. These findings have implications for future research and for practitioners who support the work of Teacher-Design-Teams (TDTs), particularly for science curriculum innovations that centre equity.

Speldewinde, C., Guarrella, C., & Campbell, C. (2025). **Listening to children in nature: emergent curriculum in science teaching and learning in bush kinders.** *International Journal of Science Education*, 47(15-16), 2180-2202. <https://doi.org/10.1080/09500693.2024.2365459>

Outdoor early childhood education contexts such as nature kindergartens have been established for well over 50 years in the United Kingdom and Scandinavia. Despite their popularity in these settings, similar approaches in countries such as Canada, China, New Zealand and Australia have taken time to become established. One example of where this approach to nature kindergartens in early childhood education has recently taken a foothold is the Australian 'bush kinder'. Bush kinders are a context where four- to five-year-old preschool children can experience and learn biological, chemical and physical sciences in natural environments through play. This paper draws on research undertaken in bush kinders, applying ethnographic data. Data collection commenced in 2015 and subsequently, members of the research team returned to bush kinders in 2017, 2020 and 2023 to understand how the bush kinder approach to curriculum has continued to develop and grow. We respond to two research questions in this paper, (1) What are teachers' experiences of an emergent science curriculum in bush kinder setting? And (2) How does an emergent science curriculum develop within bush kinder settings? Through observing educators' application of emergent curriculum, we found that time spent in bush kinder provides children with the voice to articulate their science understandings.

Temiz, G., & Kafadar, E. N. (2025). **Utilization of AI-aided vocabulary teaching in K-12: A case study.** *The Journal of Educational Research*, 118(6), 716-723. <https://doi.org/10.1080/00220671.2025.2510400>

The innovative teaching of English as a foreign language (EFL) is rapidly being and will probably continue to be driven by the extensive incorporation of artificial intelligence (AI) in English language teaching (ELT). AI applications and AI-powered educational materials have the potential to enrich teaching and learning practices by taking up various roles, and vocabulary is one of them (Kessler, 2018). Considering this, this experimental research aims to evaluate the effect of an artificial intelligence tool (DALL-E) on the English vocabulary learning of first-grade primary school students. DALL-E produces visual outputs in line with the provided detailed commands. In that sense, the main focus of this research is to examine and compare the possible impact of using AI-powered vocabulary learning cards against the traditional use of word cards in vocabulary teaching to young learners. This research covers a ten-week implementation, which lasted four weeks in the 2023 fall term and six in the following term, and evaluates the differences between students' pretest and post-test scores in both the experimental and control groups that involved twenty students in each. The data were also strengthened with a delayed post-test conducted two weeks after the implementation. While the weekly word cards presented to the students in the experimental group were designed with the aid of the DALL-E artificial intelligence-supported Microsoft Design Creative AI program, traditional word cards, which are paper flashcards that lack color and object-related details, were employed in the control group. Regarding data analysis, tallying correct answers in percentage was performed in the first term, while Mann-Whitney U and Wilcoxon Signed-Rank tests were run on SPSS in the second term to detect within- and across-group differences between the groups. The results of this study showed a statistical significance in the post-tests of the groups. While the experimental group performed better in the posttest during the first and second phases, there was no significant change in the delayed test, while the control group did the opposite and performed better with traditional flashcards. The study provided implications for educators, teachers, and relevant stakeholders to evaluate the possible ways of integrating AI-powered tools in vocabulary learning of K-12 students in English.

Tolbert, S., Hipkins, R., Cowie, B., & Waiti, P. (2025). **Epistemic agency, Indigenous knowledge, and the school science curriculum: reflections from Aotearoa New Zealand.** *International Journal of Science Education*, 47(15-16), 1986-2002. <https://doi.org/10.1080/09500693.2024.2356229>

In this article, we take up ongoing questions about relationships between epistemic agency, Indigenous knowledge, and the school science curriculum. We were brought together as curriculum advisors to provide guidance in the form of a conceptual framing for teams working on updates to Aotearoa New Zealand's national curriculum and assessment frameworks. We contribute, therefore, to this critically important discussion from within the context of an ethical and political imperative that is currently driving curriculum reform in our context: he mana ōrite mō te mātauranga Māori (equal status for Māori knowledge). It is from this context that we share how we have arrived at a 'multiple knowledge systems' approach to science curriculum reform. We argue that a science curriculum for the Anthropocene must afford teachers the creative space to bring together multiple knowledge systems in the form of a local curriculum, supporting students' inventiveness, empathy, and epistemic agency.

Relation formation-emploi

Dias Lopes, A., & Hancock, S. (2025). **International mobility after the PhD: exploring the characteristics and early labour market outcomes of UK doctoral graduates.** *Higher Education*, 90(4), 899-920. <https://doi.org/10.1007/s10734-024-01357-0>

While the mobility patterns of first-degree students and graduates have been extensively researched, there is limited understanding of the international mobility of doctoral graduates. This article examines the early outbound mobility of UK domiciled doctoral graduates. Informed by human capital and signalling theory, we analyse the Higher Education Statistics Agency's Destination of Leavers from Higher Education survey (n = 28,535), to consider whether mobility (1) differs by graduates' socio-demographic background and PhD programme characteristics and (2) is associated with different early labour market outcomes. We find that individual socio-demographic background and PhD programme characteristics have a statistically significant effect on international mobility 6 months after graduation. International mobility is significantly higher among Oxbridge and STEM doctoral graduates. We observe a small positive association between international mobility and PhD graduates' salary. International mobility after the PhD is highly associated with the probability of securing an academic and research role or a postdoctoral contract. Our findings are consistent with existing research on scientific careers which identifies a 'mover's advantage'. We propose that international mobility can be framed as a human capital investment that enables self-advancement within the competition for research employment. The norms of the knowledge economy and global science reward doctoral graduates with international experience, which acts as a positive signal of productive capability. Our insights are germane to a variety of stakeholders concerned with continuing doctoral expansion and indicate the scientific and economic importance of ensuring equitable access to mobility opportunities.

Duru-Bellat, M. (2025, novembre 5). « **Avec un master, t'as plus rien !** », ou la réalité du **déclassement**. Consulté 10 novembre 2025, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/marie-duru-bellat/un-master-tas-plus-rien-realite-declassement/00116562>

Avec un master, t'as plus rien !

Kettanurak, S. (2025). **Job Employment and Vertical Mismatch: Evidence From Thailand.** *Asian-Pacific Economic Literature*, 39(2), 122-133. <https://doi.org/10.1111/apel.12447>

The augmented matching function is modified to identify the determinants of job employment and the pattern of vertical mismatch in Thailand's labour market during 2017–2022. Specifically, using the General Method of Moments technique, the results show that job employment in each skill group is positively affected by its own lagged variable, the number of unemployed workers and job vacancies but negatively influenced by the congestion externalities of job vacancies in other skill groups. In terms of elasticity, the elasticity of job employment with respect to unemployment and job vacancies is around 0.36–0.46 and 0.31–0.43, respectively. Furthermore, overskilling is observed in both semi-skilled and low-skilled positions, while underskilling occurs only in semi-skilled positions regarding the coefficient values for the congestion of job vacancies. Finally, the provision of more job-matching platforms and upskilling courses is suggested as a policy recommendation to mitigate the problems of overskilling and underskilling, respectively.

Réussite scolaire

De Cort, W., & De Witte, K. (2025). **The potential of tutoring in higher education: students' preferences, consumption, and the role of information.** *Higher Education*, 90(4), 921-939. <https://doi.org/10.1007/s10734-024-01358-z>

Tutoring programs are highly effective in improving students' outcomes in higher education. However, little is known about students' demand for tutoring or the optimal design of tutoring programs. Additionally, while privately provided tutoring can threaten social mobility, little is known about students' consumption of private tutoring. Using a discrete choice experiment, this paper estimates the preferences, perceptions, and consumption of tutoring for 1200 Flemish first-year higher education students. We find that students' willingness-to-pay for tutoring is high, as they perceive it to be highly effective. However, they perceive the added value of having an experienced lecturer and smaller class sizes in these tutoring programs as low. Our simulations suggest that tutoring could significantly improve private and social welfare, but that the optimal size of tutoring groups is larger than commonly considered. Despite its potential, only 8% of students purchase privately provided tutoring. Using an information experiment, we show that biased perceptions of the returns to education cannot explain why students underinvest in tutoring. We argue that supply-side restrictions and behavioral biases such as status-quo bias and social image concerns can explain this low uptake of private tutoring. Finally, the demand for tutoring is highest among students with low socioeconomic status, but they are less able to purchase tutoring on the private market due to its high prices. These findings suggest that public investments in tutoring could increase social welfare and social mobility cost-effectively, while lowering barriers to students seeking academic support.

Dhaliwal, T. K. (2025). **Promoting Resilience? The Role of Schools and Neighborhoods in Supporting the Success of Students Experiencing Homelessness.** *Educational Researcher*, 54(8), 472-483. <https://doi.org/10.3102/0013189X251345807>

Experiencing homelessness is largely associated with negative educational outcomes, yet some students continue to achieve academically despite housing loss. Drawing on a framework from resilience research, I develop school and neighborhood resource measures and analyze data from the state of Michigan to provide the first empirical evidence of which school and neighborhood resources support or undermine the educational resilience of students experiencing homelessness, including their attendance and English language arts and math achievement. I find that school and neighborhood resources demonstrate varied associations across outcomes, with patterns that might suggest they can support and undermine educational outcomes. I conclude with implications for policy and future research.

Ferrare, J. J., Waddington, R. J., Zimmer, R., & Berends, M. (2025). **The Impacts of Virtual Charter High Schools on Secondary and Postsecondary Outcomes: Opening Up the Black Box.** *Educational Researcher*, 54(8), 449-460. <https://doi.org/10.3102/0013189X251337417>

As demand for virtual schools continues to grow in the wake of the COVID-19 pandemic, there is a pressing need to understand how these schools influence long-term student outcomes. Utilizing administrative data from Indiana, this article estimates the impacts of virtual charter high schools on high school graduation, dropout, and college enrollment and contrasts these results to the brick-and-mortar charter high schools in the state. Using

a matching cell fixed-effect design, we find that students who switched from a traditional public school in eighth grade into a virtual charter high school experienced large, negative impacts across all these outcomes. A mediation analysis found that variation in class size and school-level course-taking patterns explain a substantial portion of these impacts.

Klipfel, J. (s. d.). **Parcours et réussite en IUT : Les résultats de la session 2024**. Note Flash du SIES, (26), 2. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Sommaires-revues/DetailSommaire.php?parent=actu&id=8788>

Un peu plus de la moitié des néo-bacheliers inscrits en BUT à la rentrée 2021 obtiennent leur diplôme en trois ans. Le taux de réussite au BUT en trois ans, pour les néo-bacheliers inscrits en 2021, est de 55 %. Le taux de réussite est plus élevé pour les bacheliers généraux (62 %) et pour les titulaires d'une mention Bien ou Très bien (respectivement 64 % et 66 %). Les femmes (39 % des étudiants) et les étudiants dont l'origine sociale est très favorisée (32 % des étudiants) sont aussi relativement plus nombreux à obtenir leur BUT en trois ans (respectivement 60 % et 58 %). Enfin, les taux de passage, que ce soit en 2e année pour les bacheliers 2023 ou en 3e année pour les bacheliers 2022, sont en hausse.

Reuter, Y., & Robbes, B. (2025). **L'engagement en recherche: Vingt années de recherche, praticiens et chercheurs, avec la FESPI**. Consulté à l'adresse <https://www.chroniquesociale.com/pedagogie-formation/1462-l-engagement-en-recherche.html>

«Promouvoir l'expérimentation, la recherche et l'innovation dans les établissements», voici l'une des finalités que la Fédération des établissements scolaires publics innovants (FESPI) attribue à sa neuvième «proposition(s) concrète(s) pour des alternatives dans l'école : Se confronter, faire évoluer, essayer». Si, depuis la fondation de la FESPI en 2005, cette volonté s'est réalisée à travers de multiples démarches impliquant la recherche dans le travail des équipes innovantes, l'initiative de les porter à la connaissance du public et d'en dresser par là un inventaire à travers cet ouvrage scientifique nous semble hautement salubre. Ceci à plusieurs égards : tout d'abord cette publication pourra contribuer à soutenir la réalisation de la neuvième proposition de la FESPI par ses illustrations de coopérations effectives entre praticiens et chercheurs. Ensuite, les équipes d'enseignants dans les établissements membres de la FESPI (ESPIs) n'ayant peu ou pas du tout recours à l'apport de la recherche, pourront être motivées à s'en saisir et ainsi enrichir leurs pratiques. Enfin, les chercheurs et leurs laboratoires qui s'intéressent à l'innovation pédagogique et aux structures scolaires alternatives pourront voir dans les ESPIs des terrains de recherche particulièrement riches. En suivant la métaphore des praticiens qui doivent «descendre de vélo pour se regarder pédaler» il a toujours semblé évident pour la FESPI que l'accompagnement par les chercheurs et leurs outils était essentiel pour nourrir la réflexion et les analyses lors de ces moments de retour sur les pratiques. Cet accompagnement par la recherche qui a pris avec les années des formes de compagnonnage, s'avère bien souvent nécessaire pour l'évaluation des actions menées, phase première pour consolider ou transformer les pratiques des équipes innovantes. Les auteurs Sous la direction de Bruno Robbes, Yves Reuter. Avec les contributions de : S. Benasé-Rebeyrol, P. Bergeron, N. Broux, P. Clerc, É. Dubois, P. Fugier, P. Geffard, P. Goémé, M.-A. Hugon, L. Lescouarch, V. Melin, Y. Reuter, B. Robbes, A. Seck, L. Simon-Hourlier, A. Sirota, M. Vergnon.

Sattler, K., Font, S., & Panlilio, C. (2025). **Foster Care Entry and Later Academic Achievement Among Infants Involved With Child Protective Services.** *Child Development*, 96(6), 2112-2132. <https://doi.org/10.1111/cdev.70008>

Timing of foster care placement, especially early in life, may have important implications for children's later academic functioning. Given racial disparities in placement decisions, examining associations between age at foster care entry and school outcomes by race is warranted. To address this gap, linked, longitudinal administrative data were used for a cohort of infants involved with child protective services by age one (n = 8795; 47% White, 21% Black, 16% Hispanic, 16% other race/ethnicity; 52% male). Results suggest foster care placement in the first 6 months is related to higher odds of basic reading test scores and lower odds of absenteeism, with associations stronger for Black children. These results have significant implications for the child welfare system.

Seo, E., Lee, S. Y., & Lee, Y. (2025). **Growth Mindset in Action: Teaching Practices That Fuel Student Interest and Academic Success.** *Journal of Youth and Adolescence*, 54(12), 3008-3022. <https://doi.org/10.1007/s10964-025-02216-6>

Although growth mindset-oriented teaching practices are widely promoted, little is known about their long-term effects, particularly when and for whom they matter most. This study examined how growth mindset-oriented teaching practices predicted academic interest and achievement over six years, with particular attention to when and for whom such practices may be more effective. A nationally representative sample of 6853 South Korean students was followed from 7th to 12th grade. Using a random-intercept cross-lagged panel model, this research found that perceived growth mindset-oriented teaching predicted next-year academic interest and achievement. These patterns were especially salient among students facing academic challenges in high school. Findings underscore the potential importance of these practices for supporting student motivation and achievement throughout secondary education.

Valeurs

Atal, I., Jeune, N., Gabard, C., Dessus, P., & Pagnotta, M. (2025). **Citizen science for educational sciences: engaging educators in the production of structured practice-based evidence on a large scale.** *Teacher Development*, 1-22. <https://doi.org/10.1080/13664530.2025.2523359>

Every day, millions of educators test new practices. If a small proportion of them published their locally produced practice-based evidence in a structured manner, this could become a promising knowledge base for educators. The authors developed a citizen science project to promote the publication of educator-led research in France. They trained volunteers to create communities of educators and to facilitate workshops. During workshops, community members followed a common research methodology to produce contextualised evidence on the capacity of shared actions to address shared challenges. A collaborative platform helped educators produce, peer-review and publish their research. In 2020-21, 168 educators from primary to higher education joined 10 communities and initiated 60 research projects. The results suggest that: i) Using research methods can improve the quality of practice-based evidence; ii) Using a common methodology and platform can support educators from different contexts addressing shared challenges; and iii) Community-based recruitment can help with engaging educators.

Bencze, J. L. (2025). **Science education for growing networks of critique and altruism: striving for increased social justice and environmental vitality**. *International Journal of Science Education*, 47(15-16), 2071-2092. <https://doi.org/10.1080/09500693.2025.2460048>

In the 1998 policy document, *Beyond 2000*, authors suggested that school science tends to prioritise education of few potential scientists. Apparently, little has changed since then. Given multiple apparent crises, however, like the climate emergency, it seems imperative that school science (or 'STEM') education be dramatically transformed to prioritise social justice and environmental vitality ('ecojustice'). This, however, seems challenging. School systems appear enmeshed in tightly-woven networks of living, nonliving and symbolic actants apparently generally collaborating to maximise elites' profits while compromising wellbeing of most other (a)biotic things. After elaborations of claims like those above, however, a science/STEM education framework that aims to help develop cultures of 'critical altruism' promoting increases in 'ecojustice' is described and critically defended. Some elements of this programme may be useful – albeit with caveats – to curriculum developers with similar goals. It prioritises direct instruction about apparently problematic relationships among fields of STEM and societies and environments and preparation of students for implementing their well-researched actions to help overcome issues in such relationships concerning them. Although this pedagogy seems to have had successes, it also appears that much work is needed to help spread values inherent to it across larger, perhaps more global, material-semiotic networks.

Bordes, M. (2025). **L'éducation démocratique en Anthropocène : l'école comme tiers lieu écologique et démocratique, matrice des ethos de l'Anthropocène** (Theses, Université de Strasbourg). Consulté à l'adresse <https://theses.hal.science/tel-05351762>

The ecological question concerns the organization of the common world, and is therefore eminently political. This thesis considers how ecological and democratic issues can be approached as an educational stake, in particular in view of the difficulties representative governments face in taking concrete actions in this area. We will attempt to demonstrate that democratic and ecological education in the context of the Anthropocene is a global, metacurricular and metadisciplinary challenge for schools, while basing our reflection on the philosophy of John Dewey. The latter presents democracy as a culture and a way of life, and the school as a place of life and democratic socialization. We'll be taking inspiration from the ecological third-place model, as a place for participatory democracy linked to the environment, to question the school form. We will base this reflection on a field study in a shared garden.

Ducouret, G. (2024). **La construction et le développement d'un questionnement éthique des ingénieurs : le cas des ingénieurs en formation par apprentissage** (Theses, Université de Strasbourg). Consulté à l'adresse <https://theses.hal.science/tel-05352869>

Our thesis examines how engineers develop ethical reflection through their perception of socio-ecological challenges at work. While educational sciences highlight the importance of ethics in engineering practice, this dimension remains hard to assess as it involves subjectivity. Using an ergological approach, we studied how apprentice engineers appropriate prescribed work to construct their own standpoint on societal and environmental issues. Interviews revealed that they reinterpret constraints to reconcile organizational expectations with their personal values. Ethics thus emerge as a core component of engineers' overall competence, guiding their professional judgment and responsibility.

Greco, M. A. (2025). **Pronouns, Dignity, and Academic Freedom: How Inclusive Classrooms Advance the University's Epistemic Mission.** *Educational Theory*, 75(6), 985-1001. <https://doi.org/10.1111/edth.70049>

On the standard picture, membership in the set of utterances "academic speech" is both necessary and sufficient for an utterance to enjoy the protections of academic freedom. In this article, I challenge the sufficiency claim by showing that there are significant epistemic and pedagogical benefits to be had by delineating a class of utterances that qualify as academic speech but that are not entitled to academic freedom protections. To this end, I adopt Eamonn Callan's (2016) distinction between "intellectual safety" and "dignity safety" and argue that there are some utterances that contribute to intellectually productive learning environments but also undermine the dignity of some members of the classroom. While such utterances count as academic speech (or so I argue), they should not enjoy academic freedom protections because this would be detrimental not only to the instructional and social aims of the university, but also (and perhaps surprisingly) to the knowledge aim. While my account of the relationship between academic speech and academic freedom is not as simple as the standard account, it can bypass two serious objections that the standard account must contend with—namely, that it relies on either a conception of academic speech that is underinclusive, or a conception of academic freedom that is overinclusive. I use these objections to highlight the importance of independence between our theoretical conceptions of academic speech and academic freedom.

Marion, F. (2023). **Le rapport entre curriculum et construction de soi. L'incarnation des valeurs communautaires chez les élèves-ingénieurs des écoles militaires** (Theses, Hésam Université). Consulté à l'adresse <https://hal.science/tel-05045692>

Les études supérieures constituent un espace de transition entre l'éducation et la vie professionnelle, concomitant avec cet âge de la vie qu'on nomme désormais celui du «jeune adulte». Ayant pour objet l'expérience de socialisation des élèves-ingénieurs en écoles militaires, la recherche vise à déterminer quels rapports, parfois implicites, s'établissent entre le curriculum et la construction de soi et à mettre à jour une co-construction des valeurs reposant sur l'interaction triangulaire entre l'institution, l'étudiant et ses pairs. L'institution est prise en compte dans sa définition la plus exhaustive : cadre physique et symbolique, cadre réglementaire et d'enseignement aux acteurs multiples, cadre de vie et d'échanges plus ou moins formels, foyer de concentration de projets et d'ambitions tous azimuts, etc. La recherche s'appuie sur un inventaire bibliographique puisant aux sources des sciences de l'éducation, de la sociologie et des sciences politiques. Cet inventaire précède une batterie d'enquêtes par questionnaires et entretiens, doublée d'une recherche documentaire, réalisée auprès de deux écoles proches géographiquement mais fortement différenciées par les statuts de leurs étudiants et leurs histoires récentes. Les «valeurs communautaires», ayant rapport à la vie et au travail en collectivité, prises comme objet privilégié de nos enquêtes, se construisent à l'épreuve collective des interactions différenciées que suscitent la formation, les rituels et les activités associatives propres aux «promotions». Parallèlement, chaque élève poursuit sa construction identitaire au gré des situations et des mises à l'épreuve que lui imposent l'institution et les pairs. Le collectif de la «promotion» et l'individualisation des expériences entretiennent une tension permanente entre assimilation et singularisation. L'enquête explore les mécanismes de ces deux mouvements simultanés ainsi que les ressorts de la coopération et de la comparaison sociale. S'agissant à la fois d'écoles d'ingénieurs et d'établissements militaires formant

des serviteurs de l'Etat, on s'interroge sur la portée d'une affiliation longue et sur l'influence des ethos militaires. Une autre question traverse l'enquête : dans quelle mesure les élèves s'approprient-ils leur école ?

Osborne, J., & Allchin, D. (2025). **Science literacy in the twenty-first century: informed trust and the competent outsider**. *International Journal of Science Education*, 47(15-16), 2134-2155. <https://doi.org/10.1080/09500693.2024.2331980>

A primary justification of teaching science to all young people is to develop students to become "critical consumers" of science. This worthy goal, however, is hampered by a flawed premise that school science is sufficient to develop intellectual independence. In contrast, we start from the premise that we are all epistemically dependent on the expertise of others. Hence, any science education for all must develop the capabilities to become a "competent outsider" capable of making judgements not of the science itself, but whether the source is credible. Essential to developing such informed epistemic trust are: (1) a basic understanding of the social practices that enable the production of reliable knowledge; and (2) a familiarity with the major explanatory theories and styles of reasoning that guide the work of scientists. These elements provide a framework for the non-expert necessary to interpret and understand the work of scientists and the claims they make. We show how such an education would address three of the four primary aims of science education outlined by Rudolph (2022). To achieve this goal a substantial reduction of existing standards to an essential, but fundamentally different, core is required, while returning significant autonomy to classroom professionals.