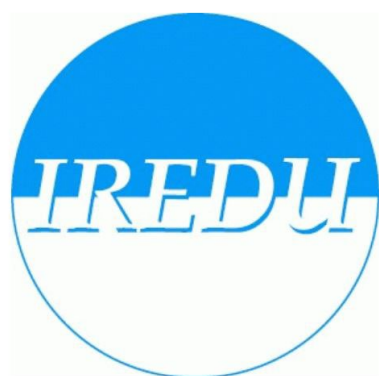


Veille de l'IREDU



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Acquisition de compétences

Ainsworth, R., Dehejia, R., Munteanu, A., Pop-Eleches, C., & Urquiola, M. (2025). **Malleable Minds: The Effects of STEM- vs. Humanities-Focused Curricula** (Working paper N° 34502). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34502>

We examine the impacts of assignment to STEM vs. humanities-focused curricula in Romania's high school system. We apply a regression discontinuity design to administrative and survey data to estimate effects on educational pathways, desired careers, and non-cognitive outcomes. An overarching theme of our findings is the malleability of students to what they study. Assignment to STEM increases STEM college enrollment and technology or engineering career intentions by 25 pp. Exploring mechanisms, we find that STEM assignment changes students' self-perceived academic abilities and their preferences over academic subjects and job tasks. STEM assignment is risky for low-achieving students, reducing their chances of passing a high school exit exam and enrolling in college. A final finding is that STEM makes boys more conservative, while shifting some of girls' views to the left. Our results identify a strategy for promoting STEM higher education and careers, but also highlight potential tradeoffs.

Alvarez Marinelli, H., Boggild-Jones, I., Crawford, M., Dubeck, M. M., Jhingran, D., Lack, C., ... Taha, H. (2025). **Effective reading instruction in low- and middle-income countries: what the evidence shows** (p. 64). Consulté à l'adresse World Bank website: <https://curated-library.iiep.unesco.org/library-record/effective-reading-instruction-low-and-middle-income-countries-what-evidence-shows>

This report is grounded in the Science of reading, a vast, multidisciplinary body of research on how children learn to read and how best to teach reading. Drawing from cognitive psychology, neuroscience, linguistics, education and other fields, this research has produced a clear understanding of how children's brains learn to process written language. Studies across diverse contexts reveal a crucial finding: while languages differ, children's brains learn to read in fundamentally similar ways (Dehaene, 2009; Verhoeven & Perfetti, 2017). Therefore, certain basic principles of effective instruction are universal: explicit instruction (directly teaching skills), systematic progression (following a logical sequence), and comprehensive coverage (teaching all necessary skills). This report presents evidence on what works to teach reading in LMICs. Based on research from 111 studies across more than 100 languages, it identifies the specific teaching methods proven to help children learn to read.

Asghar, J., Dintilhac, C., & Global Education Monitoring Report Team. (2025). **From promise to practice: harnessing generative AI to improve foundational learning in Sub-Saharan Africa** (p. 24). Consulté à l'adresse UNESCO website: <https://curated-library.iiep.unesco.org/library-record/promise-practice-harnessing-generative-ai-improve-foundational-learning-sub-saharan>

Foundational literacy and numeracy (FLN) across Sub-Saharan Africa remain far below desired levels, with a majority of ten-year-olds unable to read a simple text. This report argues that generative AI (GenAI) can move systems from pilot gains to sustained progress by accelerating proven practices rather than substituting for them. Synthesizing evidence on structured pedagogy (SP) and remediation approaches such as teaching at the right level (TaRL), the report maps near-term GenAI capabilities for learners, teachers, remediation, and system management. Small language models on low-cost

devices can power quick checks, same-day regrouping, and level-matched practice in local languages, while larger models assist teachers with lesson preparation, just-in-time coaching, and simple data flows into dashboards, even in low-connectivity settings. The report proposes eight principles to scale GenAI safely and effectively: start offline; build African language data; keep teachers in the lead; design for interoperability; build local expertise; set clear benchmarks with rapid evaluation; put equity at the center; and protect children's data and privacy through robust governance. Case spotlights illustrate these principles, including low-connectivity oral reading checks and tutors; a teacher-in-the-loop pilot in Nigeria that produced meaningful reading gains in six weeks; Kenya's integration efforts via the Education Cloud and a national digital master plan; Senegal's AI-assisted storybook pipeline; Rori's WhatsApp tutor for underserved learners; Masakhane's community-built language resources; and the BELIEF facility for benchmarks and rapid evidence. The report concludes that localized, interoperable, teacher-centered GenAI can make diagnose-group-practice cycles practical at national scale and durably help governments improve FLN quickly and affordably across diverse languages, systems, and contexts.

Banker, D. V., Jaiswal, A., & Deepa, R. (2026). **Drivers of Student Learning and Development: A Serial Mediation Approach.** *Higher Education Quarterly*, 80(1), e70089. <https://doi.org/10.1111/hequ.70089>

'Learning and development' is a crucial student outcome yet has been unexplored in the context of psychological ownership. In a highly competitive era, students assume that the sole motive of being in the institution is to focus on studies while they seldom understand that real learning happens when they psychologically own the institute and the learning environment. This study assesses the drivers of student learning and development, including psychological ownership, engagement and commitment, using the theoretical underpinnings of social identity and social exchange theories. Data were collected from 317 full-time management postgraduate students in India through a structured survey questionnaire. Serial mediation was tested using the bootstrapping method in the PROCESS macro. We found psychological ownership to significantly drive students' learning and development. Further, engagement and commitment serially mediated the relationship between psychological ownership and learning and development. Our contribution is novel as we study the relationships among these variables in the Indian higher education setting. Our study has key theoretical and practical implications.

Barabasch, A., Cygan-Rehm, K., & Leibing, A. (2025). **Timing of School Entry and Personality Traits in Adulthood** (Working paper N° 12273). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12273

This paper investigates the long-run consequences of a later school entry for personality traits. For identification, we exploit the statutory cutoff rules for school enrollment in Germany within a regression discontinuity design. We find that relatively older school starters have persistently lower levels of neuroticism in adulthood. This effect is entirely driven by women, which has important implications for gender gaps in the labor market, as women typically score significantly higher on neuroticism at all stages of life, which puts them at a disadvantage. Our results suggest that family decisions regarding compliance with enrollment cutoffs may have lasting implications for gender gaps in socio-emotional skills.

Body, G., Parage, P., & Muñoz, G. (2025). **Structure conceptuelle des situations : entre modèles et représentations graphiques**. *Travail et Apprentissages*, 28(1), 59-80. <https://doi.org/10.3917/ta.028.0059>

Peu de place est laissée aux méthodes dans la littérature en didactique professionnelle (DP). En nous appuyant sur deux études, nous visons un effort de dévoilement méthodologique concernant la structure conceptuelle des situations de travail. L'activité méthodologique de l'intervenant en DP est interrogée à l'aide de la notion d'unité de base (Vygotski, 1934/1997) : quelle(s) unité(s) de base pour l'analyse du travail en vue de la formation en DP ? Cette question nous amène d'une part à distinguer le modèle de la structure conceptuelle des situations, de sa représentation partielle à l'aide du graphe de fluence. D'autre part, nous avançons l'idée des concepts pragmatiques comme potentielle unité de base en DP.

Cai, Z., Liu, C., Yang, Y., & Li, B. (2026). **The impact of learning supports in digital game-based learning on learners with different levels of prior knowledge**. *The Internet and Higher Education*, 68, 101044. <https://doi.org/10.1016/j.iheduc.2025.101044>

With rapid advancements in digital technology and the booming gaming industry, digital game-based learning (DGBL) has become a crucial research area in education. Effective learning support in educational games could yield positive outcomes, while poorly designed learning support may hinder learner's flow and autonomy. Prior research has often focused on evaluating its effectiveness but overlooked its optimization based on design characteristics. This study conducted two experiments to explore how learning support design features impact learning outcomes by considering learners' characteristics. Study 1 examined the effects of learning support timing (pre-support vs. post-support) on learners with varying prior knowledge. Results revealed interactive effects between learning support timing and learners' prior knowledge on learning achievement, intrinsic cognitive load, and intrinsic motivation. Behaviorally, pre-support benefited novices while post-support benefited experts by improving learning performance and reducing frustration. Study 2 investigated the effects of the mode of support delivery (learner-controlled vs. system-controlled) on learners with different levels of prior knowledge. Findings indicated an interactive effect between the mode of support delivery and learners' prior knowledge on learning achievement. Behaviorally, system-controlled support helped novices by guiding their exploration, while experts benefited from learner-controlled support due to their competence in regulating their learning. Future research is encouraged to explore cognitive neural mechanisms to provide deeper insights into it.

Chang, C.-C., Yen, W.-H., Liu, S.-C., & Kuo, C.-T. (2026). **Learning presence in the revised community of inquiry framework: A systematic review of empirical research (2010–2024)**. *The Internet and Higher Education*, 68, 101058. <https://doi.org/10.1016/j.iheduc.2025.101058>

The Community of Inquiry (CoI) framework explains effective online and blended learning through teaching, social, and cognitive presence. To better capture learner agency, learning presence (LP) has been proposed as a fourth dimension. This study presents the first systematic review focused exclusively on LP within the Revised CoI (RCoI), synthesizing 26 quantitative studies published between 2010 and 2024. Following PRISMA guidelines, we analyzed bibliometric trends, conceptual definitions, measurement approaches, and LP's role in relation to other presences and outcomes. The findings indicate that LP is reliably measurable and often mediates the effects of teaching and social presence on cognitive presence. LP is positively associated with

learner engagement, satisfaction, and achievement across many contexts, though the strength of these relationships varies. Cross-cultural validations demonstrate broad applicability but also reveal variations requiring further refinement. Overall, LP enhances the explanatory power of the Col framework by foregrounding learner self-regulation and motivation, though its theoretical boundaries remain contested. This review provides a foundation for advancing theory, measurement, and design practices related to learner agency in online learning.

Chen, A., Lian, J., Kuang, X., & Jia, J. (2026). **Can theory-driven learning analytics dashboard enhance human-AI collaboration in writing learning? Insights from an empirical experiment.** *The Internet and Higher Education*, 68, 101054. <https://doi.org/10.1016/j.iheduc.2025.101054>

The integration of Generative AI (GenAI) into education has raised concerns about over-reliance and superficial learning, particularly in writing tasks in higher education. This study explores whether a theory-driven learning analytics dashboard (LAD) can enhance human-AI collaboration in the academic writing task by improving writing knowledge gains, fostering self-regulated learning (SRL) skills and shaping different human-AI dialogue characteristics. Grounded in Zimmerman's SRL framework, the LAD provided real-time feedback on learners' goal-setting, writing processes and reflection, while monitoring the quality of learner-AI interactions. A quasi-experiment was conducted involving 52 postgraduate students in a human-AI collaborative writing task. The students were divided into an experimental group (EG) that used the LAD and a control group (CG) that did not. Pre- and post- knowledge tests, questionnaires measuring SRL and cognitive load, and students' dialogue data with GenAI were collected and analyzed. Results showed that the EG achieved significantly higher writing knowledge gains and improved SRL skills, particularly in self-efficacy and cognitive strategies. However, the EG also reported increased test anxiety and cognitive load, possibly due to heightened metacognitive awareness. Epistemic Network Analysis revealed that the EG engaged in more reflective, evaluative interactions with GenAI, while the CG focused on more transactional and information-seeking exchanges. These findings contribute to the growing body of literature on the educational use of GenAI and highlight the importance of designing interventions that complement GenAI tools, ensuring that technology enhances rather than undermines the learning process.

Collectif OPSN : Observatoire des Pratiques Socio-numériques. (2025). **Conceptions de l'esprit critique dans le domaine éducatif : les limites d'un « remède à la désinformation » : rapport de recherche.** Consulté à l'adresse https://www.lerass.com/wp-content/uploads/2025/09/Rapport_OPSN_2025_Esprit-critique_RVB_VF.pdf

L'esprit critique est aujourd'hui considéré comme un enjeu éducatif de première importance, notamment pour lutter contre la désinformation. Quelles sont les conceptions de l'esprit critique présentes dans les ressources pédagogiques associées à ces rapports ? Quelles autres conceptions invisibilisent-elles ? Ce rapport de recherche présente les principaux résultats de ses analyses sur les formes et les limites des dispositifs « esprit critique » en éducation. Il vise notamment à discuter des rapports « Éduquer à l'esprit critique : bases théoriques et indications pratiques pour l'enseignement et la formation » (Bronner-Pasquinelli, 2021) et « Les Lumières à l'ère numérique » (Bronner, 2022). Les auteurs sont issus des sciences de l'information et de la communication, du langage et de l'éducation.

Dejaegher, C., Holgado, O., & Rappe, J. (s. d.). **Élaborer une structure conceptuelle en didactique professionnelle : fondements, démarches méthodologiques et perspectives.** *Travail et Apprentissages*, 28(1), 124. Consulté à l'adresse <https://shs.cairn.info/revue-travail-et-apprentissages-2025-1?lang=fr>

Dilek Eryigit, C., Kucuk, S., & Tasgin, A. (2025). **Impact of augmented reality technology on geometry skills and motivation of preschool children.** *Education and Information Technologies*, 30(16), 22753-22778. <https://doi.org/10.1007/s10639-025-13631-4>

This study aims to examine the effect of Augmented Reality-supported (AR-supported) geometry activities on the geometry skills and motivation of preschool students. Embedded design, which is one of the mixed methods, was used in the study. The study group of the research consisted of 30 students (14 girls, 16 boys) in the five-year age group. The early geometry skills test, the motivation scale, observation, and interview forms were used as data collection tools. It was found that the geometry skill scores and motivation levels of the group who learned geometry with AR-supported geometry activities were higher than those of the group who learned geometry with the traditional method with a significant and high effect size. Weekly observations showed that the students in the experimental group improved their cognitive, affective, and social skills. In addition, the students in the experimental group stated that they were happy during the activities, that they wanted to do the activities continuously, and that it was easier to learn in this way. Implications are discussed in terms of theoretical insights, practices, and directions for further research.

Džumhur, Ž., Koršňáková, P., & Meinck, S. (Éd.). (2025). **Dinaric Perspectives on PIRLS 2021: Prerequisites and Conditions for Teaching and Learning to Read.** <https://doi.org/10.1007/978-3-031-88002-5>

This open access book presents insights into the current state of reading literacy in the Dinaric region, namely the education systems in Albania, Croatia, Kosovo[1], Montenegro, North Macedonia, Serbia, and Slovenia. A collection of analyses reveals factors influencing this key capacity of young pupils. Using data from IEA's Progress in International Reading Literacy Study (PIRLS) 2021, the book explores teaching and learning reading literacy at the end of primary school (Grade 4) through multiple lenses, such as national reading curricula and textbooks, home and school resources for learning, student wellbeing, teacher education, instructions, and digital assessments. Since the administration of PIRLS 2021 coincided with the Covid-19 pandemic, the book also provides valuable insights into remote teaching and learning and other disruptions caused by the pandemic. This volume builds on the regional research presented in IEA Research for Education Volume 13, Dinaric Perspectives on TIMSS 2019, which explored the teaching and learning of mathematics and science in primary schools across the Dinaric region. Aimed at policymakers, researchers, and practitioners, Dinaric Perspectives on PIRLS 2021 offers multidimensional perspectives on student achievement in reading literacy in a region that is underrepresented in the English-speaking research literature on educational assessments and student performance.

Education Outcomes Fund. (2025). **Resources on Selecting Measurement Tools for OBF for ECCE.** Consulté à l'adresse Education Outcomes Fund website: <https://www.educationoutcomesfund.org/post/new-resources-on-selecting-measurement-tools-for-obf-for-ecce>

Measurement is a cornerstone of successful outcomes-based financing (OBF) programmes for early childhood care and education (ECCE). Reliable, culturally

appropriate tools ensure that outcomes are accurately tracked, creating the foundation for fair payments, improved programme design, and scalable impact. That's why we are pleased to share this set of resources, which draw on the Education Outcomes Fund's experience and provide a practical guide to measurement tool selection. Technical Brief: Ass

Fischer, S., Fisch, K., Hobelsberger, C., & Jung, S. (2026). **Students' preferences for online learning formats – Results of a latent class analysis.** *The Internet and Higher Education*, 68, 101053. <https://doi.org/10.1016/j.iheduc.2025.101053>

Considering students' preferences for learning formats is an important issue for institutions in higher education regarding high competition due to demographic changes. Using data from a student survey at Deggendorf Institute of Technology (DIT) in Germany we conduct a latent class analysis to identify heterogeneous preferences for learning formats. Our results show that the student population can best be described in four different segments that we classify as traditional learners, blended learners, synchronous online learners and hybrid learners. We offer a conceptual proposition that hypothesizes how the four classes might emerge naturally out of differing needs for personal interaction, temporal and spatial flexibility. We derive potential directions for lecturers and administrators who aim at catering to students' preferences.

Gaussel, M. (2025). **Le corps pour penser, agir, et apprendre à l'école.** *Université d'automne*. Présenté à Leucate, France. Consulté à l'adresse <https://hal.science/hal-05352209>

The educational tradition is based on the implicit idea that the body and mind are separate entities. From this dualistic perspective, intellectual activity is favoured over physical activity, and students are expected to remain seated in order to concentrate on cognitive tasks. The body is perceived as a source of distraction and is therefore considered an obstacle to learning that must be contained. However, research from various scientific disciplines questions the relevance of this split and accords the physical dimension of learning an increasingly important place. This paper explores four dimensions impacting the use of the body in schools: - The body as a social construct: schools shape a « variable geometry body » through implicit norms, transforming children into schoolchildren. - Gender inequalities: the differentiated socialisation of girls and boys at home and at school influences pupils' bodily experience from an early age, thus perpetuating gender stereotypes. - The complementarity of movement and stillness: the concept of a 'sensitive body' reconciles physical activity and concentration, overcoming the traditional opposition between the two. - The body as a vehicle for learning: contrary to Cartesian dualism, studies in embodied cognition demonstrate that movement enhances cognitive abilities and emphasise the inextricable connection between the body, perception, and action. Recognising the body as an integral entity necessitates a rethink of how learning can be approached.

González, I., Rapanta, C., & Larrain, A. (2026). **Promoting Argumentation Skills Among University Students: A Scoping Review.** *Higher Education Quarterly*, 80(1), e70080. <https://doi.org/10.1111/hequ.70080>

Argument-based pedagogies have the potential to help develop knowledge and 21st-century skills in university students. However, our knowledge of the processes and outcomes of argument-based pedagogies in higher education is scattered. To provide an overview of how argumentation is studied and promoted in higher education, a systematic scoping review was conducted across four databases. A total of 129

empirical articles published between 2008 and 2023 were analysed. The results show a growing interest in the field in recent years, with studies distributed around the world, although to a lesser degree in Latin America and Africa, and more studies focusing on "learning to argue" (LTA) than "arguing to learn" (ATL). In terms of activities promoting argumentation, a variety emerged, with a focus on active learning methodologies such as dialogic argumentation instruction, argumentative inquiry, and argument mapping. Other known active learning methods such as structured debate, role-playing, or game-based learning appeared less frequently in our corpus. Moreover, there were observable differences between the LTA and ATL studies, in particular when it comes to the field of study, with the former being more applied in social sciences and the latter more present in sciences. Implications for higher education practices and policies are discussed.

Griffoulières, D. (2025). **L'ePortfolio comme levier d'autoévaluation et d'autoréflexivité dans le développement des compétences.** *Karutathon : Le Portfolio dans tous ses états*. Présenté à Liège, Belgium. Consulté à l'adresse <https://hal.science/hal-05406054>

Numerous studies confirm that self-assessment is a key process for promoting self-regulated learning and student success. It also plays an important role in the development of reflexivity and autonomy. Training students to evaluate their own learning and performance is a necessity in today's education systems. However, self-assessment is rarely integrated into learning activities, which hinders the development of this skill, which is essential for supporting professional development and lifelong learning. The ePortfolio approach provides a framework that facilitates awareness and the self-assessment process. At EPF Engineering School in France, this system was introduced in 2019 to give meaning to students' learning paths, encourage them to reflect on their experiences, highlight their achievements, and track the development of their skills. This system has been reinforced by a self-learning course on the ePortfolio approach, with the aim of helping students become aware of their progress and develop their skills through self-assessment and self-reflection. Dans une perspective d'apprentissage tout au long de la vie, l'eportfolio pourra être conçu non seulement comme un outil pour conserver des traces et suivre des compétences, sinon comme un levier pour engager l'étudiant dans une démarche d'autoévaluation de son parcours académique et professionnel. Cet article présente un retour d'expérience sur la mise en place d'un dispositif qui intègre plusieurs actions autour de la démarche ePortfolio, qui favorisent l'autoévaluation et l'autoréflexion comme leviers essentiels du développement des compétences des étudiants.

Güner Özer, M., & Belet Boyacı, Ş. D. (2025). **Improving reading and writing skills of refugee primary school students via educational digital game: an action research.** *Education and Information Technologies*, 30(16), 23501-23548. <https://doi.org/10.1007/s10639-025-13677-4>

Due to recent migration movements, Türkiye has seen a continuous increase in diversity based on nationality, race, and culture, becoming a country that hosts a significant refugee population. For the integration of refugees into society, it is essential for them to learn the official language of the host country in the initial stages of education. Digital games, as a tool provided by technology, can effectively enhance language skills in refugee students. This action research explores how the reading and writing skills of refugee primary school students learning Turkish as a second language can be improved through educational digital game-supported instruction. The study was conducted with 10 refugee students identified as having reading and writing challenges. Six action cycles

consisting of 60 sessions, each lasting 40 min were implemented, and data collection instruments included a reading achievement test, a writing skills assessment rubric, researcher's journals, worksheets, observations, interview forms, and records from the validity committee. A three-dimensional educational digital game, "Journey to Turkish," was developed using the UNITY game engine, with instructional activities integrated into the gameplay. Quantitative data from the study were analyzed using the paired samples t-test and Kendall's W Test, with effect sizes calculated based on the t-test results. Qualitative data were analyzed using thematic analysis. The findings demonstrated that, through action cycles, refugee students improved their reading and writing skills in Turkish as a second language. The study discusses the contextual factors contributing to these outcomes and their broader implications.

Haridza, R., & Ding, L. (2025). **Enhancing students' reasoning skills by asking students to provide evidence-based explanations in science classrooms: findings from TIMSS 2019.** *International Journal of Science Education*, 47(17), 2302-2327.
<https://doi.org/10.1080/09500693.2024.2385067>

This study explores teachers' instructional activities to ask students provide evidence-based explanations in science lessons. The sample of this study is 8739 eighth-grade students, 456 science teachers, and 273 schools in the US that participated in TIMSS 2019. Utilising a hierarchical linear modelling approach, the study found a significant correlation between teachers asking students to provide evidence-based explanations and student performance in answering reasoning questions on TIMSS 2019. The study suggests that promoting career growth that emphasises science content, science pedagogy, and critical thinking is closely associated with teachers' encouragement of students using evidence-based explanations. Furthermore, the study indicates that teachers who undertook professional development (PD) in the last two years are more likely asking students to provide evidence-based explanations. However, the lack of science resources significantly influences teachers' decisions to asking students to provide evidence-based explanations in science lessons.

Kim, J., Lim, D. H., Yoon, S. W., & Kim, H. (2025). **Relationships among learning organization, resistance to change, job crafting, and innovative work behavior in South Korea: public vs. for-profit sectors.** *Asia Pacific Education Review*, 26(4), 955-971.
<https://doi.org/10.1007/s12564-024-09954-5>

The purpose of this study was to reveal the different mechanisms occurring between learning organizations and innovative work behavior across the public and for-profit sectors, focusing on change-related concepts of resistance to change and job crafting. To this end, this study employed a multigroup comparison analysis using 772 cases collected through stratified random sampling from public and for-profit organizations in South Korea. The overall findings supported that a learning organization was an important environment to promote employees' innovative work behavior, but its influence was indirect via resistance to change and job crafting. Regarding sector differences, resistance to change did not significantly influence job crafting and innovative work behavior in public organizations, whereas the direct influences were significantly negative in for-profit organizations. In addition, the impacts of learning organization on resistance to change and job crafting as well as the impact of job crafting on innovative work behavior were significantly different across the two sectors. After discussing the results, we provide implications for future research and practice.

Kong, J., Liu, J., Chen, G., & Shang, W. (2025). **Assessing AI literacy in college students: the mediating role of self-efficacy in motivational commitment pathways.** *Education and Information Technologies*, 30(16), 23957-23979. <https://doi.org/10.1007/s10639-025-13753-9>

This study assesses AI literacy among college students and examines its interplay with motivation and self-efficacy, proposing a multidimensional framework (AI literacy conceptual model, AICM) that integrates AI literacy (understanding, applying, evaluating, and creating AI) and ethical considerations alongside affective factors. A 29-item self-report questionnaire, validated with data from 1,034 college students, measured AI literacy components, motivational commitment, and self-efficacy. Structural equation modeling (SEM) revealed that motivational commitment positively associated with self-efficacy and AI literacy, with self-efficacy serving as a significant mediator. Multi-group analyses highlighted this mediation effect was stronger for male students, underscoring gendered dynamics in efficacy-driven learning. Key barriers included limited AI experience, technical challenges, and insufficient curricular support. The AICM equips educators to benchmark AI literacy, design gender-responsive interventions, and address systemic access gaps, fostering AI literacy development. Generalizability may be limited by self-report data. Future work should validate the AICM cross-culturally, examine longitudinal attitude impacts, and investigate socio-cultural drivers of efficacy disparities through mixed-method approaches.

Lim, S., Kim, J., & Kim, Y. (2025). **Comparison of teaching and learning concepts network for Mendelian inheritance.** *International Journal of Science Education*, 47(17), 2328-2351. <https://doi.org/10.1080/09500693.2024.2385758>

In order to improve science education and learning, analysis of the actual field of science education is necessary. The purpose of this study is to investigate the difference between taught curriculum and learned curriculum that appears in the actual field of science education from a conceptual aspect. For this, the concepts presented by the teacher in class and the concept network learned by the students were visualised using Semantic Network Analysis. The learned concept network was analyzed immediately after class and at a follow-up (4 weeks later) to determine the effect of memory. As a result of the study, the concepts of taught curriculum and learned curriculum were similar, but the network structures were different. In other words, there were differences in the connections between concepts. In the taught curriculum, concepts were structured without being divided so that subtopics could be clarified, and as a result, the learned curriculum was also structured without being able to distinguish subtopics. In order to reduce the difference between taught curriculum and learned curriculum, there is a need to connect and teach concepts using intermediate concepts or connections concepts between concepts presented in the intended curriculum. Additionally, students' prior knowledge influenced the learned curriculum. Therefore, in future research, there is a need to analyze how various factors that affect prior knowledge like shadow education or learner characteristics affect the learned curriculum.

Lin, C.-H., Chen, G., Sun, L., Li, L., Hui, S. Y., & Yen, M. L. (2025). **Video visualisation of classroom talk in a pre-service teacher-training programme: Design and implementation.** *Education and Information Technologies*, 30(16), 23241-23270. <https://doi.org/10.1007/s10639-025-13663-w>

Acquiring strong classroom-talk skills is vital to pre-service teachers' future career success. However, they often find this challenging, and their classroom talk tends to be limited to simple phrases that seldom facilitate students' reasoning. One widely used pedagogical approach to developing pre-service teachers' classroom-talk competency is

microteaching. Therefore, we designed a training programme that integrated microteaching with video-visualisation technology, peer review, and self-reflection, and implemented it among 67 pre-service teachers. The role of the interactive and process-focused video-visualisation platform, which was also designed by the authors, was to facilitate detailed investigation of classroom discourse and of how teachers and students contributed to dynamic classroom-interaction processes. A mixed-methods approach was adopted, combining quantitative classroom-talk data, survey data, reflection reports, and interviews. Our qualitative results, derived from semi-structured interviews with a randomly selected subsample of 22 participants, showcase variation and common themes in their microteaching discourse. Our questionnaire results, meanwhile, indicate that after the training, the 67 participants improved significantly on multiple measures of teacher self-efficacy. The qualitative results, and reflection reports collected from all 67 teacher candidates, suggest that video visualisation enhanced their perceptions of both classroom talk and of academic productive-talk strategies, while helping them to take holistic and analytical views of classroom talk. In short, the intervention was a valuable part of their preparation for internships.

Lipp, A. (2025). **Analyse des invariants opératoires dans les modèles opératifs d'enseignants confrontés à une nouvelle classe de situations: quels leviers méthodologiques possibles ?** *Travail et Apprentissages*, 28(1), 40-58.
<https://doi.org/10.3917/ta.028.0040>

Liu, S., Dai, Y., Ng, O. L., & Cai, Z. (2025). **Gender Disparity in Computational Thinking Pedagogy and Assessment: A Three-Level Meta-Analysis.** *Educational Psychology Review*, 37(4), 114. <https://doi.org/10.1007/s10648-025-10095-3>

Gender disparity is a well-recognized issue in computational thinking (CT) education, yet few meta-analyses have examined how specific pedagogical and assessment contexts influence this gap. This study addresses that limitation by synthesizing 53 empirical studies, comprising 100 effect sizes and 15,454 participants, to explore the extent and moderators of gender differences in CT education. The analysis reveals an overall effect size of $g = 0.106$ (95% CI [0.024, 0.188], $p < 0.05$), indicating a very small but statistically significant gender disparity favoring males. Among the three groups of moderators examined, neither general study characteristics (publication type, geographical region, and educational level) nor CT assessment contexts (instrument and measured learning outcome) significantly influenced effect sizes. However, pedagogical strategies moderated gender disparities: mixed and plugged approaches, which integrate technologies, were associated with larger gaps favoring boys, while unplugged approaches tended to reduce or even reverse the disparity, benefiting girls in some cases. In terms of assessment, gender disparities were nonsignificant for CT concepts, but became significant when evaluating authentic practices (e.g., programming tasks) and identity-related perspectives (e.g., motivation, learning interest, and self-efficacy). The findings offer practical implications for advancing educational equity in CT education. Early interventions in K-12 settings, especially those targeting at CT practices and perspectives, are critical to prevent disparities from becoming entrenched. Unplugged activities can help build foundational understanding and confidence, especially for girls. Gradually introducing digital and AI tools within supportive environments, such as culturally relevant scenarios, may reduce technology-related anxiety and promote more inclusive learning experiences.

Louzi, F.-Z., & Bahoum, S. (2025). **L'accompagnement au coeur du développement des compétences du 21^e siècle des enseignants stagiaires.** *African Scientific Journal*, 3(32). <https://doi.org/10.5281/zenodo.17392622>

In a constantly changing world marked by digital transformation, globalization, and increasingly complex socio-professional expectations, the role of teachers now goes beyond simply imparting knowledge in specific subjects. Teachers in the 21st century are called upon to become reflective, creative, and collaborative actors, capable of adapting their teaching practices to diverse learning contexts. This evolution highlights the importance of developing cross-disciplinary skills known as « 21st-century skills » or soft skills, such as communication, critical thinking, emotional management, problem solving, and teamwork. With this in mind, initial teacher training programs in Morocco, particularly those offered by regional education and training centers (CRMEF), have embarked on a process aimed at supporting future teachers in acquiring and developing these skills. However, this institutional ambition faces several obstacles, including the lack of solid training for trainers, particularly internship supervisors, in supporting the development of soft skills. This shortcoming limits the real impact of the support practices implemented in the field. Our research therefore examines how the support practices of internship supervisors can influence the development of cross-disciplinary skills in trainee teachers. Through a qualitative study based on semi-structured interviews with eleven trainee teachers, we found that the support approaches adopted often favor technical skills related to classroom management and subject knowledge, to the detriment of soft skills, which are essential for the full professionalization of future teachers.

Mathieu, Z.-A. (2025, décembre 9). **Favoriser l'investissement dans les études en apprenant aux jeunes à mieux gérer leur rapport au temps.** <https://doi.org/10.64628/AAK.e4xwg4epg>

Rester trop ancré dans les expériences négatives du passé sans se projeter vers l'avenir nuit à l'engagement universitaire.

OCDE. (2025). **Perspectives de l'OCDE sur les compétences 2025: Développer les compétences du XXI^e siècle pour tous.** *Perspectives de l'OCDE sur les compétences*, 2025. <https://doi.org/10.1787/455ad4a8-fr>

Le premier quart du XXI^e siècle est marqué par des chocs et des transformations profondes qui redéfinissent les systèmes économiques et sociaux. Face à ces changements rapides, individus, entreprises et pouvoirs publics disposent de peu de temps pour s'adapter, ce qui génère des incertitudes. Des disparités se font jour, et souvent se creusent, entre les personnes à même de développer et de mobiliser les compétences fondamentales du XXI^e siècle et d'en tirer profit, et celles qui sont laissées de côté. Au-delà de leurs effets individuels, les inégalités d'accès au développement des compétences freinent la croissance économique du fait de la sous-utilisation du capital humain. Les disparités constatées sur le marché du travail ont des déterminants multiples : le milieu socioéconomique influence principalement les possibilités offertes de développer ses compétences, tandis que les écarts entre hommes et femmes sont davantage liés aux différences dans l'utilisation et le rendement des compétences à travers le choix du domaine d'études et la concentration dans certaines professions. Enfin, l'influence du lieu de résidence et de l'origine immigrée se fait essentiellement sentir dans les différences de ressources familiales. Si le rendement des compétences est élevé, le principal défi pour les pouvoirs publics consiste à veiller à ce que chacun ait les mêmes possibilités en matière de développement, de reconnaissance et de valorisation des compétences sur le marché du travail. Dans un contexte où la demande de

compétences évolue plus rapidement que les cycles traditionnels de l'action publique, il convient, pour lever les obstacles et favoriser une croissance durable, d'investir dans la formation continue et de mettre en place une gouvernance souple, reposant sur l'analyse des données et les signaux du marché du travail.

OECD. (2025). **OECD Skills Outlook 2025: Building the Skills of the 21st Century for All**. Consulté à l'adresse OECD website: https://www.oecd.org/en/publications/oecd-skills-outlook-2025_26163cd3-en.html

The first quarter of the 21st century has been defined by shocks and long-run transformations that have reshaped economic and social systems. These changes have been rapid, leaving less time for individuals, firms and governments to adapt, creating uncertainty. The gaps in who can build, deploy and benefit from essential 21st-century skills, and who is left behind, have been exposed and often widened. Unequal access to skills development impacts not just individuals but also economic growth, which is stunted due to underutilised talent. Disparities in labour market outcomes are varied: those related to socio-economic background arise mainly in the opportunities to develop skills, whereas differences between men and women lie more in how skills are used and rewarded through field-of-study sorting and occupational concentration. Place and immigrant background matter largely via differences in family resources. Returns to skills are large; however, the central challenge for policies is to ensure equal access to the opportunities to develop skills and have them recognised and valued in the labour market. As skills demands evolve faster than traditional policy cycles, targeted investments in lifelong learning and agile, data-driven governance that learns from labour-market intelligence can ease constraints and promote sustained growth.

Richard, S., & Gentaz, É. (2025). **Compétences socio-émotionnelles et Education**. ANAE - *Approche Neuropsychologique des Apprentissages chez l'Enfant*, (198). Consulté à l'adresse <https://anae-publication.com/la-revue/anae-n-198-competences-socio-emotionnelles-et-education/>

Ritter, C., Hausman, H., Gaschler, R., Tiffin-Richards, S. P., & Kubik, V. (2025). **The Forward Effect of Judgements of Learning on Memory and Transfer in Inductive Learning**. *Educational Psychology Review*, 37(4), 116. <https://doi.org/10.1007/s10648-025-10094-4>

Making judgments of learning (JOLs) can directly affect learning outcomes. The present study investigated whether providing JOLs during inductive learning tasks improves learning of new material (forward effect), and whether feedback moderates these effects. Participants learned the painting styles of different artists (Experiment 1) or different rock types (Experiment 2) across two study phases separated by an interim learning task, and then completed a transfer posttest (classifying new exemplars) and memory posttest (classifying previously-studied exemplars). In Experiment 1, the interim learning tasks of overt retrieval and cue-only JOLs (based on the painting without the artist's name) improved future inductive learning compared to restudy, whereas cue-target JOLs (painting and artist name shown) did not. Cue-only JOLs also produced response-time patterns consistent with retrieval-based processing, and self-reported retrieval use predicted their forward benefit. Experiment 2 replicated the beneficial forward effect of cue-only JOLs over restudy with different materials and found that providing item-by-item feedback did not change the effect. Our results suggest that cue-only JOLs, but not cue-target JOLs, enhance future inductive learning of natural visual categories, likely through metacognitively controlled, covert retrieval processes.

Roussel, J.-F., & Lanoix, S. (2025). **Le transfert des apprentissages en milieu organisationnel.** *Savoirs*, (69), 11-54. <https://doi.org/10.3917/savo.069.0011>

Roy, N. (2025). **Le développement de la compétence numérique dans les espaces Maker : pratiques et enjeux** (p. 80). Consulté à l'adresse Fonds de recherche du Québec website: <https://frq.gouv.qc.ca/histoire-et-rapport/le-developpement-de-la-competence-numerique-dans-les-espaces-maker-pratiques-et-enjeux/>

Imaginez une classe où l'élève est en action, en train de réinvestir les apprentissages en mathématiques, en sciences, et même en français ou en univers

Rust, M. M., & Motz, B. A. (2026). **Incorporating an LMS learning analytic into proactive advising: Validity and use in a randomized experiment.** *The Internet and Higher Education*, 68, 101057. <https://doi.org/10.1016/j.iheduc.2025.101057>

This paper presents two studies examining the effectiveness of using learning analytics to inform targeted, proactive advising interventions aimed at improving student success. Study 1 validates a simple learning analytic as predictive of end-of-term outcomes and persistence. Results suggest that this analytic measure, based on students' activity in the learning management system (LMS), has predictive utility for identifying students who might benefit from a proactive advising intervention. In Study 2, we test whether an LMS analytic-informed proactive advising intervention improves end-of-term outcomes and persistence for a sample of pre-major college students. Students with low LMS activity were randomly assigned to receive enhanced, proactive advising messages, or business-as-usual advising. On average, treatment students earned nearly one-third of a grade point higher term GPAs, accumulated fewer grades of D,F, or W, and exhibited 79 % higher odds of persisting compared to the control group. These findings provide strong evidence for the effectiveness of proactive advising interventions, where advisors' efforts are targeted using learning analytics. By providing advisors with comprehensible insights, institutions might improve student outcomes and promote the use of data-informed interventions in academic advising.

Sankalaite, S. (2025). **Mapping evidence of decline in basic skills and potential contributing factors. ENESET Ad hoc report.** Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/d2fd932b-bb95-11f0-b37f-01aa75ed71a1/language-en>

Au cours de la dernière décennie, plusieurs systèmes éducatifs européens ont connu une baisse du niveau des compétences de base chez les élèves du primaire et du secondaire. S'appuyant sur un large éventail d'études, ce rapport identifie les facteurs susceptibles de contribuer à ce déclin, évalue la qualité des données sous-jacentes et propose des orientations pour les politiques et les pratiques futures. Ce recul semble être dû à une combinaison de facteurs interdépendants : l'utilisation accrue des technologies numériques et des réseaux sociaux ; des réformes des programmes scolaires ayant pu reléguer au second plan les matières fondamentales ; une formation initiale et continue inégale des enseignants en matière d'enseignement des compétences fondamentales ; des disparités socio-économiques dans l'accès aux ressources et au soutien pédagogique ; et une évolution de la qualité de l'implication parentale. Malgré des efforts soutenus de réforme, centrés sur l'inclusivité et la numérisation, les progrès dans les résultats ne se sont pas matérialisés, suggérant un décalage entre les objectifs des politiques et les résultats d'apprentissage.

Shen, H., Qi, J., & Liu, W. (2025). **Translanguaging theorising: mobilising Chinese international postgraduate researchers' bilingual capabilities in Australian Universities.** *Asia Pacific Education Review*, 26(4), 1085-1097. <https://doi.org/10.1007/s12564-025-10072-z>

To investigate whether and how international postgraduate researchers' bilingual capabilities may facilitate their postgraduate research in particular theorising, this qualitative study adopts the theoretical lens of the relationship between translanguaging and research theorising, and analyses data that were collected through semi-structured interviews from both postgraduate researchers and research supervisors and postgraduate theses from Australian universities. Thematic analyses have identified and distilled the translanguaging theorising practices where Chinese postgraduate researchers mobilised an expansive integrated intellectual repertoire for theorising through translanguaging. Their translanguaging theorising practices are exemplified through three research scenarios, where these postgraduate researchers have engaged in translanguaging practices for a) expanding intellectual resources, b) theorising the research process, and c) hybridising theoretical dimensions. We argue that such translanguaging theorising of bilingual postgraduate researchers can then create a translanguaging space for theorising that facilitate the development of academic skills, the enrichment of data, the comprehension and refinement of theoretical perspectives and tools for original contribution to research. By so doing supervisors may assist bilingual postgraduate researchers grow into independent bilingual researchers.

Taylor, J. (2026). **Adapting Practice in Chinese Transnational Education: Insights From Faculty and Learners.** *Higher Education Quarterly*, 80(1), e70086. <https://doi.org/10.1111/hequ.70086>

Educators working in Chinese transnational education programmes are faced with competing institutional stressors. Being successful in such learning environments requires more than subject matter expertise. Educators are being asked to reconsider how classes are being taught and to build stronger connections with learners. This article incorporates insights from two Chinese transnational education programmes, one in Chengdu and the other in Dalian, to examine how faculty are managing these challenges. Although faculty perspectives are important to the article's framing, the analysis is meaningfully informed by learner insights, which are used to interpret classroom experiences and support practice-based reflections. Educators reflect on the challenges of working with imported curricula, whereas learners share their experiences of having to adjust to unfamiliar educational settings. Classroom observations and interviews show how teaching approaches influence learner participation, suggesting a need for culturally responsive pedagogy and curriculum localisation. The article contributes to institutional strategies in Chinese transnational education.

Thomas, M. L., Yildirim-Erbasli, S. N., & Hariharan, S. (2026). **Exploring undergraduate students' perceptions of AI vs. human scoring and feedback.** *The Internet and Higher Education*, 68, 101052. <https://doi.org/10.1016/j.iheduc.2025.101052>

The use of artificial intelligence (AI) in educational assessment offers scalable solutions to traditional grading challenges, yet concerns about reliability, fairness, and acceptance remain, particularly in subjective domains like writing. This study examines undergraduate students' perceptions of AI-generated scoring and feedback compared to human evaluators. Participants reviewed scores and feedback provided by either AI or a human and completed a survey measuring their perceptions before and after disclosure of the source. Analyses revealed that students often struggled to accurately identify the

evaluator. Additionally, while perceptions of AI scoring and feedback were generally moderate, exposure to AI significantly reduced students' confidence in AI scoring. The source of the grading and identification accuracy significantly influenced students' perceptions. Human grading was associated with more positive perceptions, while incorrect identification—when not combined with human grading—also led to more positive perceptions. However, the interaction of human grading and incorrect identification resulted in more negative perceptions. Factors such as comfort with technology, familiarity with AI, and frequency of AI use were significant predictors of students' attitudes toward AI. These findings enhance our understanding of student attitudes toward AI in educational assessment and emphasize the importance of thoughtful implementation to support acceptance in educational contexts.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture, Union africaine, & UNICEF : Fonds des Nations unies pour l'enfance. (s. d.-a). **L'éducation en Afrique : alphabétisation et compétences de base pour les jeunes et les adultes. Note thématique 5.** Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000396394_fre?posInSet=41&queryId=N-ca0edd79-8e9e-428c-9312-e6a8d2f19217

Cette note se concentre sur l'alphabétisation et les compétences de base pour les jeunes et les adultes. Elle souligne que, malgré des progrès, les taux d'alphabétisation stagnent globalement en Afrique depuis 2019 et que d'importantes disparités persistent, notamment entre les sexes et les régions. Le texte met en lumière la nécessité de développer des parcours d'apprentissage alternatifs et non formels pour atteindre les populations non scolarisées et propose des solutions, notamment l'investissement dans les éducateurs et des approches adaptées au contexte. Des objectifs tels que l'ODD 4 et la CESA 16-25 sont cités, et des études de cas du Maroc, de la Guinée et de l'Égypte illustrent des initiatives nationales pour renforcer les capacités d'alphabétisation. La note propose des recommandations stratégiques pour améliorer l'accès et la qualité de l'alphabétisation.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture, Union africaine, & UNICEF : Fonds des Nations unies pour l'enfance. (s. d.-b). **L'éducation en Afrique : EFTP et compétences de la vie courante, note thématique 3.** Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000396392_fre?posInSet=49&queryId=N-8a2d6f93-6b7c-4bc2-b4e4-1cf5015cf570

L'EFTP et les compétences de la vie courante sont considérés comme des outils importants pour réduire le chômage des jeunes en Afrique, en comblant le fossé entre l'éducation et l'emploi. L'objectif est d'outiller la jeunesse pour un marché du travail en rapide mutation et hautement compétitif, ce qui a le potentiel d'impacter favorablement la réduction de la pauvreté et le développement durable. L'accès à l'EFTP reste stagnant en Afrique subsaharienne et une proportion significative de jeunes (25 %) ne sont ni en éducation, ni en emploi, ni en formation (NEET). Pour répondre à ces défis, la note présente plusieurs objectifs (ODD 4 et CESA 16-25), des initiatives nationales de pays comme le Bénin et Madagascar, et propose des recommandations visant à améliorer les liens entre l'éducation et le marché du travail.

Wu, J., Pan, J., Zhou, Y., Liu, M., Li, Y., & Huang, R. (2026). **An active instructional approach based on the SAMR framework: Integrating AIGC into undergraduate freshmen learning.** *The Internet and Higher Education*, 68, 101056. <https://doi.org/10.1016/j.iheduc.2025.101056>

The question of how to use artificial intelligence generated content (AIGC) properly to enhance learning among college students is a key concern for contemporary educators. Although previous studies have discussed the influence of AIGC on college teaching and student learning and its functions in this context, there remains a lack of discussions regarding ways of guiding students' use of AIGC and studies on the specific topic of helping college freshmen use AIGC properly. Based on the substitution, augmentation, modification and redefinition (SAMR) model, this study develops a progressively active teaching framework that integrates AIGC into learning. This framework is used to design learning activities for general education courses targeting freshmen. This exploratory study was conducted in the context of a 16-week course. During the teaching process, AIGC interaction log data and AIGC experience records were collected from students, following which data processing was conducted using the discourse analysis, quantitative statistical analysis, and epistemic network analysis (ENA) methods to obtain the ultimate results of this study: (1) A combination of active teaching with the SAMR model can improve the quality of interactions between students and AIGC; (2) teaching strategies rooted in active learning can enhance students' ability to use AIGC; and (3) improvements in students' technical skills strengthen the quality of their interactions with AIGC. This study makes novel contributions to the literature on active learning strategies for teachers and curriculum designers, and it offers practical guidance for educational practitioners and college students regarding the integration of AI technology into both teaching and learning.

Xie, M., Ma, Z., Huang, S., & Zhang, Y. (2025). **EEG indicators of the influence of multimodal emotional stimuli on students' creative thinking.** *Asia Pacific Education Review*, 26(4), 1071-1084. <https://doi.org/10.1007/s12564-025-10071-0>

Higher education is facing formidable challenges with the deepening of economic globalization and advances in technological informatization. Cultivating students' creativity and entrepreneurial spirit is a key issue for this new era of higher education. In this study, 60 participants were randomly assigned to an aromatherapy classroom group and an ordinary classroom group. The EEG characteristics of individual creative cognition under multimodal emotional stimuli conditions and their effects on learning outcomes were investigated by introducing dynamic auditory and visual stimuli. The findings revealed that under multimodal stimuli involving olfactory, auditory, and visual cues, participants exhibited enhanced synchronization of α waves, indicating heightened creativity. Additionally, when introducing tangible rewards as a visual stimulus, participants showed a significant increase in the density and amplitude of β waves in the 20–30 Hz spectral range compared to singular olfactory or auditory stimuli, leading to optimum learning motivation and performance levels. These findings provide neurophysiological evidence for enhancing creative learning experiences and outcomes through multimodal emotional stimuli and offer a case study for brain-targeted teaching. This is significant for educators to improve teaching strategies in the creative cultivation of college students, enabling them to design scientific and personalized learning programs.

Zhan, Y., Huang, L., & Ba, S. (2026). **Students' interaction patterns of online dialogic peer feedback from a perspective of community of inquiry: An Epistemic network analysis approach.** *The Internet and Higher Education*, 68, 101059. <https://doi.org/10.1016/j.iheduc.2025.101059>

Dialogic peer feedback has been regarded as a powerful approach to improving peer feedback quality and student learning. However, few studies have examined how students interact with each other when negotiating the meaning of peer feedback. To fill in this research gap, this study explored the dialogues between feedback givers and receivers, which were automatically recorded by an online platform in two assessment courses at a Hong Kong university. It used the framework of Community of Inquiry to code the collected dialogues and analyzed them through epistemic network analysis. The results showed a strong connection between triggering event and exploration in the aspect of cognitive presence and the significant involvement of social presence in these connections. Additionally, students' interaction patterns significantly varied by age, gender and feedback dispositions. The findings shed light on how to scaffold online dialogic peer feedback to maximize its learning effects.

Zhao, T., Jian, Z., Zhu, J., Liu, G., Yu, S., & Zhang, P. (2025). **Leveraging BIM technology in vocational education: an Information-Driven teaching reform for prefabricated buildings.** *Education and Information Technologies*, 30(16), 23467-23497. <https://doi.org/10.1007/s10639-025-13659-6>

The integration of Building Information Modeling (BIM) technology in prefabricated buildings (PBs) can fully leverage its advantages of accuracy, industrialization, and informatization. This technology has the potential to accelerate the development of PBs, greatly enhance work efficiency, achieve high engineering returns, and facilitate the sustainable advancement of the construction sector. However, the promotion and implementation of BIM technology in the PB design and construction still face many challenges, in terms of vocational education, a significant reason is mainly due to the lack of a comprehensive curriculum teaching system. Therefore, this paper proposes a teaching reform mode for cultivating relevant professional and technical personnel based on BIM technology for the PB course. The reform focuses on four dimensions: teaching system, teaching content, teaching methods, and teaching assessment. In the teaching reform, the development concept and key technologies of PBs are imparted to students, cultivating their sustainable thinking and behavior, and promoting their awareness of sustainable development across social, environmental, and economic dimensions. Finally, taking the course 'Building Structure' as an example, a two-year teaching experiment was conducted with a group of 78 students specializing in engineering management. Questionnaire research is implemented, and the effectiveness of the teaching reform model is assessed by comparing it with the results from the previous teaching year. Based on the research findings, improvement plans are put forward to further enhance the teaching approach. By implementing these reforms in the engineering management professional PB course, this study aims to provide an effective teaching model for talent cultivation in the sustainable growth of the construction industry.

Aspects économiques de l'éducation

Albagli, P., & García-Echalar, A. (2025). **Rethinking student loan design: evidence from a price-based reform in Chilean higher education** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://EconPapers.repec.org/RePEc:ehl:lserod:130051>

This paper examines the effects of a major 2012 student loan reform in Chile that reduced interest rates from 6% to 2% and introduced more flexible repayment terms. Unlike studies

of initial loan implementation, this reform offers a rare opportunity to examine how changes in the cost of borrowing affect enrollment decisions among already-eligible students. Using rich administrative data and a difference-in-differences design, we estimate the effects of the reform on immediate enrollment, second-year enrollment, and second-year dropout. To strengthen causal inference, we complement our strategy with a difference-in-discontinuities approach that leverages eligibility thresholds. We find a compositional shift in immediate enrollment: university enrollment increases by 2.5 percentage points, offset by an equal decline in vocational institutions, with no effect on overall enrollment. This shift persists into second-year outcomes, where university students exhibit slightly higher dropout and vocational students show improved persistence. These effects are concentrated among students from voucher schools and are absent among students from public schools, likely due to persistent academic and financial constraints. We also find that overall enrollment declines for female students, which may reflect greater risk aversion in response to uncertainty. These findings shed light on how price-based reforms to student loan programs can generate unequal responses across student groups and institutional sectors, offering valuable lessons for the design of equitable higher education financing.

Balilemwa, G. P. (2025). **Factors Affecting the Enrolment in Formal Pre-Primary Education in Tanzania: A Case of Arusha City**. *British Journal of Education*, 13(12). Consulté à l'adresse <https://eajournals.org/bje/vol13-issue12-2025/factors-affecting-the-enrolment-in-formal-pre-primary-education-in-tanzania-a-case-of-arusha-city/>

The purpose of this study was to examine the factors influencing low enrolment in formal pre-primary education in Tanzania, focusing on Arusha city. The study aimed to identify social, cultural, economic, and institutional reasons that lead many children to begin standard one without attending pre-primary education. A qualitative research design was employed using a phenomenological [...]

Barahona, N., Dobbin, C., & Otero, S. (2025). **The Effects of Widespread Online Education on Market Structure and Enrollment** (Working paper N° 34522). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34522>

We study the rapid expansion of Brazil's private online higher-education sector and its effects on market structure and college enrollment. Exploiting regional and field-specific variation in online education penetration, we find that online programs expand access for older students but divert younger students from higher-quality in-person programs. Greater competition lowers tuition prices but also reduces the supply of in-person degrees. Using an equilibrium model of college education, we show that in the absence of online programs, total enrollment would be 14 percent lower, while in-person enrollment would rise by 33 percent. On net, aggregate labor-market value added declines by 1.4 percent. Online education raises value added for older students, who benefit from increased access, but lowers it for younger students, who shift toward lower-return online options. Counterfactual policies that restrict online enrollment to older cohorts could increase value added for younger students without reducing gains for older cohorts.

Barde, V., & Leclerc, B. (2025). **La performance du système éducatif en France : quels enjeux économiques ?** *Trésor-Éco*, (377), 1-12. Consulté à l'adresse <https://www.tresor.economie.gouv.fr/Articles/2025/12/02/la-performance-du-systeme-educatif-en-france-quels-enjeux-economiques>

Borchio Fontimp, A. **Projet de loi de finances pour 2026 : Recherche.** , Pub. L. No. 144 (2025-2026) (2025). <https://www.senat.fr/rap/a25-144-51/a25-144-51.html>

Cygan-Rehm, K., & Westphal, M. (2025). **School Starting Age and the Gender Pay Gap over the Life Cycle** (Working paper N° 12274). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12274

This paper replicates and extends the evidence on the lifetime effects of school starting age on earnings by Fredriksson and Öckert (2014) for Sweden. Using German data for individuals born between 1945 and 1965, we examine a more rigid system of ability tracking in secondary education, a potential driver of long-term effects. We confirm negligible effects of later school entry for men and positive effects for women. These gender differences arise despite similar effects on educational attainment. By unfolding the gender gaps over the lifecycle, assessing fertility decisions, and maternal employment around the first birth, we show that childbirth postponement and increased labor market attachment after the first birth seem to be plausible mechanisms.

Fialaire, B. **Projet de loi de finances pour 2026 : Enseignement technique agricole.** , Pub. L. No. 144 (2025-2026) (2025). <https://www.senat.fr/rap/a25-144-32/a25-144-32.html>

Fozing, I., & Bomda, J. (2025). **Réformes de l'enseignement supérieur et développement socioéconomique: Les réformes LMD/BMD au Cameroun.** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/reformes-de-l-enseignement-superieur-et-developpement-socioeconomique/80361>

L'adhésion inéluctable des universités africaines aux réformes LMD (Licence-Master-Doctorat) / BMD (Bachelier-Master-Doctorat) a-t-elle produit les effets escomptés, particulièrement sur le développement socioéconomique? Dans cet ouvrage, les auteurs répondent à cette préoccupation en s'intéressant spécifiquement à l'exemple camerounais. Ils ont recours à une méthodologie mixte qui associe aux questionnaires, les entretiens individuels, les groupes de discussion, l'analyse documentaire, la revue de littérature et une observation in situ. Ils mobilisent surtout leurs savoirs expérimentiels et leurs « regards situants ». Les résultats interpellent sur la propension des États africains à copier des politiques éducatives extérieures sans prendre préalablement en compte les défis et les spécificités propres à leurs contextes. Les auteurs discutent et formulent alors des suggestions d'amélioration de l'existant.

Garnier, L. (2025). **Reflections on the United Nations Transforming Education Summit.** PROSPECTS, 55(3), 309-316. <https://doi.org/10.1007/s11125-025-09719-x>

This article explores challenges and solutions related to transforming education, as outlined at the Transforming Education Summit. It focuses on the transformation of four key elements of education: having enough and adequate schools, sufficient quality and innovative teachers, a learner-centered curricula and pedagogical strategy, and the capacity to harness the digital revolution for education. It argues that, in order to achieve such a transformation at scale it is necessary to increase the amount of resources invested in education. Despite significant global education investment, there remains a stark inequality in funding between high- and low-income countries. The article argues that investing more equitably and efficiently in education is essential to overcoming this paradox and achieving sustainable development. It calls for both national efforts and international cooperation to break free from poverty traps and address systemic challenges to education.

Grosperin, J. **Projet de loi de finances pour 2026 : Enseignement scolaire.** , Pub. L. No. 144 (2025-2026) (2025). <https://www.senat.fr/rap/a25-144-31/a25-144-31.html>

Hares, S., & Rossiter, J. (2025). **Sustaining global education finance: Protecting learning amid aid cuts.** https://doi.org/10.35489/BSG-WhatWorksHubforGlobalEducation-RI_2025/008

As of 2022, 70% of ten-year-olds in low- and middle-income countries could not read and understand a basic text. In Sub-Saharan Africa, learning poverty often exceeds 80%, while public education budgets are under severe and mounting pressure. In this context, international aid, although often modest compared to domestic spending, remains vital. Yet aid to education is being squeezed within the wider aid system. In 2023, education disbursements reached a record \$16.7 billion, but education's share of overall official development assistance (ODA) fell from about 7.4% in 2014 to 5.8%. The outlook is for further tightening. Major bilateral donors, including the United States and the United Kingdom, have signalled substantial retrenchment. This insight note takes these pressures as its starting point. Section 1 sets out macro trends in global aid allocations over the decade since 2014, showing how crisis-linked categories have outpaced traditional development sectors, with education losing relative ground. Sections 2 through 5 analyse the structure, distribution, and sub-sectoral composition of education aid, examine donor dynamics, and model four plausible funding trajectories to 2026. Sections 6 and 7 then explore what those scenarios mean for individual countries, particularly those with high levels of learning poverty or strong aid dependence, and outline strategies that education finance advocates can adopt to mitigate the risks.

Kristensen, N. (2025). **The Importance of Teachers and Socioeconomic Background for Students at Risk of Dyslexia** (Working paper N° 18279). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18279>

Approximately 7-10% of the population have some degree of dyslexia, and students with this disability are likely to be more dependent on qualified teaching. I analyze this tenet using population-wide Danish administrative records of public schools, where subject teachers are linked over time to classrooms and students, and identification is achieved using a within-school between-class model. I find that qualified teachers improve student outcomes mostly at the bottom of the student skill distribution and that students tested as at-risk of dyslexia in 4th grade make smaller progress in 6th grade vis-à-vis their peers, except for at-risk students from high SES schools who catch up with their peers. Unqualified teaching in combination with low SES schools impedes the ability of dyslexic students to reach their potential, and upholds the inter-generational correlation in education.

Macrì, E., Morea, V., & Rania, F. (2025). **Stronger together? A semi-parametric approach to evaluate the productivity of higher education and cultural vibrancy in Italy.** *Journal of Cultural Economics*, 49(4), 895-937. <https://doi.org/10.1007/s10824-025-09546-0>

Higher education (HE) and cultural vibrancy (CV) play crucial roles in the development and growth of cities, yet they are often analyzed separately. This study investigates the reciprocal influences of HE and CV on productivity, employs a semiparametric method based on order-m conditional frontiers, the data generation process and correlation, and derives a robust and nonendogenous productivity measure. This analysis focuses on Italian cities hosting public universities, encompassing diverse geographical and economic contexts as of 2019. The findings reveal a symbiotic relationship between HE and CV, indicating that HE and CV are stronger together at the margins. The efficiency

levels of HE and CV interact in shaping productivity dynamics: when one sector outperforms the other, a collaborative alliance emerges, enhancing overall efficiency. Conversely, in contexts where both HE and CV operate efficiently, competitive dynamics are at play. This research contributes to understanding the interplay between HE, CV, and their productivity, shedding light on potential strategies for fostering collaboration and enhancing the vitality of cities.

Ngo, F. (2025). **The Expansion of Corporate-Sponsored Tuition Benefits to America's Low-Wage Workers.** *Educational Researcher*, 54(9), 546-556.
<https://doi.org/10.3102/0013189X251355548>

This article documents the expansion of corporate-sponsored tuition benefit (CSTB) programs from the managerial class to America's low-wage workers and considers how the goals and design of CSTB programs square with those of college access programs. Because CSTBs simultaneously have the goals of college access, employee retention, and return on investment, I focus on variation in program components, including which workers are eligible, where benefits can be used, and what performance requirements exist to get and maintain the benefit award. I use ideal-type analysis to offer a typology of CSTBs found among large low-wage employers and outline potential research directions that can support college attainment, social mobility, and well-being for the low-wage workforce enrolled in CSTB programs.

Paccaud, O. **Projet de loi de finances pour 2026 : Enseignement scolaire.** , Pub. L. No. 139 (2025-2026) (2025). <https://www.senat.fr/rap/l25-139-313/l25-139-313.html>

Paoli-Gagin, V., & Rapin, J.-F. **Projet de loi de finances pour 2026 : Recherche et enseignement supérieur.** , Pub. L. No. 139 (2025-2026) (2025).
<https://www.senat.fr/rap/l25-139-323/l25-139-323.html>

Piednoir, S. **Projet de loi de finances pour 2026 : Enseignement supérieur.** , Pub. L. No. 144 (2025-2026) (2025). <https://www.senat.fr/rap/a25-144-52/a25-144-52.html>

Ryan, R. M., Jang, H., Wang, J. C. K., Matos, L., Gordeeva, T., Kaplan, H., ... Vansteenkiste, M. (2025). **Variations in Need Supports in Education as a Function of Cultural and Economic Factors: Perspectives from Self-Determination Theory.** *Educational Psychology Review*, 37(4), 118. <https://doi.org/10.1007/s10648-025-10088-2>

Self-Determination Theory (SDT) posits that the basic psychological needs for autonomy, competence, and relatedness are universally essential to high-quality motivation and wellness in educational settings. A strong focus of SDT has been on the affordances and obstacles to supporting these basic needs, which can vary considerably between classrooms, schools, school systems, and cultures. In this review, we briefly review the evidence for SDT's "universality without uniformity" claims, showing that the importance of these three basic psychological needs for student well-being and academic functioning is empirically well established across cultures. However, examining variability, our discussion focuses on how economic, societal, and cultural factors may impact parent and teacher practices and educational policies, affecting the extent to which learners' basic needs are supported. Illustrating this, we describe the ways in which SDT has been received or applied in 10 different societal-cultural contexts. These observations suggest that as yet few countries have enacted educational policies with students' basic needs in the forefront. Many instead emphasize practices and policies with little

supportive evidence, such as pervasive grading, a focus on high-stakes testing, and limited content choice, factors that can lead to basic need frustration and disengagement for students and educators. Cultural ideologies can also create a bias against a focus on flourishing for all, and economic factors often limit teachers' access to training and resources. Yet, some educational systems have incorporated SDT principles, and we identify factors that have contributed to this. We conclude by calling for a stronger focus on supporting learners' basic psychological needs as part of both teacher training and educational policies.

Ryberg, R., & Kuperberg, A. (2025). **How Parenting Students Pay for College: Strategies and Sources of Support.** *The Journal of Higher Education*, 96(6), 1157-1184. <https://doi.org/10.1080/00221546.2025.2480024>

Parenting students — students who have children — make up approximately one in five college students across the country and do as well in school as their peers without children, but are less likely to graduate. Financial difficulties are frequently cited as a reason that parenting students discontinue their education without graduating. Guided by life course theory, we bring together literature on parenthood, family role expectations, and the transition to adulthood with analyses of an original survey conducted at two public, regional universities (N = 2,830) to understand how parenting students pay for college. We examine the financial resources parenting students rely on to attend college, how these differ from those of their peers without children, and how they vary among parenting students. We find that parenting students draw on a unique set of resources to pay for tuition and living expenses, relying less on their families of origin and more on their partners and Pell grants. This mismatch between the resources available to parenting students and the implicit expectations of higher education may help to explain why parenting students are at elevated risk of not graduating, and points to ways higher education can better support economic mobility for this group of highly motivated students.

Sirisankanan, A., & Kananurak, P. (2025). **Social Security Schemes, Economic Crisis, and Child Education: An Empirical Study During the COVID-19 Pandemic in Thailand.** *Australian Economic Papers*, 64(4), 417-434. <https://doi.org/10.1111/1467-8454.70006>

This study first examined the function of social security schemes in moderating the adverse effects on child education of unemployment among household members. Using data from the 2019 non-crisis period and the 2021 crisis period from the Thailand Socio-Economic Survey, two-step estimation models were employed due to the presence of a large number of censored observations. In addition, the validity of the results was supported by utilizing an instrumental variable approach to address the possibility of an endogeneity problem. Of greater importance, the negative effects of unemployment were moderated when unemployed household members were covered by social security schemes. The results show that the negative impact of unemployment on educational spending was significantly larger during the 2021 crisis period compared to the 2019 non-crisis period. To further verify the mitigating role of SSS, the robustness of the results was also checked by including an interaction term between unemployment and SSS in two-stage decision models, along with additional control variables.

Tang, L., & Jiang, X. (2025). **Family structure and children's academic performance in China: the roles of economic capital, social capital, and cultural capital.** *Asia Pacific Education Review*, 26(4), 973-983. <https://doi.org/10.1007/s12564-024-09995-w>

Children's development is profoundly influenced by their families. Numerous studies have investigated how family structure correlates with children's academic outcomes. However, these studies often fail to simultaneously consider the indirect effects of economic, social, and cultural capital in this relationship. In this study, we employed the data from the China Education Panel Survey (CEPS) to analyze the association between family structure (two-parent families, single-mother families, single-father families, and two-parent-absent families) and children's academic achievement and to identify the indirect effects of family economic capital, social capital, and cultural capital in this association. The findings revealed that children from non-two-parent families had worse academic performance than those from two-parent families. Furthermore, social capital and cultural capital accounted for differences in academic performance between non-two-parent families and two-parent families. However, economic capital did not account for the differences in academic performance between single-mother families and two-parent families. Moreover, the indirect effect of economic capital is lower than that of social and cultural capital.

Tsiligkiris, V., Vishwanath, K., & Cheah, J. E.-T. (2026). **A Model to Evaluate the Financial and Operational Risk of the UK Universities.** *Higher Education Quarterly*, 80(1), e70094. <https://doi.org/10.1111/hequ.70094>

The UK higher education sector plays a pivotal role in economic and societal development, generating significant financial returns, fostering innovation and addressing workforce needs. However, the sector faces mounting challenges threatening its financial and operational resilience. These challenges include declining real-term domestic tuition income, increasing reliance on volatile international student markets, and escalating operational costs. This study develops a framework to assess the financial and operational risk of UK universities, employing indicators such as liquidity days, net operating cash flows, recruitment power and student satisfaction rates. Using data from 2016 to 2023 and linear regression models for projections, and machine learning random forest for validation, the study categorises universities into four risk tiers: Stable, Moderate Risk, At Risk and Critical Risk. Findings reveal a substantial proportion of universities are in moderate to high operational risk tiers, with financial vulnerabilities projected to increase, particularly under declining international enrolments. The interplay between financial and operational risks exacerbates sector-wide instability, threatening long-term viability. The study highlights the urgent need for diversified revenue streams, cost efficiency and strategic interventions to mitigate risks. This framework offers actionable insights for policymakers and university management, ensuring institutions maintain their critical contributions to the economy and society amidst an evolving higher education landscape.

Aspects psychologiques de l'éducation

Banker, D. V., Jaiswal, A., & Deepa, R. (2026). **Drivers of Student Learning and Development: A Serial Mediation Approach.** *Higher Education Quarterly*, 80(1), e70089. <https://doi.org/10.1111/hequ.70089>

'Learning and development' is a crucial student outcome yet has been unexplored in the context of psychological ownership. In a highly competitive era, students assume that the sole motive of being in the institution is to focus on studies while they seldom understand that real learning happens when they psychologically own the institute and the learning environment. This study assesses the drivers of student learning and

development, including psychological ownership, engagement and commitment, using the theoretical underpinnings of social identity and social exchange theories. Data were collected from 317 full-time management postgraduate students in India through a structured survey questionnaire. Serial mediation was tested using the bootstrapping method in the PROCESS macro. We found psychological ownership to significantly drive students' learning and development. Further, engagement and commitment serially mediated the relationship between psychological ownership and learning and development. Our contribution is novel as we study the relationships among these variables in the Indian higher education setting. Our study has key theoretical and practical implications.

Barabasch, A., Cygan-Rehm, K., & Leibing, A. (2025). **Timing of School Entry and Personality Traits in Adulthood** (Working paper N° 12273). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12273

This paper investigates the long-run consequences of a later school entry for personality traits. For identification, we exploit the statutory cutoff rules for school enrollment in Germany within a regression discontinuity design. We find that relatively older school starters have persistently lower levels of neuroticism in adulthood. This effect is entirely driven by women, which has important implications for gender gaps in the labor market, as women typically score significantly higher on neuroticism at all stages of life, which puts them at a disadvantage. Our results suggest that family decisions regarding compliance with enrollment cutoffs may have lasting implications for gender gaps in socio-emotional skills.

Belghith, F., Bugeja-Bloch, F., & Couto, M.-P. (2025). **(Dé)Chiffrer les conditions de vie étudiantes. Des parcours académiques aux contraintes du quotidien**. Consulté à l'adresse <https://www.ove-national.education.fr/publication/dechiffrer-les-conditions-de-vie-etudiantes/>

Dans un contexte de massification et de transformation de l'enseignement supérieur, cet ouvrage propose un éclairage pluriel sur le monde étudiant à partir des données issues de l'enquête nationale Conditions de vie réalisée en 2023. Les six parties de l'ouvrage explorent la diversité des parcours académiques, les manières d'étudier, les mobilités résidentielles, les formes plurielles de précarité, les violences liées à l'origine, au genre ou au handicap, ainsi que les à-côtés souvent négligés de la vie étudiante (temps amoureux, loisirs, césures, etc.), dans un contexte où les fragilités étudiantes deviennent un objet de préoccupation publique.

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

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

article présente les résultats d'une étude qualitative menée au sein du Réseau de l'Université du Québec et ayant pour objectif d'analyser ces politiques.

Canbazoğlu-Albayrak, H. B., & Tarım, K. (2025). **How are the cognitive mathematical modelling processes of third grade elementary school students?** *Asia Pacific Education Review*, 26(4), 885-899. <https://doi.org/10.1007/s12564-024-10015-0>

Researchers, professional organizations and mathematics education standards emphasize the necessity and importance of mathematical modelling, especially from early school years. It is emphasized by various studies that elementary school students can create their own mathematical models by tackling model-eliciting activities and that students should encounter mathematical modelling and model-eliciting activities starting in the early school years and gather experience. The study aimed to examine the mathematical modelling processes of elementary school third grade students (8 years old) under the cognitive perspective and to determine the difficulties they encounter in this process. During the research process, a focus group study was conducted with four eight (8) years old elementary school third grade students. Data were collected by using task-based interviews. The mathematical thoughts developed by the third grade students in the study during the model-eliciting activities and the written solution process papers they presented were analyzed by descriptive analysis method. As a result of the research, it was determined that the students had difficulties demonstrating competence in understanding, simplifying, interpreting, and validating the problem.

Canlas, I. P., Picardal, M. T., & Picardal, J. P. (2025). **Explaining astronomy teaching self-efficacy among pre-service teachers.** *International Journal of Science Education*, 47(18), 2371-2392. <https://doi.org/10.1080/09500693.2024.2385760>

Earth and Space is one of the thematic strands/domains of the Philippine basic education science curriculum, yet little is known about its different teaching and learning aspects, including those associated with preservice teachers' readiness and preparedness to teach astronomy. This exploratory study examined the interaction of views on the nature of science, perceived relevance of education, technology acceptance and use, and astronomy teaching self-efficacy among 203 pre-service high school science teachers in one of the centers of excellence for teacher education in one of the state universities in the Philippines. Using an adapted survey instrument, collected data underwent partial least squares-structural equation modeling using SmartPLS 4. Results confirmed the direct effect of perceived relevance of education and technology acceptance and use on astronomy teaching self-efficacy, the direct effect of views on the nature of science on perceived relevance of education and technology acceptance and use, and the mediating effect of perceived relevance of education and technology acceptance and use between views on the nature of science and astronomy teaching self-efficacy. A reflection elucidating the role of views on the nature of science, perceived relevance of education, and technology acceptance and use on preservice teachers' astronomy teaching self-efficacy is provided.

Chen, Y., Cao, Y., Chen, S., & Wijaya, T. T. (2025). **Temporal dynamics of public engagement and sentiment in AI-Enabled mathematics education from YouTube, Twitter and TikTok comments.** *Education and Information Technologies*, 30(16), 23921-23956. <https://doi.org/10.1007/s10639-025-13691-6>

The widespread application of artificial intelligence (AI) in mathematics education presents both significant potential and considerable challenges. Understanding public

perceptions is crucial for the effective implementation and long-term success of these technologies. This study aims to explore the hot topics and emotional attitudes toward AI in education, identify trends over time, and analyze how these perceptions evolve, using a Python-based tool to collect 2,905 user comments from YouTube. Employing a dynamic model that integrates topic modeling and sentiment analysis through LDA and IPA models, the analysis reveals significant shifts in public sentiment since the introduction of ChatGPT. Initially marked by strong recognition and enthusiasm, sentiments have transitioned to reservations and a cautious approach as practical challenges emerged. The current blend of anticipation and caution reflects technological advancements and ongoing reassessment of future prospects. These findings underscore the dynamic nature of public sentiment and highlight the need for continuous monitoring to guide educational policies and AI development effectively. Insights from this study are vital for educators, policymakers, and developers aiming to align AI educational tools with public expectations and educational standards.

Dalpé, J., & Landry, F. (2025). **Le TDAH aux cycles supérieurs : facteurs de réussite, défis et forces des personnes étudiantes.** *Revue hybride de l'éducation*, 9(4), 1-21. <https://doi.org/10.1522/rhe.v9i4.1882>

Le trouble déficit de l'attention/hyperactivité (TDAH) est de plus en plus observé chez les personnes étudiant à la maîtrise et au doctorat, mais leur expérience associée à ce diagnostic demeure peu étudiée. Dans la présente étude, vingt personnes étudiantes de cycles supérieurs ayant un TDAH ont pris part à une entrevue semi-structurée portant sur leur accès aux cycles supérieurs et les effets perçus de leur diagnostic. Elles attribuent leur admission aux cycles supérieurs à une combinaison de qualités personnelles, de stratégies et de soutien. Dans leur parcours aux cycles supérieurs, ces personnes observent des défis persistants associés à la gestion du temps et à l'attention, mais également des forces liées à la créativité, à l'engagement et à la communication orale.

Dubet, F. (2025). **Le Mépris : Émotion collective, passion politique.** Consulté à l'adresse <https://www.seuil.com/ouvrage/le-mepris-francois-dubet/9782021604238>

Pas une grève, pas une mobilisation, pas un sondage qui ne dénonce le « mépris » des dirigeants ou des élites. Ce sentiment existe chez les plus discriminés, mais pas seulement. Des enseignants aux Gilets jaunes, des groupes entiers se sentent dédaignés, ignorés, regardés de haut. Pour comprendre cette émotion collective, on doit faire appel à une sociologie générale : épuisement de la société industrielle et de ses rapports de classes, violence de la mondialisation, essor des nouvelles technologies, mutation de la subjectivité qui exhorte l'individu à être responsable de son destin. Lorsque les citoyens se disent méprisés par le « système », la démocratie est menacée par le ressentiment et la dénonciation de « coupables ». Comment trouver à cette colère d'autres expressions culturelles et politiques ? François Dubet est professeur émérite de sociologie à l'université de Bordeaux, directeur d'études à l'EHESS. Il a notamment publié, aux Éditions du Seuil, *Les Places et les Chances* (2010), *La Préférence pour l'inégalité* (2014) et *Le Temps des passions tristes* (2019).

Durand, T. M., Faszewski, E. E., Murphy, K. L., & Villegas-Reimers, E. (2025). **"It Wasn't What I Expected": Students' Perspectives and Experiences on a Higher Education Merger.** *The Journal of Higher Education*, 96(6), 1060-1085. <https://doi.org/10.1080/00221546.2024.2431465>
The changing landscape of higher education in the past decade has resulted in an increase in the number of colleges that have closed or merged with another academic institution. Although college mergers are complex, their destabilizing impact is

undoubtedly felt among key stakeholders, not the least of whom are enrolled students. Guided by the Campus Environments for Student Success Model, we examined the experiences and perspectives of undergraduate students who experienced an academic merger, using both survey and semi-structured interview methods. Quantitative and qualitative analyses revealed that factors such as physical size, loss of community, learning new academic systems and approaches, relationships with significant adults, and managing emotions in response to perceived negative reception were particularly impactful for students. Our findings also revealed important sources of growth and resilience in students, such as self-reflection, increased sense of agency, self-advocacy, and strategies for self-care. The importance of providing optimal student supports during a college merger experience that are grounded in students' lived experiences is discussed.

Hill, M. S., Baker, R. B., Park, E. S., & Fagioli, L. (2025). **Understanding Student Beliefs and Choices Related to Cross-Enrollment to Square Practice with Theory.** *The Journal of Higher Education*, 96(6), 1086-1113. <https://doi.org/10.1080/00221546.2024.2422761>

College students make repeated course enrollment decisions, which are informed by their beliefs and preferences about course and institutional characteristics. Cross-enrollment, an enrollment pattern in which community college students simultaneously take a class at a 4-year college or university while still enrolled in classes at their community college, poses unique considerations. This article examines community college students' beliefs and preferences related to enrollment on their home campus and at a nearby four-year college. We surveyed 671 transfer-intending students at three California community colleges about their beliefs around the costs and benefits of course-taking at their home community college and a neighboring university. We also conducted a choice-based conjoint experiment to understand how students weigh various factors related to selecting courses at both institutions. We find that community college students' course enrollment decisions at their home campus are driven by cost and anticipated workload, combined with concerns about academic preparation and access to support. However, concerns about administrative burdens associated with transferring credit between institutions drive students' decisions about course enrollment at a neighboring university. These findings are important for administrators planning course offerings and policymakers seeking to increase rates of cross-enrollment.

Hu, C., & Hoffman, D. M. (2025). **Poverty and the Brain: The New/Old Language of Cultural Deficit.** *Educational Researcher*, 54(9), 540-545. <https://doi.org/10.3102/0013189X251349155>

In this essay, we consider recent narratives in the science of brain development under poverty in relation to the older idea of the culture of poverty. We argue that in theorizing poor parenting and deficient linguistic stimulation as the primary pathways of influence through which poverty exerts its damaging effects on the brain, brain science builds on and offers new evidence for the supposed cultural deficits of those in poverty even as anthropological evidence from studies of learning under poverty challenges the deficit narrative. Brain development science has further catalyzed global iterations of the culture of poverty that obscure not only the material and structural forces that make poverty salient but also the sociocultural situatedness of learning and development.

Idika, S., & Saihi, S. (2025). **Enhancing Student Engagement through AI-Driven Adaptive Learning and Gamification.** *British Journal of Education*, 13(12). Consulté à l'adresse <https://ejournals.org/bje/vol13-issue12-2025/enhancing-student-engagement-through-ai-driven-adaptive-learning-and-gamification/>

This paper introduces the design, creation, and evaluation of a new adaptive learning system featuring virtual intelligence, fully integrated with game-motivation elements and real-time difficulty-level control to improve learners' engagement and educational outcomes. The prototype includes a workaround combination of a Python backend based on Flask to dynamically fetch from the questions in the quiz [...]

Kaygısız, Ç. (2025). **Comparison of digital and printed text reading process**. *Education and Information Technologies*, 30(16), 22709-22733. <https://doi.org/10.1007/s10639-025-13668-5>

Reading is a cognitive activity that involves engaging with text and drawing on various information sources to achieve comprehension. To fully understand the nature of the reading process, it is essential to explore how the cognitive system functions. This study examines the effects of reading printed versus digital texts on the reading process and performance. Specifically, it compares reading time (speed) for both mediums by measuring response time and the speed of answering questions related to the deeper meaning of the text. Furthermore, the participants' performance in answering these questions was assessed. The study also investigates whether factors such as age, gender, reading preference, and reading frequency (habit) influence reading speed, response time, and overall performance. The results indicate that participants reading printed texts performed better and were more successful in comprehending the material. Additionally, the findings reveal no significant differences based on age or gender, although reading preference and frequency did impact reading performance.

King-Shepard, Q. W., Walker, J., Nokes-Malach, T. J., Carpenter, S. K., & Fraundorf, S. H. (2025). **The Effect of Prequestions on Learning: A Multilevel Meta-Analysis**. *Educational Psychology Review*, 37(4), 115. <https://doi.org/10.1007/s10648-025-10075-7>

For over sixty years, researchers have explored how prequestions—questions answered before an educational activity—affect learning. Although much prior work has shown an advantage of prequestions on the prequestioned content, the effects of prequestions on non-prequestioned content have resulted in a mix of positive, negative, and null effects. To better understand these findings, we conducted a multi-level meta-analysis on two questions that have been central to the prequestion literature: 1) do prequestions promote the learning of prequestioned content and does this benefit extend to non-prequestioned content? and 2) under what specific conditions are prequestions more or less effective? We found evidence that prequestions facilitated the learning of information specific to the initial prequestions asked ($g = .66$). Additionally, we found no evidence of a general learning benefit of prequestions for other, non-prequestioned, information present within the educational activity ($g = .01$). The specific learning benefits were robust and found across variations in the learning event, participant sample, and assessment conditions. Further, we found that the experimental condition moderated the strength of the effect such that conditions that provided feedback in addition to the prequestions led to better specific learning than receiving prequestions alone. We discuss our findings in relation to the hypothesized learning mechanisms, implications for education, and future research.

Kupi, G., & Mucaj, A. (2025). **Academic Stress and Student Performance: The Mediating Role of Anxiety and the Moderating Influence of Sleep Quality**. *British Journal of Education*, 13(12). Consulté à l'adresse <https://ejournals.org/bje/vol13-issue12-2025/academic-stress-and-student-performance-the-mediating-role-of-anxiety-and-the-moderating-influence-of-sleep-quality/>

Academic stress is a critical determinant of students' mental health and learning outcomes. Anxiety frequently acts as a mediating factor in this relationship, whereas sleep quality may moderate the extent to which stress impairs performance. Despite growing international evidence, little is known about these dynamics among Albanian university students. This study investigates the relationship between [...]

Lipnevich, A. A., Lopera-Oquendo, C., Calik, B., Shu, L., & Tay, H. Y. (2025). **Exploring links between feedback, emotions, and behavioral engagement in secondary school Singaporean students.** *Asia Pacific Education Review*, 26(4), 1125-1145. <https://doi.org/10.1007/s12564-025-10086-7>

In the current study, we examined the longitudinal relations among emotions, appraisals, and behavioral engagement with feedback in a sample of 314 Singaporean secondary school students. Students worked on writing assignments, and teachers gave feedback in the form of grades and comments. Students' emotions, appraisals, and receptivity to instructional feedback were assessed using a number of self-report instruments administered at four points in time, including the baseline and three additional waves. Repeated Measures ANOVA has shown variations in enjoyment, pride, excitement, anxiety, and shame, whereas non-significant differences were found for behavioral engagement, and aggregates of positive and negative affect over time. The latent growth modeling results have shown a steady decrease in enjoyment, pride, hope, and excitement, while the decline in anxiety and shame differed over time depending on the level of those emotions. Additionally, gender differences and changes in receptivity to instructional feedback were revealed. Cross-lagged panel model analysis also showed non-significant cross-paths, indicating high stability for the reciprocal influence of emotions and behavioral engagement over time. The findings provide insights about links among emotions, appraisals, and behavioral engagement and how these are forged by how students deal with the feedback.

Özdoğan, A. A., Geçer, E., & Bağcı, H. (2025). **Examining the role of social connectedness and sense of humor on social presence in online learning environments.** *Education and Information Technologies*, 30(16), 22803-22821. <https://doi.org/10.1007/s10639-025-13666-7>

Social connectedness is the feeling of belonging to a network or engaging in social interactions and it pertains to the sense of community and interpersonal bonds that students establish in face-to-face or online learning environments. Social presence is one of the crucial components of online learning that describes how much users feel like they are interacting with actual people instead of just using digital interfaces. Sense of humor is a personal disposition that allows students to appreciate, produce, and use humor in social interactions and learning. This study aimed to investigate the role of social connectedness and sense of humor in social presence in online learning environments. Using a quantitative cross-sectional survey research model, students enrolled in Turkish higher education institutions who were recruited through convenience sampling were included in the study. Participants consisted of a total of 516 students between the ages of 18 and 52 with a mean age of 23.12 (SD = 5.30). Participants responded to an online survey consisting of demographic questions, Social Presence Scale (SPS), Sense of Humor Questionnaire 6 Revised (SHQ-6-R), and Social Connectedness Scale (SCS). Analyses showed that SPS was positively correlated with SHQ-6-R and SCS and they accounted for %9 of change in SPS along with some of the participant characteristics. Findings indicate that social connectedness and sense of humor are important in students' feeling of social presence in online learning environments and social psychological characteristics of

students need to be considered in the design of instructional experiences in online learning environments.

Paek, S. H., & Kim, M. (2025). **Characteristics explaining students' creative behaviors in South Korea using random forest.** *Asia Pacific Education Review*, 26(4), 939-954. <https://doi.org/10.1007/s12564-024-09930-z>

There is limited research that holistically explains the characteristics of creative students in nurturing creative behaviors. This lack of a holistic approach to studying creative behaviors may inhibit accounting for the tangled dynamics among explanatory variables. Thus, the present study examined personal and environmental characteristics that predicted creative behaviors using a random forest (RF) analysis in a large-scale dataset collected in South Korea. The responses of eighth graders (N = 6,546) to the 20 questions measuring creative behaviors were explained by 67 explanatory variables in an RF analysis. Results indicated that the top five variables were identified for predicting creative behaviors by two types of importance indices: civic engagement, self-regulation, information and communication technology skills, career maturity, and positive attitudes toward school/learning. Environmental characteristics did not appear in the top five variables, emphasizing the importance of personal characteristics in shaping student creative behaviors. Educational and theoretical implications are discussed, with suggestions for future research.

Ritter, C., Hausman, H., Gaschler, R., Tiffin-Richards, S. P., & Kubik, V. (2025). **The Forward Effect of Judgements of Learning on Memory and Transfer in Inductive Learning.** *Educational Psychology Review*, 37(4), 116. <https://doi.org/10.1007/s10648-025-10094-4>

Making judgments of learning (JOLs) can directly affect learning outcomes. The present study investigated whether providing JOLs during inductive learning tasks improves learning of new material (forward effect), and whether feedback moderates these effects. Participants learned the painting styles of different artists (Experiment 1) or different rock types (Experiment 2) across two study phases separated by an interim learning task, and then completed a transfer posttest (classifying new exemplars) and memory posttest (classifying previously-studied exemplars). In Experiment 1, the interim learning tasks of overt retrieval and cue-only JOLs (based on the painting without the artist's name) improved future inductive learning compared to restudy, whereas cue-target JOLs (painting and artist name shown) did not. Cue-only JOLs also produced response-time patterns consistent with retrieval-based processing, and self-reported retrieval use predicted their forward benefit. Experiment 2 replicated the beneficial forward effect of cue-only JOLs over restudy with different materials and found that providing item-by-item feedback did not change the effect. Our results suggest that cue-only JOLs, but not cue-target JOLs, enhance future inductive learning of natural visual categories, likely through metacognitively controlled, covert retrieval processes.

Ryan, R. M., Jang, H., Wang, J. C. K., Matos, L., Gordeeva, T., Kaplan, H., ... Vansteenkiste, M. (2025). **Variations in Need Supports in Education as a Function of Cultural and Economic Factors: Perspectives from Self-Determination Theory.** *Educational Psychology Review*, 37(4), 118. <https://doi.org/10.1007/s10648-025-10088-2>

Self-Determination Theory (SDT) posits that the basic psychological needs for autonomy, competence, and relatedness are universally essential to high-quality motivation and wellness in educational settings. A strong focus of SDT has been on the affordances and obstacles to supporting these basic needs, which can vary considerably between

classrooms, schools, school systems, and cultures. In this review, we briefly review the evidence for SDT's "universality without uniformity" claims, showing that the importance of these three basic psychological needs for student well-being and academic functioning is empirically well established across cultures. However, examining variability, our discussion focuses on how economic, societal, and cultural factors may impact parent and teacher practices and educational policies, affecting the extent to which learners' basic needs are supported. Illustrating this, we describe the ways in which SDT has been received or applied in 10 different societal-cultural contexts. These observations suggest that as yet few countries have enacted educational policies with students' basic needs in the forefront. Many instead emphasize practices and policies with little supportive evidence, such as pervasive grading, a focus on high-stakes testing, and limited content choice, factors that can lead to basic need frustration and disengagement for students and educators. Cultural ideologies can also create a bias against a focus on flourishing for all, and economic factors often limit teachers' access to training and resources. Yet, some educational systems have incorporated SDT principles, and we identify factors that have contributed to this. We conclude by calling for a stronger focus on supporting learners' basic psychological needs as part of both teacher training and educational policies.

Sam-Mine, D. (2025, décembre 2). **À l'école, ce que les élèves pensent de leur intelligence influence leurs résultats.** <https://doi.org/10.64628/AAK.rpf4vkqmp>
Travailler sur les croyances des élèves sur l'intelligence peut les aider à envisager autrement leurs compétences et à progresser.

Sheldrake, R., Reiss, M. J., & Lodge, W. (2025). **What do you think being a good scientist involves? School students' views about science, scientific research, and being scientists.** *International Journal of Science Education*, 47(17), 2352-2370. <https://doi.org/10.1080/09500693.2024.2385759>

Students often convey positive perceptions of science and scientists, although fewer express aspirations towards becoming scientists. Students' science identities may link with wider perceptions, including what working as a scientist involves, although less research has explored these perceptions in detail. To gain new insights, questionnaire responses were considered from 289 school students across Year 9 to Year 13 (age 13/14 to 17/18 years old) from England and the island of Guernsey. Many students within the sample felt informed about science and scientific research and developments (67%), but fewer agreed that they saw themselves as scientists now (19%) or in the future (33%). Students' written responses to 'What do you think being a good scientist involves?' were analysed and encompassed themes including: working scientifically; curiosity and discovery; determination, resilience, and perseverance; ability and understanding; interest, passion, and motivation; and openness to new ideas and different views. Some differences in the prevalence of themes were revealed across students with different characteristics, circumstances, and science identities. The findings offer new insight into students' perceptions, to help understand how being a (good) scientist may be more or less feasible for different students.

Steins, M., Mennens, K., Beausaert, S., Mahr, D., Odekerken-Schröder, G., Mariş, A., & Mathmann, F. (2026). **The impact of a telepresence robot on group conditions and student engagement: A mixed-method study in higher education.** *The Internet and Higher Education*, 68, 101055. <https://doi.org/10.1016/j.iheduc.2025.101055>

Drawing on team learning theory, this paper examines whether and how a telepresence robot impacts group conditions and student engagement among graduate students collaborating within a hybrid classroom. Hybrid classrooms face challenges, such as an asymmetry of presence, compromising collaborative learning between remote and on-site students. A field experiment was conducted with 17 hybrid classrooms across two Master of Science courses. In the eight experimental groups, one remote student joined via a telepresence robot, while any additional remote students in the same group participated via the smart screen. In the nine control groups, all remote students participated solely via the smart screen. Analysis of short-term longitudinal survey data from 156 students indicated that students in experimental groups with a telepresence robot reported higher levels of social cohesion, psychological safety and group potency, especially in the early course stages. These group conditions positively influenced student engagement. Interviews with ten on-site students reveal that the telepresence robot enhanced remote students' presence through physical embodiment and fostered empowerment via autonomous mobility. This reduced presence asymmetry facilitated more natural interactions, reinforcing group conditions: social cohesion through interpersonal connections, psychological safety through reduced participation barriers, and group potency through increased knowledge sharing. The telepresence robot also fostered inclusive behavior among on-site students, driven by their reciprocation of remote students' engagement and recognition of them as valuable contributors to collaborative learning. These findings advance understanding of team learning and the role of telepresence robots in hybrid classroom settings, promoting more effective virtual inclusion for remote students.

Stenberdt, V., Moud Shiwalia, B., & Makransky, G. (2025). **Re-Experiencing vs. Self-Explaining: Comparing Generative Learning Activities in VR.** *Educational Psychology Review*, 37(4), 117. <https://doi.org/10.1007/s10648-025-10096-2>

Reviewing recordings of one's past performances has long been used as an instructional technique to support reflection and skill development. This article reconceptualizes learning from recordings as a generative learning activity (GLA) that we term re-experiencing. Specifically, we build on the generative sense-making framework to conceptualize re-experiencing, with a focus on implementing re-experiencing in immersive virtual reality (VR). While GLAs have generally been shown to be effective, there is limited research comparing different GLAs in terms of their effects on distinct learning outcomes. To address this gap, we compared re-experiencing to an existing GLA: self-explaining. We tested both activities in VR, using a simulation on how to use a pipette to conduct a serial dilution. In a pre-registered between-subjects experiment with 161 high school students in an authentic setting, we found evidence that the combination of corrective feedback and GLAs improved educational outcomes compared to the lesson alone, both for self-explaining and re-experiencing students. Specifically, we observed significant improvements in safety behavior, the number of dexterity mistakes made, and self-efficacy. Additionally, we found evidence that self-explaining led to significantly better performance on a written post-test of procedural knowledge. In conclusion, both GLAs led to notable improvements in measured outcomes, while differences between them were more modest and outcome-specific. Future research may explore ways to enhance re-experiencing as a GLA further and compare it to other GLAs in terms of different learning outcomes, to investigate whether there are unique benefits associated with re-experiencing.

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

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

Viehhauser, M. (2025). **La « pleine conscience » à l'école : un champ de tension entre l'orientation éducative vers le moment présent et vers l'avenir ?** *Raisons éducatives*, 29(1), 161-181. <https://doi.org/10.3917/raised.029.0161>

Xie, M., Ma, Z., Huang, S., & Zhang, Y. (2025). **EEG indicators of the influence of multimodal emotional stimuli on students' creative thinking.** *Asia Pacific Education Review*, 26(4), 1071-1084. <https://doi.org/10.1007/s12564-025-10071-0>

Higher education is facing formidable challenges with the deepening of economic globalization and advances in technological informatization. Cultivating students' creativity and entrepreneurial spirit is a key issue for this new era of higher education. In this study, 60 participants were randomly assigned to an aromatherapy classroom group and an ordinary classroom group. The EEG characteristics of individual creative cognition under multimodal emotional stimuli conditions and their effects on learning outcomes were investigated by introducing dynamic auditory and visual stimuli. The findings revealed that under multimodal stimuli involving olfactory, auditory, and visual cues, participants exhibited enhanced synchronization of α waves, indicating heightened creativity. Additionally, when introducing tangible rewards as a visual stimulus, participants showed a significant increase in the density and amplitude of β waves in the 20–30 Hz spectral range compared to singular olfactory or auditory stimuli, leading to optimum learning motivation and performance levels. These findings provide neurophysiological evidence for enhancing creative learning experiences and outcomes through multimodal emotional stimuli and offer a case study for brain-targeted teaching. This is significant for educators to improve teaching strategies in the creative cultivation of college students, enabling them to design scientific and personalized learning programs.

Zhang, Y., Lucas, M., Bem-haja, P., & Pedro, L. (2025). **AI versus human-generated voices and avatars: rethinking user engagement and cognitive load.** *Education and Information Technologies*, 30(16), 22547-22566. <https://doi.org/10.1007/s10639-025-13654-x>

As AI-generated content becomes increasingly prevalent in educational settings, understanding its impact on students remains an urgent yet underexplored issue. Although recent studies have begun to explore AI-generated videos, few have specifically examined the pedagogical potential of combining AI voices and avatars. This study investigates the differences in user engagement and cognitive load induced by AI-generated short videos compared to human-based ones in the context of foreign language learning. Using a 2×2 experimental design, the study explored four

combinations: AI voice & AI avatar, AI voice & Human avatar, Human voice & AI avatar, and Human voice & Human avatar. Results from linear mixed models and Fuzzy C-Means clustering revealed that while both AI voice and AI avatar can improve user engagement independently, a significant improvement in engagement is only observed when both voice and avatar are AI-generated. Similarly, while AI voice and AI avatar can reduce extraneous cognitive load independently, a significant reduction in extraneous cognitive load is only observed when both voice and avatar are AI-generated. This study offers valuable insights for integrating AI-generated short videos into foreign language learning and the broader educational landscape, paving the way for AI-generated content and innovative approaches to multimedia learning.

Zhou, C., Ren, T., & Lang, L. (2025). **The impact of AI-Based adaptive learning technologies on motivation and engagement of higher education students.** *Education and Information Technologies*, 30(16), 22735-22752. <https://doi.org/10.1007/s10639-025-13646-x>

In today's world, where digital technologies are integral to education, studying the effectiveness of Intelligent Tutoring Systems (ITS) is vital for optimizing learning. This study evaluates the Squirrel AI Learning platform's impact on motivation and engagement among higher education students in Shanghai. A survey was conducted with students using Squirrel AI alongside traditional curricula (experimental group, n = 153) and those using only traditional methods (control group, n = 160). The Motivation and Engagement Scale measured outcomes, and an independent t-test compared group differences. Additionally, one-way ANOVA assessed age, gender, and academic performance factors in the experimental group. Results indicated that Squirrel AI positively influenced motivation and engagement, with significant improvements in Self-efficacy, Valuing, Task Management, Failure Avoidance, Uncertain Control, and Self-handicapping. Gender and academic performance showed notable differences, while age had no significant effect. ITS use in higher education can personalize learning, improving effectiveness and enhancing students' motivation and engagement. Universities should consider adopting such systems for large courses to foster individualized, motivated learning experiences. Considering students' demographics and performance will help create learning scenarios that best meet individual students' needs. However, the findings should be interpreted with caution due to the study's short duration and its limited cultural and geographic scope. Future research is needed to explore long-term effects and generalizability across diverse contexts.

Aspects sociaux de l'éducation

Acevedo, R. M. (2025). **Institutional and Agentic Mechanisms of Educational Mobility Justice in Study Abroad.** *The Journal of Higher Education*, 96(6), 984-1007. <https://doi.org/10.1080/00221546.2024.2390807>

This qualitative study investigates the pathways that first-generation, low-income, ethnoracially minoritized college students create and navigate to access and sustain their presence in study abroad. Using a counter-storytelling approach and semi-structured interviews, the study reveals the significant role of campus TRIO Student Support Services programs in expanding students' perceptions of what is possible. By applying the theoretical framework of educational mobility justice, this research demonstrates how these supportive efforts, combined with students' agency, enable them to creatively navigate structural barriers like class that often limit their mobility

imaginaries. The study critically engages with the broader landscape of U.S. higher education, highlighting the complexities and inequalities inherent in study abroad. It challenges deficit-oriented narratives that have traditionally explained the underrepresentation of historically marginalized students in study abroad, instead emphasizing the strengths and agency of these students in shaping their educational journeys. This research contributes to a more nuanced understanding of mobility in the context of international education.

Alonso, L., & Rojo, L. M. (2025). **Transformative actions for sociolinguistic equity: mobilizing students' agency at university.** *Language Policy*, 24(4), 597-626.
<https://doi.org/10.1007/s10993-025-09738-6>

This paper explores the concept of agency for social transformation and its mobilization through a participatory action research project developed with students from the Faculty of Philosophy and Letters at Universidad Autónoma de Madrid in Spain. The research, which was longitudinal and employed ethnographic and participatory approaches, was based on critical pedagogy to raise awareness about the role of language in reproducing social inequalities. The students who participated mobilized agency through projects that addressed the lack of social recognition and unequal access to resources and rights due to linguistic hierarchies, intercultural differences, and discrimination. These efforts culminated in the students/researchers' effective implementation of concrete actions to address these inequalities, including doing posters, workshops, support programs, discussion groups, and proposals for public institutions. In this article, we identify key factors that enabled students/researchers to develop concrete transformative actions to tackle sociolinguistic inequalities, such as students' social positioning, available resources, the scaffolding provided by the researchers/facilitators, and the crucial role of accompaniment. These dynamics co-constructed three dimensions of agency—reflexive, critical, and distributed—whose interweaving defines this agency as transformative. Finally, we examine the project's impact, both on a personal and collective level for the students/researchers and researchers/facilitators, as well as its effects on the contexts where the various actions were implemented.

Avdeev, S. (2025). **University as a Melting Pot: Long-term Effects of Internationalization** (Working paper N° 12283). Consulté à l'adresse CESifo website:
https://EconPapers.repec.org/RePEc:ces:ceswps:_12283

This paper provides the first evidence on the impact of exposure to international students on the long-term outcomes of native students. I combine unique survey and administrative data from the Netherlands covering one million students across three decades and employ an across-cohort design. I find that exposure to international students leads natives to (i) form social ties with non-natives, (ii) hold more positive attitudes towards migration and learning about other cultures, and (iii) seek opportunities abroad. Notably, I find precisely estimated zero effects on employment, income, entrepreneurship, and the share of international co-workers up to 25 years after university entry.

Ayelabola, A. O., & Oyadeyi, J. B. (2025). **Perceived Influence of Family Conflict and Interpersonal Relationship on Academic Performance of Peacock College of Nursing Sciences, Akure.** *British Journal of Education*, 13(12). Consulté à l'adresse
<https://ejournals.org/bje/vol13-issue12-2025/perceived-influence-of-family-conflict-and->

[interpersonal-relationship-on-academic-performance-of-peacock-college-of-nursing-sciences-akure/](#)

This study investigated the influence of family conflict and interpersonal relationships on the academic performance of undergraduates at Peacock College of Nursing Sciences, Akure, Nigeria. A descriptive survey design of the ex-post-facto type was employed, and a total enumeration technique was used to include 116 Nursing students. Data were collected through a structured questionnaire, and [...]

Balilemwa, G. P. (2025). **Factors Affecting the Enrolment in Formal Pre-Primary Education in Tanzania: A Case of Arusha City**. *British Journal of Education*, 13(12). Consulté à l'adresse <https://ejournals.org/bje/vol13-issue12-2025/factors-affecting-the-enrolment-in-formal-pre-primary-education-in-tanzania-a-case-of-arusha-city/>

The purpose of this study was to examine the factors influencing low enrolment in formal pre-primary education in Tanzania, focusing on Arusha city. The study aimed to identify social, cultural, economic, and institutional reasons that lead many children to begin standard one without attending pre-primary education. A qualitative research design was employed using a phenomenological [...]

Barabasch, A., Cygan-Rehm, K., & Leibing, A. (2025). **Timing of School Entry and Personality Traits in Adulthood** (Working paper N° 12273). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12273

This paper investigates the long-run consequences of a later school entry for personality traits. For identification, we exploit the statutory cutoff rules for school enrollment in Germany within a regression discontinuity design. We find that relatively older school starters have persistently lower levels of neuroticism in adulthood. This effect is entirely driven by women, which has important implications for gender gaps in the labor market, as women typically score significantly higher on neuroticism at all stages of life, which puts them at a disadvantage. Our results suggest that family decisions regarding compliance with enrollment cutoffs may have lasting implications for gender gaps in socio-emotional skills.

Belghith, F., Bugeja-Bloch, F., & Couto, M.-P. (2025). **(Dé)Chiffrer les conditions de vie étudiantes. Des parcours académiques aux contraintes du quotidien**. Consulté à l'adresse <https://www.ove-national.education.fr/publication/dechiffrer-les-conditions-de-vie-etudiantes/>

Dans un contexte de massification et de transformation de l'enseignement supérieur, cet ouvrage propose un éclairage pluriel sur le monde étudiant à partir des données issues de l'enquête nationale Conditions de vie réalisée en 2023. Les six parties de l'ouvrage explorent la diversité des parcours académiques, les manières d'étudier, les mobilités résidentielles, les formes plurielles de précarité, les violences liées à l'origine, au genre ou au handicap, ainsi que les à-côtés souvent négligés de la vie étudiante (temps amoureux, loisirs, césures, etc.), dans un contexte où les fragilités étudiantes deviennent un objet de préoccupation publique.

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

Les politiques institutionnelles en équité, en diversité et en inclusion constituent des leviers essentiels pour favoriser l'inclusion en enseignement supérieur. Elles ne sont toutefois pas

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

Body, K. M.-D., Bonnal, L., & Djama Kairreh, M. (2025). **Socio-Residential Inequalities and Inequalities at Elementary School: Repetition in French-Speaking African Countries.** *African Development Review*, 37(4), e70041. <https://doi.org/10.1111/1467-8268.70041>

Résumé Ce travail analyse, à partir de deux enquêtes PASEC (2014 et 2019), le redoublement à l'école primaire. Nous montrons que les enfants vivant en zone rurale ont, dans la majorité des pays, une probabilité plus élevée de redoubler avant le Grade 6. Les méthodes de décomposition utilisées attribuent cette disparité à des différences dans les infrastructures scolaires, l'engagement familial et le milieu socioéconomique. Le redoublement semble compromettre l'équité et l'inclusion dans l'éducation, particulièrement pour les élèves de milieux défavorisés.

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

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

Brinbaum, Y., Chauvel, S., & Tenret, E. (2025). **Analyser les expériences d'injustice et de discriminations à l'école : contextualisation, ressources et ambivalences.** *Cahiers de la recherche sur l'éducation et les savoirs*, (24). <https://doi.org/10.4000/1540l>

À partir d'une étude à méthodologie mixte – une enquête par questionnaire et une post-enquête qualitative (TeO1-Ined-Insee), cet article interroge les processus et les raisons qui amènent les acteurs à percevoir une situation comme discriminante dans l'univers scolaire, alors que le principe de méritocratie scolaire constitue une valeur partagée dans le contexte français. Trois éléments constituent des points d'appui dans ces déclarations de discrimination : les dissonances identitaires, le contexte familial et la ségrégation scolaire qui, pour ce dernier, a néanmoins des effets ambivalents sur l'analyse que les acteurs font de leurs expériences de discrimination. Cet article montre l'intérêt des méthodes mixtes pour mesurer, appréhender et éclairer un objet sensible et complexe : celui des discriminations vécues à l'école.

Café pédagogique. (2025, décembre 5). **Sections internationales en éducation prioritaire : un levier partiel pour la mixité sociale, selon l'IGESR.** Consulté 5 décembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/12/05/sections-internationales-en-education-prioritaire-un-levier-partiel-pour-la-mixite-sociale-selon-ligesr/>

Peut-on réduire les inégalités et les ségrégations scolaire et sociale par l'implantation de dispositifs d'excellence dans les collèges les plus défavorisés ? Trois ans après le lancement de l'expérimentation, l'Inspection Générale de l'Éducation, du Sport et de la Recherche (IGESR) dresse un premier bilan de l'implantation de Sections Internationales (SI) dans les collèges d'éducation prioritaire dans un rapport publié en septembre 2025.

Campos, D. G., Koskinen, A., Munkácsy, B., Rolfe, V., Patsis, P., Tóth, E., ... Vainikainen, M.-P. (2025). **Educational inequalities in Europe: A scoping review of longitudinal studies in K-12 education.** *Studies in Educational Evaluation*, 87, 101523. <https://doi.org/10.1016/j.stueduc.2025.101523>

Chambon, C., Le Quellec, O., Racana, D., & Sagueton, S. (2025). **Filles et garçons en formation professionnelle “ masculine ”.** *Revue GEF: Genre éducation formation*, (9). <https://doi.org/10.4000/15bfm>

This article explores the perseverance of female learners in professional training perceived as masculine. It pays particular attention to girls, for whom the context of professional training can be more hostile, and whose perseverance we wish to understand. In this way, this study compares the apprentice self-efficacy (SEPA) and the perceived social support (SSP) of girls in atypical training and of boys which are in typical training, in line with prevailing gender norms. This explorative research is based on a survey distributed to 33 learners in the Lyon regional education authority. The results reveal no significant difference between learner's SEPA and SSP, with the exception of social support from trainers, which girls perceive more than boys. The latter element is a central focus for future research.

Chen, C., Doyle, J., Sonnert, G., & Sadler, P. M. (2025). **Shrinking gender gaps in STEM persistence: a ten-year comparison of the stability and volatility of STEM career interest in high school by gender.** *International Journal of Science Education*, 47(18), 2453-2473. <https://doi.org/10.1080/09500693.2024.2388880>

To keep abreast with recent developments in young persons' STEM career interests and to anticipate the gender representation in the future workforce, we need to periodically update cohort comparisons of the persistence in STEM career interest among male and female youth. Using two national U.S. samples of first-year college students, collected a decade apart in 2007 and 2017, we found that, at the end of high school, the gender gap in STEM career interest still existed, but had shrunk considerably during the decade. Both genders were more likely to transition into STEM from non-STEM career interests during the high school years in the 2017 cohort than in the 2007 cohort, with females experiencing a steeper increase. Furthermore, females who were initially interested in a STEM career were more likely to persist in a STEM career interest in the 2017 cohort than in the 2007 cohort, whereas males' persistence rates remained the same between cohorts.

Cherng, H.-Y. S., Wei, J., & Moreno, M. (2025). **Is Meeting Enough? Differences in Frequency and Consequences of Academic Advising Appointments Between Marginalized and Mainstream College Students.** *Educational Researcher*, 54(9), 516-527. <https://doi.org/10.3102/0013189X251356501>

Scholars often suggest that marginalized students are less likely to connect with authority figures in college and thus do not reap the benefits those figures offer to mainstream students. To test this assumption, we draw on a data set containing records of every recorded advising appointment over 4 years for students at a large U.S. university system. We find that first-generation students are less likely to meet with academic advisers than continuing-generation students. However, other marginalized groups (racial/ethnicity minority, low-income, international students) are as or more likely to meet with advisers compared to mainstream students. Various groups experience GPA benefits from advising meetings; however, White students experience graduation benefits from advising meetings more than racial/ethnic minorities.

Dadgar, I. (2025). **The effect of ordinal rank in school on educational achievement and income in Sweden** (Working paper N° 2025:21). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://EconPapers.repec.org/RePEc:hhs:ifauwp:2025_021

This study examines the influence of students' ordinal positions in the distribution of grades in their ninth-grade school cohort on subsequent educational and labor market outcomes using population-wide data for Sweden. The identification strategy uses differences between students' ranks in their school and their ranks in the country-wide ability distribution after conditioning on school-cohort fixed effects and school-level grade distributions. The findings reveal an advantage of occupying a higher rank in school with respect to educational and labor market accomplishments in adulthood, whereas a lower rank yields adverse consequences. Contrary to findings from the United States, no effect is found for students situated in the middle of the rank distribution. This study also shows that ordinal rank effects are more pronounced for students with lower socio-economic status and for female students at the top of their school ability distribution. This study highlights the importance of students' rank positions in determining their future academic and professional outcomes.

Donnalaja, V., & Borkowska, M. (2025). **Parental Effect of Higher Education on Attitudes Towards Immigrants: A Family Approach**. *The British Journal of Sociology*, 76(5), 965-974. <https://doi.org/10.1111/1468-4446.70005>

People with higher education hold more positive attitudes towards immigrants than those without. Previous studies have attempted to net out selection mechanisms to examine whether there is a causal effect of higher education on attitudes towards immigrants. However, parental higher education has been largely neglected as a likely source of this selection. Using UKHLS data on individuals and their parents for the UK and employing the khb decomposition model, we examine if and why parental education influences attitudes towards immigrants. First, we show that, net of individual educational attainment, individuals whose parents have a university degree are more likely to have more positive attitudes towards immigrants. More highly educated people have more positive attitudes, but parental education reinforces this association or compensates for low educational attainment. Second, we illustrate that the relationship between parental higher education and attitudes towards immigrants is mediated by two mechanisms: parental socialisation and individual education. In contrast, socio-economic positioning while growing up makes a negligible contribution. Our findings suggest that formative years are crucial for the development of attitudes towards immigrants later in life and that educational inequalities of today affect the attitudes towards immigrants of tomorrow.

do Ó, J. R. (2025). **The city and the curriculum: The hand and the opposite directions of the futures of education**. *PROSPECTS*, 55(3), 353-362. <https://doi.org/10.1007/s11125-025-09727-x>

This article examines the interconnectedness of science, urban life, and knowledge production, emphasizing their shared characteristic of incompleteness and continuous transformation. It explores how both scientific inquiry and urban development are defined by fluidity, hybridity, and ongoing renewal. The text critiques the traditional pursuit of totality in knowledge systems and proposes a model of learning that values experimentation, adaptation, and dialogue. Drawing on various philosophical perspectives, it highlights the evolving role of archives, museums, and libraries as spaces of intellectual interaction where knowledge is preserved, revisited, and reinterpreted. The

article advocates an educational approach that mirrors the complexities and dynamic nature of contemporary society, promoting a learning environment that fosters critical thinking, collaboration, and ongoing exploration.

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

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

Eger, M. A., Hjern, M., & Velásquez, P. (2025). **What is the Liberalizing Potential of Higher Education? An Analysis of Academic Fields and Anti-Immigrant Sentiment Across 32 Countries.** *The British Journal of Sociology*, 76(5), 1205-1211. <https://doi.org/10.1111/1468-4446.70008>

The link between educational attainment and attitudes towards out-groups stands out as one of the most consistent statistical associations in the social and political sciences. However, a recent analysis of survey data from the United States finds that the relationship between higher education and out-group prejudice depends on the content of education. In this Research Note, we replicate that study's analysis of tertiary-level academic majors within a European context and extend it to include academic specializations below the tertiary level. Our analyses of European Social Survey (ESS) data, spanning 32 countries and over 120,000 respondents, reveal substantial variation in the association between field of study and anti-immigrant prejudice. Specifically, we find that individuals with degrees in arts, humanities, and social sciences express more positive views towards immigrants than those with degrees in other fields. A similar, though less pronounced, pattern emerges among individuals with lower levels of educational attainment. These findings challenge simplistic and politicized notions of the impact of higher education, offering a more nuanced understanding of educational attainment and its so-called "liberalizing effect."

Feldman, S. (2025). **A Critical Discourse Analysis of University Responses to the Shooting at the Tree of Life Synagogue.** *The Journal of Higher Education*, 96(6), 909-935. <https://doi.org/10.1080/00221546.2024.2424130>

The attack on the Tree of Life synagogue in Pittsburgh, PA on October 27, 2018, prompted many institutions of higher education to respond to the attack as a show of support for Jewish community members at their institution. This study engages in a Critical Discourse Analysis to determine how university leaders utilized language to discuss the shooting and how they framed Jewish identity and antisemitism in the process. Drawing on two conceptual frameworks, HebCrit and institutional speech acts as non-performatives, analysis from 26 universities revealed seven discursive practices: naming Jewish identity

and antisemitism; categorizing Jewish identity; "All Lives Matter"ing the Tree of Life shooting; grieving, mourning, thoughts & prayers; offering support; employing institutional values statements; and finally, defining institutional leadership's role. The article concludes with implications for future research as well as implications for university leaders seeking to write institutional statements and create a more inclusive environment for Jewish people.

Fozing, I., & Bomda, J. (2025). **Réformes de l'enseignement supérieur et développement socioéconomique: Les réformes LMD/BMD au Cameroun**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/reformes-de-l-enseignement-superieur-et-developpement-socioeconomique/80361>

L'adhésion inéluctable des universités africaines aux réformes LMD (Licence-Master-Doctorat) / BMD (Bachelier-Master-Doctorat) a-t-elle produit les effets escomptés, particulièrement sur le développement socioéconomique? Dans cet ouvrage, les auteurs répondent à cette préoccupation en s'intéressant spécifiquement à l'exemple camerounais. Ils ont recours à une méthodologie mixte qui associe aux questionnaires, les entretiens individuels, les groupes de discussion, l'analyse documentaire, la revue de littérature et une observation in situ. Ils mobilisent surtout leurs savoirs expérientiels et leurs « regards situants ». Les résultats interpellent sur la propension des États africains à copier des politiques éducatives extérieures sans prendre préalablement en compte les défis et les spécificités propres à leurs contextes. Les auteurs discutent et formulent alors des suggestions d'amélioration de l'existant.

Gallegos, A., Londoño-Celis, W., Rodríguez Zavala, L., Mendiáz, M. G., & Teodori De La Puente, R. (2025). **Analysis of female leadership trends in the context of higher education**. *Cogent Education*, 12(1), 2486667. <https://doi.org/10.1080/2331186X.2025.2486667>

Graves, D. L. (2025). **Financial Aid as Whiteness as Property: Implications for Research and Practice**. *The Journal of Higher Education*, 96(6), 936-958. <https://doi.org/10.1080/00221546.2024.2422759>

In this article, I demonstrate how financial aid is a valued property of whiteness. Utilizing critical race theory, critical race policy analysis, and whiteness as property, I examine how financial aid has historically and continues to be valued and protected as a benefit for white people. I apply characteristics of property expectations and the function of exclusion to the history of financial aid and contemporary federal student aid processes to demonstrate how federal policy laid the groundwork for a financial aid process that continues to impede People of Color. I rely upon the examples of the GI Bill, aid applications, income verification, and satisfactory academic progress policies to illustrate where and how racist inequities exist within the financial aid process. I conclude the article with implications for applying a critical race perspective to research, policy, and practice with the goal of recognizing how racism influences financial aid administration.

Heiskala, L., & Pruel, M. (2025). **The Compensatory Role of Diverse Workplaces: Parental Workplace Educational Composition and Children's Higher Education Enrolment**. *The British Journal of Sociology*, 76(5), 1118-1140. <https://doi.org/10.1111/1468-4446.70013>

Studies consistently find family background differences in educational attainment, with parental education being an important factor in families' educational decision-making processes. Alongside parents' own resources and accomplishments, research has shown that both immaterial and material resources from extrafamilial connections, such as extended family members, are positively associated with children's educational

attainment and may compensate for a lack of resources within the immediate family. In this study, we examine the compensatory role of parental workplace ties in shaping children's educational choices. Using full population register data from Finland, we find that children from lower-educated families are more likely to enrol in higher education if they have a parent working among highly educated colleagues. We discuss the importance of diverse environments for educational mobility and aim to shed new light on the role of weak ties in educational decision-making.

Herrera, V. K., & Williams, B. M. (2025). **"I Have to Be Very Intentional About How I Communicate:" Black Women Administrators' Identity Navigation in Predominantly White Institutions.** *The Journal of Higher Education*, 96(6), 959-983.
<https://doi.org/10.1080/00221546.2024.2424129>

This qualitative narrative inquiry explores how Black women navigate their identities at predominantly white institutions (PWIs) as entry-level student affairs professionals. Our framework is rooted in Black Feminist thought to consider how Black women are impacted by identity and supervisory relationships in the workplace. Using semi-structured interviews, we explore Black women's upbringing, supervisory relationships, and current workplace navigation. Our findings reveal how participants navigated their social identities based on prior socialization for workplace assimilation and by balancing forced identity suppression and authenticity. These findings are particularly important for institutions wishing to diversify the leadership pipeline, increase retention of new student affairs professionals, and incorporate inclusive supervision practices.

Hoysala, R., Markovich Morris, E., & Siddiga, N. (2025). **Leveraging families as assets and champions to promote secondary school completion and success in Bangladesh** (p. 39). Consulté à l'adresse Center for Universal Education at Brookings website: <https://curated-library.iiep.unesco.org/library-record/leveraging-families-assets-and-champions-promote-secondary-school-completion-and>

The purpose of this policy brief is to inform education systems leaders on strategies and efforts to deepen family, school, and community partnerships in rural and urban secondary schools and to ensure there are mechanisms in place to meaningfully engage families in their children's learning and schools. Recommendations are designed for leaders in the national Ministry of Education (MoE) and the Directorate of Secondary and Higher Education (DSHE) at the national level but are also applicable across all levels of the education system, including leadership in districts, upazilas (subdistricts), and public and private schools. An analysis of six national policies and plans was conducted to identify how education leaders envision the roles and responsibilities of families across education frameworks and the current approaches to family, school, and community engagement in the education system. In addition to policy analysis, research was conducted directly with 535 families, 225 educators, and 973 students in 14 rural and urban secondary schools in Bangladesh. Research was led by educators and researchers from the Education and Cultural Society (ECS), a national civil society organization in Bangladesh, in collaboration with the Center for Universal Education (CUE) at the Brookings Institution from February 2023 to May 2024. The methodology used in this research was the Conversation Starter Tools, a mixed-methods participatory approach developed by CUE in collaboration with global collaborating organizations, including ECS. This brief begins with an analysis of how family, school, and community engagement is envisioned across the national education policies and plans in Bangladesh. This is followed by a description of the Conversation Starter Tools. Finally, five key findings from the research are presented along with key recommendations for national education

leaders to implement evidence-informed strategies to promote family-centric education systems.

Hu, C., & Hoffman, D. M. (2025). **Poverty and the Brain: The New/Old Language of Cultural Deficit**. *Educational Researcher*, 54(9), 540-545. <https://doi.org/10.3102/0013189X251349155>

In this essay, we consider recent narratives in the science of brain development under poverty in relation to the older idea of the culture of poverty. We argue that in theorizing poor parenting and deficient linguistic stimulation as the primary pathways of influence through which poverty exerts its damaging effects on the brain, brain science builds on and offers new evidence for the supposed cultural deficits of those in poverty even as anthropological evidence from studies of learning under poverty challenges the deficit narrative. Brain development science has further catalyzed global iterations of the culture of poverty that obscure not only the material and structural forces that make poverty salient but also the sociocultural situatedness of learning and development.

Hu, Y. (2025). **Family or school? Understanding the urban–rural achievement gap and its generating mechanisms in China**. *Asia Pacific Education Review*, 26(4), 1055-1070. <https://doi.org/10.1007/s12564-025-10066-x>

This study examines the urban–rural achievement gap among Chinese middle-school students. Engaging with the classical family–school debate, this study sheds lights on the contribution of family and school factors to the achievement gap led by one of the most important institutional factors—hukou status—in China. To decompose the gap and investigate its generating mechanisms, the author uses structural equation modeling. Analyzing two waves of the China Educational Panel Survey, the author finds that family socioeconomic status (SES), as the confounding variable, effectively accounts for the disadvantage of Chinese rural students. After family SES is controlled for, family cultural activity is the major force enlarging the urban–rural gap; while parental educational expectation is the force reducing the urban–rural gap. Mechanisms of school-related variables make almost no statistically significant contribution to the gap.

Jodie, P., & Patrick, M. (2025). **Profess-sirs and Profess-hers: gender and ethnicity stereotypes that students associate with scientists**. *International Journal of Science Education*, 47(18), 2434-2452. <https://doi.org/10.1080/09500693.2024.2404161>

A common narrative emerges from previous studies suggesting that scientists are most frequently thought of as being old, white men. This stereotype has been assessed in the past using drawing analysis methods but here, an updated approach – a drawing activity followed by a survey was chosen, to remove the need for inference. The purpose of the survey was to understand if the aspects of the scientist-stereotype are still present and impacting school students today and if students' career prospects are influenced by learning about a diverse range of scientists. Our findings suggest gender and ethnicity aspects of the scientist stereotype are still present but a shift has occurred, away from the old-age associated with a scientist, towards a younger individual. This adaptation suggests that it is possible to influence this stereotype and we propose that further understanding of what caused this change could influence the stereotypical gender and ethnicity too. It was found that learning about a diverse range of scientists is not associated with a school student feeling like they can have a career in STEM, which we hypothesise may be due to the passive nature of this intervention and that a more active intervention method may be needed.

Kristensen, N. (2025). **The Importance of Teachers and Socioeconomic Background for Students at Risk of Dyslexia** (Working paper N° 18279). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18279>

Approximately 7-10% of the population have some degree of dyslexia, and students with this disability are likely to be more dependent on qualified teaching. I analyze this tenet using population-wide Danish administrative records of public schools, where subject teachers are linked over time to classrooms and students, and identification is achieved using a within-school between-class model. I find that qualified teachers improve student outcomes mostly at the bottom of the student skill distribution and that students tested as at-risk of dyslexia in 4th grade make smaller progress in 6th grade vis-à-vis their peers, except for at-risk students from high SES schools who catch up with their peers. Unqualified teaching in combination with low SES schools impedes the ability of dyslexic students to reach their potential, and upholds the inter-generational correlation in education.

Kwon, J., & Son, E. (2025). **Fostering collaboration and professionalism: insights from a korean kindergarten teacher learning community**. *Asia Pacific Education Review*, 26(4), 985-996. <https://doi.org/10.1007/s12564-025-10050-5>

This study investigates how the interplay between teachers and Korean kindergarten culture shapes a teacher learning community. Data were collected through group interviews, in-depth individual interviews, and participant observations, allowing for a rich exploration of both collective and individual perspectives. The data were analyzed iteratively, with a focus on the cultural and relational dynamics embedded within the teaching learning community. The findings underscore the critical role of emotional support, constructive dialogue, and balanced relationships within a community operating in a predominantly female, traditionally hierarchical culture. The study also highlights the essential leadership roles of lead teachers, demonstrating how humility and a balance between collectivism and individualism foster trust, align shared goals, and support collaborative growth. Furthermore, the study explores the dual aspects of Korean collectivist culture, emphasizing its role in promoting equitable education for children and addressing parental pressure, while paradoxically limiting teachers' autonomy in decision-making. This dynamic is particularly evident in curriculum alignment, where teachers of the same age group collaborate to ensure cohesive educational practices. This analysis provides valuable insights into the processes that foster effective communication, collegial relationships, and a balanced sense of autonomy among teachers. These findings also offer practical implications for enhancing professional growth, leadership development, and collaboration within TLCs in culturally similar contexts.

Lavy, V., & Yancu, A. (2025). **Violent Peers at School: Impacts and Mechanisms** (Working paper N° 34482). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34482>

This paper examines the impact of classroom exposure to peers with a history of violent behavior on academic achievement and the underlying mechanisms. This measure of peer violence departs significantly from earlier studies that measured potential peer violence based on the background characteristics of students. We exploit idiosyncratic treatment variations during the transition from primary to middle school for causal identification. We find that a higher proportion of violent peers negatively affects cognitive performance in tests in various subjects, particularly pronounced in

mathematics and English, compared to Hebrew and science. These effects are more pronounced in girls than in boys. While boys' performance is negatively influenced only by the presence of violent male peers, girls are adversely affected by both violent male and female peers. As for mechanisms, violent peers disrupt learning environments and lower teachers' productivity, reflected in lower job satisfaction and perception of higher workloads. Violent peers also significantly increase the likelihood of other students engaging in physical fights, and reduce their homework time, especially for girls and students from low SES.

Ledoux, S. (2025). **L'école face aux attentats : entre discours, postures politiques et réalités.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6030>

À la suite de l'attentat de Charlie Hebdo, le 7 janvier 2015, le président de la République, François Hollande, décrète un jour de deuil national pour le lendemain qui mobilise le monde scolaire par le rituel de la minute de silence. Un appel à l'unité nationale autour des valeurs de la République accompagne cet hommage qui revêt une forte dimension politique. L'analyse qui est faite de cet événement et de l'hommage au sein du cabinet ministériel de Najat Vallaud-Belkacem se formule en termes de risque politique. Alors que des enseignants organisent des débats avec leurs élèves sur les caricatures, la liberté de la presse, ou la liberté d'expression, la polarisation politique et médiatique des contestations de la minute de silence par certains élèves dans les jours suivants amène la ministre à adopter une nouvelle posture face aux accusations de l'opposition, mais aussi celles de son Premier ministre Manuel Valls, de cacher le véritable nombre de ces contestations. Le thème des valeurs de la République et de la laïcité qui structure la réponse post-attentat du ministère prolonge en la renforçant une politique publique instaurée précédemment alors que la question de la reproduction des inégalités en milieu scolaire a été posée.

Li, Y., Chen, X., & Sanders, J. (2025). **The shared desire for third places on campus in Japan: a study of Japanese and American university undergraduate students with experience studying in both countries.** *Asia Pacific Education Review*, 26(4), 1015-1026. <https://doi.org/10.1007/s12564-025-10060-3>

This study investigates undergraduate students' perceptions regarding physical campuses at Japanese universities. Through semi-structured interviews with Japanese and American university undergraduate students with experience studying in both countries, this paper examines their perceptions of physical campuses and the role they play in student university experience. The interviews revealed that students find physical campus spaces, such as libraries, cafeterias and gyms, at Japanese universities to be less flexible and accessible compared to their American counterparts. In spite of varying perceptions of individual facilities, the research results revealed a common desire among interviewed students for third places on campus at Japanese universities for socialisation, relaxation and restoration that cater to both group and individual student needs. This desire stems from comparisons drawn between their experiences at American universities where such places are more readily available, and those at Japanese universities, where such places are not readily available. These findings are instructive for administrators at Japanese universities who have responsibility for student experience, student satisfaction, campus management, or internationalisation initiatives, which often have the specific aim of fostering more interaction between local and international students.

Liu, S., Dai, Y., Ng, O. L., & Cai, Z. (2025). **Gender Disparity in Computational Thinking Pedagogy and Assessment: A Three-Level Meta-Analysis.** *Educational Psychology Review*, 37(4), 114. <https://doi.org/10.1007/s10648-025-10095-3>

Gender disparity is a well-recognized issue in computational thinking (CT) education, yet few meta-analyses have examined how specific pedagogical and assessment contexts influence this gap. This study addresses that limitation by synthesizing 53 empirical studies, comprising 100 effect sizes and 15,454 participants, to explore the extent and moderators of gender differences in CT education. The analysis reveals an overall effect size of $g = 0.106$ (95% CI [0.024, 0.188], $p < 0.05$), indicating a very small but statistically significant gender disparity favoring males. Among the three groups of moderators examined, neither general study characteristics (publication type, geographical region, and educational level) nor CT assessment contexts (instrument and measured learning outcome) significantly influenced effect sizes. However, pedagogical strategies moderated gender disparities: mixed and plugged approaches, which integrate technologies, were associated with larger gaps favoring boys, while unplugged approaches tended to reduce or even reverse the disparity, benefiting girls in some cases. In terms of assessment, gender disparities were nonsignificant for CT concepts, but became significant when evaluating authentic practices (e.g., programming tasks) and identity-related perspectives (e.g., motivation, learning interest, and self-efficacy). The findings offer practical implications for advancing educational equity in CT education. Early interventions in K-12 settings, especially those targeting at CT practices and perspectives, are critical to prevent disparities from becoming entrenched. Unplugged activities can help build foundational understanding and confidence, especially for girls. Gradually introducing digital and AI tools within supportive environments, such as culturally relevant scenarios, may reduce technology-related anxiety and promote more inclusive learning experiences.

Markovich Morris, E., Lieblich, M., & Nóra, L. (2025). **Building partnership where families, schools and communities stand together in Sierra Leone** (p. 24). Consulté à l'adresse Center for Universal Education at Brookings website: <https://curated-library.iiep.unesco.org/library-record/building-partnership-where-families-schools-and-communities-stand-together-sierra>

Recognizing the important role that families play in their children's education, the Government of Sierra Leone has designated family and community engagement as a key pillar of their current education policies, frameworks, and plans. The Basic and Senior Secondary Education Act (2023), National Policy on Radical Inclusion in Schools (2021), and Education Sector Plan (2022-2026) all include efforts to build greater family, school, and community engagement (FSCE) in education. Despite the Ministry of Basic and Senior Secondary Education's (MBSSE) efforts to support greater partnerships between families and schools, little data on FSCE exist in Sierra Leone. To provide a clearer picture of the FSCE landscape in Sierra Leone, the MBSSE and the Center for Universal Education at the Brookings Institution initiated mixed-methods and community-based research with two civil society organizations—EducAid and Rising Academies—that work directly with government schools in Sierra Leone. The purpose of this research is to provide key recommendations for the MBSSE and partnering institutions on how to build family, school, and community partnerships that are sustainable, equitable, and inclusive while supporting students and schools to thrive

Massé, J., Tremblay, M.-C., Gross, O., Brochu-Doucet, M.-A., Ruelle, Y., Boulay, S., & Dubé, T. (2025). **Building pedagogical models of social accountability in family medicine**

residency training: a logic analysis protocol. *Canadian Medical Education Journal*, 16(5), 107-109. <https://doi.org/10.36834/cmej.81560>

Merle, P. (2025). **Enseignement catholique. Il existe un abîme entre le projet et sa réalité sociologique.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2025/10/07/enseignement-catholique-il-existe-un-abime-entre-le-projet-et-sa-realite-sociologique_6644895_3224.html

Le nouveau secrétaire de l'enseignement catholique, Guillaume Prévost, cherche à réaffirmer l'identité chrétienne de ce réseau. L'occasion de se questionner sur le sujet, alors que les établissements privés n'ont jamais accueilli aussi peu d'enfants défavorisés, souligne, dans une tribune au « Monde », le sociologue Pierre Merle.

Michiels, M. (2025). **Socialisation politique à l'école, retours sur les débats scientifiques.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5994>

Cet article propose une revue critique des débats scientifiques sur la socialisation politique à l'école. Il retrace ceux ayant structuré le champ, en particulier la question de la définition du politique, qui oppose une conception légitimiste centrée sur la participation électorale à une approche sociologique élargie intégrant rapports sociaux, inégalités et pratiques de pouvoir. Deux modalités de socialisation sont analysées : l'une explicite, via les dispositifs d'éducation à la citoyenneté ; l'autre implicite, à travers les pratiques ordinaires de la vie scolaire, telles que le climat de classe ou les expériences de participation. Si l'école prétend former à la citoyenneté, elle reproduit souvent des inégalités d'accès au politique et empêche l'exercice effectif d'une citoyenneté présente. L'article invite à penser les tensions entre forme scolaire, autonomie du politique et formation démocratique, en soulignant la portée politique des expériences scolaires les plus ordinaires.

Mondain, N., & Djouonang, G. O. (2025). **Continuum éducatif entre travail domestique et travail scolaire : effets des parcours de vie des mères sur le cheminement scolaire de leurs filles.** *Cahiers de la recherche sur l'éducation et les savoirs*, (24). <https://doi.org/10.4000/1540d>

Les débats féministes au Nord envisagent les savoirs scolaires comme étant le principal moyen d'émancipation pour les jeunes filles africaines, postulant une division claire entre les sphères scolaire et domestique dont les savoirs sont minimisés. Pourtant, la dimension éducative des apprentissages au sein de l'univers domestique est également mise de l'avance qui nous permet d'envisager des points de rencontre et de continuité. Or, les parcours scolaires, conjugaux, et professionnels des personnes ayant des filles à charge peuvent les conduire à une grande méfiance envers l'école, ou au contraire, nourrir leurs espoirs de mobilité sociale pour les enfants. Nous analysons comment les mères concilient leurs objectifs de transmission de savoir-faire domestiques avec le travail scolaire des filles dans le contexte d'un dispositif de soutien scolaire complémentaire à l'école à Ziguinchor au Sénégal. Pour ce faire, nous analysons les parcours de vie de 10 mères d'adolescentes passées par ce dispositif, afin d'en dégager les influences sur le parcours socio-éducatif de ces dernières en mobilisant le concept de continuum éducationnel.

Montmasson-Michel, F. (2025). **Petite histoire de la maternelle.** Consulté à l'adresse <https://boutique.editionssociales.fr/produit/fabienne-montmasson-michel-petite-histoire-de-la-maternelle/>

En 2019, la France impose l'instruction obligatoire à partir de trois ans, parachevant ainsi un long processus de scolarisation de la petite enfance. Pourtant, ce modèle n'a rien d'évident ni d'universel, et d'autres formes éducatives existent ailleurs. Fabienne Montmasson-Michel offre la première histoire intellectuelle, critique et sociale de cette institution. Elle montre comment l'idéal d'un jeune enfant capable de langage cultivé et curieux a été façonné en France par les groupes sociaux les plus dotés en capitaux culturels et retrace la manière dont cette conception a pris forme et s'est transformée, de la salle d'asile du xix^e siècle à l'école maternelle massifiée. En donnant à comprendre les choix pédagogiques et politiques qui éclairent sa trajectoire, d'un espace éducatif féminin relativement autonome à un maillon du système scolaire unifié et soumis à des exigences accrues, son ouvrage révèle que cette intégration progressive n'a pas effacé les inégalités sociales d'apprentissage mais les a reconfigurées. Appuyé sur un parcours de vingt ans en maternelle, du terrain à la recherche, son livre déplie ce que l'école maternelle fait, et comment elle pourrait faire autrement.

Moulin, L. (2025, décembre 13). **Scolarité : Le privé fait-il mieux que le public ?** <https://doi.org/10.64628/AAK.mfvcs5rpf>

Les meilleurs résultats des écoles privées viennent-ils d'un « effet » propre au privé ou reflètent-ils avant tout la composition sociale plus favorisée de ses élèves ?

Obah, Y. H. (2025). **Vulnérabilités socioprofessionnelles, conjoncture sécuritaire et attrition des enseignants dans l'Extrême-nord du Cameroun.** *Cahiers de la recherche sur l'éducation et les savoirs*, (24). <https://doi.org/10.4000/1540k>

Renoncer au métier d'enseignant est fréquent dans de nombreux pays. Si cette réalité est bien visible en Afrique, les recherches sur ce sujet restent peu fournies. Toutefois, les taux d'attrition dans cette région du monde progressent comme l'indiquent les données publiées par des institutions internationales œuvrant dans l'accompagnement et le financement du secteur éducatif (UNESCO, UNICEF et UA). Reposant sur une enquête réalisée entre 2021 et 2024 dans la région de l'Extrême-nord et dans la ville de Yaoundé au Cameroun, cet article examine les facteurs de l'attrition des enseignants des niveaux primaire et secondaire du système public. Il résulte des analyses effectuées que l'attrition des enseignants du primaire et du secondaire à l'Extrême-nord du Cameroun émane d'un enchevêtrement de sources d'ordre structurelles et conjoncturelles. Elle est tributaire des vulnérabilités socioprofessionnelles des enseignants, qu'accentuent les crises sécuritaires. Le concept de sécurité sur lequel s'adossent nos analyses s'inscrit dans une approche globale qui intègre diverses menaces impactant l'école et la perception que les enseignants ont du métier qu'ils exercent.

Odasso, L. (2025). **Apprendre à réussir les formalités d'immigration.** *Cahiers de la recherche sur l'éducation et les savoirs*, (24). <https://doi.org/10.4000/1540h>

Cet article articule sciences de l'éducation, sociologie de l'action publique et études migratoires pour explorer les expériences administratives des couples binationaux formés par une femme française et un homme originaire du Maghreb, du Moyen-Orient ou d'Afrique subsaharienne engagés dans des démarches d'installation en France depuis 2003. Face aux restrictions juridiques visant ces couples, les femmes assument la majorité des tâches nécessaires à la régularisation de leur union, développant ainsi des savoirs expérientiels administratifs spécifiques. L'analyse montre que ces savoirs se construisent par la rationalisation des interactions avec le dispositif d'immigration, dans lequel elles subissent indirectement les stéréotypes visant leur partenaire. Nourris par des

transmissions familiales, des socialisations professionnelles et associatives, et par des échanges entre pairs, ces savoirs circulent entre sphères privée et publique et peuvent mener à des engagements militants. Outils cruciaux pour garantir la stabilité familiale, ils mettent en lumière des asymétries liées au genre, à l'origine et au statut, tant dans la répartition des tâches que dans l'accès à la légitimité institutionnelle.

Pons, X. (2025). **Enquêter sur les inspecteurs généraux à partir d'archives orales : analyse secondaire d'une recherche sociologique.** *Histoire de l'éducation*, (2), 47-69. <https://doi.org/10.4000/15942>

Nous proposons dans cet article une analyse secondaire d'une recherche de thèse conduite entre 2004 et 2008 sur les professionnels de l'évaluation des politiques d'éducation en France. Menée dans une perspective de sociologie de l'action publique, cette recherche nous a amené à exploiter 12 entretiens effectués dans le cadre du programme d'histoire orale intitulé «Témoins et acteurs des politiques d'éducation depuis la Libération» du Service d'histoire de l'éducation de l'Institut national de la recherche pédagogique, et à lire les publications produites par ce service, ou en lien avec lui. L'analyse secondaire se focalise sur le cas des inspecteurs généraux et croise des données statistiques (sur les 949 inspecteurs généraux ayant exercé entre 1945 et 2007 recensés dans notre base) et des analyses plus qualitatives. Elle montre qu'un usage exclusif de ces archives orales peut conduire à deux biais d'analyse majeurs : la sur-attention accordée à un profil spécifique d'inspecteur général et un « effet perroquet » selon lequel le chercheur reproduit le discours de l'institution sur elle-même. Mais elle illustre aussi la richesse et la diversité des usages potentiels de ces archives, dès lors que trois conditions sont réunies pour leur exploitation (contextualisation, recoupement des données et imagination méthodologique).

Racana, D. (2025). **Genre et école maternelle : l'exemple des interactions dans les séances de mathématiques.** *Canadian Journal of Education*. <https://doi.org/10.53967/cje-rce.6529>

Kindergartens have several specific features compared to elementary schools, such as the central role they play in student socialization, the presence of an additional actor in the classroom, and their distinct learning methods. These specific features mean that kindergarten can be seen as a field of investigation in its own right, different from elementary school. However, the field of kindergarten remains underinvestigated, particularly in the context of gender studies. The aim of this article is to examine and report on the interactions in mathematics between the teacher and his or her students in kindergarten based on the student's gender, while also considering teachers' representations of mathematical learning, also according to the gender of the students. A total of 175 half-day observations of 35 kindergarten teachers were conducted, and an interview coupled with a task (Cukrowicz, 2006) was conducted with each professional. While certain differences are more prominent in mathematics than in the general classroom context, this is not true for all types of interaction. Teachers' representations of mathematics learning also appear to differ based on the student's gender.

Robert, J., & Ounsi, H. (2025). **Défis vécus par des étudiantes et des étudiants en situation de handicap à l'université : quand l'approche universelle s'invite dans la discussion.** *Revue hybride de l'éducation*, 9(4), 1-21. <https://doi.org/10.1522/rhe.v9i4.1893>

Afin d'offrir des modalités d'accompagnement adaptées aux besoins des étudiantes et des étudiants en situation de handicap, une étude a été menée en vue de cerner les

défis vécus à l'université. Centrés sur la déclaration de la situation de handicap et de la mise en œuvre des mesures d'aide individualisées, les besoins sont multiples. Outre le fait que ce processus s'avère très énergivore, la prise en compte des besoins doit être soutenue par une mixité d'approches individuelle et universelle ainsi qu'une meilleure sensibilisation et connaissance de cette population par la communauté universitaire.

Robillard, C. (2024). **Enseignement du FLS aux migrant es adultes peu ou pas scolarisé es en France : une analyse sociodidactique des représentations de la littératie** (Theses, Université Paris Cité). Consulté à l'adresse <https://theses.hal.science/tel-05400649>

Being an adult speaker of another language with little to no experience of formal education in France implies several needs in terms of language education: learning the French language in order to communicate, developing or consolidating reading and writing skills in French, a language which is non-native to learners. The first aim of this thesis is therefore to situate this target group within the field of language didactics and question the place it is assigned. Traditionally, in France, language training for adult migrants (FLMA) is referred to as alphabétisation and abbreviated to alpha. This word conflicts with littératie, both being translated as « literacy » in English but having different connotations in French. Far from being anecdotal, this lexical conflict arouses questions on a theoretical level. The notion of « literacy » - referred to as littératie in French - is defined as « a set of attitudes, knowledge, skills and competences related to the appropriation of written culture and the needs arising from it, in a given society » (Rispaïl, 2017). Learning French and how to read and write it therefore involves more than coding/decoding skills, which are nonetheless necessary. However, in France, the concept of littératie, stemming from anthropology, conflicts with that of alphabétisation, preferred by some authors in the field of didactics, particularly because it implies a process (of learning) rather than a result. To the notion of alphabétisation, Adami (2020, p. 129) therefore adds - as he also does for littératie - a dimension which extends to the appropriation of the « social, pragmatic, symbolic and practical codes » of the written sphere. This definition goes beyond the limits of the term, which are mainly linked to its etymology - which places the emphasis on a code-restricted dimension - and to its common conception, which is a source of inter-discourse (link to literacy campaigns, particularly colonial ones, connotations associated with the adjective « illiterate » or analphabète, assumptions about the relationship between literacy and cognition, etc.). Thus, the second aim of this research is to analyse language instructors' representations of literacy - in both the sense of littératie and alphabétisation - and of what it entails to teach and learn reading and writing in French in France, a country with a strong written culture. From a qualitative analysis perspective, based on comprehensive interviews and classroom observations, I am suggesting an analysis of representations of literacy in the discourse of instructors. Moreover, since representations also circulate through words and discourse (Jodelet, 2003), I am complementing this analysis of representations by an analysis of nominations. Since educational cultures influence the writing practices of a given culture, they can be considered an integral part of literacy (littératie). Moreover, it becomes apparent that the reference models of language instructors have an impact on the way they design their courses and perceive both their courses and their learners. Finally, the lack of stability in terms of nomination, but also the representations of literacy (littératie) and alphabétisation, have an impact on the assessment of learners' profile and level, which leads to migrants taking greater responsibility for their learning and integration process, and consequently to reduced responsibility on the part of the instructor.

Ryan, R. M., Jang, H., Wang, J. C. K., Matos, L., Gordeeva, T., Kaplan, H., ... Vansteenkiste, M. (2025). **Variations in Need Supports in Education as a Function of Cultural and Economic Factors: Perspectives from Self-Determination Theory.** *Educational Psychology Review*, 37(4), 118. <https://doi.org/10.1007/s10648-025-10088-2>

Self-Determination Theory (SDT) posits that the basic psychological needs for autonomy, competence, and relatedness are universally essential to high-quality motivation and wellness in educational settings. A strong focus of SDT has been on the affordances and obstacles to supporting these basic needs, which can vary considerably between classrooms, schools, school systems, and cultures. In this review, we briefly review the evidence for SDT's "universality without uniformity" claims, showing that the importance of these three basic psychological needs for student well-being and academic functioning is empirically well established across cultures. However, examining variability, our discussion focuses on how economic, societal, and cultural factors may impact parent and teacher practices and educational policies, affecting the extent to which learners' basic needs are supported. Illustrating this, we describe the ways in which SDT has been received or applied in 10 different societal-cultural contexts. These observations suggest that as yet few countries have enacted educational policies with students' basic needs in the forefront. Many instead emphasize practices and policies with little supportive evidence, such as pervasive grading, a focus on high-stakes testing, and limited content choice, factors that can lead to basic need frustration and disengagement for students and educators. Cultural ideologies can also create a bias against a focus on flourishing for all, and economic factors often limit teachers' access to training and resources. Yet, some educational systems have incorporated SDT principles, and we identify factors that have contributed to this. We conclude by calling for a stronger focus on supporting learners' basic psychological needs as part of both teacher training and educational policies.

Sala-Bubaré, A., Garcia-Morante, M., Díaz-Villalba, L., Castelló, M., & Weise, C. (2026). **The Role of Parenthood in Shaping PhD Holders' Careers Beyond Academia: A Gender Perspective.** *Higher Education Quarterly*, 80(1), e70092. <https://doi.org/10.1111/hequ.70092>

The study investigates the impact of parenthood on the careers of PhD holders who work outside academia, with a focus on gender differences. It analyses the dialogues between professional and parental roles of 38 Spanish PhD holders from various disciplines, their interaction with social discourses about parenthood and the outcomes of these dialogues to identify the impact of parenthood on participants' careers. Dialogues and discourses about parenthood that emerged from the data were organised into three participant profiles: PhD holders for whom parenthood was central, composed mostly of women; PhD holders who 'fitted' parenthood into their trajectories, composed mostly of men; and childfree PhD holders, with a more balanced gender distribution. Many participants acknowledged that non-academic careers offer better opportunities for balancing parenthood and work than academic careers. The study highlights the importance of examining dialogues and social discourses to understand how personal and societal factors influence career decision-making processes.

Seden, K., Wangmo, S., Thapa, S., Rai, R., Zangmo, S., Tshering, P., & Choden, K. (2025). **Advancing gender equity in school leadership: empowering women leaders in Bhutan's education system** (p. 16). Consulté à l'adresse GPE KIX website: <https://curated-library.iiep.unesco.org/library-record/advancing-gender-equity-school-leadership-empowering-women-leaders-bhutans-education>

Seibel, V., & Yerkes, M. (2025). **The Strength of Weak Ties? Understanding Educational Differences in Parents' Childcare Benefit Knowledge by Applying a Social Capital Approach.** *The British Journal of Sociology*, 76(5), 1063-1075. <https://doi.org/10.1111/1468-4446.70020>

Childcare benefits are an important policy instrument to increase the use of formal childcare and often women's participation in the labour market. However, lower-educated parents continue to make less use of childcare benefits and subsequently less use of formal childcare services. We argue that lower-educated parents are potentially less knowledgeable about childcare benefit regulations, a knowledge gap that may be explained by educational differences in access to childcare benefit information through parents' social networks. Analysing a representative sample of parents in the Netherlands, we find that lower-educated parents indeed have less knowledge about childcare benefits than more educated parents. We also find that while there are no educational differences in access to strong ties (e.g., family and friends) and weak ties (e.g., acquaintances and neighbours) as sources of information, lower-educated parents benefit more from weak ties for knowledge acquisition than intermediate and higher educated parents. We discuss our findings in light of the current debate on the relevance of systemic knowledge about welfare state services for reducing societal inequalities.

Shepard, C., & McNaughtan, J. (2025). **The Value of Work Flexibility: Staff Perceptions in Higher Education.** *The Journal of Higher Education*, 96(6), 1035-1059. <https://doi.org/10.1080/00221546.2024.2409027>

Increases in the technological availability of the digital workplace and shifting expectations after the COVID-19 quarantines in 2020–2021 have caused a significant increase in institutional capacity, and employee expectation of flexible work options in higher education. An analysis of institutional practices and experiences of higher education employees is needed to build a scant body of research on the topic and guide higher education leadership as they engage in policy development. By better understanding what workers in higher education value, leadership can more accurately assess and improve crucial organizational practices and policy through work flexibility such as recruitment, retention, and employee satisfaction. In this study, interviews with academic advisors representing 16 different Association of American Universities (AAU) institutions were conducted to better understand how employees define work flexibility, its meaning to them as employees, and how it impacts them as individuals. Our study revealed four primary themes centered on how higher education employees want the ability to customize their role, be treated with compassion, feel trusted in the workplace, and have clarity around work flexibility expectations.

Skledar Matijevic, A., Schmidt, N. Š., & Farnell, T. (2025). **Equity and inclusion in higher education: mapping policy approaches and gaps in evaluation. ENESET Ad hoc report.** Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/81634ea2-bb97-11f0-b37f-01aa75ed71a1/language-en>

Ce rapport a pour objectif d'aider les décideurs à renforcer l'équité et l'inclusion dans l'enseignement supérieur, en améliorant l'accès, la progression et la réussite de tous les étudiants, en particulier ceux issus de milieux sous-représentés, défavorisés ou vulnérables. Il s'est d'abord attaché à recenser, à l'échelle européenne, les politiques dont l'efficacité a été démontrée, mais les évaluations disponibles se sont révélées rares et le suivi souvent insuffisant. Pour pallier ce manque, le rapport met donc en avant les

approches politiques prometteuses actuellement mises en œuvre dans les systèmes européens d'enseignement supérieur pour favoriser davantage l'équité et l'inclusion.

Tang, L., & Jiang, X. (2025). **Family structure and children's academic performance in China: the roles of economic capital, social capital, and cultural capital.** *Asia Pacific Education Review*, 26(4), 973-983. <https://doi.org/10.1007/s12564-024-09995-w>

Children's development is profoundly influenced by their families. Numerous studies have investigated how family structure correlates with children's academic outcomes. However, these studies often fail to simultaneously consider the indirect effects of economic, social, and cultural capital in this relationship. In this study, we employed the data from the China Education Panel Survey (CEPS) to analyze the association between family structure (two-parent families, single-mother families, single-father families, and two-parent-absent families) and children's academic achievement and to identify the indirect effects of family economic capital, social capital, and cultural capital in this association. The findings revealed that children from non-two-parent families had worse academic performance than those from two-parent families. Furthermore, social capital and cultural capital accounted for differences in academic performance between non-two-parent families and two-parent families. However, economic capital did not account for the differences in academic performance between single-mother families and two-parent families. Moreover, the indirect effect of economic capital is lower than that of social and cultural capital.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture, Union africaine, & UNICEF : Fonds des Nations unies pour l'enfance. (s. d.). **L'éducation en Afrique: accès équitable, couverture éducative et achèvement. Note thématique 2.** Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000396391_fre

Cette note se concentre sur l'éducation en Afrique, spécifiquement l'accès équitable, la couverture et l'achèvement des cycles scolaires. Elle souligne que l'Afrique a la population non scolarisée la plus importante au monde, avec des disparités importantes basées sur les revenus et le genre, qui s'accroissent aux niveaux secondaire inférieur et supérieur. Malgré des progrès dans la scolarisation primaire, la note met en évidence des défis persistants, tels qu'un faible taux d'achèvement et des facteurs multiples, dont la pauvreté et les conflits, qui entravent l'accès à une éducation de qualité. Le texte propose des recommandations holistiques et présente des initiatives pays (comme l'abolition des frais de scolarité au Ghana et des programmes alternatifs) visant à atteindre les objectifs de développement durable (ODD 4) d'ici 2030.

van de Werfhorst, H., ten Dam, G., Geven, S., Huijsmans, T., Mennes, H., Mulder, L., ... van der Meer, T. (2025). **Track Differences in Civic and Democratic Engagement During Secondary Education: A New Panel Study From the Netherlands.** *The British Journal of Sociology*, 76(5), 987-1000. <https://doi.org/10.1111/1468-4446.70006>

Whether students educated in different ability tracks in secondary education develop different levels of civic and democratic engagement is yet unclear. To explore this issue, we focus on how schools bring students of different tracks and family backgrounds together, and whether such between-school differences are associated with varying growth rates in civic and democratic engagement during secondary education. Using newly collected 4-year panel data starting at the very beginning of the Dutch tracked educational system, the Dutch Adolescent Panel on Democratic Values (DAPDV), we study developments in institutional trust, societal interest, voting intention, and political

knowledge. Growth curve models show that much of the variation between tracks and between schools is rather stable, although track differences in institutional trust became more pronounced. Although schools that are more compositionally diverse vary from homogeneous schools, track differences are largely present already at the start of secondary education. Within-individual transition models show that students moving up to more advanced tracks do gain in political knowledge.

Washington, L. F., Winkle-Wagner, R., & Ray, K. (2025). **Closer to My Dreams: Exploring Black Women's Graduate School Aspirations and Community Uplift Through a Community Cultural Wealth and Black Feminist Approach.** *The Journal of Higher Education*, 96(6), 1008-1034. <https://doi.org/10.1080/00221546.2024.2429977>

This qualitative study analyzed what shaped the aspirations of Black women graduate student alumnae to earn advanced degrees. Using an assets-based conceptual framework of Community Cultural Wealth and Black Feminist Thought, findings suggested that the aspirational capital of Black women alumnae who obtained advanced degrees was fueled by other familial, navigational, resistance, and social capital and that they also implemented notions of Black feminisms within their trajectories into graduate education. Additionally, by bridging Community Cultural Wealth and Black Feminist Thought, the data suggests a new form of capital, which we call community uplift capital, that is rooted in elevating one's community, family, and culture. The findings have implications for the recruitment and retention of Black graduate students and for stakeholders associated with graduate education matriculation.

Yang, P., & Chen, X. (2025). **Mobilising parental capital for integration: new immigrant parents' strategies to facilitate 1.5- and second-generation immigrant children's academic and socio-cultural integration in Singapore.** *Asia Pacific Education Review*, 26(4), 1099-1110. <https://doi.org/10.1007/s12564-025-10077-8>

This article explores how new immigrant parents in Singapore deploy social, cultural, and economic capitals as strategies to support their 1.5- and second-generation children's academic and socio-cultural integration. Based on in-depth interviews with 64 new immigrant parents from mainland China, India, the Philippines, Indonesia, and a few non-Asian countries, we identified foremost the distinct strategies parents employed to facilitate their children's academic integration. Non-Chinese parents predominantly rely on bridging social capital, forming connections with local parents to navigate Singapore's education system. In contrast, Chinese parents draw on bonding social capital derived from co-national networks, leveraging digital platforms like WeChat to exchange education-related resources. Beyond academics, immigrant parents also actively mobilise a variety of capitals—economic, social, and cultural—to support their children's socio-cultural integration, whilst striking a balance between local integration with maintenance of socio-cultural connections with their homeland.

Zheng, B. (2025). **Chinese Concerted Cultivation: The Pattern and Determinants of Chinese Parenting and Its Cumulative Consequences on Children's Cognitive Developments.** *The British Journal of Sociology*, 76(5), 1001-1013. <https://doi.org/10.1111/1468-4446.70010>

Past studies have yielded important findings on the stratification and consequences of parenting, but it remains inconclusive how the stratification of parenting changes as children grow and how parenting at different developmental stages creates cumulative advantages for children. To examine these questions, this paper analyzes data from the 2010 to 2018 China Family Panel Study, drawing on a sample of N = 1129 children. It

employs Confirmatory Factor Analysis (CFA), linear regression, and the Regression-with-Residuals (RWR) method to investigate the patterns, determinants, and consequences of parenting in China. This research yields several novel and important findings. First, CFA results indicate the presence of a latent construct underlying all dimensions of parenting, suggesting a pattern of concerted cultivation. Second, after controlling for family finances and structural factors, parental education robustly predicts all dimensions of parenting, highlighting a pattern of cultural capital stratification. Third, the strength of educational stratification in parenting decreases with age, supporting an age-as-leveler perspective in understanding the stratification of parenting. Fourth, RWR analyses reveal that Chinese concerted cultivation in childhood and early adolescence generates cumulative—though declining—advantages in children's cognitive abilities. This paper extends cross-cultural perspectives on the cultural capital theory of parenting, introduces an age-as-leveler perspective on the stratification of parenting, and highlights the cumulative function of parenting in social reproduction.

Zoïa, G., & Visier, L. (2025). **Une cantine scolaire très politique**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5744>

La cantine scolaire est un lieu politique de socialisation, paradoxalement négligé par l'école. À travers l'histoire de la restauration scolaire en France, l'article souligne la disqualification du travail nourricier, traditionnellement féminin et populaire, chassé des écoles au profit d'un modèle industriel, scientifique et déshumanisé. Cette transformation éloigne les élèves de la matière, du vivant, et d'une relation sensible avec la nourriture et ceux et celles qui la préparent, tout en renforçant des inégalités sociales et de genre. En effet, la cantine, en tant que lieu de socialisation implicite, enseigne aux enfants des normes et classements sur le monde et le travail, tout en étant marginalisée par l'école qui sacralise le savoir académique. L'externalisation des cuisines et la dévalorisation des personnels de proximité révèlent une division sociale du travail et un déni des dimensions affectives et éducatives du repas.

Climat de l'école

Choi, K., Shi, Y., & Zhu, M. (2025). **Student Disruptions and Teacher Turnover** (Working paper N° 18271). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18271>

This paper examines how exposure to disruptive students affects teacher retention using linked teacher-student administrative records from North Carolina. To address non-random classroom assignment, we instrument for classroom exposure using the school-by-grade share of disruptive students based on prior-year disciplinary infractions. A one standard deviation increase in the share of disruptive students raises the probability of a teacher leaving the school in the following year by 1.6 percentage points. We do not find differential effects by teacher characteristics. However, working in a school environment with supportive leadership and greater teacher input into decision-making mitigates the impact of student disruptions.

Durand, T. M., Faszewski, E. E., Murphy, K. L., & Villegas-Reimers, E. (2025). **"It Wasn't What I Expected": Students' Perspectives and Experiences on a Higher Education Merger**. *The Journal of Higher Education*, 96(6), 1060-1085. <https://doi.org/10.1080/00221546.2024.2431465>

The changing landscape of higher education in the past decade has resulted in an increase in the number of colleges that have closed or merged with another academic institution. Although college mergers are complex, their destabilizing impact is undoubtedly felt among key stakeholders, not the least of whom are enrolled students. Guided by the Campus Environments for Student Success Model, we examined the experiences and perspectives of undergraduate students who experienced an academic merger, using both survey and semi-structured interview methods. Quantitative and qualitative analyses revealed that factors such as physical size, loss of community, learning new academic systems and approaches, relationships with significant adults, and managing emotions in response to perceived negative reception were particularly impactful for students. Our findings also revealed important sources of growth and resilience in students, such as self-reflection, increased sense of agency, self-advocacy, and strategies for self-care. The importance of providing optimal student supports during a college merger experience that are grounded in students' lived experiences is discussed.

Feldman, S. (2025). **A Critical Discourse Analysis of University Responses to the Shooting at the Tree of Life Synagogue.** *The Journal of Higher Education*, 96(6), 909-935. <https://doi.org/10.1080/00221546.2024.2424130>

The attack on the Tree of Life synagogue in Pittsburgh, PA on October 27, 2018, prompted many institutions of higher education to respond to the attack as a show of support for Jewish community members at their institution. This study engages in a Critical Discourse Analysis to determine how university leaders utilized language to discuss the shooting and how they framed Jewish identity and antisemitism in the process. Drawing on two conceptual frameworks, HebCrit and institutional speech acts as non-performatives, analysis from 26 universities revealed seven discursive practices: naming Jewish identity and antisemitism; categorizing Jewish identity; "All Lives Matter"ing the Tree of Life shooting; grieving, mourning, thoughts & prayers; offering support; employing institutional values statements; and finally, defining institutional leadership's role. The article concludes with implications for future research as well as implications for university leaders seeking to write institutional statements and create a more inclusive environment for Jewish people.

Lavy, V., & Yancu, A. (2025). **Violent Peers at School: Impacts and Mechanisms** (Working paper N° 34482). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34482>

This paper examines the impact of classroom exposure to peers with a history of violent behavior on academic achievement and the underlying mechanisms. This measure of peer violence departs significantly from earlier studies that measured potential peer violence based on the background characteristics of students. We exploit idiosyncratic treatment variations during the transition from primary to middle school for causal identification. We find that a higher proportion of violent peers negatively affects cognitive performance in tests in various subjects, particularly pronounced in mathematics and English, compared to Hebrew and science. These effects are more pronounced in girls than in boys. While boys' performance is negatively influenced only by the presence of violent male peers, girls are adversely affected by both violent male and female peers. As for mechanisms, violent peers disrupt learning environments and lower teachers' productivity, reflected in lower job satisfaction and perception of higher workloads. Violent peers also significantly increase the likelihood of other students

engaging in physical fights, and reduce their homework time, especially for girls and students from low SES.

Michiels, M. (2025). **Socialisation politique à l'école, retours sur les débats scientifiques.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5994>

Cet article propose une revue critique des débats scientifiques sur la socialisation politique à l'école. Il retrace ceux ayant structuré le champ, en particulier la question de la définition du politique, qui oppose une conception légitimiste centrée sur la participation électorale à une approche sociologique élargie intégrant rapports sociaux, inégalités et pratiques de pouvoir. Deux modalités de socialisation sont analysées : l'une explicite, via les dispositifs d'éducation à la citoyenneté ; l'autre implicite, à travers les pratiques ordinaires de la vie scolaire, telles que le climat de classe ou les expériences de participation. Si l'école prétend former à la citoyenneté, elle reproduit souvent des inégalités d'accès au politique et empêche l'exercice effectif d'une citoyenneté présente. L'article invite à penser les tensions entre forme scolaire, autonomie du politique et formation démocratique, en soulignant la portée politique des expériences scolaires les plus ordinaires.

Shepard, C., & McNaughtan, J. (2025). **The Value of Work Flexibility: Staff Perceptions in Higher Education.** *The Journal of Higher Education*, 96(6), 1035-1059. <https://doi.org/10.1080/00221546.2024.2409027>

Increases in the technological availability of the digital workplace and shifting expectations after the COVID-19 quarantines in 2020–2021 have caused a significant increase in institutional capacity, and employee expectation of flexible work options in higher education. An analysis of institutional practices and experiences of higher education employees is needed to build a scant body of research on the topic and guide higher education leadership as they engage in policy development. By better understanding what workers in higher education value, leadership can more accurately assess and improve crucial organizational practices and policy through work flexibility such as recruitment, retention, and employee satisfaction. In this study, interviews with academic advisors representing 16 different Association of American Universities (AAU) institutions were conducted to better understand how employees define work flexibility, its meaning to them as employees, and how it impacts them as individuals. Our study revealed four primary themes centered on how higher education employees want the ability to customize their role, be treated with compassion, feel trusted in the workplace, and have clarity around work flexibility expectations.

Tairab, H., Alketbi, L., Qablan, A., Ndijuye, L. G., & Opoku, M. P. (2025). **Effect of school climate on fourth-grade students' science achievement in the United Arab Emirates: Insights from the 2023 TIMSS Dataset.** *International Journal of Educational Research Open*, 9, 100547. <https://doi.org/10.1016/j.ijedro.2025.100547>

UNESCO : United Nations Educational Scientific and Cultural Organization, Global Partnership for Education, Research Consortium on School Health and Nutrition, UNESCO Chair in Global Health and Education, UNICEF : United Nations Children's Fund, Programme, W. F., ... UNESCO : United Nations Educational, Scientific and Cultural Organization. (2025). **Transforming education through health and well-being: a briefing note.** Consulté à l'adresse

<https://unesdoc.unesco.org/ark:/48223/pf0000396443?posInSet=1&queryId=N-EXPLORE-e63c7cde-8606-44b3-a1dc-5054d067068c>

Des environnements d'apprentissage sains, sûrs et inclusifs sont essentiels à une ☐omplemen de qualité. Cette note d'information plaide pour intégrer la santé et le bien-être dans les politiques et la planification éducatives afin que tous les apprenants ☐ompleme s'épanouir et atteindre leur ☐omplemen. Basée sur des données mondiales, des outils et des ☐omplement☐ nationales, elle montre que renforcer la santé et le bien-être scolaires améliore les apprentissages, favorise l'équité et accroît la ☐omplement. En ☐omplement du manuel de l'UNESCO, elle situe la santé et le bien-être dans une vision holistique visant à transformer l'éducation.

Évaluation des dispositifs d'éducation-formation

Abdallah, A. K., & Shayakhmetova, A. (2025). **Integrating data analysis technology into modern methodological approaches for enhanced quality management in education.** *Education and Information Technologies*, 30(16), 22945-22966. <https://doi.org/10.1007/s10639-025-13675-6>

The aim of the study is an initial examination of the effectiveness of the author's approaches based on modern methodological approaches to managing the quality of the educational process in the context of utilizing data analysis technologies for student engagement. The research sample consisted of 94 third-year students majoring in "Management" at Arkalyk Pedagogical University named after Ybyray Altynsarin, considering academic performance data from the 2021–2022 academic year. The study involved the development of an engagement analysis program for both academic and extracurricular activities over two semesters of the third academic year, titled Your Effectiveness. In the experimental group, student engagement significantly increased following the implementation of the program. Furthermore, students demonstrated improved academic performance, particularly evidenced by a positive decrease in the proportion of those with mediocre results. The control group of students predominantly did not show significant improvements in academic success during this period, indicating substantial gaps in the educational system. This current study may serve as the foundation for further experiments on the use of modern digital technologies to monitor and improve the quality of the educational process in universities. It may also be used as a prototype for developing quality improvement programs in Russian universities and for expanding the use of digital technologies in educational services.

Alvarez, J. (2025). **Ludopédagogie : évaluations.** *À la découverte de la ludopédagogie.* Présenté à Arras, France. Consulté à l'adresse <https://hal.science/hal-05380453>

Conference aimed at explaining the need for an evaluation grid to analyze several dimensions (context, teacher, teaching scenario, learner audience, and the game), while taking into account the different teaching times to maximize the chances of experiencing its educational value. The conference alternated between practical and theoretical sections in order to contextualize the discussion while allowing participants to exchange their points of view.

Bruhn, J., Gilraine, M., Ludwig, J., & Mullainathan, S. (2025). **Do Test Scores Misrepresent Test Results? An Item-by-Item Analysis** (Working paper N° 34484). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34484>

Much of the data collected in education is effectively thrown away. Students answer individual test questions, but administrators and researchers only see aggregate performance. All the item-level data are lost. Ex ante it is not clear this destroys much useful information, since the aggregate might be a sufficient statistic. Using data from Texas for 5 million students and 1.31 billion student-item responses, we show that in fact aggregation does destroy a great deal of valuable information in education: (1) Even conditional on a summary test measure, there is additional information in the item-level data; (2) This additional information is relevant for the student outcomes that education decisions seek to optimize; and (3) This information can be made practically useful for schools. Given how inexpensive storing, transmitting and analyzing such data would be, large gains could be had in education by simply using all the data we currently collect.

Cour des comptes. (2025). **Les cités éducatives** (p. 96). Consulté à l'adresse Cour des comptes website: <https://www.ccomptes.fr/fr/publications/les-cites-educatives>

Le programme des cités éducatives, lancé en 2019, vise à créer des alliances éducatives dans les quartiers prioritaires de la politique de la ville (QPV) pour améliorer la prise en charge des jeunes de 0 à 25 ans, en réponse aux difficultés scolaires et d'insertion professionnelle. Piloté par l'agence nationale de la cohésion des territoires (ANCT) et la direction générale de l'enseignement scolaire (DGESCO), il repose sur une gouvernance partenariale associant la préfecture, l'éducation nationale et la commune, dite « troïka », et bénéficie d'une dotation budgétaire pour financer à la fois l'ingénierie et les actions éducatives. Plutôt qu'un dispositif additionnel, il cherche à coordonner les actions existantes de l'éducation nationale, des collectivités et de la préfecture. Étendu de 80 territoires pilotes en 2019 à 210 en 2023, le programme touchait alors 2,6 millions d'habitants en QPV et un budget global annuel estimé à 135 M€. En mai 2025, le Gouvernement a annoncé la labellisation de 40 cités supplémentaires. Dans ce contexte, la Cour des comptes a évalué le programme pour mesurer son déploiement, ses objectifs et son impact local. Dans son rapport, la Cour relève plusieurs observations : Les cités éducatives favorisent la coopération locale et l'intégration de l'éducation nationale, mais leur succès dépend du contexte local. Des risques subsistent (substitution aux crédits de droit commun, dysfonctionnements) et le programme repose fortement sur l'engagement des agents locaux, avec des ressources centrales insuffisamment mobilisées. Les cités éducatives sont un programme ambitieux, déployé selon un calendrier accéléré. La complexité des dispositifs nationaux et l'affaiblissement du pilotage interministériel risquent d'en limiter l'efficacité sans un soutien et une coordination renforcés. En 2024, les dotations des cités éducatives représentent 15 % du budget de la politique de la ville et ont augmenté avec l'extension du programme. Leur attribution, d'abord expérimentale, présente aujourd'hui de fortes disparités et ne reflète pas toujours les besoins des populations les plus en difficulté. L'absence d'évaluation harmonisée limite l'adaptation des financements, pourtant nécessaire pour soutenir l'innovation et la mobilisation du droit commun. Aucune évaluation ne remet en cause le label ni la dotation associée. L'accompagnement national des cités éducatives est globalement satisfaisant, mais la gouvernance nationale pourrait mieux soutenir le déploiement local du programme. Les évolutions que connaîtront les cités éducatives localement, à l'issue des prochaines élections municipales et dans le contexte de la généralisation annoncée, seront un test important de la résilience du programme comme de son efficacité à bâtir des coopérations locales durables, au-delà de la question de sa pérennisation au niveau national.

Cueto, S., Beuermann, D., Cristia, J., Malamud, O., & Pardo, F. (2025). **Laptops in the Long Run: Evidence from the One Laptop per Child Program in Rural Peru** (Working paper N° 34495). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34495>

This paper examines a large-scale randomized evaluation of the One Laptop Per Child (OLPC) program in 531 Peruvian rural primary schools. We use administrative data on academic performance and grade progression over 10 years to estimate the long-run effects of increased computer access on (i) school performance over time and (ii) students' educational trajectories. Following schools over time, we find no significant effects on academic performance but some evidence of negative effects on grade progression. Following students over time, we find no significant effects on primary and secondary completion, academic performance in secondary school, or university enrollment. Survey data indicate that computer access significantly improved students' computer skills but not their cognitive skills; treated teachers received some training but did not improve their digital skills and showed limited use of technology in classrooms, suggesting the need for additional pedagogical support.

Luque-Jiménez, J., García-Ruiz, C., Lupión-Cobos, T., & Blanco-López, Á. (2025). **Design and validation of the scales of a Spanish-adapted questionnaire to measure pre-service teachers' perceptions about inquiry-based science education**. *International Journal of Science Education*, 47(17), 2258-2278. <https://doi.org/10.1080/09500693.2024.2381838>

This research focused on the pre-service science teachers' perceptions of Inquiry-Based Science Education (IBSE) in Spanish-speaking contexts. Drawing on the PRIMAS questionnaire and extensive adaptations, the PTIP questionnaire, a 25-item instrument was developed to gauge pre-service teachers' perspectives on IBSE. The questionnaire effectively measures four dimensions through rigorous statistical validation: IBSE teaching practice, IBSE students' applicability, and internal and external difficulties associated with the inquiry approach. Employing K-means cluster analysis, three distinct profiles emerged, elucidating pre-service teachers' varying perceptions and readiness to embrace IBSE. Profile A embodies fervent advocates of IBSE, while profile B and C showcases strong support with moderate reservations about its challenges and a more ambivalent stance, respectively. This research contributes a valuable tool for understanding and enhancing pre-service teacher education, fostering the adoption of IBSE.

Shin, D., Kwon, S. K., & Lee, Y. (2025). **Examining the efficacy of generative artificial intelligence in item generation: comparative analysis of human-developed and AI-generated reading tests**. *Education and Information Technologies*, 30(16), 23981-24007. <https://doi.org/10.1007/s10639-025-13683-6>

This study examined the utility of questions created with artificial intelligence (AI) compared to those created by human item writers for English reading tests. Despite the rapid adoption of generative AI, such as ChatGPT, in educational settings, there is limited amount of empirical evidence comparing AI-generated and human-generated items based on actual test administration. Given the practical need for empirical validation of AI-generated test items, the present study analysed item difficulty and perceived quality using test data from high school students in South Korea. The findings revealed that AI-generated items were slightly more difficult due to occasional inappropriate language choices, although the difference was not statistically significant. Test-takers generally perceived AI-generated items as comparable to human-developed ones, indicating cautious optimism regarding the integration of generative AI into language test development and preparation.

Formation continue

Abriac, D. (2025). **La validation des acquis de l'expérience (VAE): reprise des candidatures en 2024.** *Note d'Information*, (25.67), 1-4. <https://doi.org/10.48464/ni-25-67>

La mise en œuvre progressive de la réforme de la validation des acquis de l'expérience (VAE), engagée depuis juillet 2023, renforce l'attractivité des diplômes les plus demandés et relance l'activité du dispositif pour les diplômes professionnels de l'éducation nationale.

Agraz, A. (2025). **Didactique professionnelle et approche phénoménologique des images.** *Éducation permanente*, (244), 73-84. <https://doi.org/10.3917/edpe.244.0073>.

En appui sur la phénoménologie des images, l'article montre comment un dispositif d'autoconfrontation aux images filmées d'un stage permet de saisir comment une élève de lycée professionnel, avec handicap cognitif, pense cette expérience par la compensation mnésique procurée par les images. Les résultats pointent sa difficulté à accéder à des attendus professionnels logico-productifs, mais révèlent sa capacité à mobiliser des savoirs éthiques, témoignant ainsi de la vertu de ce dispositif en matière de réflexivité.

Amathieu, J., Escrig, B., Isserte, S., Nunez-Moscoso, J., & Tribet, H. (2025). **S'approprier les règles du métier grâce à l'expérience.** *Éducation Permanente*, (244), 169-183. <https://doi.org/10.3917/edpe.244.0169>

Body, G., Parage, P., & Muñoz, G. (2025). **Structure conceptuelle des situations : entre modèles et représentations graphiques.** *Travail et Apprentissages*, 28(1), 59-80. <https://doi.org/10.3917/ta.028.0059>

Peu de place est laissée aux méthodes dans la littérature en didactique professionnelle (DP). En nous appuyant sur deux études, nous visons un effort de dévoilement méthodologique concernant la structure conceptuelle des situations de travail. L'activité méthodologique de l'intervenant en DP est interrogée à l'aide de la notion d'unité de base (Vygotski, 1934/1997) : quelle(s) unité(s) de base pour l'analyse du travail en vue de la formation en DP ? Cette question nous amène d'une part à distinguer le modèle de la structure conceptuelle des situations, de sa représentation partielle à l'aide du graphe de fluence. D'autre part, nous avançons l'idée des concepts pragmatiques comme potentielle unité de base en DP.

Chen, Z., Margarita, P., & Tangen, C. (2025). **Adult educators as lifelong learners in Singapore: factors influencing lifelong learning participation and professional growth.** *Asia Pacific Education Review*, 26(4), 923-938. <https://doi.org/10.1007/s12564-024-10025-y>

Lifelong learning is pivotal for developing future-oriented capabilities required for addressing the challenges in the rapidly changing world of work and other areas of life. This paper firmly positions adult educators as integral lifelong learners and explore the intricate interplay between personal and environmental factors. These factors include education, age, gender, lifelong learning beliefs, self-efficacy, employment status, industry experience, income, professional development support, and the type of employer they are associated with. Our primary aim is to unravel the intricate connections between adult educators' engagement in lifelong learning and these personal and environmental factors, thereby paving the way for a more strategic and informed approach to bolstering their professional development and capabilities. We

harness data from the first nationwide survey on adult educators in Singapore focusing on their work-related learning activities and non-work-related learning activities. The findings highlight the importance of understanding the roles of personal and environmental factors to support lifelong learning and professional development. By taking an integrative approach, this paper advances the existing body of knowledge on adult education and learning on the determinants of learning activities amongst adult educators. It acknowledges the indispensable significance of both work-related and non-work-related learning, and also sheds light on the often-neglected realm of informal learning. In doing so, it provides a more comprehensive framework for examining skill development that considers a broader spectrum of factors and outcomes beyond individual economic benefits.

Dejaegher, C., & Depluvrez, Y. (2025). **Conception d'un dispositif de formation dans les métiers adressés à autrui en didactique professionnelle : quand la structure conceptuelle ne suffit plus.** *Travail et Apprentissages*, 28(1), 81-95. <https://doi.org/10.3917/ta.028.0081>

Dejaegher, C., Holgado, O., & Rappe, J. (2025). **Introduction : L'élaboration de la structure conceptuelle d'une situation professionnelle en didactique professionnelle : un chemin entamé.** *Travail et Apprentissages*, 28(1), 7-21. <https://doi.org/10.3917/ta.028.0007>

Dejaegher, C., Holgado, O., & Rappe, J. (s. d.). **Élaborer une structure conceptuelle en didactique professionnelle : fondements, démarches méthodologiques et perspectives.** *Travail et Apprentissages*, 28(1), 124. Consulté à l'adresse <https://shs.cairn.info/revue-travail-et-apprentissages-2025-1?lang=fr>

Dejaegher, C., Sampaoli, C., & Loizon, A. (2025). **La réflexivité en formation : un éclairage à partir de la didactique professionnelle.** *Éducation permanente*, (244), 59-72. <https://doi.org/10.3917/edpe.244.0059>

Les injonctions à la réflexivité sont omniprésentes au travail et en formation. Il est souvent attendu du (futur) professionnel qu'il soit capable de revenir sur son action pour faire émerger des apprentissages. Aisée en apparence, sa mise en œuvre se heurte à deux types de difficultés : des malentendus conceptuels et des tensions dans l'usage qui en est fait en formation. En mobilisant les principes et les méthodes de la didactique professionnelle, cet article propose une analyse de ces difficultés.

Delanoë, A., Fournier, C., Galli, C., Lafaÿsse, V., Maillard, D., Quintero, N., & Stephanus, C. (2025). **Les dotations volontaires sur les CPF des salariés.** Consulté à l'adresse <https://shs.cairn.info/revue-cereq-etudes-2025-2?lang=fr>

Gagneur, C.-A., & Begon, E. (2025). **Faire du travail un espace d'apprentissage ?** *Éducation permanente*, (244), 23-33. <https://doi.org/10.3917/edpe.244.0023>

Le déploiement d'ingénierie de formation en situation de travail dans des grandes organisations bureaucratiques interroge les conditions d'opérationnalisation de la didactique professionnelle. Loin d'être une simple modalité pédagogique, la FEST y agit comme un analyseur de l'institution et de l'ingénierie de formation, révélant la conflictualité constitutive des compromis entre logiques de formalisation procédurale, de standardisation et de contrôle du risque d'une part, et nécessité d'une adaptation située et créative d'autre part. Dans l'intention de rendre le travail didactique, les FEST dévoilent les compromis, les ajustements et les savoirs d'action qui font l'épaisseur du travail réel. Ce faisant, elles questionnent la capacité des organisations à reconnaître

l'intelligence au travail, à légitimer l'expérience et à s'ouvrir à la conflictualité comme moteur d'apprentissage collectif. Cet article invite ainsi à penser les conditions d'une didactique professionnelle opératoire, pratique, dialo-gique, transformatrice, capable d'exposer les fragilités et les potentialités des collectifs au travail.

Gillet, G. (2025). **Structure conceptuelle de la situation: un outil, des usages? Étude croisée sur l'appropriation méthodologique de cet outil par le chercheur dans son activité d'analyse de l'activité professionnelle.** *Travail et Apprentissages*, 28(1), 96-114. <https://doi.org/10.3917/ta.028.0096>

Grimault, G., & Pentecouteau, H. (2025). **Le rôle de l'expérience scolaire en formation adulte : Le cas des formations professionnelles continues à la langue bretonne.** *Savoirs*, (69), 75-90. <https://doi.org/10.3917/savo.069.0075>

Holgado, O. (2025). **La didactique des métiers : une didactique professionnelle à l'usage des formateurs.** *Éducation Permanente*, (244), 121-134. <https://doi.org/10.3917/edpe.244.0121>

La didactique des métiers est une adaptation méthodologique et conceptuelle de la didactique professionnelle, conçue pour être directement mobilisable par les praticiens de la formation. Plus accessible, plus rapide à s'approprier et plus facile à mettre en œuvre par les formateurs, la didactique des métiers garde le même objectif et préserve l'essentiel du cadre conceptuel de la didactique professionnelle. En revanche, celle-ci privilégie un langage commun, des postulats immédiatement mobilisables et des étapes méthodologiques prédéterminées. Le changement de nom souligne la transformation d'un outil de recherche en outil pragmatique et le rend plus parlant pour les formateurs et les enseignants de la formation professionnelle qui, au Québec, sont chargés de préparer les élèves aux métiers spécialisés de l'industrie et des services.

Lin, C.-H., Chen, G., Sun, L., Li, L., Hui, S. Y., & Yen, M. L. (2025). **Video visualisation of classroom talk in a pre-service teacher-training programme: Design and implementation.** *Education and Information Technologies*, 30(16), 23241-23270. <https://doi.org/10.1007/s10639-025-13663-w>

Acquiring strong classroom-talk skills is vital to pre-service teachers' future career success. However, they often find this challenging, and their classroom talk tends to be limited to simple phrases that seldom facilitate students' reasoning. One widely used pedagogical approach to developing pre-service teachers' classroom-talk competency is microteaching. Therefore, we designed a training programme that integrated microteaching with video-visualisation technology, peer review, and self-reflection, and implemented it among 67 pre-service teachers. The role of the interactive and process-focused video-visualisation platform, which was also designed by the authors, was to facilitate detailed investigation of classroom discourse and of how teachers and students contributed to dynamic classroom-interaction processes. A mixed-methods approach was adopted, combining quantitative classroom-talk data, survey data, reflection reports, and interviews. Our qualitative results, derived from semi-structured interviews with a randomly selected subsample of 22 participants, showcase variation and common themes in their microteaching discourse. Our questionnaire results, meanwhile, indicate that after the training, the 67 participants improved significantly on multiple measures of teacher self-efficacy. The qualitative results, and reflection reports collected from all 67 teacher candidates, suggest that video visualisation enhanced their perceptions of both classroom talk and of academic productive-talk strategies, while

helping them to take holistic and analytical views of classroom talk. In short, the intervention was a valuable part of their preparation for internships.

Lipp, A. (2025). **Analyse des invariants opératoires dans les modèles opératifs d'enseignants confrontés à une nouvelle classe de situations: quels leviers méthodologiques possibles?** *Travail et Apprentissages*, 28(1), 40-58. <https://doi.org/10.3917/ta.028.0040>

Ma, H., & Ismail, L. (2025). **Empowering Language teacher educators: the impact of training, emotions, leadership, and infrastructure on digital pedagogy and the facilitation of future teachers' competence.** *Education and Information Technologies*, 30(16), 23817-23843. <https://doi.org/10.1007/s10639-025-13700-8>

With the ongoing digital transformation in education, digital competence has emerged as a crucial 21st-century skill, necessitating that educators master digital pedagogy and support their students in developing these competencies. However, existing studies have predominantly focused on pre- and in-service language teachers. Limited research has examined how language teacher educators prepare future language teachers to develop digital competence. Moreover, most existing studies emphasize specific educator competencies while overlooking the broader contextual factors that shape these outcomes. This study adopts a holistic perspective by examining the roles of effective training, positive emotions, digital leadership, and infrastructure in enhancing language teacher educators' digital pedagogy and their ability to foster digital competence among future language teachers. A total of 239 language teacher educators from six institutions participated in this study, and the data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The study found that effective training and digital pedagogy significantly enhance language teacher educators' ability to facilitate student digital competence, while digital infrastructure positively influences effective both training and positive emotions. However, digital leadership and infrastructure did not directly impact digital pedagogy or student facilitation, highlighting the need for more integrated approaches to digital education. This research offers valuable insights for policymakers and institutional leaders aiming to strengthen digital teaching practices in language teacher education.

Mayen, P. (2025). **L'analyse de la formation et de l'apprentissage, deuxième pilier de la didactique professionnelle.** *Éducation permanente*, (244), 9-22. <https://doi.org/10.3917/edpe.244.0009>

Cet article revient d'abord sur la nécessité de considérer l'analyse du travail en didactique professionnelle comme l'analyse du travail et de l'apprentissage du travail. C'est la condition pour tenir l'orientation formation de la didactique professionnelle et engager, dès l'analyse préalable, la conception de la formation. Il présente ensuite les principales étapes de la démarche d'analyse de l'apprentissage telle que le formateur ou l'ingénieur de formation peut la mobiliser dans les chantiers qu'il a à conduire.

Métral, J. F. (2025). **Des parcours potentiels de développement.** *Éducation permanente*, (244), 34-45. <https://doi.org/10.3917/edpe.244.0034>

Les évolutions du monde du travail et de la formation professionnelle, et les dispositions politiques et législatives, ont fait de la notion de parcours un principe structurant du champ de la formation professionnelle. Cet article synthétise plusieurs propositions des auteurs du champs de la didactique professionnelle qui pourraient outiller les acteurs de

l'ingénierie de la formation et des certifications pour une ingénierie des parcours personnalisés de professionnalisation.

Olry, P. (2025a). **Concevoir une formation par la didactique professionnelle : un défi.** *Éducation Permanente*, (244), 135-150. <https://doi.org/10.3917/edpe.244.0135>

Parmi les facettes du métier de formateur, celle de concepteur de formation demeure un défi. La didactique professionnelle y répond en deux déplacements : il y a un déjà-là d'expérience des personnes ; on ne les forme pas, elles se forment. Deux conséquences en découlent : le contenu de formation ne peut être pré-pensé en solitaire puisque les destinataires l'ont déjà réfléchi ; « concevoir » s'attache alors à réunir les conditions nécessaires et suffisantes par lesquelles ceux-ci vont déployer leurs raisonnements au service d'une meilleure qualité du travail (individuelle et collective). Le courant DP affirme que concevoir une formation repose moins sur un besoin individuel que sur l'inscription de ce besoin dans les nécessités croisées du travail organisé, des groupes de pairs, des techniques, du matériel, des connaissances.

Olry, P. (2025b). **Postface pour des débats à venir: Voltigeurs-chercheurs et concepts de la didactique professionnelle.** *Travail et Apprentissages*, 28(1), 115-122. <https://doi.org/10.3917/ta.028.0115>

Rappe, J., Chrétien, F., & Munoz, G. (2025). **Repenser le transfert des connaissances : pragmatisation et élaboration du savoir en action.** *Éducation permanente*, (244), 46-58. <https://doi.org/10.3917/edpe.244.0046>

Un défi important de toute formation professionnelle consiste à aider les formés à ce que leurs acquis de formation (savoirs scientifiques et techniques, voire professionnels) deviennent ressources pour l'action. Le concept le plus célèbre, et encore le plus répandu, visant à rendre compte de cet usage des contenus de formation dans le travail reste celui de transfert. Tentant de comprendre la nature et la place de ce phénomène dans une théorie plus générale de l'action et de son développement, la didactique professionnelle propose de son côté le concept de pragmatisation. La pragmatisation se veut ainsi rendre compte de ce processus de transformation et d'appropriation, dans et pour l'action professionnelle, de savoirs formels et énoncés. Le concept peut également revêtir un intérêt social : aider les acteurs de la formation à accompagner les apprentissages et concevoir des dispositifs tenant compte des processus en jeu. Cet article propose un état des travaux actuels portant sur le concept de pragmatisation, ses apports et ses zones d'ombre, en le confrontant à d'autres concepts voisins et à des exemples empiriques.

Récopé, M., Flandin, S., & Rix-Lièvre, G. (2025). **Le schème surordonné, statut structurant et normatif de l'activité : un enjeu essentiel pour la formation.** *Éducation Permanente*, (244), 108-120. <https://doi.org/10.3917/edpe.244.0108>

Proche du concept de schème critique, le schème surordonné reste peu exploité en didactique professionnelle, mais pourrait contribuer à ses avancées. Constatant une inégalité des acquisitions en cours de formation en volley-ball, les auteurs suggèrent : 1) que le volley-ball est une tâche structurée par une norme culturelle qui détermine la performance socialement attendue ; 2) qu'il y a différentes manières de vivre le jeu et d'interagir in situ ; 3) que ces différences sont dues au schème surordonné qui norme l'activité des formés ; 4) que les inégalités sont dues à la plus ou moins forte compatibilité entre la norme culturelle et la norme de l'activité ; 5) qu'un dispositif de formation doit

accroître cette compatibilité en suscitant l'avènement d'un schème surordonné dont le théorème-en-acte prévalent est conforme à la norme culturelle.

Saillot, É., Métral, J. F., & Mayen, P. (Éd.). (2025). **Faire de la didactique professionnelle aujourd'hui (dossier)**. *Éducation permanente*, (244), 2-159. Consulté à l'adresse <https://shs.cairn.info/revue-education-permanente-2025-3?lang=fr>

Saillot, É., & Piot, T. (2025). **Analyser les dimensions pédagogiques dans le travail : un défi pour la didactique professionnelle**. *Éducation Permanente*, (244), 85-95. <https://doi.org/10.3917/edpe.244.0085>

Cet article propose un cadre d'analyse des dimensions pédagogiques dans le travail, pour appréhender des situations non associées initialement à des enjeux de formation ou d'enseignement. Il s'agit d'appréhender certaines interactions au travail, soit professionnel-bénéficiaire, soit entre professionnels, dans lesquelles se jouent des enjeux d'apprentissages, de façon plus ou moins formelle. Inscrit dans une perspective didactique professionnelle, d'analyse du travail pour le développement de compétences, ce cadre d'analyse offre une grille de lecture pédagogique et didactique que nous espérons heuristique et fédératrice.

Santelmann, P. (2025). **Formation continue et inégalités de destins**. *Éducation Permanente*, (244), 160-168. <https://doi.org/10.3917/edpe.244.0160>

Veillard, L., & Métral, J.-F. (2025). **Didactique professionnelle et alternance : la piste des situations intermédiaires**. *Éducation Permanente*, (244), 96-107. <https://doi.org/10.3917/edpe.244.0096>

Un problème majeur des formations professionnelles en alternance réside dans la difficulté des apprenants à mettre en relation et intégrer les apprentissages réalisés en école ou centre de formation avec ceux réalisés lors des périodes d'activité en milieu professionnel. En s'appuyant sur la didactique professionnelle, cet article propose une contribution originale à ce problème en développant la notion de «situation intermédiaire», à l'interface entre les situations d'enseignements disciplinaires et les situations de formation en milieu professionnel. Il invite ainsi à conceptualiser l'alternance à partir de trois types de situations plutôt que deux lieux d'apprentissage (école et milieu professionnel). Cette proposition ouvre de nouvelles perspectives pour l'ingénierie des dispositifs de formation professionnelle en alternance et pour la recherche dans le champ de la didactique professionnelle.

Vergara, C., Bassaber, A., Núñez Nieto, P., Becerra, B., Hurtado, H., Santibáñez, D., & Cofré, H. (2025). **A map of collective pedagogical content knowledge as a basis for studying the development of biology teachers' personal PCK of evolution**. *International Journal of Science Education*, 47(17), 2279-2301. <https://doi.org/10.1080/09500693.2024.2381841>

In the past few decades, a large body of research has been conducted on pedagogical content knowledge (PCK), but further empirical and theoretical studies are needed to enhance our understanding of PCK development. This study aimed to describe the development of PCK of evolution in a group of biology teachers using a modified version of the refined consensus model (Mixed Model), including the five components of PCK from the model elaborated by Magnusson et al. (1999). The qualitative research design involved multiple study cases, including semi-structured interviews and lesson plan meetings. A collective PCK (cPCK) map was generated via content representation

interviews with six expert biology teachers and scholars. The ideas expressed by three or more experts were then included in the cPCK map, which was used to assess the personal PCK (pPCK) development of a different group of seven biology schoolteachers using three traits: map area, map shape, and the identity of the concepts included in the map. The findings show that the development of teachers' pPCK was mainly due to the increase in the map area resulting from the inclusion of new concepts belonging to knowledge of students learning and to the knowledge associated with strategies.

Insertion professionnelle

Andrieux, R. (2025). **À la poursuite de stratégies de théorie ancrée informée en thèse doctorale**. *Savoirs*, (69), 101-104. <https://doi.org/10.3917/savo.069.0101>

Dans cet article, nous exposons la méthodologie de recherche de nos travaux doctoraux ayant pour objet de recherche initial l'engagement dans les dispositifs d'insertion socioprofessionnelle et plus particulièrement au Régiment du Service Militaire Adapté de La Réunion (RSMA-R). Nous présentons succinctement notre positionnement épistémologique, puis son application dans la phase exploratoire de notre thèse doctorale. Enfin, nous décrivons notre expérience vécue et notre rapport à l'objet de recherche.

Beaupère, N., Berthaud, J., Gosseaume, V., Legreneur, L., & Segon, M. (2025). **Conditionner l'accompagnement à des heures d'activités: le cas du Contrat d'engagement jeune**. *Céreq Bref*, (478), 1-4. Consulté à l'adresse <https://www.cereq.fr/contrat-engagement-jeune-politique-jeunesse-rsa>

Carrell, S., Dykeman, K., Kurlaender, M., & Martorell, P. (2025). **College Canceled: What Happened to California's High School Graduating Class of 2020?** *Educational Researcher*, 54(9), 528-539. <https://doi.org/10.3102/0013189X251357674>

Using individual-level administrative data from California linked to survey data, this study explores how and why recent high school graduates' college trajectories may have been altered by the pandemic. We find sizable negative effects on college enrollment for the California high school graduating class of 2020. Similar to national trends, we find these enrollment declines were largest in the community college sector and for underrepresented minority students, low-income students, and students from high schools with low college-sending rates. At the same time, enrollment in the highly selective University of California system increased. These enrollment gains were concentrated among Asian and White students and those who attended high schools that historically send a large share of their graduates to college. Thus, the pandemic appears to have worsened inequalities not only in overall college enrollment but also in access to more elite institutions.

lhaddadene, F. (2025, décembre 8). **Apprentissage, service civique, stages... Les politiques d'insertion des jeunes, entre promesses d'embauche et faux espoirs**. <https://doi.org/10.64628/AAK.6wwdyffer>

Les dispositifs d'insertion des jeunes sur le marché de l'emploi reposent sur une politique de l'espoir qui cache des dérogations au droit du travail et de fortes inégalités.

Marché du travail

Céreq, D. du. (2025, décembre 8). **Gouverner par l'injonction – Les politiques du travail entre devoir et pouvoir** [Billet]. <https://doi.org/10.58079/15ao0>

Cet ouvrage collectif, issu du programme de recherche «SQUAPIN» financé par l'Agence nationale de la recherche (ANR) et piloté par le Centre d'études et de recherches sur les qualifications (Céreq) et le Laboratoire d'économie et de sociologie du travail (Lest), interroge «l'injonction à l'agir individuel» au prisme des moins qualifiés.

Donne, V., & Erhel, C. (2025). **Mesurer la qualité de l'emploi : un enjeu de bien-être et de compétitivité** (p. 12). Consulté à l'adresse Haut-commissariat à la stratégie et au plan website: <https://www.strategie-plan.gouv.fr/publications/mesurer-la-qualite-de-lemploi-un-enjeu-de-bien-etre-et-de-competitivite>

Depuis plusieurs années, la qualité de l'emploi s'impose dans le débat public. Contribuant au bien-être des salariés, à l'attractivité des emplois mais aussi aux capacités productives des entreprises, elle devient un enjeu de politique économique dont les pouvoirs publics doivent s'emparer, comme le préconisait déjà le rapport de la commission présidée par Olivier Blanchard et Jean Tirole en 2021[1].

Hirao, T., Murasawa, M., & Umezaki, O. (2025). **College quality and initial employment: insights from the Japanese labor market**. *Asia Pacific Education Review*, 26(4), 901-922. <https://doi.org/10.1007/s12564-024-10022-1>

This study analyzes the relationship between college quality and obtaining first job after graduation among new graduates in the Japanese labor market. Although lively debate prevails in Western countries regarding the economic effects of college quality, no consensus has been reached concerning the effects of college quality on labor market outcomes. Additionally, few studies have examined the effects of college quality on labor market outcomes in Japan owing to data limitations. Therefore, this study analyzes the correlation between college quality and obtaining first job after graduation in Japan using newly available data that accurately match individual-level survey data and institutional-level data. This study's empirical results indicate that college quality has a limited relationship with first job after graduation in the Japanese labor market—similar to previous studies' findings. College characteristics do not appear to be a determining factor for recent graduates in obtaining first job after graduation in the Japanese labor market.

Métiers de l'éducation

Bourdoncle, R., & Losego, P. (2022). **« Je me suis autonomisé à travers les aspects négatifs ou critiques de la recherche »**. *Recherche et formation*, (101), 87-96. <https://doi.org/10.4000/158bx>

Après des études de sociologie et de psychologie, Raymond Bourdoncle choisit de préparer une thèse de sociologie sous la direction de Raymond Boudon. Par la suite, sa carrière a suivi les évolutions de la formation des enseignants dont il a été un observateur privilégié. Après des recherches sur les attentes de formation des enseignants, puis sur l'universitarisation des formations d'enseignants, il a été rédacteur en chef pendant une quinzaine d'années (1992-2006) de la revue Recherche et formation, créée à l'INRP en 1987 pour accompagner les réformes de la formation des enseignants.

Café pédagogique. (2025a, décembre 15). **Annualisation des services, bivalence, remplacement numérique : la Cour des comptes trace une feuille de route**. Consulté 15

décembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/12/15/actualisation-des-services-bivalence-remplacement-numerique-la-cour-des-comptes-trace-une-feuille-de-route/>
Le nouveau rapport de la Cour des comptes sur «le temps d'enseignement perdu» sonne comme un avertissement pour l'Éducation nationale. Des milliers d'heures de cours ne sont pas

Café pédagogique. (2025b, décembre 15). **Cour des comptes : 10% des heures de cours non-remplacés et des inégalités territoriales, sociales, disciplinaires.** Consulté 15 décembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/12/15/cour-des-comptes-10-des-heures-de-cours-non-remplacent-et-des-inegalites-territoriales-sociales-disciplinaires/>
A quoi sert le Pacte ? La cour des Comptes relève un taux toujours faible de remplacement des absences de courte durée et la dégradation du remplacement des absences longues.

Café pédagogique. (2025c, décembre 15). **La Cour des comptes alerte sur la santé des professeurs : + 43 % d'arrêts de travail en 5 ans.** Consulté 15 décembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/12/15/la-cour-des-comptes-alerte-sur-la-sante-des-professeurs-43-darrets-de-travail-en-5-ans/>
Les absences pour raison de santé représentent désormais la principale cause d'absence des enseignants.

Chabanel-Kahlik, L. (2025, décembre 3). **Les professeurs des écoles travaillent plus qu'on le croit : enquête sur les coulisses de l'enseignement.** <https://doi.org/10.64628/AAK.kretvmgpx>
En primaire, le temps de travail des enseignants s'élèverait de 45 heures à 48 heures par semaine. En cause, le temps de préparation hors de la classe. Explications.

Choi, K., Shi, Y., & Zhu, M. (2025). **Student Disruptions and Teacher Turnover** (Working paper N° 18271). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18271>
This paper examines how exposure to disruptive students affects teacher retention using linked teacher-student administrative records from North Carolina. To address non-random classroom assignment, we instrument for classroom exposure using the school-by-grade share of disruptive students based on prior-year disciplinary infractions. A one standard deviation increase in the share of disruptive students raises the probability of a teacher leaving the school in the following year by 1.6 percentage points. We do not find differential effects by teacher characteristics. However, working in a school environment with supportive leadership and greater teacher input into decision-making mitigates the impact of student disruptions.

European Commission. (2025). **Academic staff in Europe 2025.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4152> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/en/publication-detail/-/publication/95442853-ba05-11f0-b37f-01aa75ed71a1>
Academic staff are indispensable to the higher education system, playing a pivotal role in delivering quality education, fostering innovation, and driving economic growth. This report on

Frazer, M. M., Adam, T., Godwin, K., Mackintosh, A., & Haßler, B. (2025). **Transforming Teacher Deployment: Lessons from a matching algorithm tool.** <https://doi.org/10.53832/edtechhub.1114>

An output of the EdTech Hub, <https://edtechhub.org/>

Godwin, K., Cameron, E., Dube, G., Frazer, M., Adam, T., & Haßler, B. (2025). **Shifting power dynamics in education decision-making: Investigating the role of a matching algorithm to improve teacher deployment in Sierra Leone.** <https://doi.org/10.53832/edtechhub.1103>

This paper is one of a series of research studies in the project on the Impact of GIS-Supported Teacher Allocation in Sierra Leone led by EdTech Hub and research partners Fab Inc. and the Learning Generation Initiative. In this study, we generate new evidence and insights from Sierra Leone, where the government has recently shifted to a centralised, tech-enabled teacher deployment process, which used a preference matching algorithm. This paper seeks to understand how these changes impacted decision-making on teacher allocation, while a companion paper, focusing on a quantitative analysis of the research, titled « Data-Driven Teacher Deployment in Sierra Leone », examines the practicalities of the same process to understand the impact of the matching algorithm on equitable teacher allocation and other policy goals. See the related resources below for a link to the companion paper. An output of the EdTech Hub, <https://edtechhub.org/>

Kang, L., Shi, X., & Zhu, K. (2025). **Uncovering the mediation of disciplinary literacy in the effect of GAI prompt engineering on pre - service teachers' instructional design.** *Education and Information Technologies*, 30(16), 22779-22802. <https://doi.org/10.1007/s10639-025-13657-8>

Generative artificial intelligence (GAI) has significantly transformed education, particularly by enhancing teaching capabilities. Central to maintaining educational quality is teachers' disciplinary literacy, which underpins their ability to effectively integrate GAI tools into instruction. But few studies have rigorously examined pre-Service teachers' disciplinary literacy in this domain. Addressing this gap requires examining the relationship between pre-service teachers' disciplinary literacy and their use of prompt engineering. Within the discourse between humans and GAI, the BROKE framework, supported by prompt engineering, has gained extensive adoption. It comprises five fundamental components: Background, Role, Objective, Key Results, and Evolution. Through an eight-week quasi-experimental study, data were collected from 39 pre-service teachers, including questionnaire data on disciplinary literacy, dialogue data, and teaching design scores. The article first categorizes participants into low, medium, and high groups according to the intervals of 25%, 50%, and 25%, and describes statistical analysis from four dimensions: knowledge, application, evaluation, and ethics. Then, the article uses the BROKE framework to conduct epistemic network analysis(ENA) on the prompts of pre-service teachers at different levels. Finally, through correlation analysis and mediation effect analysis, it was found that subject literacy plays a partial mediating role in the improvement of pre-service teachers' teaching design through prompt engineering, with a mediating effect of 31.36%. The research results indicate that appropriately using prompt engineering for human-computer collaborative dialogue can improve the subject literacy of pre-service teachers, further influencing the enhancement of teaching design.

Maeda, M., Soeung, S., & Chim, V. (2025). **Teachers' side jobs in Cambodia: who engages, work trends, motives, and impacts.** *Compare: A Journal of Comparative and International Education*, 1-19. <https://doi.org/10.1080/03057925.2025.2587639>

Mentado-Labao, T., Serrat-Antolí, N., Rodríguez-Gómez, D., & Castro-Ceacero, D. (2026). **Intergenerational Communication in the Workplace Among Teaching Staff at Universities.** *Higher Education Quarterly*, 80(1), e70078. <https://doi.org/10.1111/hequ.70078>

In organisations characterised by generational diversity, information and knowledge exchange present both challenges and opportunities. Managing intergenerational relationships among teaching staff at higher education institutions necessitates, among other efforts, a critical review of communication processes. However, few studies have explored the implications of generational diversity for organisational communication, particularly in university settings. This study aimed to examine intergenerational communication in the workplace among teaching staff at Spanish public universities. The Workplace Intergenerational Climate Scale questionnaire was administered to 1,751 Spanish academics. The findings reveal that teaching staff exhibit certain age-related stereotypes that influence communication. When intergenerational communication is perceived as effective, it tends to focus predominantly on academic tasks. Age-related differences and associated beliefs significantly influence the quality, quantity and nature of intergenerational interactions. Additionally, other variables such as gender, institutional size and the intensification of managerial responsibilities play important roles.

Metzger, R. (2025). **Universitarisation de l'enseignement de l'architecture en France : quelle(s) professionnalisation(s) pour les enseignants-chercheurs des Écoles nationales supérieures d'architecture ?** (Theses, Université Rennes 2). Consulté à l'adresse <https://theses.hal.science/tel-05411298>

Following the reforms initiated since the Bologna process within European universities, France's twenty National Schools of Architecture (Écoles Nationales Supérieures d'Architecture) have been undergoing a significant transformation since 2005. The most recent reform, in 2018, marks a major transition towards the university model, with the creation of the status of ENSA's "teacher-researcher", whose recruitment procedures are inspired by those used in universities. This reform also establishes of an academic body similar to the national council of universities, and the reorganization of their governance system. Despite these evolutions, ENSAs retain distinctive features keeping them outside university circuits and practices. The ongoing but incomplete integration of architectural teaching into the university system has led to significant changes for the teacher-researchers involved. Coming from diverse academic and professional backgrounds, they hold varied conceptions of their roles, professional identities, identity strategies and degrees of involvement both in the life of their school and in interdisciplinary interactions. A better understanding of these different profiles and approaches will enable us to envisage avenues of professionalization for these players, both in terms of training and the creation of one, or more, professional groups of ENSA's teacher-researchers.

Obah, Y. H. (2025). **Vulnérabilités socioprofessionnelles, conjoncture sécuritaire et attrition des enseignants dans l'Extrême-nord du Cameroun.** *Cahiers de la recherche sur l'éducation et les savoirs*, (24). <https://doi.org/10.4000/1540k>

Renoncer au métier d'enseignant est fréquent dans de nombreux pays. Si cette réalité est bien visible en Afrique, les recherches sur ce sujet restent peu fournies. Toutefois, les taux d'attrition dans cette région du monde progressent comme l'indiquent les données

publiées par des institutions internationales œuvrant dans l'accompagnement et le financement du secteur éducatif (UNESCO, UNICEF et UA). Reposant sur une enquête réalisée entre 2021 et 2024 dans la région de l'Extrême-nord et dans la ville de Yaoundé au Cameroun, cet article examine les facteurs de l'attrition des enseignants des niveaux primaire et secondaire du système public. Il résulte des analyses effectuées que l'attrition des enseignants du primaire et du secondaire à l'Extrême-nord du Cameroun émane d'un enchevêtrement de sources d'ordre structurelles et conjoncturelles. Elle est tributaire des vulnérabilités socioprofessionnelles des enseignants, qu'accentuent les crises sécuritaires. Le concept de sécurité sur lequel s'adosent nos analyses s'inscrit dans une approche globale qui intègre diverses menaces impactant l'école et la perception que les enseignants ont du métier qu'ils exercent.

Olry, P. (2025). **Postface pour des débats à venir: Voltigeurs-chercheurs et concepts de la didactique professionnelle.** *Travail et Apprentissages*, 28(1), 115-122. <https://doi.org/10.3917/ta.028.0115>

Remisiewicz, Ł. (2026). **Metrics as Proxies: A Theoretical and Empirical Study of Reasonings Based on Bibliometric Indicators.** *Higher Education Quarterly*, 80(1), e70095. <https://doi.org/10.1111/hequ.70095>

Increasingly, reviewers are asked to engage with citation-based indicators, yet we know little about how those numbers are actually translated into judgements. This article builds on an extensive literature review in which the author identifies “chains of reasoning” that connect metrics with factors such as quality, prestige, recognition, and career potential. The study analyses 174 negative habilitation review reports (2012–2021) from four disciplines in Poland—Art History, Sociology, Mathematics, and Materials Engineering—to map how reviewers reason with metrics in practice. We identify and code passages where quantitative indicators are transformed into qualitative claims and reconstruct the “chains of reasoning” that link numbers to evaluative conclusions. The prevalence of metric-based reasoning varies sharply by field—from about 4% of reviews in Art History to 71% in Materials Engineering—while Mathematics and Sociology occupy intermediate positions. Across disciplines, metrics are interpreted primarily as signals of recognition or visibility and influence or uptake; direct inferences from metrics to intrinsic quality are comparatively rare. Reviewers sometimes inspect citation contexts (e.g., self-citations) and time lags, but explicit reflexivity about the limitations of indicators is infrequent. Crucially, metrics never stand alone: even the most metric-intensive reviews combine numbers with content-based critique. We catalogue nine recurring reasoning types and show how a uniform policy that mandates attention to metrics yields heterogeneous, discipline-specific evaluative practices. The article advances scholarship on responsible research assessment by explaining how metrics travel from numbers to judgements and by offering practical guidance: use indicators as contextual evidence, make interpretive assumptions explicit, and calibrate benchmarks to disciplinary evaluative cultures.

Sala-Bubaré, A., Garcia-Morante, M., Díaz-Villalba, L., Castelló, M., & Weise, C. (2026). **The Role of Parenthood in Shaping PhD Holders' Careers Beyond Academia: A Gender Perspective.** *Higher Education Quarterly*, 80(1), e70092. <https://doi.org/10.1111/hequ.70092>

The study investigates the impact of parenthood on the careers of PhD holders who work outside academia, with a focus on gender differences. It analyses the dialogues between professional and parental roles of 38 Spanish PhD holders from various disciplines, their interaction with social discourses about parenthood and the outcomes of these dialogues to identify the impact of parenthood on participants' careers.

Dialogues and discourses about parenthood that emerged from the data were organised into three participant profiles: PhD holders for whom parenthood was central, composed mostly of women; PhD holders who 'fitted' parenthood into their trajectories, composed mostly of men; and childfree PhD holders, with a more balanced gender distribution. Many participants acknowledged that non-academic careers offer better opportunities for balancing parenthood and work than academic careers. The study highlights the importance of examining dialogues and social discourses to understand how personal and societal factors influence career decision-making processes.

Santos, T. R. (2025). **Distances et évitements : enseignants à l'épreuve de leur visibilité sur internet.** *Nauki o Wychowaniu. Studia Interdyscyplinarne*, 2(21), 142-157. <https://doi.org/10.18778/2450-4491.21.10>

The article begins by exploring the concept of distance, particularly within the sociology of education as discussed by Émile Durkheim, Pierre Bourdieu, and François Dubet. The notion of distance is thus problematized, enabling an analysis of the strategies employed by teachers who, by having virtual profiles on social networks, protect their personal lives and visibility outside of the school environment. The article uses an online forum to gather empirical data, specifically identifying teachers who accept former students on their personal pages and those who accept current students in a restricted manner, allowing limited interaction. These individual approaches provide some evidence of the moral norms that weigh on teachers, who engage in these private spaces in a negative manner, through avoidance rituals, to maintain an idealized image of their professional role.

Tourneur, M. (2025). **Les pratiques d'enseignement à l'université à l'aune des cultures pédagogiques disciplinaires : approche située de la mise en scène des enseignements au niveau licence** (Theses, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-05394500>

Ce travail s'intéresse aux pratiques d'enseignement à l'université, dans un contexte d'institutionnalisation et de développement des dispositifs de formation à la pédagogie. Comment les enseignants mettent-ils en scène leurs séances de cours ? Si les recommandations prodiguées dans ces formations ont une visée d'optimisation de l'apprentissage, peuvent-elles pour autant être diffusées indépendamment des spécificités disciplinaires et des contenus didactiques ? Menée sur sept disciplines et trois formats de cours sur le niveau troisième année de licence, cette recherche vise à analyser la mise en scène pédagogique à travers l'étude des pratiques discursives des enseignants, de leur matériel pédagogique, de leur présence physique et corporelle ainsi que des interactions établies avec les étudiants, puis à mettre à jour les logiques qui sous-tendent ces pratiques. A partir d'observations de séances de cours et d'entretiens auprès d'enseignants et d'étudiants, ce travail met en exergue la dimension située, dynamique et co-construite des pratiques d'enseignement qui s'inscrivent dans un enchâssement de communautés de pratique, mais également au sein de cultures pédagogiques disciplinaires. L'objectif est d'interroger les enjeux pédagogiques et didactiques de la mise en scène des enseignements à l'université en situation, tout en questionnant les discours à tendance générique et prescriptive au regard des pratiques effectives.

Vergara, C., Bassaber, A., Núñez Nieto, P., Becerra, B., Hurtado, H., Santibáñez, D., & Cofré, H. (2025). **A map of collective pedagogical content knowledge as a basis for studying the development of biology teachers' personal PCK of evolution.** *International*

Journal of Science Education, 47(17), 2279-2301.
<https://doi.org/10.1080/09500693.2024.2381841>

In the past few decades, a large body of research has been conducted on pedagogical content knowledge (PCK), but further empirical and theoretical studies are needed to enhance our understanding of PCK development. This study aimed to describe the development of PCK of evolution in a group of biology teachers using a modified version of the refined consensus model (Mixed Model), including the five components of PCK from the model elaborated by Magnusson et al. (1999). The qualitative research design involved multiple study cases, including semi-structured interviews and lesson plan meetings. A collective PCK (cPCK) map was generated via content representation interviews with six expert biology teachers and scholars. The ideas expressed by three or more experts were then included in the cPCK map, which was used to assess the personal PCK (pPCK) development of a different group of seven biology schoolteachers using three traits: map area, map shape, and the identity of the concepts included in the map. The findings show that the development of teachers' pPCK was mainly due to the increase in the map area resulting from the inclusion of new concepts belonging to knowledge of students learning and to the knowledge associated with strategies.

Zhang, W., Ning, Y., Yu, N., Yao, D., Wu, H., Wu, J., & Fang, B. (2025). **Development and validation of the artificial intelligence self-regulated learning scale (AI-SRLS) for teachers.** *Education and Information Technologies*, 30(16), 22989-23013.
<https://doi.org/10.1007/s10639-025-13670-x>

The rapid development of artificial intelligence (AI) has had a significant impact on teachers. In response, teachers need to acquire AI-related knowledge and skills to effectively integrate AI into their teaching practices, thereby enhancing both teaching efficiency and quality. Besides professional training, teachers can further develop their AI competencies through self-learning, where self-regulated learning (SRL) plays a crucial role. However, there remains a lack of SRL assessment tools specifically for teachers learning AI. To address this issue, based on Zimmerman's cyclical phase model of SRL and existing SRL scales, this study developed a 30-item Self-Regulated Learning Scale for Teachers' AI Learning (AI-SRLS). This scale comprises five factors: task planning, self-monitoring, help seeking, institutional support, and self-evaluation. Two rounds of data were collected for the study, with a total of 604 teachers participating. The 248 responses collected in the first round were employed for Exploratory Factor Analysis (EFA), while the 356 responses gathered in the second round were utilized for Confirmatory Factor Analysis (CFA). The results verified the five-factor structure of the AI-SRLS and demonstrated high reliability and validity. Furthermore, a Random Forest Model (RFM) was employed to assess the significance of each factor and item, revealing that the key factors influencing teachers' AI-SRL, in descending order, were task planning, self-evaluation, institutional support, self-monitoring, and help-seeking. AI-SRLS thus provides teachers with an effective self-assessment tool for learning AI, which can facilitate the acquisition of AI knowledge and skills.

Numérique et éducation

Abdallah, A. K., & Shayakhmetova, A. (2025). **Integrating data analysis technology into modern methodological approaches for enhanced quality management in education.** *Education and Information Technologies*, 30(16), 22945-22966.
<https://doi.org/10.1007/s10639-025-13675-6>

The aim of the study is an initial examination of the effectiveness of the author's approaches based on modern methodological approaches to managing the quality of the educational process in the context of utilizing data analysis technologies for student engagement. The research sample consisted of 94 third-year students majoring in "Management" at Arkalyk Pedagogical University named after Ybyray Altynsarin, considering academic performance data from the 2021–2022 academic year. The study involved the development of an engagement analysis program for both academic and extracurricular activities over two semesters of the third academic year, titled Your Effectiveness. In the experimental group, student engagement significantly increased following the implementation of the program. Furthermore, students demonstrated improved academic performance, particularly evidenced by a positive decrease in the proportion of those with mediocre results. The control group of students predominantly did not show significant improvements in academic success during this period, indicating substantial gaps in the educational system. This current study may serve as the foundation for further experiments on the use of modern digital technologies to monitor and improve the quality of the educational process in universities. It may also be used as a prototype for developing quality improvement programs in Russian universities and for expanding the use of digital technologies in educational services.

Alagöz Hamzaj, Y. (2025). **Generative AI acceptance among future educators: personality and behavioral insights.** *Education and Information Technologies*, 30(16), 23165-23188. <https://doi.org/10.1007/s10639-025-13678-3>

This study examines the acceptance, behaviors and perceptions of Generative Artificial Intelligence (Gen-AI) technologies among pre-service teachers, including the role of Big Five personality traits in shaping attitudes and behaviors. Using a mixed-methods approach, data were collected from 476 teacher candidates via the Generative AI Acceptance Scale, the Ten-Item Big Five Personality Inventory, questionnaire and focus group interviews. Results indicate a moderate acceptance of Gen-AI, with significant differences observed between personalities: future teachers characterized by more agreeableness, conscientiousness and openness to experience exhibited higher Gen-AI acceptance across all sub-dimensions. While text-generation tools were widely used for academic purposes, creative applications remained rare. Participants expressed mixed emotions—ranging from enhanced productivity and empowerment to concerns about over-dependency and reduced critical thinking skills. These findings reveal critical gaps in Gen-AI literacy and underscore the necessity for targeted professional development programs emphasizing ethical and effective use. The study offers actionable strategies for educators and policymakers to harness the transformative potential of Gen-AI while mitigating risks, thereby preparing future teachers to integrate Gen-AI responsibly and innovatively into their pedagogical practices.

Alanazi, A. S., Alqazlan, S., Rayan, A., & Benlaria, H. (2025). **The impact of teacher characteristics on the effective use of AI for educating students with development disabilities in Saudi primary schools.** *Education and Information Technologies*, 30(16), 24029-24056. <https://doi.org/10.1007/s10639-025-13696-1>

As Saudi Arabia advances its educational technology initiatives under Vision 2030, understanding the factors influencing artificial intelligence (AI) implementation in special education has become increasingly important. This study investigates how teacher characteristics (digital literacy, teaching experience, and professional development) influence the effectiveness of AI implementation in educating students with

developmental disabilities in Saudi Arabian primary schools, examining technology readiness and implementation support as mediating variables. The study surveyed 120 teachers from four Saudi Arabian regions and conducted eight semi-structured interviews. Analysis using partial least squares structural equation modeling revealed significant effects of teaching experience ($\beta = 0.217$) and professional development ($\beta = 0.277$) on implementation effectiveness, with technology readiness and implementation support serving as significant mediators (both $\beta = 0.294$). Qualitative analysis revealed specific patterns in AI tool adaptation across different disability types and implementation challenges. The findings demonstrate that successful AI implementation depends on both teacher characteristics and institutional support mechanisms, indicating that comprehensive support systems are crucial for enhancing educational outcomes for students with developmental disabilities across diverse educational settings.

Alhaif, A. M., Aleidi, A. I., Ali, D. A., Besheir, M. A., Diab, H. M., & Ibrahim, U. M. (2025). **The reality of implementing artificial intelligence apps in the special needs classroom, a teacher's perspective.** *Education and Information Technologies*, 30(16), 23619-23644. <https://doi.org/10.1007/s10639-025-13635-0>

The study aimed to investigate the actual utilization of educational applications of artificial intelligence by special education instructors in the Kingdom of Saudi Arabia, as well as the prevailing inclination towards this technology from the teachers' perspective. The study employed a descriptive and analytical methodology to accomplish its objectives. The study sample consisted of 270 teachers, randomly selected from the study population. An e-questionnaire was developed as a tool for collecting data, consisting of 40 items categorized into four sections. The findings indicated that special education teachers strongly agreed on the significance of utilizing educational apps for artificial intelligence (AI). Similarly, they agreed on the obstacles and the inclination toward using such apps. However, their level of knowledge and skill associated with the use of educational applications for AI was rated as neutral.

Aljasser, A. (2025). **Investigating EFL students' perceptions of feedback: a comparative study of instructor and ChatGPT-generated responses in academic writing.** *Education and Information Technologies*, 30(16), 22967-22988. <https://doi.org/10.1007/s10639-025-13649-8>

Although there are several studies that examined the use of large language models for providing feedback for writing skills, it remains unclear how students perceive the combination of feedback generated by AI tools and feedback generated by instructor. To address this gap, this study examined perceptions of Saudi English as a Foreign Language (EFL) learners about the effectiveness of feedback generated by ChatGPT in comparison to instructor's feedback in developing writing skills of these learners. The study employed mixed-method design. The study recruited 112 Saudi EFL learners to participate in an advanced writing course. Their writing assignments were evaluated using two types of feedback (instructor's feedback and ChatGPT's feedback). To elicit their perceptions and preferences, a survey was carried out. Results demonstrated that students felt that the instructor's feedback was more useful than ChatGPT's feedback. On the other hand, ChatGPT's feedback was immediate and accessible. Based on the findings, the study suggested that AI tools need to be used to complement instructor's feedback.

Araya, R., Cristia, J. P., Escalante, L., Fabregas, R., Méndez, C., & Ríos, G. (2025). **Messaging Teachers to Boost Student EdTech Use** (Working paper N° 14371). <https://doi.org/10.18235/0013805>

Self-led educational technologies have the potential to improve student learning at scale, but sustaining student engagement with these platforms remains a challenge. We present results from an experimental evaluation implemented following the scale-up of a math platform in Peru, where primary school teachers received weekly WhatsApp messages summarizing their students platform activity and encouraging them to promote their students engagement. The messages increased the average weekly share of students using the platform by 5 percentage points (a 17% increase) and the average share of math exercises completed by 4 percentage points (a 16% increase). Effects dissipated once the messages stopped, suggesting that salience and simplified monitoring are likely mechanisms. We find little evidence of impact heterogeneity based on teacher characteristics or students prior platform use and achievement. Non-experimental evidence suggests that increased use of the student math platform improved math learning. Overall, our findings indicate that light-touch communication with teachers can cost-effectively strengthen engagement with EdTech platforms scaled through the education system.

Ariya, P., Wongwan, N., Intawong, K., & Puritat, K. (2025). **Assessing learning outcomes in immersive virtual reality with and without generative AI-Powered virtual npcs: a comparative analysis in a museum context**. *Education and Information Technologies*, 30(16), 23189-23212. <https://doi.org/10.1007/s10639-025-13682-7>

This study examines the impact of generative AI-powered virtual assistants on learning outcomes, user experiences, and interaction behaviors in virtual reality (VR) environments within a museum context. Using a comparative experimental design, the research evaluates two participant groups: one experiencing a VR museum with AI-based virtual assistants and another engaging with a non-AI VR environment. User experience was assessed using the User Experience Scale questionnaire, knowledge acquisition was measured through pre- and post-test evaluations, and open-ended questions captured qualitative feedback. Both groups demonstrated significant improvements in knowledge acquisition, though the integration of AI did not yield statistically significant differences compared to the non-AI group. The AI-assisted group exhibited higher levels of engagement, spending more time exploring exhibits and interacting within the virtual environment. However, participants in the AI-assisted group rated lower in aesthetics and satisfaction, highlighting response delays and inconsistencies as key challenges. These findings underscore both the potential and limitations of integrating AI-based virtual assistants in educational and cultural settings, offering actionable insights for enhancing AI-driven learning experiences in VR while addressing its challenges in educational applications.

Asghar, J., Dintilhac, C., & Global Education Monitoring Report Team. (2025). **From promise to practice: harnessing generative AI to improve foundational learning in Sub-Saharan Africa** (p. 24). Consulté à l'adresse UNESCO website: <https://curated-library.iiep.unesco.org/library-record/promise-practice-harnessing-generative-ai-improve-foundational-learning-sub-saharan>

Foundational literacy and numeracy (FLN) across Sub-Saharan Africa remain far below desired levels, with a majority of ten-year-olds unable to read a simple text. This report argues that generative AI (GenAI) can move systems from pilot gains to sustained progress by accelerating proven practices rather than substituting for them. Synthesizing

evidence on structured pedagogy (SP) and remediation approaches such as teaching at the right level (TaRL), the report maps near-term GenAI capabilities for learners, teachers, remediation, and system management. Small language models on low-cost devices can power quick checks, same-day regrouping, and level-matched practice in local languages, while larger models assist teachers with lesson preparation, just-in-time coaching, and simple data flows into dashboards, even in low-connectivity settings. The report proposes eight principles to scale GenAI safely and effectively: start offline; build African language data; keep teachers in the lead; design for interoperability; build local expertise; set clear benchmarks with rapid evaluation; put equity at the center; and protect children's data and privacy through robust governance. Case spotlights illustrate these principles, including low-connectivity oral reading checks and tutors; a teacher-in-the-loop pilot in Nigeria that produced meaningful reading gains in six weeks; Kenya's integration efforts via the Education Cloud and a national digital master plan; Senegal's AI-assisted storybook pipeline; Rori's WhatsApp tutor for underserved learners; Masakhane's community-built language resources; and the BELIEF facility for benchmarks and rapid evidence. The report concludes that localized, interoperable, teacher-centered GenAI can make diagnose-group-practice cycles practical at national scale and durably help governments improve FLN quickly and affordably across diverse languages, systems, and contexts.

Bao, R., Chen, J., & Ma, W. (2025). **Generative artificial intelligence in middle school classroom: a longitudinal exploration of teacher attitudes, evolving practices, and challenges.** *Education and Information Technologies*, 30(16), 22677-22708. <https://doi.org/10.1007/s10639-025-13667-6>

Generative Artificial Intelligence (GAI) is poised to revolutionize K-12 education, yet existing research predominantly relies on cross-sectional surveys of teachers with limited GAI experience, yielding superficial evaluations. This three-month longitudinal qualitative study tracks three Chinese middle school teachers' GAI integration, examining how their practices evolve and how their attitudes are shaped by sustained use. Key findings show experienced teachers limit GAI to administrative tasks due to misalignment concerns, while novices leverage it for classroom innovation despite accuracy challenges. Despite GAI's ease of use, teachers reported challenges in mastering it. All participants emphasized GAI's non-essential status in core pedagogy, with minimal peer influence observed. While GAI demonstrates clear non-instructional utility (activity design, resource generation), its classroom integration remains constrained by contextual knowledge gaps and institutional unpreparedness. Concerns about GAI's inaccuracies and lack of contextual knowledge were also prevalent. In conclusion, while GAI has clear advantages, it is not yet sufficiently refined to fully support middle school teaching. The study offers implications for educational leaders and technology developers, suggesting areas for improvement and potential future directions.

Barahona, N., Dobbin, C., & Otero, S. (2025). **The Effects of Widespread Online Education on Market Structure and Enrollment** (Working paper N° 34522). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34522>

We study the rapid expansion of Brazil's private online higher-education sector and its effects on market structure and college enrollment. Exploiting regional and field-specific variation in online education penetration, we find that online programs expand access for older students but divert younger students from higher-quality in-person programs. Greater competition lowers tuition prices but also reduces the supply of in-person

degrees. Using an equilibrium model of college education, we show that in the absence of online programs, total enrollment would be 14 percent lower, while in-person enrollment would rise by 33 percent. On net, aggregate labor-market value added declines by 1.4 percent. Online education raises value added for older students, who benefit from increased access, but lowers it for younger students, who shift toward lower-return online options. Counterfactual policies that restrict online enrollment to older cohorts could increase value added for younger students without reducing gains for older cohorts.

Blundell, C. N., Mukherjee, M., & Nykvist, S. (2025). **Adopting generative AI in K-12 teaching and learning: Australian teachers' actions through the lens of innovation theory.** *Education and Information Technologies*, 30(16), 24009-24028. <https://doi.org/10.1007/s10639-025-13699-y>

The role of Generative Artificial Intelligence (GenAI) in K-12 education is a topic of ongoing debate and uncertainty. This exploratory case study aims to shed light on Australian K-12 teachers' actions and decision-making processes when considering using GenAI in teaching and learning. Drawing on survey responses collected from 44 teachers, this paper provides insight to how Australian teachers are currently using GenAI. The study employs innovation theory to explore the teachers' decision-making. It reveals that teachers primarily developed their knowledge through a combination of approaches and sources, and GenAI's accessibility enabled them to experiment with its use. When deciding to incorporate GenAI into their lessons, balancing development of students' AI literacy with their age and readiness was a key consideration, amongst others. The findings demonstrate a teacher-led innovation, where GenAI is not viewed as a replacement for established practices or technologies but rather as a tool to enhance teachers' work and to support teaching and learning.

Borole, M., Schaefer, M., Hofmeyr, H., & McDougall, B. (2025). **Personalised EdTech for English Literacy: Evidence from South African primary schools** (Working paper N° 04/2025). Consulté à l'adresse Stellenbosch University, Department of Economics website: <https://EconPapers.repec.org/RePEc:sza:wpaper:wpapers389>

This study investigates the relationship between learner engagement with a personalised adaptive learning (PAL) EdTech platform and English literacy outcomes in South African primary schools. Drawing on data from over 20,000 learners across 226 poorly resourced public schools, we examine whether cumulative time spent on the curriculum-aligned PAL programme (delivered during regular classroom hours) is associated with improved literacy performance. Using cross-sectional regression models, we find a positive and statistically significant association between platform usage and English literacy scores. The association holds across grades, with only modest variation by gender and no evidence of differential effects by language of instruction or school quality. Our findings suggest that PAL technologies can support foundational literacy even in low-resource, multilingual classrooms, and may offer a scalable complement to traditional instruction in contexts facing teacher shortages and large class sizes.

Boussouf, M. B., & Soualah, A. (2025). **Enhancing online education: a comprehensive quality assessment framework for Constantine 3 university.** *Education and Information Technologies*, 30(16), 22931-22944. <https://doi.org/10.1007/s10639-025-13651-0>

This study investigates the digital transformation of higher education at Constantine 3 University, a shift accelerated by the COVID-19 pandemic. Utilizing the Online Teaching

Quality Index (IQEL), we evaluate the effectiveness of various Learning Management Systems (LMS), including Google Classroom and Moodle, in enhancing educational quality. A mixed-methods approach was employed, gathering data from both faculty and students. The findings indicate that while institutional support, accessibility, and technical assistance are robust, significant challenges remain in areas such as student engagement, feedback processes, and the delivery of interactive content. A comprehensive literature review identified critical e-learning indicators, and a correlation matrix was developed to assess relationships among twenty-five learning attributes, highlighting specific areas for targeted improvement. IQEL is based on a weighted aggregation method informed by multi-criteria decision-making principles, combining qualitative importance coefficients and normalized indicator scores to produce an interpretable quality index. The main contribution of this study is the design and application of IQEL as a novel, scalable tool for evaluating and improving the quality of online and hybrid teaching in higher education. This tool provides practical insights for institutions aiming to optimize their digital learning environments.

Cai, Z., Liu, C., Yang, Y., & Li, B. (2026). **The impact of learning supports in digital game-based learning on learners with different levels of prior knowledge.** *The Internet and Higher Education*, 68, 101044. <https://doi.org/10.1016/j.iheduc.2025.101044>

With rapid advancements in digital technology and the booming gaming industry, digital game-based learning (DGBL) has become a crucial research area in education. Effective learning support in educational games could yield positive outcomes, while poorly designed learning support may hinder learner's flow and autonomy. Prior research has often focused on evaluating its effectiveness but overlooked its optimization based on design characteristics. This study conducted two experiments to explore how learning support design features impact learning outcomes by considering learners' characteristics. Study 1 examined the effects of learning support timing (pre-support vs. post-support) on learners with varying prior knowledge. Results revealed interactive effects between learning support timing and learners' prior knowledge on learning achievement, intrinsic cognitive load, and intrinsic motivation. Behaviorally, pre-support benefited novices while post-support benefited experts by improving learning performance and reducing frustration. Study 2 investigated the effects of the mode of support delivery (learner-controlled vs. system-controlled) on learners with different levels of prior knowledge. Findings indicated an interactive effect between the mode of support delivery and learners' prior knowledge on learning achievement. Behaviorally, system-controlled support helped novices by guiding their exploration, while experts benefited from learner-controlled support due to their competence in regulating their learning. Future research is encouraged to explore cognitive neural mechanisms to provide deeper insights into it.

Cenka, B. A. N., Santoso, H. B., & Junus, K. (2025). **An investigation of online learning challenges and online self-regulated learning strategies of computer science students.** *Education and Information Technologies*, 30(16), 23871-23895. <https://doi.org/10.1007/s10639-025-13402-1>

In the digital era, technology has enhanced education in many facets. At the same time, the COVID-19 pandemic has increasingly emphasized the significance of information and communication technology integration in learning, such as the implementation of online learning. The objective of this study is to investigate the challenges of online learning, online self-regulation strategies, and the utilization of digital tools to assist

students implementing the strategy. The mixed methods are used in which quantitative data were obtained from 173 participants using two questionnaires, while qualitative data were acquired from open-ended questions. Twenty participants were interviewed. There are several findings in this study. First, online learning has the potential to cause students to feel isolated. The reason being that from the beginning of the pandemic, students have been studying online from their homes. Moreover, they are scattered throughout various areas, so they are physically and emotionally disconnected. Second, students are required to improve help-seeking skills, especially the use of search tools, learning videos and group chat applications. Third, by improving students' online self-regulated skills, the challenges of online learning can be facilitated. The implication of this finding is to encourage the improvement of SRL skills by implementing online collaborative learning, promoting formative assessments, and using learning diaries. Recommendations for all stakeholders and further research agenda are also discussed.

Cerisier, J.-F. (2025, décembre 1). **Utiliser ChatGPT, est-ce tricher ? Réflexions sur la fraude étudiante à l'ère des IA génératives.** <https://doi.org/10.64628/AAK.jwqypn4ps>

Les intelligences artificielles instaurent un nouveau rapport au savoir, invitant les universités à repenser les modes d'évaluation et les formats d'examens.

Chang, C.-C., Yen, W.-H., Liu, S.-C., & Kuo, C.-T. (2026). **Learning presence in the revised community of inquiry framework: A systematic review of empirical research (2010–2024).** *The Internet and Higher Education*, 68, 101058. <https://doi.org/10.1016/j.iheduc.2025.101058>

The Community of Inquiry (Col) framework explains effective online and blended learning through teaching, social, and cognitive presence. To better capture learner agency, learning presence (LP) has been proposed as a fourth dimension. This study presents the first systematic review focused exclusively on LP within the Revised Col (RCol), synthesizing 26 quantitative studies published between 2010 and 2024. Following PRISMA guidelines, we analyzed bibliometric trends, conceptual definitions, measurement approaches, and LP's role in relation to other presences and outcomes. The findings indicate that LP is reliably measurable and often mediates the effects of teaching and social presence on cognitive presence. LP is positively associated with learner engagement, satisfaction, and achievement across many contexts, though the strength of these relationships varies. Cross-cultural validations demonstrate broad applicability but also reveal variations requiring further refinement. Overall, LP enhances the explanatory power of the Col framework by foregrounding learner self-regulation and motivation, though its theoretical boundaries remain contested. This review provides a foundation for advancing theory, measurement, and design practices related to learner agency in online learning.

Chen, A., Lian, J., Kuang, X., & Jia, J. (2026). **Can theory-driven learning analytics dashboard enhance human-AI collaboration in writing learning? Insights from an empirical experiment.** *The Internet and Higher Education*, 68, 101054. <https://doi.org/10.1016/j.iheduc.2025.101054>

The integration of Generative AI (GenAI) into education has raised concerns about over-reliance and superficial learning, particularly in writing tasks in higher education. This study explores whether a theory-driven learning analytics dashboard (LAD) can enhance human-AI collaboration in the academic writing task by improving writing knowledge gains, fostering self-regulated learning (SRL) skills and shaping different human-AI dialogue characteristics. Grounded in Zimmerman's SRL framework, the LAD provided

real-time feedback on learners' goal-setting, writing processes and reflection, while monitoring the quality of learner-AI interactions. A quasi-experiment was conducted involving 52 postgraduate students in a human-AI collaborative writing task. The students were divided into an experimental group (EG) that used the LAD and a control group (CG) that did not. Pre- and post- knowledge tests, questionnaires measuring SRL and cognitive load, and students' dialogue data with GenAI were collected and analyzed. Results showed that the EG achieved significantly higher writing knowledge gains and improved SRL skills, particularly in self-efficacy and cognitive strategies. However, the EG also reported increased test anxiety and cognitive load, possibly due to heightened metacognitive awareness. Epistemic Network Analysis revealed that the EG engaged in more reflective, evaluative interactions with GenAI, while the CG focused on more transactional and information-seeking exchanges. These findings contribute to the growing body of literature on the educational use of GenAI and highlight the importance of designing interventions that complement GenAI tools, ensuring that technology enhances rather than undermines the learning process.

Chen, Y., Cao, Y., Chen, S., & Wijaya, T. T. (2025). **Temporal dynamics of public engagement and sentiment in AI-Enabled mathematics education from YouTube, Twitter and TikTok comments.** *Education and Information Technologies*, 30(16), 23921-23956. <https://doi.org/10.1007/s10639-025-13691-6>

The widespread application of artificial intelligence (AI) in mathematics education presents both significant potential and considerable challenges. Understanding public perceptions is crucial for the effective implementation and long-term success of these technologies. This study aims to explore the hot topics and emotional attitudes toward AI in education, identify trends over time, and analyze how these perceptions evolve, using a Python-based tool to collect 2,905 user comments from YouTube. Employing a dynamic model that integrates topic modeling and sentiment analysis through LDA and IPA models, the analysis reveals significant shifts in public sentiment since the introduction of ChatGPT. Initially marked by strong recognition and enthusiasm, sentiments have transitioned to reservations and a cautious approach as practical challenges emerged. The current blend of anticipation and caution reflects technological advancements and ongoing reassessment of future prospects. These findings underscore the dynamic nature of public sentiment and highlight the need for continuous monitoring to guide educational policies and AI development effectively. Insights from this study are vital for educators, policymakers, and developers aiming to align AI educational tools with public expectations and educational standards.

Chugh, R., Turnbull, D., Kutty, S., Sabrina, F., Rashid, M. M., Morshed, A., ... Subramani, S. (2025). **Generative AI as a learning assistant in ICT education: student perspectives and educational implications.** *Education and Information Technologies*, 30(16), 23693-23728. <https://doi.org/10.1007/s10639-025-13686-3>

"The intelligence that was formed on the Enterprise didn't just come out of the ship's systems. It came from us. From our mission records, personal logs, holodeck programs, our fantasies." This fictitious quote from Captain Jean-Luc Picard of the Starship Enterprise in the 1990s, though predating the advent of generative AI (GenAI) technologies, reflects a key truth: the efficacy of artificial intelligence is fundamentally tied to the quality of human input and interaction. GenAI tools are most valuable when they augment rather than replace human cognition. Guided by this principle, our study investigates the potential of GenAI tools as an adjunct or assistant to student learning in ICT education at universities. Using structured focus groups conducted across three institutions, we

explored student perspectives on GenAI's utility, challenges, learning outcomes and skills development. Participants generally expressed positive attitudes towards GenAI, recognising its time-saving and problem-solving capabilities, but also highlighted concerns about accuracy, ethical usage, and the necessity for guidance on effective utilisation. The findings of the thematic analysis informed the development of the GROW-AI framework, a holistic strategy for integrating GenAI tools into educational practices, addressing components that included guidelines, resources, oversight, workforce preparation, and awareness. This framework provides actionable insights for institutions seeking to harness the potential of GenAI while mitigating its risks, fostering a balanced approach to AI in education.

Cueto, S., Beuermann, D., Cristia, J., Malamud, O., & Pardo, F. (2025). **Laptops in the Long Run: Evidence from the One Laptop per Child Program in Rural Peru** (Working paper N° 34495). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34495>

This paper examines a large-scale randomized evaluation of the One Laptop Per Child (OLPC) program in 531 Peruvian rural primary schools. We use administrative data on academic performance and grade progression over 10 years to estimate the long-run effects of increased computer access on (i) school performance over time and (ii) students' educational trajectories. Following schools over time, we find no significant effects on academic performance but some evidence of negative effects on grade progression. Following students over time, we find no significant effects on primary and secondary completion, academic performance in secondary school, or university enrollment. Survey data indicate that computer access significantly improved students' computer skills but not their cognitive skills; treated teachers received some training but did not improve their digital skills and showed limited use of technology in classrooms, suggesting the need for additional pedagogical support.

Dai, L., & Wu, F. (2025). **An AI-powered conversational system for college students learning English as a second language**. *Education and Information Technologies*, 30(16), 23393-23417. <https://doi.org/10.1007/s10639-025-13640-3>

With the advancement of artificial intelligence, natural language processing, and speech recognition, conversational agents have emerged as promising tools for second language acquisition. This study designed an English conversational bot to help learners of English as a second language among Chinese university students learning English. The bot was implemented as a web application using Python Flask. A six-day comparative study was conducted with 56 students from the English department, who were randomly assigned to either the conversational bot or a traditional listen-and-repeat interface. The bot was implemented as a web application using Python Flask as a web application. To evaluate its feasibility, we compared it with an old listen-and-repeat interface using 56 Chinese college students from the English department over six days. We conducted Shapiro-Wilk normality tests, followed by t-tests to evaluate time spent on the application, engagement, anxiety change, vocabulary, and speaking tests. Findings shows that the conversational bot group reported significantly higher engagement scores ($M = 4.37$, $SD = 0.44$) compared to the control group ($M = 3.87$, $SD = 0.51$; $t(26) = 2.8$, $p < .05$). While both groups showed a reduction in language anxiety, the difference was not statistically significant. Participants using the bot demonstrated greater vocabulary use as responders ($t(26) = 3.5$, $p < .005$) and higher speaking test gains ($p < .0001$). In conclusion our findings suggest that the conversational bot is a more engaging and effective

platform for improving spoken English proficiency. The tool shows potential for supporting learners in preparing for international academic environments.

Dayan, E., & Tsybulsky, D. (2025). **Designing and teaching socio-scientific issues online: digital curation in the science classroom.** *International Journal of Science Education*, 47(17), 2219-2238. <https://doi.org/10.1080/09500693.2024.2381133>

This case study explored how Digital Curation (DC) can be applied to classroom Socio-Scientific Issues (SSI) instruction. It examined teachers' perspectives on whether and how DC contributes to fostering the social and scientific dimensions of the SSI – the key components of the SSI-Teaching and Learning (SSI-TL) framework. Data were gathered from seven teachers during and after a professional development program on DC for science teachers designed to equip educators with resources to develop their own SSI-DC teaching units. The teachers indicated that DC enhanced the scientific and social dimensions of SSI, while also bolstering students' digital skills, thus effectively addressing common hurdles to integrating both social and scientific dimensions in SSI instruction. Beyond presenting innovative strategies for the effective implementation of DC, the findings contribute to confirming the validity of the SSI-TL framework.

Dilek Eryigit, C., Kucuk, S., & Tasgin, A. (2025). **Impact of augmented reality technology on geometry skills and motivation of preschool children.** *Education and Information Technologies*, 30(16), 22753-22778. <https://doi.org/10.1007/s10639-025-13631-4>

This study aims to examine the effect of Augmented Reality-supported (AR-supported) geometry activities on the geometry skills and motivation of preschool students. Embedded design, which is one of the mixed methods, was used in the study. The study group of the research consisted of 30 students (14 girls, 16 boys) in the five-year age group. The early geometry skills test, the motivation scale, observation, and interview forms were used as data collection tools. It was found that the geometry skill scores and motivation levels of the group who learned geometry with AR-supported geometry activities were higher than those of the group who learned geometry with the traditional method with a significant and high effect size. Weekly observations showed that the students in the experimental group improved their cognitive, affective, and social skills. In addition, the students in the experimental group stated that they were happy during the activities, that they wanted to do the activities continuously, and that it was easier to learn in this way. Implications are discussed in terms of theoretical insights, practices, and directions for further research.

Dinç, E., & Kim, C. (2025). **Visual programming as an instrument for prospective teachers' reasoning in geometric pattern generalization.** *Education and Information Technologies*, 30(16), 23077-23109. <https://doi.org/10.1007/s10639-025-13618-1>

We investigated how prospective elementary teachers collaboratively use visual programming to generalize geometric patterns. Using a block-based programming platform, three pairs engaged in tasks requiring coding and rule generation. Data sources included a demographic survey, screen and video recordings, process entries, and semi-structured post-interviews. Guided by instrumental sociogenesis and constructionism, this study explored reasoning processes during collaborative programming of geometric patterns and solving geometric pattern problems. Findings revealed that visual programming facilitated engagement with rule generation by using dynamic objects and visual cues, which mediated mathematical reasoning. Pairs demonstrated varying reasoning approaches, from associative chaining to hierarchical

reasoning, while navigating instrumental integration processes. Collaborative problem-solving and programming encouraged higher-level reasoning, yet the level of instrumental integration varied among pairs. These results showed the potential of integrating visual programming in teacher education to support algebraic thinking and collaborative learning. Implications include extending generalization studies to areas such as statistics and exploring visualization's role in rule generation through programming. Findings are further discussed.

Ducrocq, C. (2025). **Les effets transformatifs et éducatifs de l'activité d'accompagnement face aux vulnérabilités dans un environnement numérique** (Theses, Université de Lille). Consulté à l'adresse <https://theses.hal.science/tel-05391715>

Digital technology challenges traditional workspaces by fostering phenomena of de-spatialization while blurring the boundaries between private and professional spheres. Relationships among employees are consequently reshaped. In an original perspective, this study examines how professions centred on interpersonal interaction—such as career guidance and employment support—are affected by this phenomenon, and how digital technology transforms relational dynamics, professional practices, and individual engagement. A multidimensional approach, drawing on multidisciplinary literature and combining several methodologies, illustrates the complexity of the components of professional support as well as both the detrimental and enabling aspects of digital tools. This approach highlights the tensions inherent in digital support, identified through an empirical and phenomenological investigation. Grounded in field observations and inquiries within the contexts of career change and access to employment, the study explores the practices and experiences of both practitioners and beneficiaries in two phases, in order to understand the mechanisms at play and to develop theoretical models of digital support. Findings indicate that beneficiaries adopt postures aligned with their level of digital literacy and their perception of technology, which in turn requires an over-engagement from practitioners—an effort that risks unbalancing the triadic structure underpinning the support relationship. Such imbalances in relational dynamics challenge the activation of beneficiaries' capacity to act. This work also raises new questions regarding the potential role of generative AI, which could soon provide support in place of human practitioners.

Durnali, M. (2025). **Tiny but functional? Unpacking the role of smartphones in driving digital transformation in school administration and teaching practices.** *Education and Information Technologies*, 30(16), 23111-23140. <https://doi.org/10.1007/s10639-025-13676-5>

Smartphones have become integral to all facets of education, transforming school management teaching, and learning thanks to their user-friendliness, multifunctionality, and widespread adoption. In this study, a "smartphone" is defined as a portable, Internet-enabled mobile device that supports educational applications and instant communication. We explored the strengths and weaknesses of smartphone use by school administrators and teachers, from the viewpoint of school principals. We employed semi-structured interviews to collect qualitative data from a study group of forty Turkish school administrators during the 2024–2025 academic year. Our descriptive phenomenological design was supported by content analysis, which involved coding the data, identifying themes, organizing them, and interpreting the findings. The results revealed that smartphones streamline communication, improve time management, aid in emergency responses, foster collaboration among school actors, promote parent engagement, and facilitate efficient data handling (aligning with global findings on

mobile technology in education). At the same time, participants noted challenges including technostress, privacy concerns, and distractions. These challenges are exacerbated by constant accessibility pressures and digital inequalities, deepening the discourse on smartphone use in education from school administrators' perspectives. In summary, our study offers both theoretical and practical insights: it extends Uses and Gratifications Theory to an educational administration context and provides guidance on harnessing smartphones' operational benefits while mitigating their challenges.

Eze, J. E., & Eze, I. L. (2025). **Impact of Asynchronous Online Discussion On Under Graduate Mathematics Education Students Achievement and Retention in Topology Course.** *British Journal of Earth Sciences Research*, 13(12). Consulté à l'adresse <https://ejournals.org/bje/vol13-issue12-2025/impact-of-asynchronous-online-discussion-on-under-graduate-mathematics-education-students-achievement-and-retention-in-topology-course/>

The primary aim of this study was to examine the effect of asynchronous online discussion on the achievement and retention of undergraduate Mathematics Education students in a Topology course. The research employed a quasi-experimental design, specifically a non-equivalent pretest-posttest control group design, in which intact classes were randomly assigned to either the experimental or control [...]

Fischer, S., Fisch, K., Hobelsberger, C., & Jung, S. (2026). **Students' preferences for online learning formats – Results of a latent class analysis.** *The Internet and Higher Education*, 68, 101053. <https://doi.org/10.1016/j.iheduc.2025.101053>

Considering students' preferences for learning formats is an important issue for institutions in higher education regarding high competition due to demographic changes. Using data from a student survey at Deggendorf Institute of Technology (DIT) in Germany we conduct a latent class analysis to identify heterogeneous preferences for learning formats. Our results show that the student population can best be described in four different segments that we classify as traditional learners, blended learners, synchronous online learners and hybrid learners. We offer a conceptual proposition that hypothesizes how the four classes might emerge naturally out of differing needs for personal interaction, temporal and spatial flexibility. We derive potential directions for lecturers and administrators who aim at catering to students' preferences.

Frumin, I., Vorochkov, A., Kiryushina, M., Platonova, D., & Terentiev, E. (2026). **Mapping the Generative AI Research in Higher Education: 2022–2024 Insights.** *Higher Education Quarterly*, 80(1), e70075. <https://doi.org/10.1111/hequ.70075>

This study analyses over 4000 publications, including those from 2024, indexed in the Scopus database, aiming to describe the landscape of the growing body of research exploring the role of generative AI in higher education. We followed an inclusive approach to publication formats and languages, incorporating not only traditional peer-reviewed articles but also conference proceedings and preprints. Our analysis focuses on two key dimensions—general characteristics of publications, including publication types, journals, subject areas, countries, languages, and collaboration patterns—and content analysis, covering topics, methodologies, and sentiment. Among the main findings, we identify that the majority of studies focus on individual-level analysis, with a lack of comparative institutional- and national-level perspectives. Clear regional clusters of AI research have emerged, but a significant gap remains in the form of comparative studies. Topic-wise, there is a visible shift from the technical capabilities of AI systems to their practical implementation, ethical concerns, and integration into educational

frameworks. Finally, although the field anticipates the use of advanced research methods, most studies still rely on isolated case studies, surveys and simple experimental designs.

Fuster Rabella, M. (2025). **Evolving AI capabilities and the school curriculum: emerging implications and a case study on writing**. Consulté à l'adresse <https://dx.doi.org/10.1787/647880aa-en>

Ce document de travail présente un cadre conceptuel pour analyser comment les progrès de l'intelligence artificielle pourraient transformer les programmes scolaires. Il cherche à aider les concepteurs de programmes et les décideurs à réfléchir de manière systématique au lien entre les capacités de l'IA et les objectifs, buts et présupposés des curricula. En s'appuyant sur la théorie du curriculum et une perspective historique, l'auteur replace l'IA dans les débats plus larges sur les savoirs qui méritent d'être enseignés et sur l'impact du changement technologique sur ces choix. Le cadre est illustré par une étude de cas sur l'écriture, un domaine où les capacités actuelles de l'IA sont déjà très visibles et influencent potentiellement les programmes. En imaginant des progrès futurs de l'IA, l'auteur élargit ensuite la réflexion à d'autres capacités humaines que l'IA pourrait maîtriser, et examine les conséquences possibles pour le développement des programmes et, plus largement, pour l'école.

Goarty, R., & Gupta, K. P. (2025). **Barriers to digital transformation in Indian higher educational institutions – a qualitative exploration of administrators' perspectives**. *Education and Information Technologies*, 30(16), 23665-23692. <https://doi.org/10.1007/s10639-025-13690-7>

The COVID-19 pandemic catalyzed large-scale Digital Transformation (DT) in education as a response to the unprecedented disruptions. Beyond this immediate adaptation, higher educational institutions (HEIs) worldwide are increasingly recognizing the need for strategic DT efforts. In the Indian context, the impetus for DT is further reinforced by the National Education Policy (NEP, 2020), which mandates the integration of digital technologies into the education system, thereby ensuring lasting change that necessitates a deeper understanding of the benefits and barriers. Existing literature exhaustively documents the benefits, but studies on the barriers are relatively sparse. A nuanced examination of these barriers is essential for developing a DT strategy, which is why this study draws inspiration from the perspective of HEI administrators who are pivotal to strategic decision-making. This qualitative study is grounded in two widely recognized frameworks: Technology-Organization-Environment (TOE) and Consumer Resistance to Innovations (CRI), alongside Task-Technology Fit (TTF). Data collected through semi-structured interviews with 23 HEI administrators was analyzed using Thematic Analysis. The study unravels six barriers, categorized into four dimensions: organizational, technological, functional, and psychological. Organizational barriers are related to leadership challenges; technological barriers include accessibility, affordability, and TTF; functional barriers stem from resistance to adopting new platforms, while psychological barriers are linked to breaking entrenched practices. Notably, the findings suggest that these barriers disproportionately affect academic processes compared to administrative processes. This study offers a strategic perspective and highlights the importance of addressing these challenges to ensure the effective and equitable implementation of digital solutions.

González, I., Rapanta, C., & Larrain, A. (2026). **Promoting Argumentation Skills Among University Students: A Scoping Review.** *Higher Education Quarterly*, 80(1), e70080. <https://doi.org/10.1111/hequ.70080>

Argument-based pedagogies have the potential to help develop knowledge and 21st-century skills in university students. However, our knowledge of the processes and outcomes of argument-based pedagogies in higher education is scattered. To provide an overview of how argumentation is studied and promoted in higher education, a systematic scoping review was conducted across four databases. A total of 129 empirical articles published between 2008 and 2023 were analysed. The results show a growing interest in the field in recent years, with studies distributed around the world, although to a lesser degree in Latin America and Africa, and more studies focusing on "learning to argue" (LTA) than "arguing to learn" (ATL). In terms of activities promoting argumentation, a variety emerged, with a focus on active learning methodologies such as dialogic argumentation instruction, argumentative inquiry, and argument mapping. Other known active learning methods such as structured debate, role-playing, or game-based learning appeared less frequently in our corpus. Moreover, there were observable differences between the LTA and ATL studies, in particular when it comes to the field of study, with the former being more applied in social sciences and the latter more present in sciences. Implications for higher education practices and policies are discussed.

Güner Özer, M., & Belet Boyacı, Ş. D. (2025). **Improving reading and writing skills of refugee primary school students via educational digital game: an action research.** *Education and Information Technologies*, 30(16), 23501-23548. <https://doi.org/10.1007/s10639-025-13677-4>

Due to recent migration movements, Türkiye has seen a continuous increase in diversity based on nationality, race, and culture, becoming a country that hosts a significant refugee population. For the integration of refugees into society, it is essential for them to learn the official language of the host country in the initial stages of education. Digital games, as a tool provided by technology, can effectively enhance language skills in refugee students. This action research explores how the reading and writing skills of refugee primary school students learning Turkish as a second language can be improved through educational digital game-supported instruction. The study was conducted with 10 refugee students identified as having reading and writing challenges. Six action cycles consisting of 60 sessions, each lasting 40 min were implemented, and data collection instruments included a reading achievement test, a writing skills assessment rubric, researcher's journals, worksheets, observations, interview forms, and records from the validity committee. A three-dimensional educational digital game, "Journey to Turkish," was developed using the UNITY game engine, with instructional activities integrated into the gameplay. Quantitative data from the study were analyzed using the paired samples t-test and Kendall's W Test, with effect sizes calculated based on the t-test results. Qualitative data were analyzed using thematic analysis. The findings demonstrated that, through action cycles, refugee students improved their reading and writing skills in Turkish as a second language. The study discusses the contextual factors contributing to these outcomes and their broader implications.

Hatfield, J. L. (2025). **From chalkboard to smartboard: an exploratory study of experienced teachers' perspectives on student generations X, Y, Z and Alpha.** *Education and Information Technologies*, 30(16), 22595-22647. <https://doi.org/10.1007/s10639-025-13645-y>

Teachers' perspectives on education are often overlooked in favour of politically driven global trends that shape education systems across the OECD. Despite visionary expectations of twenty-first century skills, many OECD countries have seen a decline in PISA scores since year 2000. To understand better these tendencies, this study investigated how societal and educational have influenced students' learning and behaviour from the perspective of experienced teachers. Consequently, this study investigated how contextual changes at school and in society reinforce different behavioural and cognitive patterns across student generations. Participants were 812 Norwegian teachers (primary school N = 282, lower N = 226, and upper N = 304 secondary schools) with at least 20 years of teaching experience. The study applied a mixed methods approach consisting of thematic analyses of open-ended survey responses that informed four hypotheses for a subsequent SEM analysis. Participants were stratified by region, school type, and economic privilege across Norway, closely aligning with national statistics for representativeness. While some participants noted improvements in today's students' oral English skills, openness, and presentation skills, most teachers reported declining academic capabilities, intrinsic motivation, resilience and attentiveness, along with increased behavioural and mental health challenges among contemporary students. These issues were mainly attributed to increased digitalisation, permissive parenting styles, egocentrism, and reliance on instant gratification stimuli. The findings call for education—both within and outside of schools—on how societal and technological trends shape students' behaviour, acquisition, and social skills. The study contributes to identifying, and informing teachers, parents and policyholders about pitfalls and future opportunities in education.

Hsia, L.-H., Lin, Y.-N., Lin, C., & Hwang, G.-J. (2025). **Prompting somatic practice performance with AI-facilitated peer-assisted learning: A self-determination theory perspective.** *Education and Information Technologies*, 30(16), 23331-23364. <https://doi.org/10.1007/s10639-025-13681-8>

Incorporating peer-assisted learning (PAL) into curricula to foster students' feedback skills, reduce their reliance on teachers, and enhance their confidence in learning as well as strengthening connections among peers has been recommended by scholars; however, the ability of students, who are inexperienced peer tutors, to guide others by providing feedback based on individual peers' needs is frequently questioned. To address this issue, this study proposed an artificial intelligence(AI)-supported PAL mode based on the perspective of self-determination theory (SDT). Additionally, an AI-facilitated PAL system was developed to serve as scaffolding to support students while executing PAL tasks. To explore the effectiveness of this learning mode, this study adopted a quasi-experimental design involving two classes of students enrolled in a physical education course at a technological university. One class of 44 students served as the experimental group adopting the AI-PAL mode, while the other class of 46 students served as the control group adopting the conventional (C-PAL) mode. The collected data were analyzed using SPSS for ANCOVA. The results indicated that the AI-PAL mode significantly enhanced students' skills performance, learning motivation, autonomy, competence, and relatedness, compared to the C-PAL mode. Furthermore, the interview results revealed the contributions of this mode to enhancing learning effectiveness, promoting the quality of PAL, and reducing teachers' workload. This study demonstrates the system development, application, and learning benefits of the AI-PAL mode in the physical education context. The findings could be a reference for those who intend to improve

students' skills performances using the PAL approach; moreover, it could also be a reference for developing policies to guide teachers to adopt AI in educational settings.

Idika, S., & Saihi, S. (2025). **Enhancing Student Engagement through AI-Driven Adaptive Learning and Gamification**. *British Journal of Education*, 13(12). Consulté à l'adresse <https://ejournals.org/bje/vol13-issue12-2025/enhancing-student-engagement-through-ai-driven-adaptive-learning-and-gamification/>

This paper introduces the design, creation, and evaluation of a new adaptive learning system featuring virtual intelligence, fully integrated with game-motivation elements and real-time difficulty-level control to improve learners' engagement and educational outcomes. The prototype includes a workaround combination of a Python backend based on Flask to dynamically fetch from the questions in the quiz [...]

Jokić, S., Marić Jurišin, S., & Perić-Prkosovački, B. (2025). **Verification of metric characteristics of the questionnaire “framework for digital competence – teacher for the digital age”**. *Education and Information Technologies*, 30(16), 23577-23598. <https://doi.org/10.1007/s10639-024-13288-5>

This study aimed to verify the metric characteristics of the questionnaire DFC stands for Digital Competence Framework, in serbian Okvir digitalnih kompetencija, and under that name listed in refereces. The questionnaire supports teachers in Serbia's education system in integrating digital content into everyday practices. The DCF identifies digital competencies and organizes them into eight broader categories. It comprises a total of 30 statements divided into the following categories: Searching, Accessing, Storing, and Managing Information; Searching, Adapting, and Creating Digital Content for Teaching and Learning; Managing and Sharing Digital Content for Teaching and Learning; Managing the Learning Environment; Teaching and Learning; Formative and Summative Assessment, Recording, Monitoring, and Reporting Student Progress; Communication and Collaboration in Online Environments; and Ethics and Safety. The authors tested the DCF questionnaire's metric characteristics on 306 teachers across all Vojvodina, Republic of Serbia educational levels. The questionnaire's metric characteristics analysis revealed that Cronbach's alpha coefficient for subscales ranged from 0.950 to 0.955, indicating excellent internal consistency. The subscale K21, with $\alpha = 0.955$, demonstrated the highest internal consistency coefficient. Factor analysis of the DCF questionnaire revealed six factors, which differ from the original eight-factor model, indicating that the instrument demonstrates adequate construct validity.

Kang, L., Shi, X., & Zhu, K. (2025). **Uncovering the mediation of disciplinary literacy in the effect of GAI prompt engineering on pre - service teachers' instructional design**. *Education and Information Technologies*, 30(16), 22779-22802. <https://doi.org/10.1007/s10639-025-13657-8>

Generative artificial intelligence (GAI) has significantly transformed education, particularly by enhancing teaching capabilities. Central to maintaining educational quality is teachers' disciplinary literacy, which underpins their ability to effectively integrate GAI tools into instruction. But few studies have rigorously examined pre-Service teachers' disciplinary literacy in this domain. Addressing this gap requires examining the relationship between pre-service teachers' disciplinary literacy and their use of prompt engineering. Within the discourse between humans and GAI, the BROKE framework, supported by prompt engineering, has gained extensive adoption. It comprises five fundamental components: Background, Role, Objective, Key Results, and Evolution. Through an eight-week quasi-experimental study, data were collected from 39 pre-

service teachers, including questionnaire data on disciplinary literacy, dialogue data, and teaching design scores. The article first categorizes participants into low, medium, and high groups according to the intervals of 25%, 50%, and 25%, and describes statistical analysis from four dimensions: knowledge, application, evaluation, and ethics. Then, the article uses the BROKE framework to conduct epistemic network analysis(ENA) on the prompts of pre-service teachers at different levels. Finally, through correlation analysis and mediation effect analysis, it was found that subject literacy plays a partial mediating role in the improvement of pre-service teachers' teaching design through prompt engineering, with a mediating effect of 31.36%. The research results indicate that appropriately using prompt engineering for human-computer collaborative dialogue can improve the subject literacy of pre-service teachers, further influencing the enhancement of teaching design.

Kaygısız, Ç. (2025). **Comparison of digital and printed text reading process.** *Education and Information Technologies*, 30(16), 22709-22733. <https://doi.org/10.1007/s10639-025-13668-5>

Reading is a cognitive activity that involves engaging with text and drawing on various information sources to achieve comprehension. To fully understand the nature of the reading process, it is essential to explore how the cognitive system functions. This study examines the effects of reading printed versus digital texts on the reading process and performance. Specifically, it compares reading time (speed) for both mediums by measuring response time and the speed of answering questions related to the deeper meaning of the text. Furthermore, the participants' performance in answering these questions was assessed. The study also investigates whether factors such as age, gender, reading preference, and reading frequency (habit) influence reading speed, response time, and overall performance. The results indicate that participants reading printed texts performed better and were more successful in comprehending the material. Additionally, the findings reveal no significant differences based on age or gender, although reading preference and frequency did impact reading performance.

Kim, M., & Lim, C. (2025). **AI chatbot design principles to enhance the collective efficacy in collaborative learning.** *Asia Pacific Education Review*, 26(4), 1111-1124. <https://doi.org/10.1007/s12564-025-10080-z>

To support effective collaborative learning, it is essential to enhance collective efficacy and provide timely, tailored feedback throughout the learning process. However, it is often difficult for a single instructor to monitor multiple groups and deliver feedback that meets the specific needs of each team in real time. This study aims to develop and validate a systematic design for an AI chatbot that enhances collective efficacy in collaborative learning environments. The design will be devised by developing and validating design principles. The design-based research methodology was conducted to develop the design principles, which were then validated by experts and evaluated for usability. This process involved a review of relevant literature and case analysis, followed by expert validation and usability test to confirm the design principles' validity. The final design principles are composed of four design elements— (1) support for group cohesion, (2) support for affective cohesion, (3) support for collaborative learning activities, and (4) facilitation of dialogue—and ten design principles. These include the principle of belongingness formation, interdependence, positive atmosphere, empathy formation, sharing, collaborative problem-solving, social regulation, immediate scaffolding, familiarity, and personification. The design principles are further supported by 46 actionable sub-guidelines. Validation was conducted through three rounds of expert

review and usability testing with educators and developers, whose diverse perspectives informed both the pedagogical soundness and technical feasibility of the principles. This study contributes to the field by offering theoretically grounded and practically applicable guidelines for designing AI chatbots in education. Importantly, the principles are designed to be usable by educators without requiring technical expertise, thus supporting scalable and accessible implementation in real classrooms.

Kong, J., Liu, J., Chen, G., & Shang, W. (2025). **Assessing AI literacy in college students: the mediating role of self-efficacy in motivational commitment pathways.** *Education and Information Technologies*, 30(16), 23957-23979. <https://doi.org/10.1007/s10639-025-13753-9>

This study assesses AI literacy among college students and examines its interplay with motivation and self-efficacy, proposing a multidimensional framework (AI literacy conceptual model, AICM) that integrates AI literacy (understanding, applying, evaluating, and creating AI) and ethical considerations alongside affective factors. A 29-item self-report questionnaire, validated with data from 1,034 college students, measured AI literacy components, motivational commitment, and self-efficacy. Structural equation modeling (SEM) revealed that motivational commitment positively associated with self-efficacy and AI literacy, with self-efficacy serving as a significant mediator. Multi-group analyses highlighted this mediation effect was stronger for male students, underscoring gendered dynamics in efficacy-driven learning. Key barriers included limited AI experience, technical challenges, and insufficient curricular support. The AICM equips educators to benchmark AI literacy, design gender-responsive interventions, and address systemic access gaps, fostering AI literacy development. Generalizability may be limited by self-report data. Future work should validate the AICM cross-culturally, examine longitudinal attitude impacts, and investigate socio-cultural drivers of efficacy disparities through mixed-method approaches.

Kuzu, T. E., Irion, T., & Bay, W. (2025). **AI-based task development in teacher education: an empirical study on using ChatGPT to create complex multilingual tasks in the context of primary education.** *Education and Information Technologies*, 30(16), 23041-23075. <https://doi.org/10.1007/s10639-025-13673-8>

Research on AI systems like ChatGPT indicates that there are not only obstacles but also potentials of using AI systems on the learner-level, e.g., for fostering learning processes. On the teacher-level, however, there is not much research yet and an important possibility to use AI systems like ChatGPT could be for, e.g., the development of complex tasks, which could help teachers in lesson planning processes. This study provides explorative and qualitative insights into such a task development process with the help of ChatGPT and for that purpose, n = 17 prospective teachers' interactions with ChatGPT and post-interaction reflections were examined. They used ChatGPT with the assignment to develop complex tasks with the specific subject-matter parameters 'Operative principle', 'Geoboard' and 'Multilingualism'. Methodologically, interpretative interaction analyses are conducted to gain abductive insights into the transcribed data and the analysis indicates that teachers, who were trained in the specific subject-matter as well as in prompt engineering, could use ChatGPT in a way that highly viable tasks could be generated whereas non-trained teachers mostly generated non- or less-viable tasks. This leads to the assumption of a threshold for the viable usage on teacher-level: Teachers who are subject-matter- and content-wise proficient and who know about effective prompting can use ChatGPT efficiently and evaluate it as a good tool for helping them in developing tasks they would otherwise not be able to develop, e.g., multilingual tasks,

whereas teachers with less proficiency in both facets do not evaluate the usage of AI as useful. These results influence teacher training programs and the future development of AI tools for educational purposes in a two-fold way. Since teachers who know both how to prompt and what to teach are more capable of using AI systems like ChatGPT productively as support in developing learning environments, future teacher training programs should include prompting modules as part of their structure, e.g., following subject-matter training modules. This approach would help prospective teachers learn how to use AI systems like ChatGPT effectively and integrate these systems into their practices, e.g., for developing tasks.

Las Vergnas, O. (2025). **Peut-on dépasser l'illusion réflexive dans nos rapports avec une IA ? Un article co-écrit avec Chat-GPT 5.** *L'Esprit d'Archimède*, 2025, 30-34. Consulté à l'adresse <https://hal.science/hal-05396205>

Cet article explore la notion d'illusion réflexive dans les interactions entre humains et modèles de langage, en montrant comment ces systèmes, bien qu'incapables de pensée consciente, simulent un dialogue réflexif qui peut être interprété comme une forme de compréhension. L'auteur distingue soigneusement réflexivité simulée (produite par la structure statistique du modèle) et réflexivité vécue (propre au sujet humain), et propose d'analyser l'interface humain-IA comme un espace de co-construction discursive. Le texte met en évidence trois niveaux de discours : (1) un niveau discursif basique où le modèle produit la réponse la plus probable ; (2) un niveau procédural où il semble expliciter sa méthode, bien qu'il ne soit ni introspectif ni retrospectif ; (3) un niveau apparaissant comme méta-réflexif où la conversation semble devenir en elle-même objet d'analyse. L'auteur montre ensuite comment l'humain, par la structuration de ses consignes, par ses choix lexicaux et par l'usage d'une mémoire personnalisée persistante, agit comme un levier d'orientation du discours du modèle, créant une dynamique où la frontière entre pilotage humain et ajustement automatique du LLM devient mobile. La figure 1 (p. 34) illustre ces différentes voies d'influence : paramétrage du profil, choix des données d'entraînement, ton adopté, déclencheurs réflexifs, gestion de mémoire, etc. Cette analyse conduit à concevoir l'illusion réflexive non comme un piège cognitif, mais comme un outil de lucidité épistémique permettant d'apprendre à organiser un dialogue méthodologique avec l'IA, à clarifier ses propres procédures intellectuelles et à co-produire un environnement conceptuel partagé. L'article conclut que l'enjeu n'est pas de savoir si la machine « pense », mais de comprendre comment les humains pensent avec ces dispositifs et comment ils peuvent transformer cette illusion en un instrument de rigueur, de créativité et de réflexivité.

Lee, G.-G., Kang, D. Y., Kim, M. J., Hong, H.-G., & Martin, S. N. (2025). **University students' perceptions of remote laboratory courses necessitated by COVID-19: differences in emergent teaching strategies at a Korean university.** *Asia Pacific Education Review*, 26(4), 865-883. <https://doi.org/10.1007/s12564-023-09837-1>

In 2020, the COVID-19 pandemic swept the globe and caused formal educational sites to shift from in-person instruction to remote learning. University laboratory courses that were previously hands-on were also transformed into remote courses. This study investigates how university students perceived their experiences of remote laboratory courses across various disciplines. This study was conducted at a large public university in the Republic of Korea that offers a variety of laboratory courses. Adopting a mixed-methods approach, we collected online survey responses from 338 students and conducted in-depth interviews with 18 students. The analysis of variance (ANOVA) and

Bonferroni post hoc tests of survey responses found that students' perceptions of their remote laboratory courses differed significantly ($p < .05$) by discipline (physics, chemistry, biology, earth sciences, etc.). Student interviews revealed that these differences in perceptions were attributable to the different emergent teaching strategies used in each course. Based on these findings, for remote laboratory courses in the post-COVID-19 era, we suggest that course instructors clearly set learning objectives, carefully design videos of experiments, offer collaborative and synchronous online sessions, provide guidance and feedback on lab report writing, and introduce supportive assessments.

Lin, C.-H., Chen, G., Sun, L., Li, L., Hui, S. Y., & Yen, M. L. (2025). **Video visualisation of classroom talk in a pre-service teacher-training programme: Design and implementation.** *Education and Information Technologies*, 30(16), 23241-23270. <https://doi.org/10.1007/s10639-025-13663-w>

Acquiring strong classroom-talk skills is vital to pre-service teachers' future career success. However, they often find this challenging, and their classroom talk tends to be limited to simple phrases that seldom facilitate students' reasoning. One widely used pedagogical approach to developing pre-service teachers' classroom-talk competency is microteaching. Therefore, we designed a training programme that integrated microteaching with video-visualisation technology, peer review, and self-reflection, and implemented it among 67 pre-service teachers. The role of the interactive and process-focused video-visualisation platform, which was also designed by the authors, was to facilitate detailed investigation of classroom discourse and of how teachers and students contributed to dynamic classroom-interaction processes. A mixed-methods approach was adopted, combining quantitative classroom-talk data, survey data, reflection reports, and interviews. Our qualitative results, derived from semi-structured interviews with a randomly selected subsample of 22 participants, showcase variation and common themes in their microteaching discourse. Our questionnaire results, meanwhile, indicate that after the training, the 67 participants improved significantly on multiple measures of teacher self-efficacy. The qualitative results, and reflection reports collected from all 67 teacher candidates, suggest that video visualisation enhanced their perceptions of both classroom talk and of academic productive-talk strategies, while helping them to take holistic and analytical views of classroom talk. In short, the intervention was a valuable part of their preparation for internships.

Liu, X., Shen, P., Xu, X., Meng, L., Ni, J., Lin, G., & Jiao, F. (2025). **The study of blended teaching based on knowledge graph: the case of clinical microbiology examination course.** *Education and Information Technologies*, 30(16), 22841-22863. <https://doi.org/10.1007/s10639-025-13626-1>

The utilization of knowledge graphs has emerged as a prevailing trend in current medical education reform due to its advantages in visualization and personalized learning. The blended teaching still faces challenges such as knowledge fragmentation, lack of personalized learning pathways and inadequate analysis of learning situations. To evaluate the learning experience, learning effect and usability of knowledge graph in the clinical microbiology examination course. The knowledge graph of the clinical microbiology examination course was constructed using natural language processing, deep learning, and other advanced technologies on the Superstar learning platform. 100 third-year students enrolled in 2021 and 2020 majoring in medical examination technology served as the experimental and control group, respectively. The theoretical test scores of the experimental group using knowledge graph for online learning were higher compared to those of the control group using MOOC. The utilization of knowledge

graph assisted students in constructing an overall knowledge framework of course and achieving personalized learning and self-evaluation. And it also helped teachers accurately analyze learning situations to provide targeted offline teaching methods and optimize online learning resources. The average scores of four dimensions including the quality of work and life, perceived usefulness, perceived ease of use and user control obtained by the "Health Information Technology Usability Assessment Scale" were 4.67, 4.51, 4.32 and 4.26, respectively. The knowledge graph of clinical microbiology examination course was available, which was helpful to realize personalized learning and precise teaching and effectively solve the problems existing in blended teaching model.

Ma, H., & Ismail, L. (2025). **Empowering Language teacher educators: the impact of training, emotions, leadership, and infrastructure on digital pedagogy and the facilitation of future teachers' competence.** *Education and Information Technologies*, 30(16), 23817-23843. <https://doi.org/10.1007/s10639-025-13700-8>

With the ongoing digital transformation in education, digital competence has emerged as a crucial 21st-century skill, necessitating that educators master digital pedagogy and support their students in developing these competencies. However, existing studies have predominantly focused on pre- and in-service language teachers. Limited research has examined how language teacher educators prepare future language teachers to develop digital competence. Moreover, most existing studies emphasize specific educator competencies while overlooking the broader contextual factors that shape these outcomes. This study adopts a holistic perspective by examining the roles of effective training, positive emotions, digital leadership, and infrastructure in enhancing language teacher educators' digital pedagogy and their ability to foster digital competence among future language teachers. A total of 239 language teacher educators from six institutions participated in this study, and the data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The study found that effective training and digital pedagogy significantly enhance language teacher educators' ability to facilitate student digital competence, while digital infrastructure positively influences effective both training and positive emotions. However, digital leadership and infrastructure did not directly impact digital pedagogy or student facilitation, highlighting the need for more integrated approaches to digital education. This research offers valuable insights for policymakers and institutional leaders aiming to strengthen digital teaching practices in language teacher education.

Özdoğan, A. A., Geçer, E., & Bağcı, H. (2025). **Examining the role of social connectedness and sense of humor on social presence in online learning environments.** *Education and Information Technologies*, 30(16), 22803-22821. <https://doi.org/10.1007/s10639-025-13666-7>

Social connectedness is the feeling of belonging to a network or engaging in social interactions and it pertains to the sense of community and interpersonal bonds that students establish in face-to-face or online learning environments. Social presence is one of the crucial components of online learning that describes how much users feel like they are interacting with actual people instead of just using digital interfaces. Sense of humor is a personal disposition that allows students to appreciate, produce, and use humor in social interactions and learning. This study aimed to investigate the role of social connectedness and sense of humor in social presence in online learning environments. Using a quantitative cross-sectional survey research model, students enrolled in Turkish higher education institutions who were recruited through convenience sampling were included in the study. Participants consisted of a total of 516 students between the ages

of 18 and 52 with a mean age of 23.12 (SD = 5.30). Participants responded to an online survey consisting of demographic questions, Social Presence Scale (SPS), Sense of Humor Questionnaire 6 Revised (SHQ-6-R), and Social Connectedness Scale (SCS). Analyses showed that SPS was positively correlated with SHQ-6-R and SCS and they accounted for 9% of change in SPS along with some of the participant characteristics. Findings indicate that social connectedness and sense of humor are important in students' feeling of social presence in online learning environments and social psychological characteristics of students need to be considered in the design of instructional experiences in online learning environments.

Pan, Y., Zhang, J., Yu, J., & Pan, Z. (2025). **Modeling primary school students' behavioral intention to use GenAI-augmented pedagogical agents: a hybrid SEM-ANN method.** *Education and Information Technologies*, 30(16), 23599-23618. <https://doi.org/10.1007/s10639-025-13671-w>

Generative Artificial Intelligence (GenAI), as a promising emerging technology, has been widely applied across various fields. While existing research continues to explore the potential applications of GenAI in education, studies specifically focusing on the use of GenAI-augmented pedagogical agents (GPAs) in primary education remain limited. Based on the Hedonic-Motivation System Adoption Model (HMSAM), this study examined the application of GPAs and investigated students' hedonic-motivation and behavioral intentions towards these agents. The Structural Equation Modeling (SEM) results from a survey of 330 primary school students confirmed the applicability of the HMSAM model. Except for the unverified positive effects of usability on perceived usefulness and curiosity on focused immersion, all other hypotheses were supported. The Artificial Neural Networks (ANN) results further revealed that joy is the most significant factor influencing students' behavioral intentions to use the agents, followed by curiosity and perceived usefulness. Joy also serves as a key predictor of focused immersion, with control being the second most important factor. This study provides practical insights for educators and technology developers for optimizing GPAs to better serve students. Educational institutions are encouraged to provide diverse GenAI learning experiences to foster students' curiosity and enjoyment; teachers can emphasize the real-world relevance of GPA use to strengthen students' perceived usefulness; and GPA developers can incorporate learner feedback to better align agent functions with user needs. These findings offer guidance for the effective integration of GenAI technologies into educational practices.

Poisson, M., & Jorgoni, E. (2025). **Open school data in European education systems** (p. 92). Consulté à l'adresse Council of Europe website: <https://curated-library.iiep.unesco.org/library-record/open-school-data-european-education-systems>

The Council of Europe's Education Department has released a new publication in its ETINED series: Open School Data in European Education Systems. Produced in collaboration with UNESCO's International Institute for Educational Planning (IIEP-UNESCO), this study offers the first comprehensive overview of open school data initiatives across States Parties to the European Cultural Convention. The report highlights how making school-level information accessible to the public strengthens transparency, accountability, and integrity in education. It reviews practices in 19 countries, identifies challenges such as data quality, technological limitations, and privacy concerns, and showcases innovative approaches from countries including France, Lithuania, and the United Kingdom. Key recommendations call for the development of common principles, stronger data quality standards, public consultations, and training programmes to build

data literacy. By linking open school data to the Council of Europe's Education Strategy 2024–2030 "Learners First" and the Reykjavik Principles for Democracy, the report underlines the role of data in building democratic, participatory, and corruption-resilient education systems.

Privas Breauté, V. (2025). **PRAXIA - Protocole de réflexion et d'analyse des usages de l'IA. Evaluer en langues : enjeux, outils et perspectives.** Présenté à Nanterre (Université Paris Nanterre - UPL), France. Consulté à l'adresse <https://hal.science/hal-05121850>

AI and generative AI are used more and more in research and, for transparency reasons for reviewers, authors of scientific productions are asked to assess the percentage of their use. However, it seems to us that there is currently no grid for weighting their use. That's why we're proposing this first model, which will evolve if necessary, to enable Master's students (as part of writing their research dissertations), PhD students, researchers and teacher-researchers to self-assess their use of AI. This model can then be adapted to other fields.

Putri, E. Y., Saputra, I., Afnison, W., Oktarina, R., Kurniawan, A., Kusumastuti, D., & Susilawati, S. (2025). **The interplay of cognitive and personal attributes in shaping divergent thinking: Mediating role of teaching behaviour and moderating effect of AI adoption.** *Education and Information Technologies*, 30(16), 22865-22891. <https://doi.org/10.1007/s10639-025-13652-z>

The integration of artificial intelligence (AI) in education transforms teaching and learning, yet its role in fostering creativity, particularly divergent thinking, remains underexplored. This study examines the influence of cognitive attributes on divergent thinking, with teaching behavior as a mediator and AI adoption as a moderator, aiming to optimize learning environments and address gaps in existing literature. This study employs a quantitative approach using Structural Equation Modeling-Partial Least Squares (SEM-PLS) to analyze data from 534 university students across Indonesia, selected through stratified random sampling. Data were collected via validated questionnaires adopted from previous studies. The analysis includes reliability, validity tests, structural model evaluation, and hypothesis testing using bootstrapping. The results of the study highlight the significant influence of AI adoption on divergent thinking, with flexibility and curiosity emerging as crucial factors in this process. Mediation analysis further reveals that both curiosity and flexibility positively mediate divergent thinking through teaching behavior. Additionally, the moderation effects suggest that AI adoption strengthens the relationship between flexibility, thinking style, and divergent thinking. These findings underscore the pivotal role of AI adoption and individual characteristics in fostering divergent thinking. This study highlights the critical role of AI adoption and teaching behavior in fostering divergent thinking. It emphasizes developing cognitive traits like curiosity and flexibility through interactive methods and leveraging AI for creative growth. Future research is encouraged to explore additional mediating variables and examine the interaction between cognitive traits and AI adoption across cultural, institutional, and disciplinary contexts, using behavioral indicators to improve model validity.

Roy, N. (2025). **Le développement de la compétence numérique dans les espaces Maker : pratiques et enjeux** (p. 80). Consulté à l'adresse Fonds de recherche du Québec website: <https://frq.gouv.qc.ca/histoire-et-rapport/le-developpement-de-la-competence-numerique-dans-les-espaces-maker-pratiques-et-enjeux/>

Imaginez une classe où l'élève est en action, en train de réinvestir les apprentissages en mathématiques, en sciences, et même en français ou en univers

Rust, M. M., & Motz, B. A. (2026). **Incorporating an LMS learning analytic into proactive advising: Validity and use in a randomized experiment.** *The Internet and Higher Education*, 68, 101057. <https://doi.org/10.1016/j.iheduc.2025.101057>

This paper presents two studies examining the effectiveness of using learning analytics to inform targeted, proactive advising interventions aimed at improving student success. Study 1 validates a simple learning analytic as predictive of end-of-term outcomes and persistence. Results suggest that this analytic measure, based on students' activity in the learning management system (LMS), has predictive utility for identifying students who might benefit from a proactive advising intervention. In Study 2, we test whether an LMS analytic-informed proactive advising intervention improves end-of-term outcomes and persistence for a sample of pre-major college students. Students with low LMS activity were randomly assigned to receive enhanced, proactive advising messages, or business-as-usual advising. On average, treatment students earned nearly one-third of a grade point higher term GPAs, accumulated fewer grades of D,F, or W, and exhibited 79 % higher odds of persisting compared to the control group. These findings provide strong evidence for the effectiveness of proactive advising interventions, where advisors' efforts are targeted using learning analytics. By providing advisors with comprehensible insights, institutions might improve student outcomes and promote the use of data-informed interventions in academic advising.

Shao, J., Abdul Rabu, S. N., & Chen, C. (2025). **The impact of gamified interactive e-books incorporating metacognitive reading strategies on Chinese elementary students' mathematical reading comprehension, word problem-solving performance, and general reading motivation.** *Education and Information Technologies*, 30(16), 22893-22929. <https://doi.org/10.1007/s10639-025-13660-z>

Mathematical word problem performance is a crucial indicator of students' mathematical abilities, and enhancing mathematical reading comprehension and reading motivation is key. This study examines the impact of a gamified interactive e-book (GIEB) that incorporates metacognitive reading strategies on reading motivation, mathematical reading comprehension, and word problem performance among fifth-grade elementary students. Using a quasi-experimental design, the experimental group learned through the GIEB, while the control group received traditional metacognitive reading strategy instruction. The results show that the experimental group significantly outperformed the control group in reading motivation, mathematical reading comprehension, and word problem performance. GIEB, through strategies such as prediction, monitoring, and reflection, improved students' ability to analyze information, while its integration of immediate feedback and engaging design effectively stimulated students' intrinsic motivation to learn, strengthening their interest and focus on learning. This study confirms the critical role of reading motivation and mathematical reading comprehension in word problem learning and supports the application of Self-Determination Theory in education. It provides practical evidence for the use of digital tools to enhance educational quality and aligns with the United Nations Sustainable Development Goal 4, promoting the development of equitable and high-quality education. However, the generalizability of the findings may be limited to Chinese elementary school students, and future research is needed to validate the results in other cultural or educational contexts.

Shi, L. (2025). **Assessing teachers' generative artificial intelligence competencies: instrument development and validation.** *Education and Information Technologies*, 30(16), 23365-23384. <https://doi.org/10.1007/s10639-025-13684-5>

The rapid advancement of generative artificial intelligence (GenAI) technologies presents new opportunities and challenges for educators, necessitating specialized competencies distinct from those required for general AI tools. This study addresses the critical need for a validated instrument to assess teachers' competencies in effectively and ethically integrating GenAI into educational practice. We developed and validated the Teachers' GenAI Competencies (T-GAIC) instrument, grounded in a comprehensive review of AI competency frameworks and empirical literature. The instrument comprises five dimensions: (1) Technological proficiency of GenAI, (2) pedagogical compatibility of GenAI in teaching, (3) preparing students with effective practices of GenAI, (4) GenAI-related professional development and communication, and (5) risk and ethical awareness of GenAI in education. Content and face validity were established through expert review and think-aloud protocols with pre-service teachers. Data from 478 pre-service and in-service teachers informed psychometric validation through item discrimination analysis, exploratory factor analysis (EFA), and confirmatory factor analysis (CFA). The final 36-item instrument demonstrated strong internal consistency (Cronbach's $\alpha > 0.90$), robust construct validity (RMSEA = 0.078, CFI = 0.946, TLI = 0.934), and strong convergent and discriminant validity. The T-GAIC instrument offers a theoretically grounded and empirically validated tool for assessing GenAI competencies, supporting professional development, curriculum design, and educational research on AI integration in teaching and learning.

Shin, D., Kwon, S. K., & Lee, Y. (2025). **Examining the efficacy of generative artificial intelligence in item generation: comparative analysis of human-developed and AI-generated reading tests.** *Education and Information Technologies*, 30(16), 23981-24007. <https://doi.org/10.1007/s10639-025-13683-6>

This study examined the utility of questions created with artificial intelligence (AI) compared to those created by human item writers for English reading tests. Despite the rapid adoption of generative AI, such as ChatGPT, in educational settings, there is limited amount of empirical evidence comparing AI-generated and human-generated items based on actual test administration. Given the practical need for empirical validation of AI-generated test items, the present study analysed item difficulty and perceived quality using test data from high school students in South Korea. The findings revealed that AI-generated items were slightly more difficult due to occasional inappropriate language choices, although the difference was not statistically significant. Test-takers generally perceived AI-generated items as comparable to human-developed ones, indicating cautious optimism regarding the integration of generative AI into language test development and preparation.

Steins, M., Mennens, K., Beusaert, S., Mahr, D., Odekerken-Schröder, G., Mariş, A., & Mathmann, F. (2026). **The impact of a telepresence robot on group conditions and student engagement: A mixed-method study in higher education.** *The Internet and Higher Education*, 68, 101055. <https://doi.org/10.1016/j.iheduc.2025.101055>

Drawing on team learning theory, this paper examines whether and how a telepresence robot impacts group conditions and student engagement among graduate students collaborating within a hybrid classroom. Hybrid classrooms face challenges, such as an asymmetry of presence, compromising collaborative learning between remote and on-

site students. A field experiment was conducted with 17 hybrid classrooms across two Master of Science courses. In the eight experimental groups, one remote student joined via a telepresence robot, while any additional remote students in the same group participated via the smart screen. In the nine control groups, all remote students participated solely via the smart screen. Analysis of short-term longitudinal survey data from 156 students indicated that students in experimental groups with a telepresence robot reported higher levels of social cohesion, psychological safety and group potency, especially in the early course stages. These group conditions positively influenced student engagement. Interviews with ten on-site students reveal that the telepresence robot enhanced remote students' presence through physical embodiment and fostered empowerment via autonomous mobility. This reduced presence asymmetry facilitated more natural interactions, reinforcing group conditions: social cohesion through interpersonal connections, psychological safety through reduced participation barriers, and group potency through increased knowledge sharing. The telepresence robot also fostered inclusive behavior among on-site students, driven by their reciprocation of remote students' engagement and recognition of them as valuable contributors to collaborative learning. These findings advance understanding of team learning and the role of telepresence robots in hybrid classroom settings, promoting more effective virtual inclusion for remote students.

Stenberdt, V., Moud Shiwalia, B., & Makransky, G. (2025). **Re-Experiencing vs. Self-Explaining: Comparing Generative Learning Activities in VR.** *Educational Psychology Review*, 37(4), 117. <https://doi.org/10.1007/s10648-025-10096-2>

Reviewing recordings of one's past performances has long been used as an instructional technique to support reflection and skill development. This article reconceptualizes learning from recordings as a generative learning activity (GLA) that we term re-experiencing. Specifically, we build on the generative sense-making framework to conceptualize re-experiencing, with a focus on implementing re-experiencing in immersive virtual reality (VR). While GLAs have generally been shown to be effective, there is limited research comparing different GLAs in terms of their effects on distinct learning outcomes. To address this gap, we compared re-experiencing to an existing GLA: self-explaining. We tested both activities in VR, using a simulation on how to use a pipette to conduct a serial dilution. In a pre-registered between-subjects experiment with 161 high school students in an authentic setting, we found evidence that the combination of corrective feedback and GLAs improved educational outcomes compared to the lesson alone, both for self-explaining and re-experiencing students. Specifically, we observed significant improvements in safety behavior, the number of dexterity mistakes made, and self-efficacy. Additionally, we found evidence that self-explaining led to significantly better performance on a written post-test of procedural knowledge. In conclusion, both GLAs led to notable improvements in measured outcomes, while differences between them were more modest and outcome-specific. Future research may explore ways to enhance re-experiencing as a GLA further and compare it to other GLAs in terms of different learning outcomes, to investigate whether there are unique benefits associated with re-experiencing.

Swindell, A., & Radford, K. (2025). **Addressing Cross-Cutting Themes in the Use of Education Technology and Digital Learning in Southeast Asia: Recommendations for policy, practice, and research.** <https://doi.org/10.53832/edtechhub.1111>

An output of the EdTech Hub, <https://edtechhub.org/>

Taj, I., Waktole Dadi, S., Samer Wazan, A., Laborde, R., & Shoufan, A. (2025). **CheatGuard: A cybersecurity inspired anti-cheating platform for higher education.** *Education and Information Technologies*, 30(16), 23729-23759. <https://doi.org/10.1007/s10639-025-13705-3>

Academic integrity aims to ensure that students' achievements are the result of their own efforts and knowledge. However, academic dishonesty continues to evolve, becoming increasingly difficult to detect and mitigate—especially with the rise of sophisticated, AI-driven tools. The lack of a universal knowledge base and standardized guidelines for addressing emerging forms of misconduct further complicates enforcement, leaving educators with limited resources to effectively identify and respond to violations. This research addresses these challenges by proposing CheatGuard, a centralized online anti-cheating platform with incident reporting capabilities. Inspired by MITRE's ATT&CK framework used in cybersecurity, CheatGuard catalogs a wide range of cheating techniques reported by institutions—from plagiarism to unauthorized collaboration during exams. For each assessment category, it also provides corresponding detection and prevention methods. CheatGuard's knowledge base is continuously updated using an AI agent that gathers data from online sources. Tactics, techniques, and procedures related to academic dishonesty are structured similarly to those in MITRE ATT&CK, helping institutions systematically select appropriate countermeasures. This paper presents the conceptual architecture of CheatGuard, explains how it can be accessed and used by educators, and explores its potential to combat academic misconduct in the age of Artificial Intelligence.

Thomas, M. L., Yildirim-Erbasli, S. N., & Hariharan, S. (2026). **Exploring undergraduate students' perceptions of AI vs. human scoring and feedback.** *The Internet and Higher Education*, 68, 101052. <https://doi.org/10.1016/j.iheduc.2025.101052>

The use of artificial intelligence (AI) in educational assessment offers scalable solutions to traditional grading challenges, yet concerns about reliability, fairness, and acceptance remain, particularly in subjective domains like writing. This study examines undergraduate students' perceptions of AI-generated scoring and feedback compared to human evaluators. Participants reviewed scores and feedback provided by either AI or a human and completed a survey measuring their perceptions before and after disclosure of the source. Analyses revealed that students often struggled to accurately identify the evaluator. Additionally, while perceptions of AI scoring and feedback were generally moderate, exposure to AI significantly reduced students' confidence in AI scoring. The source of the grading and identification accuracy significantly influenced students' perceptions. Human grading was associated with more positive perceptions, while incorrect identification—when not combined with human grading—also led to more positive perceptions. However, the interaction of human grading and incorrect identification resulted in more negative perceptions. Factors such as comfort with technology, familiarity with AI, and frequency of AI use were significant predictors of students' attitudes toward AI. These findings enhance our understanding of student attitudes toward AI in educational assessment and emphasize the importance of thoughtful implementation to support acceptance in educational contexts.

Toquero, C. M. (2026). **Trends, Trajectories and Tomorrows of AI Regulations in Philippine Higher Educational Institutions.** *Higher Education Quarterly*, 80(1), e70090. <https://doi.org/10.1111/hequ.70090>

The emergence of the AI era has shaken higher educational institutions (HEIs) due to its enormous potential or detrimental impact on academic culture. Educational leaders and policymakers have attempted to create policies as part of stringent measures while navigating the legal and ethical implications of AI implementation. In light of contrasting views on current AI debates in the Philippine educational arena, this study aims to determine the trajectories, trends, and futures of AI policies in the Philippine context. This study applied content analysis of publicly available documents, websites, social media posts, narratives of HEI leaders, and other relevant memoranda related to AI. Due to the limited AI policies in HEIs in the country, this is a preliminary analysis of available documents. It examined the trends covered by the scope of AI policies in light of the uniquely diverse sociocultural context of the Philippines, while considering the technological limitations compared to developed nations. This study examined proposed AI government policies, AI university policies, the ethical ramifications of AI on HEI curricula, and the current impact of AI on employment and job market demands. Moreover, to determine AI trajectories in Philippine HEIs, document reviews were conducted to identify the existing efforts of educational policymakers and legislative bodies to systematise AI policies for legal and ethical actions to enhance quality assurance in the HEI teaching-learning environment. Based on the document analysis, the study revealed that Philippine universities' AI policies exhibit pedagogical, operational, and governance dimensions of the Ecological Education Policy Framework. However, a fourth dimension, the normative dimension, was uncovered as Filipinos uphold cultural diversity, community-oriented practices, and traditional identity. A reflection from a four-part typology of university AI policies and practices shows that Philippine HEIs are between Keepers and Experimenters due to disaggregated AI policies, and at most, left to department-level policymaking. The AI policy implications and AI framework are offered for potential futures of AI in the Philippines.

van Eijck, T., Bredeweg, B., Holt, J., Pijls, M., Bouwer, A., Hotze, A., ... Sprinkhuizen, M. (2025). **Combining hands-on and minds-on learning with interactive diagrams in primary science education.** *International Journal of Science Education*, 47(18), 2413-2433. <https://doi.org/10.1080/09500693.2024.2387225>

Thinking back and forth between observing physical phenomena and developing scientific ideas, also known as hands-on and minds-on learning, is essential for the development of scientific reasoning in primary science education. In the Netherlands, inquiry-based learning is advocated as the preferred teaching method. However, most teachers lack time and sufficient pedagogical content knowledge to adequately provide the teaching required for this. To address this problem, we designed and evaluated science and technology lessons, consisting of hands-on experiments combined with interactive diagrams, aimed at scaffolding primary school students (9–12 years) in the development of their scientific reasoning. Our proof-of-concept uses an online application, that lets students work through the lessons while alternating hands-on and minds-on activities. A study was carried out (n = 490) showing that most students successfully complete the lessons within a standard lesson timeframe. The approach enables students to effectively apply several types of scientific reasoning and to do so more autonomously than in traditional science classes.

Wang, Y., Pi, T., & Xie, B. (2025). **Exploring factors influencing pre-service teachers' intention to use ChatGPT.** *Education and Information Technologies*, 30(16), 23761-23790. <https://doi.org/10.1007/s10639-025-13621-6>

In the AI era, pre-service teachers' acceptance of generative AI tools like ChatGPT critically shapes future educational quality. Grounded in the Expectation-Confirmation Theory (ECT), the current study integrates the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT) to propose a hybrid framework that incorporates Social Influence (SI) and Facilitating Conditions (FC) into post-adoption dynamics. Through a mixed method—surveying 337 Chinese pre-service teachers (analyzed via PLS-SEM) and interviewing 15 participants—we reveal three key findings: (1) SI ($\beta = 0.325$, $p < .001$) and FC ($\beta = 0.294$, $p < .001$) are primary drivers of Sustained Usage Intention (SUI), surpassing traditional ECT variables in explanatory power; (2) Expectation confirmation indirectly strengthens SUI through satisfaction ($\beta = 0.288$, $p < .001$), unveiling a dual cognitive-affective pathway. Theoretically, we advance cross-cultural technology acceptance research by unifying ECT, UTAUT, and TAM. Practically, these insights guide AI tool optimization (e.g., localized interfaces) and policy reforms (e.g., compliant access channels) to bridge innovation and regulatory constraints.

Wei, C. Y. (2025). **Relationality, corporality, and care: towards a meaningful teaching and learning of public speaking with an AI-coaching platform.** *Education and Information Technologies*, 30(16), 23645-23663. <https://doi.org/10.1007/s10639-025-13688-1>

This paper is the result of a research project undertaken at a public university in Singapore. It investigates prevailing student sentiment – their pre-conceptions, expectations, apprehensions, sentiments; how they think and feel – towards using, an Artificial Intelligence (AI) powered coach by the name of Moodie.ai for public speaking, and if meaningful Teaching and Learning (T&L) is at all possible with the use of such a platform. Ten undergraduate participants were recruited to participate in a six-week speaking trial using Moodie.ai. Two Focus Group Discussions were conducted pre- and post-trial. Participants had also to submit three Guided Reflections after the trial along with a minimum of six videos of themselves speaking using the platform along with the corresponding autogenerated feedback. Results show that majority of participants would much rather have a human being as their public speaking instructor. Thematic Analysis of the data found that (1) relationality and corporality of the (human) instructor, particularly his/her face as well as (2) understanding and applying feedback as a form of care are necessary in ensuring that meaningful T&L of the said skill take place in a techno-digitized context.

Wen, Y., & He, S. (2025). **Implementation mechanisms for AR-based inquiry learning through the Lens of motivational design.** *Education and Information Technologies*, 30(16), 22823-22840. <https://doi.org/10.1007/s10639-025-13655-w>

The application of Augmented Reality (AR) in science learning has gained widespread recognition for its potential benefits. Existing studies highlight the role of teachers as cognitive and emotional facilitators in AR-enhanced learning environments. However, limited research has explored the specific teaching mechanisms that support the effective implementation of AR-based learning activities. This mixed-methods quasi-experimental study examined the use of a self-developed AR-supported inquiry learning app in primary science classrooms, analysed teachers' instructional events in terms of the ARCS model and identified four key implementation mechanisms for optimizing AR-supported inquiry learning through case comparisons. The study provides practical recommendations for AR instructional designers and educators to enhance the integration of AR into teaching practices.

Williams, D., & Bower, M. (2025). **The impact of technology-mediated dialogue on critical thinking in the secondary English classroom.** *Education and Information Technologies*, 30(16), 23213-23239. <https://doi.org/10.1007/s10639-025-13680-9>

This study examined the influence of technology-mediated dialogue on the development of critical thinking. A mixed-methods approach with a switching-replication design was used to determine if and how a microblogging platform (Talkwall) influenced critical thinking development in Year 10 students (n=203) completing a media literacy unit over a six-week period. While all students completed a curriculum designed using dialogic pedagogy underpinned by exploratory talk principles, those in the experiment condition were exposed to the microblogging platform which mediated small-group and whole-class discussions. Analysis of the quantitative results involving three repeated measures revealed that dialogic pedagogy without technology was just as effective in influencing critical thinking skills as using the microblogging platform. Thematic analysis of focus group interviews with student (n = 10) and teacher participants (n = 5) revealed that access to diverse perspectives prompted reflection and refutation, and the externalisation of ideas challenged students to evaluate and therefore participate in dialogic activities thus strengthening their critical thinking skills. The efficiency and pace of the lessons mediated by technology were perceived to accelerate information processing.

Wu, H., Zeng, Y., Chen, Z., & Liu, F. (2025). **GenAI competence is different from digital competence: developing and validating the GenAI competence scale for second language teachers.** *Education and Information Technologies*, 30(16), 22567-22591. <https://doi.org/10.1007/s10639-025-13672-9>

Generative artificial intelligence (GenAI) holds significant potential to enhance second language (L2) teaching, with its effectiveness largely determined by teachers' competence to use it. As such, a reliable instrument is required to assess this competence. This study developed and validated the GenAI Competence Scale for L2 Teachers (GAICS-L2T) through a three-phase process involving 933 Chinese L2 teachers. In Phase 1, the scale's initial factors and items were developed by adapting the Digital Competence Framework for Teachers (Dig-CFT) issued by China's Ministry of Education (2022), which outlined five factors: Consciousness, Knowledge & Skills, Application, Responsibility, and Teacher Development. In Phase 2 (n=525), the "Professional Development" factor was removed due to low adjusted correlation coefficients (<0.3) with the total score. Additionally, items related to Skills were excluded due to cross-loadings. As a result, exploratory factor analysis (EFA) identified a refined 24-item scale with four distinct factors—Consciousness, Knowledge, Application, and Responsibility—explaining 78.78% of the total variance. In Phase 3 (n = 408), confirmatory factor analysis (CFA) confirmed the scale's structure, demonstrating an excellent fit. The GAICS-L2T also showed strong validity, reliability, and cross-gender invariance, although it did not support invariance across school levels, suggesting varying perceptions of GenAI among teachers at different educational stages. Overall, the GAICS-L2T proves to be a psychometrically robust tool for evaluating L2 teachers' competence in GenAI.

Wu, J., Pan, J., Zhou, Y., Liu, M., Li, Y., & Huang, R. (2026). **An active instructional approach based on the SAMR framework: Integrating AIGC into undergraduate freshmen learning.** *The Internet and Higher Education*, 68, 101056. <https://doi.org/10.1016/j.iheduc.2025.101056>
The question of how to use artificial intelligence generated content (AIGC) properly to enhance learning among college students is a key concern for contemporary educators.

Although previous studies have discussed the influence of AIGC on college teaching and student learning and its functions in this context, there remains a lack of discussions regarding ways of guiding students' use of AIGC and studies on the specific topic of helping college freshmen use AIGC properly. Based on the substitution, augmentation, modification and redefinition (SAMR) model, this study develops a progressively active teaching framework that integrates AIGC into learning. This framework is used to design learning activities for general education courses targeting freshmen. This exploratory study was conducted in the context of a 16-week course. During the teaching process, AIGC interaction log data and AIGC experience records were collected from students, following which data processing was conducted using the discourse analysis, quantitative statistical analysis, and epistemic network analysis (ENA) methods to obtain the ultimate results of this study: (1) A combination of active teaching with the SAMR model can improve the quality of interactions between students and AIGC; (2) teaching strategies rooted in active learning can enhance students' ability to use AIGC; and (3) improvements in students' technical skills strengthen the quality of their interactions with AIGC. This study makes novel contributions to the literature on active learning strategies for teachers and curriculum designers, and it offers practical guidance for educational practitioners and college students regarding the integration of AI technology into both teaching and learning.

Wut, T., Ka-man Sum, C., & Shun-mun Wong, H. (2025). **Does perceived risk of AI matter? Teachers' AI literacy and institutional support: perspective from self-determination theory.** *Education and Information Technologies*, 30(16), 23271-23293. <https://doi.org/10.1007/s10639-025-13685-4>

Artificial Intelligence (AI), based on neural networks, has been incorporated into higher education curricula in the past few years. It consists of natural language processing, machine learning, and robotics. Students in the higher education sector have been starting to use AI in their learning. However, some teachers still need to be convinced to use AI tools. Hence, teachers' AI ability have to be improved. This study examines the role of institutional support in developing teachers' AI literacy from the self-determination theory perspective. A cross-sectional survey was conducted in August and September 2024 from 123 teachers of a self-finance institution in Hong Kong. It was found that perceived autonomy, and perceived competence were associated with AI literacy. Perceived risk of AI negatively influenced AI acceptance and countered balanced by AI literacy, which was positive associated AI acceptance. AI literacy was associated with the intention to use AI in the teaching practice. AI acceptance partially mediates the relationship between AI literacy and the intention to use AI in teaching. Our paper contributes to the existing literature on how to develop teachers' AI literacy in higher education. Policy makers can facilitate comprehensive support strategies to promote AI adoption, address concerns, fulfill teachers' psychological needs, and minimize perceived risks associated with AI tools.

Xu, L.-J., He, X.-L., Wu, J., Hwang, G.-J., & Wu, H.-H. (2025). **Effects of multimodal peer-feedback-based peer-teaching on pre-service teachers' professional development.** *Education and Information Technologies*, 30(16), 23015-23040. <https://doi.org/10.1007/s10639-025-13641-2>

Exploration of pathways in teacher education is an international trend. Peer feedback and peer teaching are considered effective teacher-education methods. However, traditional peer teaching (TPT) lacks high-quality peer feedback because of the insufficient scaffolding provided to learners. This study proposes a multimodal peer-

feedback-based peer-teaching (MPFPT) approach that combines the advantages of peer teaching and peer feedback and compensates for the disadvantages of rubrics and score-based feedback. This quasi-experimental study employed a mixed methods approach and spanned 16 weeks (N = 60). In the experimental and control groups of pre-service teachers, respectively, the MPFPT and the TPT approaches were used. The results indicated that MPFPT improved pre-service teachers' content knowledge (CK), pedagogical knowledge (PK), technological knowledge (TK), pedagogical content knowledge (PCK), and technological pedagogical and content knowledge (TPCK), but failed to improve pre-service teachers' technological content knowledge (TCK) and technological pedagogical knowledge (TPK). In addition, the MPFPT improved preservice teachers' critical thinking skills. The interview results showed that the approach increased pre-service teachers' learning engagement and reflective learning.

Yang, M., Liang, M., & Lim, C. P. (2025). **Facilitating Conditions and Challenges for Stakeholders' Uptake of the Affordances of E-Portfolio Assessment at a Hong Kong University.** *Asia Pacific Education Review*, 26(4), 1027-1039. <https://doi.org/10.1007/s12564-025-10064-z>

Existing studies have identified the key facilitating conditions for e-portfolio assessment to support students' learning. However, these studies have to adopt a more holistic examination of challenges that stakeholders may encounter when implementing e-portfolios. By reviewing affordances of e-portfolio assessment and contextual influences on e-portfolio implementation through the 'culture-as-garden' metaphor, this paper examines why the facilitating conditions matter and recommends strategies for creating such conditions to enable stakeholders' uptake of the affordances of e-portfolio assessment. Focussing on an e-portfolio assessment initiative in two undergraduate programmes, this study examines how the affordances of e-portfolios are taken up (or not taken up) to support students' learning. Interviews with stakeholders showed how the presence (or absence) of the facilitating conditions influenced their e-portfolio implementation, and the extent to which the affordances of e-portfolio assessment were taken up by stakeholders to support student learning. The stakeholders' narratives revealed a number of challenges that they encountered at the institutional (e.g. a top-down decision-making process of e-portfolio implementation), programme/course (e.g. insufficient teacher guidance and feedback for students), and individual (e.g. teachers' and students' need for technical support) levels. To address such challenges, this paper recommends six strategies for creating the facilitating conditions to assist stakeholders' successful e-portfolio implementation. Theoretical and practical implications and future research directions are discussed.

Yang, S., Zhu, S., Qin, W., Mai, Y., Guo, Q., & Li, H. (2025). **Assessing the impact of problem-based digital learning on mathematics proficiency and creative problem solving for vocational high students.** *Education and Information Technologies*, 30(16), 23791-23816. <https://doi.org/10.1007/s10639-025-13710-6>

Problem-based digital learning (PBDL) has become a popular method in mathematics education. Many researchers have measured its effectiveness in mathematics. However, few studies have rigorously assessed PBDL's effectiveness in vocational high school mathematics courses, and those that have done so have paid limited attention to its impact on students' mathematics proficiency and creative problem solving. Moreover, the measurement approaches used in this existing research make it difficult to monitor the dynamic mastery process of students' abilities. Hence, this study conducted a quasi-experiment on PBDL and used the Multigroup Transition Diagnostic Model (MTDCM) and

the Wald test to explore the effectiveness of PBDL in vocational high school mathematics over time, especially its impact on students' mathematics proficiency and creative problem solving. The findings indicate that: (1) PBDL greatly improves vocational high school students' mathematics proficiency and creative problem solving; (2) While a teacher-centered classroom enhances vocational high school students' mathematics proficiency, it is less effective in fostering their creative problem solving compared to PBDL; (3) As time lapses, mathematics proficiency can be quickly acquired and forgotten, while creative problem solving is harder to acquire and lose. This study confirms the effectiveness of the PBDL in vocational mathematics education, introduces longitudinal assessment to assess pedagogical effectiveness, and provides detailed information on students' ability mastery, which may aid educational stakeholders in refining teaching strategies for vocational education.

Ye, Z., & Liu, H. (2025). **The role of technology in promoting sports participation among college students.** *Education and Information Technologies*, 30(16), 23549-23576. <https://doi.org/10.1007/s10639-025-13669-4>

Engagement in sports activities regularly is one of the most important reasons for good health in contemporary society. Sports education, aided by technological means, is a critical area for increasing students' health and supporting national health goals. The present research discusses the determinants of participation in sports training among college students and investigates how computer-based technologies affect this process. Primary data were gathered by conducting a questionnaire survey of 405 physical education students, where analysis was performed using Confirmatory Factor Analysis and Structural Equation Modeling. Findings indicated that sports participation is influenced significantly by social support (from family and friends), health status, campus facilities and safety, self-efficacy, perceived enjoyment, and self-motivation. Most importantly, the students indicated enhanced motivation and frequency when they employed wearable fitness trackers and mobile applications for monitoring performance. Health status was the most significant determinant of participation. Path coefficients for such associations were substantial (e.g., social support → sports participation: path coefficient = 0.815, $p < 0.01$). The study suggests incorporating digital technologies like fitness trackers and virtual coaching platforms to encourage active lifestyles among college students.

Zhan, Y., Huang, L., & Ba, S. (2026). **Students' interaction patterns of online dialogic peer feedback from a perspective of community of inquiry: An Epistemic network analysis approach.** *The Internet and Higher Education*, 68, 101059. <https://doi.org/10.1016/j.iheduc.2025.101059>

Dialogic peer feedback has been regarded as a powerful approach to improving peer feedback quality and student learning. However, few studies have examined how students interact with each other when negotiating the meaning of peer feedback. To fill in this research gap, this study explored the dialogues between feedback givers and receivers, which were automatically recorded by an online platform in two assessment courses at a Hong Kong university. It used the framework of Community of Inquiry to code the collected dialogues and analyzed them through epistemic network analysis. The results showed a strong connection between triggering event and exploration in the aspect of cognitive presence and the significant involvement of social presence in these connections. Additionally, students' interaction patterns significantly varied by age, gender and feedback dispositions. The findings shed light on how to scaffold online dialogic peer feedback to maximize its learning effects.

Zhang, N., Lao, S., Qiu, Z., Yang, Y., & Ouyang, F. (2025). **The effects of online collaborative environments and scaffoldings on student engagement in collaborative problem-solving process.** *Education and Information Technologies*, 30(16), 22521-22546. <https://doi.org/10.1007/s10639-025-13648-9>

Collaborative problem-solving is a critical 21st-century skill, yet how scaffolding strategies (idea-oriented cognitive stimulation or task-oriented procedural support) shape student engagement across diverse online collaborative environments is insufficiently understood. This lack of understanding makes it challenging to design productive strategies to enhance student learning and collaboration. To address this gap, a 2 × 2 factorial design was used with the factors of online collaborative environment (virtual reality (VR) vs. web-conferencing (WC)) and scaffolding (idea-oriented scaffolding (IS) vs. task-oriented scaffolding (TS)). A multi-method approach was used to examine the effects of online collaborative environments and scaffoldings on student engagement in collaborative problem-solving process. Research revealed that IS enhanced behavioral and social engagement in WC and adjusted cognitive and emotional engagement in VR. Conversely, TS supported behavioral and social engagement in VR and fostered behavioral and social engagement in WC. Additionally, TS promoted more diverse interactions across emotional, cognitive, and social dimensions in different online collaborative environments compared to IS. Based on the results, this research proposed three pedagogical implications for tailoring scaffolding strategies to specific online collaborative environments and three analytical implications to enhance the understanding of student engagement in collaboration.

Zhang, W., Ning, Y., Yu, N., Yao, D., Wu, H., Wu, J., & Fang, B. (2025). **Development and validation of the artificial intelligence self-regulated learning scale (AI-SRLS) for teachers.** *Education and Information Technologies*, 30(16), 22989-23013. <https://doi.org/10.1007/s10639-025-13670-x>

The rapid development of artificial intelligence (AI) has had a significant impact on teachers. In response, teachers need to acquire AI-related knowledge and skills to effectively integrate AI into their teaching practices, thereby enhancing both teaching efficiency and quality. Besides professional training, teachers can further develop their AI competencies through self-learning, where self-regulated learning (SRL) plays a crucial role. However, there remains a lack of SRL assessment tools specifically for teachers learning AI. To address this issue, based on Zimmerman's cyclical phase model of SRL and existing SRL scales, this study developed a 30-item Self-Regulated Learning Scale for Teachers' AI Learning (AI-SRLS). This scale comprises five factors: task planning, self-monitoring, help seeking, institutional support, and self-evaluation. Two rounds of data were collected for the study, with a total of 604 teachers participating. The 248 responses collected in the first round were employed for Exploratory Factor Analysis (EFA), while the 356 responses gathered in the second round were utilized for Confirmatory Factor Analysis (CFA). The results verified the five-factor structure of the AI-SRLS and demonstrated high reliability and validity. Furthermore, a Random Forest Model (RFM) was employed to assess the significance of each factor and item, revealing that the key factors influencing teachers' AI-SRL, in descending order, were task planning, self-evaluation, institutional support, self-monitoring, and help-seeking. AI-SRLS thus provides teachers with an effective self-assessment tool for learning AI, which can facilitate the acquisition of AI knowledge and skills.

Zhang, X., Miskam, N. N., Sazalli, N., & Puteh, M. (2025). **Assessing digital competence among English teachers in higher education: insights from China.** *Education and Information Technologies*, 30(16), 23845-23869. <https://doi.org/10.1007/s10639-025-13713-3>

In today's digital era, it has become essential for educators in higher education to strengthen their digital competence to effectively navigate the challenges brought by the rapid technological progress. Despite the growing importance of this topic, research focusing on the digital competence of English teachers in Chinese higher education remains limited. This study seeks to explore how Chinese English teachers perceive their own digital competence in this context. Utilizing a quantitative approach, data were collected through a survey completed by 371 in-service English teachers working in higher education institutions across China. The dataset underwent analysis through methods such as descriptive statistics, inferential statistics, and confirmatory factor analysis (CFA), which validated the reliability and accuracy of the instrument. Findings revealed that participants generally reported a high level of digital competence. Among the five assessed dimensions, professional development emerged as the strongest area based on average scores, while scientific research demonstrated the weakest performance. Variations in demographic factors revealed that English teachers limited scientific research competence is associated with variables such as gender, educational background, and institutional level. Additionally, disparities in total TDC scores were observed based on educational background, while professional titles influenced scores in the digital resources domain. These findings provide valuable insights for enhancing educators' digital competence. Future investigations should consider examining other intrinsic and extrinsic elements that may impact the digital competence of English teachers in higher education settings.

Zhang, Yidi, Lucas, M., Bem-haja, P., & Pedro, L. (2025). **AI versus human-generated voices and avatars: rethinking user engagement and cognitive load.** *Education and Information Technologies*, 30(16), 22547-22566. <https://doi.org/10.1007/s10639-025-13654-x>

As AI-generated content becomes increasingly prevalent in educational settings, understanding its impact on students remains an urgent yet underexplored issue. Although recent studies have begun to explore AI-generated videos, few have specifically examined the pedagogical potential of combining AI voices and avatars. This study investigates the differences in user engagement and cognitive load induced by AI-generated short videos compared to human-based ones in the context of foreign language learning. Using a 2×2 experimental design, the study explored four combinations: AI voice & AI avatar, AI voice & Human avatar, Human voice & AI avatar, and Human voice & Human avatar. Results from linear mixed models and Fuzzy C-Means clustering revealed that while both AI voice and AI avatar can improve user engagement independently, a significant improvement in engagement is only observed when both voice and avatar are AI-generated. Similarly, while AI voice and AI avatar can reduce extraneous cognitive load independently, a significant reduction in extraneous cognitive load is only observed when both voice and avatar are AI-generated. This study offers valuable insights for integrating AI-generated short videos into foreign language learning and the broader educational landscape, paving the way for AI-generated content and innovative approaches to multimedia learning.

Zhang, Yongxiang, & Yu, Z. (2025). **Emotional attachment as the key mediator: Expanding UTAUT2 to examine how perceived anthropomorphism in intelligent agents influences the**

sustained use of DouBao (Cici) among EFL learners. *Education and Information Technologies*, 30(16), 23897-23919. <https://doi.org/10.1007/s10639-025-13721-3>

Chatbots are becoming increasingly powerful, but there is a lack of research on the impact of their perceived anthropomorphism and perceptions of emotional attachment and trust on the continued use of chatbots. This study extended the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) by incorporating constructs such as perceived anthropomorphism (PA), emotional attachment (EA), trust (TR), performance expectancy (PE), effort expectancy (EE), hedonic motivation (HM), habit (HB), and continuance intention (CI), and surveyed EFL learners in China. We found that (1) PA has a significant positive effect on EA and TR; (2) EA is both a direct and mediating factor that amplifies the effect of PA and has a positive effect on PE, EE, HM, HB, and CI; (3) TR mediates between PA and PE while directly and positively affecting PE, HM, HB, and CI; (4) PE mediates the impact of EA on CI, as well as the effect of TR on CI; (5) PE, HM, and HB directly and positively affect CI; (6) TR does not have a significant effect on EE, and EE has no significant effect on CI; (7) PA exerts greater strength and explanatory power on EA than on TR, and EA also shows stronger influence on CI than TR does. This study highlights the importance of PA, EA, TR, PE, HM, and HB in promoting the continued use of DouBao for English language learning, with EA playing a key role in enhancing the impact of PA. Furthermore, this study uncovers the different underlying mechanisms through which EA and TR affect users' sustained engagement with DouBao for English learning. These findings provide insights to guide the development of more engaging and emotionally resonant chatbots for educational purposes.

Zhao, J., Yao, H., & Zhang, J. (2025). **Investigating factors influencing Chinese teachers' intelligent technology application: extending TAM with NET and IDT.** *Education and Information Technologies*, 30(16), 22649-22676. <https://doi.org/10.1007/s10639-025-13661-y>

By expanding the descriptive perspective of teacher characteristics from traditional personal attributes to social attributes and correspondingly introducing the Network Embeddedness Theory (NET) for support, this study explores the factors that influence teachers' willingness and behavior to use intelligent technologies to assist their teaching. Backed by the structural equation model, the study integrates NET, Innovation Diffusion Theory (IDT) and Technology Acceptance Model (TAM), and develops a structural model containing 12 latent variables such as Relational Embeddedness, Structural Embeddedness, Innovativeness and Security Preference. Subsequently, measurement models for each latent variable are designed to create a survey questionnaire. Data are collected from 367 Chinese university teachers through the questionnaire, and a well-fitted modified structural equation model is obtained. The results show that the factors that have a significant positive impact on teachers' behavioral intention, in descending order of influence, are Compatibility, Perceived Usefulness, Structural Embeddedness and Innovativeness. At the same time, Relational Embeddedness, Career Aspiration, and Perceived Ease of Use significantly and positively influence Perceived Usefulness, while both Perceived Usefulness and Behavioral Intention have a significant positive impact on teachers' actual application of innovative technologies. With the intervention of Network Embedding perspective, this study not only reveals the influence mechanism, but also points out the operational directions for the policy design to promote the application of intelligent technology, such as using teachers' social networks and improving network embeddedness.

Zhao, T., Jian, Z., Zhu, J., Liu, G., Yu, S., & Zhang, P. (2025). **Leveraging BIM technology in vocational education: an Information-Driven teaching reform for prefabricated buildings.** *Education and Information Technologies*, 30(16), 23467-23497. <https://doi.org/10.1007/s10639-025-13659-6>

The integration of Building Information Modeling (BIM) technology in prefabricated buildings (PBs) can fully leverage its advantages of accuracy, industrialization, and informatization. This technology has the potential to accelerate the development of PBs, greatly enhance work efficiency, achieve high engineering returns, and facilitate the sustainable advancement of the construction sector. However, the promotion and implementation of BIM technology in the PB design and construction still face many challenges, in terms of vocational education, a significant reason is mainly due to the lack of a comprehensive curriculum teaching system. Therefore, this paper proposes a teaching reform mode for cultivating relevant professional and technical personnel based on BIM technology for the PB course. The reform focuses on four dimensions: teaching system, teaching content, teaching methods, and teaching assessment. In the teaching reform, the development concept and key technologies of PBs are imparted to students, cultivating their sustainable thinking and behavior, and promoting their awareness of sustainable development across social, environmental, and economic dimensions. Finally, taking the course 'Building Structure' as an example, a two-year teaching experiment was conducted with a group of 78 students specializing in engineering management. Questionnaire research is implemented, and the effectiveness of the teaching reform model is assessed by comparing it with the results from the previous teaching year. Based on the research findings, improvement plans are put forward to further enhance the teaching approach. By implementing these reforms in the engineering management professional PB course, this study aims to provide an effective teaching model for talent cultivation in the sustainable growth of the construction industry.

Zhou, C., Ren, T., & Lang, L. (2025). **The impact of AI-Based adaptive learning technologies on motivation and engagement of higher education students.** *Education and Information Technologies*, 30(16), 22735-22752. <https://doi.org/10.1007/s10639-025-13646-x>

In today's world, where digital technologies are integral to education, studying the effectiveness of Intelligent Tutoring Systems (ITS) is vital for optimizing learning. This study evaluates the Squirrel AI Learning platform's impact on motivation and engagement among higher education students in Shanghai. A survey was conducted with students using Squirrel AI alongside traditional curricula (experimental group, n = 153) and those using only traditional methods (control group, n = 160). The Motivation and Engagement Scale measured outcomes, and an independent t-test compared group differences. Additionally, one-way ANOVA assessed age, gender, and academic performance factors in the experimental group. Results indicated that Squirrel AI positively influenced motivation and engagement, with significant improvements in Self-efficacy, Valuing, Task Management, Failure Avoidance, Uncertain Control, and Self-handicapping. Gender and academic performance showed notable differences, while age had no significant effect. ITS use in higher education can personalize learning, improving effectiveness and enhancing students' motivation and engagement. Universities should consider adopting such systems for large courses to foster individualized, motivated learning experiences. Considering students' demographics and performance will help create learning scenarios that best meet individual students' needs. However, the findings should be interpreted with caution due to the study's short duration and its limited

cultural and geographic scope. Future research is needed to explore long-term effects and generalizability across diverse contexts.

Zhou, J., & Zhang, H. (2025). **Intelligent education: does it signal the future of education? Insights from Chinese social media platforms.** *Education and Information Technologies*, 30(16), 23295-23329. <https://doi.org/10.1007/s10639-025-13679-2>

Generative artificial intelligence (GAI) is leading AI models towards practical applications and real world scenarios, significantly impacting the field of education. This study aims to explore public responses regarding the application of GAI in education and deeply examine the underlying sentiments associated with these perceptions. First, this research mines data from over 40,000 comments on Chinese social media platforms, including Bilibili, Weibo, and Douyin. Next, we employ text analysis methods such as LDA (Latent Dirichlet Allocation) and the SnowNLP model for online public opinion topic mining and sentiment analysis, respectively. The analysis reveals four main themes: human career development, the development of school education, the intelligent future, and the impact on higher education. Unlike the previous studies, this research finds that public attitudes towards the intelligent future in education are more positive than negative. Additionally, the negative attitudes mainly focus on career development and school education, highlighting issues and challenges at both the societal and school levels. These findings hold both theoretical and practical significance for the field of intelligent education. This study reveals the key issues and emotional tendencies of public concern and provides a valuable perspective for understanding the integration of GAI and education. Furthermore, this study provides significant references for education policymakers, technology developers, and educators. By analyzing public needs and concerns, policymakers can better optimize educational technology initiatives and promote the appropriate application of GAI. This article emphasizes the importance of harmonious interaction between the public and artificial intelligence and fosters the advancement of intelligent education towards greater efficiency, intelligence and humanization.

Orientation scolaire et professionnelle

Balilemwa, G. P. (2025). **Factors Affecting the Enrolment in Formal Pre-Primary Education in Tanzania: A Case of Arusha City.** *British Journal of Education*, 13(12). Consulté à l'adresse <https://eajournals.org/bje/vol13-issue12-2025/factors-affecting-the-enrolment-in-formal-pre-primary-education-in-tanzania-a-case-of-arusha-city/>

The purpose of this study was to examine the factors influencing low enrolment in formal pre-primary education in Tanzania, focusing on Arusha city. The study aimed to identify social, cultural, economic, and institutional reasons that lead many children to begin standard one without attending pre-primary education. A qualitative research design was employed using a phenomenological [...]

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

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

Cessac, M. (2025, décembre 10). **« Beaucoup de jeunes de ma génération ne voient pas leur carrière comme quelque chose de central » : les MBA perdent leur hégémonie.** *Le*

Monde. Consulté à l'adresse https://www.lemonde.fr/campus/article/2025/12/10/beaucoup-de-jeunes-de-ma-generation-ne-voient-pas-leur-carriere-comme-quelque-chose-de-central-les-mba-perdent-leur-hegemonie_6656707_4401467.html

Inflation des tarifs, attentes plus fortes en matière de retour sur investissement, concurrence croissante de masters spécialisés et de programmes en ligne... Les jeunes salariés se tournent vers d'autres voies pour propulser leur carrière.

Chen, C., Doyle, J., Sonnert, G., & Sadler, P. M. (2025). **Shrinking gender gaps in STEM persistence: a ten-year comparison of the stability and volatility of STEM career interest in high school by gender.** *International Journal of Science Education*, 47(18), 2453-2473. <https://doi.org/10.1080/09500693.2024.2388880>

To keep abreast with recent developments in young persons' STEM career interests and to anticipate the gender representation in the future workforce, we need to periodically update cohort comparisons of the persistence in STEM career interest among male and female youth. Using two national U.S. samples of first-year college students, collected a decade apart in 2007 and 2017, we found that, at the end of high school, the gender gap in STEM career interest still existed, but had shrunk considerably during the decade. Both genders were more likely to transition into STEM from non-STEM career interests during the high school years in the 2017 cohort than in the 2007 cohort, with females experiencing a steeper increase. Furthermore, females who were initially interested in a STEM career were more likely to persist in a STEM career interest in the 2017 cohort than in the 2007 cohort, whereas males' persistence rates remained the same between cohorts.

Cherng, H.-Y. S., Wei, J., & Moreno, M. (2025). **Is Meeting Enough? Differences in Frequency and Consequences of Academic Advising Appointments Between Marginalized and Mainstream College Students.** *Educational Researcher*, 54(9), 516-527. <https://doi.org/10.3102/0013189X251356501>

Scholars often suggest that marginalized students are less likely to connect with authority figures in college and thus do not reap the benefits those figures offer to mainstream students. To test this assumption, we draw on a data set containing records of every recorded advising appointment over 4 years for students at a large U.S. university system. We find that first-generation students are less likely to meet with academic advisers than continuing-generation students. However, other marginalized groups (racial/ethnicity minority, low-income, international students) are as or more likely to meet with advisers compared to mainstream students. Various groups experience GPA benefits from advising meetings; however, White students experience graduation benefits from advising meetings more than racial/ethnic minorities.

Fridlin, M. (2025). **Mon Master 2025 : les propositions d'admission en master.** *Note flash du SIES*, (2025-32), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/mon-master-2025-les-propositions-d-admission-en-master-100496>

À l'issue de la campagne 2025, 68 % des candidats ont reçu au moins une proposition d'admission sur Mon Master et 56 % en ont accepté une.

González Canché, M. S., & Zhang, C. (2025). **The Community College Transfer and Articulation Network.** *The Journal of Higher Education*, 96(6), 1114-1156. <https://doi.org/10.1080/00221546.2025.2468130>

Over the past three decades, while most community college students aspired to a four-year degree, only about 30% successfully transferred. Despite thousands of transfer

agreements, understanding which institutions, programs, disciplines, and states engage in these partnerships remains limited. Analyzing 16,452 active agreements among community colleges and four-year institutions within and out-of-state, our findings indicate that community colleges and public four-year institutions are pivotal in forming in-state transfer agreements, while out-of-state agreements are driven by private four-year colleges. In-state agreements often focus on key disciplines like business, management, and education, while out-of-state partnerships are more diverse, reflecting varied regional priorities. Though Pennsylvania, New York, Virginia, and Kentucky are the most active states in these partnerships, we observed significant spatial dependence, with neighboring states showing similar participation rates. Surprisingly, we found that statewide transfer policies decreased partnership formation. Institutional proximity and state education levels influence agreements formation, while net migration negatively impacts it. We emphasize that a better understanding of the structure of these agreements is necessary for establishing new or fostering effective partnerships that improve students' chances of a four-year degree attainment. Our takeaways/recommendations may help policymakers enhance or establish these bilateral agreements. Replication code and data are available here <https://cutt.ly/4wMTRV5e>.

Heiskala, L., & Pruel, M. (2025). **The Compensatory Role of Diverse Workplaces: Parental Workplace Educational Composition and Children's Higher Education Enrolment.** *The British Journal of Sociology*, 76(5), 1118-1140. <https://doi.org/10.1111/1468-4446.70013>

Studies consistently find family background differences in educational attainment, with parental education being an important factor in families' educational decision-making processes. Alongside parents' own resources and accomplishments, research has shown that both immaterial and material resources from extrafamilial connections, such as extended family members, are positively associated with children's educational attainment and may compensate for a lack of resources within the immediate family. In this study, we examine the compensatory role of parental workplace ties in shaping children's educational choices. Using full population register data from Finland, we find that children from lower-educated families are more likely to enrol in higher education if they have a parent working among highly educated colleagues. We discuss the importance of diverse environments for educational mobility and aim to shed new light on the role of weak ties in educational decision-making.

Hill, M. S., Baker, R. B., Park, E. S., & Fagioli, L. (2025). **Understanding Student Beliefs and Choices Related to Cross-Enrollment to Square Practice with Theory.** *The Journal of Higher Education*, 96(6), 1086-1113. <https://doi.org/10.1080/00221546.2024.2422761>

College students make repeated course enrollment decisions, which are informed by their beliefs and preferences about course and institutional characteristics. Cross-enrollment, an enrollment pattern in which community college students simultaneously take a class at a 4-year college or university while still enrolled in classes at their community college, poses unique considerations. This article examines community college students' beliefs and preferences related to enrollment on their home campus and at a nearby four-year college. We surveyed 671 transfer-intending students at three California community colleges about their beliefs around the costs and benefits of course-taking at their home community college and a neighboring university. We also conducted a choice-based conjoint experiment to understand how students weigh various factors related to selecting courses at both institutions. We find that community

college students' course enrollment decisions at their home campus are driven by cost and anticipated workload, combined with concerns about academic preparation and access to support. However, concerns about administrative burdens associated with transferring credit between institutions drive students' decisions about course enrollment at a neighboring university. These findings are important for administrators planning course offerings and policymakers seeking to increase rates of cross-enrollment.

Kim, K., Lee, H., & Byun, K. (2025). **Choosing a U.S. branch campus in Korea: a case study of Korean students' decision-making through the trilateral push-pull model.** *Asia Pacific Education Review*, 26(4), 1147-1162. <https://doi.org/10.1007/s12564-025-10089-4>

This study explores the reasons why South Korean students choose to attend an American international branch campus in Korea, focusing on a single case of N University. The research utilizes an extended analytical framework by integrating the concept of global cultural capital with the push-pull theory to offer a comprehensive view of the multifaceted factors influencing their choices at different levels. It was found that students often select an American branch campus as a second choice due to unavoidable constraints, driven by aspirations for greater prestige and recognition. The students' decision-making process is complex, deeply rooted in Korean society's emphasis on educational attainment, the stratified hierarchy of domestic higher education institutions, and the desire to obtain American credentials. Nonetheless, the perceived ambiguous institutional identity of these campuses is identified as a significant deterrent. By applying a trilateral push-pull framework, capturing the dynamic interplay between Korean higher education institutions, United States higher education institutions, and international branch campuses, the study sheds light on the nuanced perceptions and decision-making processes of Korean students toward foreign-affiliated universities operating within their home country.

Noël, I., & Paccaud, A. (2025). **Transition vers la formation postsecondaire de jeunes ayant des besoins éducatifs particuliers en Suisse: (re)défendre ses droits à l'accessibilité.** *Revue hybride de l'éducation*, 9(4), 1-25. <https://doi.org/10.1522/rhe.v9i4.1890>

Cet article s'appuie sur deux études qualitatives menées en Suisse auprès de vingt jeunes ayant des besoins éducatifs particuliers ainsi que de leurs parents. Il décrit et analyse les enjeux et les défis liés à la transition vers la formation postsecondaire pour ces jeunes. Différentes formes d'accessibilité posent question, comme l'accès à une formation postsecondaire ou à une formation certifiante ou le maintien et la mise en place de certains aménagements auxquels ces jeunes ont droit. L'article propose des pistes pour dépasser une vision encore très individuelle et compensatoire des besoins des jeunes et pour cheminer vers des pratiques plus universelles au niveau postsecondaire en Suisse.

Polanco-Jimenez, J., & Witte, K. D. (2025). **Factors influencing STEM participation and effective intervention strategies. ENESET Analytical report.** Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/2fbac4e5-bb8c-11f0-b37f-01aa75ed71a1/language-en>

L'Union européenne (UE) dépend du renforcement de sa main-d'œuvre dans les domaines STEM (sciences, technologies, ingénierie et mathématiques) pour soutenir l'innovation, la compétitivité et les transitions verte et numérique. Or, elle fait face à une pénurie persistante de talents et à une sous-représentation dans ces filières. Ce rapport vise à fournir des données probantes pour orienter les politiques de l'UE destinées à accroître la participation aux filières STEM. Il s'appuie sur un large éventail de recherches

internationales, tout en privilégiant les conclusions issues du contexte européen ou pertinentes pour celui-ci. À cette fin, cette étude s'attache d'abord à identifier les facteurs déterminants qui influencent les décisions de s'orienter vers des études en STEM, aux niveaux individuel, social et institutionnel.

Sheldrake, R., Reiss, M. J., & Lodge, W. (2025). **What do you think being a good scientist involves? School students' views about science, scientific research, and being scientists.** *International Journal of Science Education*, 47(17), 2352-2370. <https://doi.org/10.1080/09500693.2024.2385759>

Students often convey positive perceptions of science and scientists, although fewer express aspirations towards becoming scientists. Students' science identities may link with wider perceptions, including what working as a scientist involves, although less research has explored these perceptions in detail. To gain new insights, questionnaire responses were considered from 289 school students across Year 9 to Year 13 (age 13/14 to 17/18 years old) from England and the island of Guernsey. Many students within the sample felt informed about science and scientific research and developments (67%), but fewer agreed that they saw themselves as scientists now (19%) or in the future (33%). Students' written responses to 'What do you think being a good scientist involves?' were analysed and encompassed themes including: working scientifically; curiosity and discovery; determination, resilience, and perseverance; ability and understanding; interest, passion, and motivation; and openness to new ideas and different views. Some differences in the prevalence of themes were revealed across students with different characteristics, circumstances, and science identities. The findings offer new insight into students' perceptions, to help understand how being a (good) scientist may be more or less feasible for different students.

Politique de l'éducation et système éducatif

Alava, S. (2025). **L'école, la mère des batailles : étude des processus de propagande et d'embrigadement des jeunes par l'ultradroite.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5632>

L'école républicaine française, longtemps perçue comme le socle de la socialisation démocratique, fait aujourd'hui l'objet d'une offensive idéologique d'une ampleur difficile à comparer à celles du passé. Ce constat s'appuie sur plusieurs indicateurs : la multiplication des incidents recensés dans les établissements scolaires, l'essor de campagnes en ligne à forte viralité et la spécificité des nouvelles méthodes d'influence numérique (mêmes, raids coordonnés, marketing d'influence). Les stratégies d'ultradroite s'articulent autour de l'entrisme institutionnel, de la surveillance, du harcèlement, de la mobilisation parentale et de la réécriture idéologique des programmes, notamment via les attaques contre l'éducation « affective et sexuelle » et la dénonciation des enseignements jugés « progressistes ». Ces mouvements exploitent les réseaux sociaux, la « cool attitude » et l'humour pour séduire la jeunesse, tout en orchestrant des campagnes de désinformation et de pression sur les personnels éducatifs. Parallèlement, d'autres groupes (islamistes, évangéliques) participent à la bataille culturelle autour de l'école, contestant certains enseignements et imposant leurs normes. Ces acteurs ne doivent pas être confondus avec l'ultradroite : ils poursuivent des agendas distincts et s'opposent souvent sur d'autres terrains idéologiques.

Albagli, P., & García-Echalar, A. (2025). **Rethinking student loan design: evidence from a price-based reform in Chilean higher education** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://EconPapers.repec.org/RePEc:ehl:lserod:130051>

This paper examines the effects of a major 2012 student loan reform in Chile that reduced interest rates from 6% to 2% and introduced more flexible repayment terms. Unlike studies of initial loan implementation, this reform offers a rare opportunity to examine how changes in the cost of borrowing affect enrollment decisions among already-eligible students. Using rich administrative data and a difference-in-differences design, we estimate the effects of the reform on immediate enrollment, second-year enrollment, and second-year dropout. To strengthen causal inference, we complement our strategy with a difference-in-discontinuities approach that leverages eligibility thresholds. We find a compositional shift in immediate enrollment: university enrollment increases by 2.5 percentage points, offset by an equal decline in vocational institutions, with no effect on overall enrollment. This shift persists into second-year outcomes, where university students exhibit slightly higher dropout and vocational students show improved persistence. These effects are concentrated among students from voucher schools and are absent among students from public schools, likely due to persistent academic and financial constraints. We also find that overall enrollment declines for female students, which may reflect greater risk aversion in response to uncertainty. These findings shed light on how price-based reforms to student loan programs can generate unequal responses across student groups and institutional sectors, offering valuable lessons for the design of equitable higher education financing.

Appadurai, A. (2025). **Discipline and disciplines in the contemporary university.** *PROSPECTS*, 55(3), 345-352. <https://doi.org/10.1007/s11125-025-09721-3>

This article examines the intersection of India's education system, the global skills market, and the evolving discourse on diversity and disciplinarity. It explores India's advantages in youth demographics and English proficiency while highlighting its challenges in producing high-value research and innovation. Also, the paper investigates how diversity, particularly in US universities, has become an institutionalized industry rather than a driver of intellectual pluralism. The rigidity of academic disciplines further restricts knowledge creation and interdisciplinary collaboration. The article argues for a reimagined education model that integrates employability with broader intellectual development, bridges cultural and intellectual diversity, and democratizes research beyond elite institutions. By building interdisciplinary openness and expanding research participation, higher education can better prepare individuals for both economic and societal progress.

Barde, V., & Leclerc, B. (2025). **La performance du système éducatif en France : quels enjeux économiques ?** *Trésor-Éco*, (377), 1-12. Consulté à l'adresse <https://www.tresor.economie.gouv.fr/Articles/2025/12/02/la-performance-du-systeme-educatif-en-france-quels-enjeux-economiques>

Barthes, A. (2025). **Contours du «retour» du politique en éducation et paradoxes de la dépolitisation.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6134>

L'éducation a toujours eu une fonction sociale et politique : d'abord outil d'unification nationale, elle devient, vers 1960, outil de massification et de reproduction des élites. Dans les années 1990, la mondialisation et les organismes internationaux réaffirment son

rôle sociopolitique, mais souvent sous une forme dépolitisée (citoyenneté, développement durable, compétences). C'est pourquoi cet article repositionne les différents sens du politique en éducation et les problèmes qui se posent aux enseignants freinés par des confusions sur la neutralité, l'impartialité et le devoir de réserve. Comprendre les enjeux collectifs et viser la justice (la polis) se distingue de la politiké (l'exercice du pouvoir), et des dimensions partisans. Les tâches enseignantes se complexifient : elles doivent traiter des enjeux transversaux (climat, justice, société) sans réelle formation, avec des contenus scolaires qui privilégient consensus et individualisation, au détriment de l'analyse des rapports de pouvoir. L'article montre aussi les appuis possibles (éducations à, pédagogies critiques, questions socialement vives et des modèles alternatifs comme le bien vivre, les communs, l'anthropocène, etc.) pour réintroduire le politique en classe. La reconnaissance par les enseignants et leurs établissements d'un « retour » aux fonctions sociopolitiques de l'éducation est un enjeu en ce sens que ces acteurs peuvent alors en saisir les contours et s'approprier les possibles à disposition.

Bautier, É., & Delarue-Breton, C. (2025). **De l'éducation de tous à l'éducation de chacun : des changements politiques à bas bruit.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5569>

L'article développe comment, par petites touches plus que par grandes réformes, les décisions politiques ont peu à peu modifié de façon importante, sur les trente dernières années, ce qui constituait les fondements de l'école depuis la création du collège unique : l'importance d'une culture commune, d'un enseignement collectif de savoirs disciplinaires dans une école qui se voulait à distance du monde extérieur. Aujourd'hui, l'école s'ouvre sur son environnement, l'expérience des élèves, des connaissances non disciplinaires, des compétences psychosociales, elle développe l'enseignement individualisé, l'école inclusive, les parcours personnalisés... La question du creusement des inégalités socioscolaires qui accompagne l'ensemble des évolutions étudiées constitue le fil rouge de cette contribution.

Beggs, C., Thukral, H., & Dintilhac, C. (2025). **Improving foundational literacy outcomes: a brief on the components and cost of a 'just enough' model for government-led programming.** https://doi.org/10.35489/BSG-WhatWorksHubforGlobalEducation-RP_2025/002

For many years, education systems have grappled with a persistent learning crisis, whereby large numbers of students complete schooling without achieving foundational literacy and numeracy skills. This insight note argues that in the current setting of reduced funding and persistently low learning outcomes, there is an urgent need to define a minimum, or 'just enough', foundational literacy model – one that is cost-effective and can be delivered through government systems at scale. In response to this need, the authors present a proposed model in this brief alongside estimations of its cost as well as broader strategies to improve cost efficiencies and outcomes.

Bennett, J. S., Fitzpatrick, C., & Trent, S. (2025). **What Have They Done? An Analysis of Data Generation Methods Funded by the Institute of Education Sciences.** *Educational Researcher*, 54(9), 507-515. <https://doi.org/10.3102/0013189X251355601>

On December 2, 2020, the Institute of Education Sciences (IES) published a summary report from their technical working group titled "Increasing Diversity and Representation of IES-Funded Education Researchers." A major barrier to diversifying funded researchers

described was that many scholars did not believe the institute funded researchers “like them.” In this article, we sought to better understand this perception by analyzing funding patterns of IES between the years of 2008 and 2022. Specifically, we analyzed the data generation methods (e.g., quantitative, qualitative, or mixed) funded to better understand IES priorities accordingly. Interpreting our results through a lens of critical race theory, we show that knowledge generated through methods that include stories and narratives are marginalized by IES funding priorities.

Benoît, B., Benoît, H. D., & Trébuq, S. (2025, décembre 8). **La gouvernance par les nombres ne façonne-t-elle pas trop les politiques publiques ?**
<https://doi.org/10.64628/AAK.g4mxs443h>

Omniprésents dans les débats publics, les données numériques apparaissent souvent comme une vérité objective. Peut-on échapper à la gouvernance par les chiffres ?

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

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

Borchio Fontimp, A. **Projet de loi de finances pour 2026 : Recherche.** , Pub. L. No. 144 (2025-2026) (2025). <https://www.senat.fr/rap/a25-144-51/a25-144-51.html>

Bos, M. S., Contreras, D., Schwartz, L., Alfonso, M., Bergamaschi, A., Corena Forero, C. A., ... Paez Trujillo, A. M. (2025). **Heat-proof education in Latin America and the Caribbean** (p. 69). Consulté à l'adresse Inter-American Development Bank website: <https://curated-library.iiep.unesco.org/library-record/heat-proof-education-latin-america-and-caribbean>

This report provides a comprehensive understanding of how extreme heat affects education in Latin America and the Caribbean and what education systems can do to anticipate, respond to, and adapt to its impacts. It examines how high temperatures reduce learning outcomes and disrupt educational trajectories, weakening the development of human capital. Based on empirical evidence, climate projections, and territorial analysis, it identifies the schools, students, and teachers that are most exposed and have the least capacity to respond. It presents strategies to strengthen the resilience of the education sector, including school infrastructure that ensures thermal comfort in the classroom, flexible calendars that avoid exposure to high temperatures, and distance education that guarantees the continuity of service when in-person attendance is not possible. Each intervention is analyzed in terms of cost-benefit, demonstrating that investing in educational resilience generates substantial and sustainable benefits. Finally, the report details how to integrate thermal risk into educational planning and how to sustain the agenda through sustainable financing schemes that combine sector resources, cooperation, and innovative sources. These actions demonstrate that

adapting education to extreme heat is a strategic investment to protect learning outcomes and human capital in the region.

Bouchet, G. (2025). **École privée - école publique : le dualisme scolaire en France : histoire et paradoxes.** Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/ecole-privee-ecole-publique-le-dualisme-scolaire-en-france/80655?srlid=AfmBOoqfeOlwJhaUaBNc0yuiz82XS0gSVf9Y-w_cViRVhk9vBZZgJTQC

Broby, D., Warren, L., & Tsiligiris, V. (2026). **Adaptive Curriculum Design in a Transnational Dual Masters Programme.** *Higher Education Quarterly*, 80(1), e70066. <https://doi.org/10.1111/hequ.70066>

Transnational education (TNE) programmes frequently encounter tensions between maintaining academic rigour and addressing local contextual realities. This case study examines a part-time dual-award MSc in Financial Technology (FinTech), jointly delivered by a UK public university and a private higher education institution (HEI) in the Philippines. Framed through the glonacal agency heuristic, the paper explores how curriculum design and delivery are shaped by global academic standards, national regulatory frameworks and local student needs. Drawing on institutional reflections and student feedback, the study analyses the programme's adaptive curriculum strategy, quality assurance mechanisms and industry-aligned content. The dual-award structure, where each institution confers its own qualification, requires careful coordination to meet the standards of the UK's Quality Assurance Agency (QAA), the UK's Office for Students (OfS) and the Philippines' Commission on Higher Education (CHED). Findings reveal that local agency plays a decisive role in ensuring contextual relevance, particularly for the challenges faced by mid-career professionals balancing part-time study with urban constraints. The paper contributes to the TNE literature by illustrating a practical model of cross-border delivery that integrates academic compliance, student responsiveness and collaborative governance.

Café pédagogique. (2025a, décembre 2). **Pierre Merle : « La responsabilité des politiques publiques est centrale dans l'embourgeoisement du privé ».** Consulté 2 décembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/12/02/pierre-merle-la-responsabilite-des-politiques-publiques-est-centrale-dans-l'embourgeoisement-du-privé/>
« La création de postes d'enseignants dans le privé (+4500 sous le premier quinquennat Macron) a ainsi largement favorisé l'embourgeoisement du privé. Toutes les analyses statistiques que j'ai réalisées et

Café pédagogique. (2025b, décembre 5). **Sections internationales en éducation prioritaire : un levier partiel pour la mixité sociale, selon l'IGESR.** Consulté 5 décembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/12/05/sections-internationales-en-education-prioritaire-un-levier-partiel-pour-la-mixite-sociale-selon-ligesr/>

Peut-on réduire les inégalités et les ségrégations scolaire et sociale par l'implantation de dispositifs d'excellence dans les collèges les plus défavorisés ? Trois ans après le lancement de l'expérimentation, l'Inspection Générale de l'Éducation, du Sport et de la Recherche (IGÉSR) dresse un premier bilan de l'implantation de Sections Internationales (SI) dans les collèges d'éducation prioritaire dans un rapport publié en septembre 2025.

Café pédagogique. (2025c, décembre 15). **Annualisation des services, bivalence, remplacement numérique : la Cour des comptes trace une feuille de route**. Consulté 15 décembre 2025, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2025/12/15/annualisation-des-services-bivalence-remplacement-numerique-la-cour-des-comptes-trace-une-feuille-de-route/>

Le nouveau rapport de la Cour des comptes sur «le temps d'enseignement perdu» sonne comme un avertissement pour l'Éducation nationale. Des milliers d'heures de cours ne sont pas

Canat, S., Monthubert, B., & Benoit, H. (2025). **Présentation du dossier " Vers une université inclusive : les processus collectifs, pédagogiques et technologiques à mettre en oeuvre"**. *La Nouvelle revue – Éducation et société inclusives*, (102), 5-11. <https://doi.org/10.3917/nresi.102.0005>

Cisel, M. (2025). **Mutualisation des ressources de formation au sein de la Ligue de l'Enseignement, une rationalisation organisationnelle à marche forcée ?** *Savoirs*, (69), 57-73. <https://doi.org/10.3917/savo.069.0057>

Claeys-Kulik, A.-L., Jorgensen, T., & Kukuruza, L. (2025). **Universities and competitiveness – A big picture view on the EU's new policy paradigm and the implications for universities**. Consulté à l'adresse https://eua.eu/images/publications/Publication_PDFs/Universities_and_competitiveness.pdf

Que signifie le nouveau paradigme de compétitivité de l'Union européenne (UE) pour les universités ? Pour définir leur rôle et répondre aux impératifs politiques de compétitivité, de sécurité et de prospérité durable, les universités doivent adopter une vision à long terme. Ce rapport dresse un panorama des discours et politiques actuels au sein de l'UE et présente trois scénarios, ou visions d'avenirs alternatifs : la renaissance de l'Europe, une oligarchie technologique sous l'hégémonie américaine, une société fragmentée. Ces trois scénarios se projettent à dix ans dans le futur et décrivent l'impact des événements survenus depuis 2025 sur l'enseignement supérieur et la recherche. Le rapport synthétise également les contributions des dirigeants universitaires. Ces dernières éclairent les conclusions du rapport sur les implications de ce nouveau paradigme pour les universités européennes d'aujourd'hui, notamment sur leur positionnement stratégique et sur les conditions-cadres nécessaires à leur contribution à la compétitivité de l'Europe.

Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2025). **Rapport de suivi de l'éducation et de la formation 2025 : France**. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/ac3c0f3c-bf88-11f0-a612-01aa75ed71a1/language-en>

Le rapport analyse les performances de la France par rapport aux objectifs de l'UE dans l'Espace européen de l'éducation. La France a atteint les cibles 2030 pour l'éducation de la petite enfance, le décrochage scolaire, la formation par le travail et les diplômés de l'enseignement supérieur. Des défis restent à relever pour la maîtrise des compétences de base et l'équité, le milieu socio-économique influençant fortement les acquis. Les programmes pour élèves défavorisés pourraient gagner en flexibilité et en adaptation pédagogique. La demande en main-d'œuvre STIM pousse le gouvernement à augmenter les diplômés et la participation des femmes. La réforme des lycées professionnels de 2023 vise à mieux aligner la formation sur le marché du travail et à faciliter la transition vers l'enseignement supérieur technologique, même si l'adéquation des apprentissages pourrait encore être améliorée.

Conseil supérieur de l'éducation. (2025). **Recherche et formation au collégial: une synergie à promouvoir** (p. 228). Consulté à l'adresse Gouvernement du Québec website: <https://www.cse.gouv.qc.ca/publications/synergie-recherche-50-0570/>

Cet avis s'intéresse aux façons dont les deux volets de la mission des collèges peuvent se nourrir et s'enrichir mutuellement en vue d'améliorer la qualité de la formation et de bonifier l'expérience éducative des étudiantes et des étudiants. En combinant les diverses avenues suggérées dans l'avis, les actrices et les acteurs de l'écosystème de l'enseignement et de la recherche au collégial pourront notamment enrichir l'expérience étudiante, renforcer la qualité de [...]

Cour des comptes. (2025). **Les cités éducatives** (p. 96). Consulté à l'adresse Cour des comptes website: <https://www.ccomptes.fr/fr/publications/les-cites-educatives>

Le programme des cités éducatives, lancé en 2019, vise à créer des alliances éducatives dans les quartiers prioritaires de la politique de la ville (QPV) pour améliorer la prise en charge des jeunes de 0 à 25 ans, en réponse aux difficultés scolaires et d'insertion professionnelle. Piloté par l'agence nationale de la cohésion des territoires (ANCT) et la direction générale de l'enseignement scolaire (DGESCO), il repose sur une gouvernance partenariale associant la préfecture, l'éducation nationale et la commune, dite « troïka », et bénéficie d'une dotation budgétaire pour financer à la fois l'ingénierie et les actions éducatives. Plutôt qu'un dispositif additionnel, il cherche à coordonner les actions existantes de l'éducation nationale, des collectivités et de la préfecture. Étendu de 80 territoires pilotes en 2019 à 210 en 2023, le programme touchait alors 2,6 millions d'habitants en QPV et un budget global annuel estimé à 135 M€. En mai 2025, le Gouvernement a annoncé la labellisation de 40 cités supplémentaires. Dans ce contexte, la Cour des comptes a évalué le programme pour mesurer son déploiement, ses objectifs et son impact local. Dans son rapport, la Cour relève plusieurs observations : Les cités éducatives favorisent la coopération locale et l'intégration de l'éducation nationale, mais leur succès dépend du contexte local. Des risques subsistent (substitution aux crédits de droit commun, dysfonctionnements) et le programme repose fortement sur l'engagement des agents locaux, avec des ressources centrales insuffisamment mobilisées. Les cités éducatives sont un programme ambitieux, déployé selon un calendrier accéléré. La complexité des dispositifs nationaux et l'affaiblissement du pilotage interministériel risquent d'en limiter l'efficacité sans un soutien et une coordination renforcés. En 2024, les dotations des cités éducatives représentent 15 % du budget de la politique de la ville et ont augmenté avec l'extension du programme. Leur attribution, d'abord expérimentale, présente aujourd'hui de fortes disparités et ne reflète pas toujours les besoins des populations les plus en difficulté. L'absence d'évaluation harmonisée limite l'adaptation des financements, pourtant nécessaire pour soutenir l'innovation et la mobilisation du droit commun. Aucune évaluation ne remet en cause le label ni la dotation associée. L'accompagnement national des cités éducatives est globalement satisfaisant, mais la gouvernance nationale pourrait mieux soutenir le déploiement local du programme. Les évolutions que connaîtront les cités éducatives localement, à l'issue des prochaines élections municipales et dans le contexte de la généralisation annoncée, seront un test important de la résilience du programme comme de son efficacité à bâtir des coopérations locales durables, au-delà de la question de sa pérennisation au niveau national.

Cunningham, S., Kim, K., Erfe, S., & Kees, C. (2026). **Advancing Physiotherapy Education in Kenya: Lessons From Sustainable International Academic Collaboration.** *Higher Education Quarterly*, 80(1), e70087. <https://doi.org/10.1111/hequ.70087>

Access to rehabilitation in low- and middle-income countries is limited by workforce shortages, inadequate training and instability. In 2018, AMREF International University (AMIU) partnered with the Jackson Clinics Foundation, based in the United States, to create a programme advancing physiotherapy training in Kenya from a diploma to a bachelor's degree. The first cohort graduated in 2022, with over 100 graduates to date. This qualitative study explored the characteristics of a successful international partnership in advancing physiotherapy education. Interviews were conducted with six faculty members and four administrators, analysed using thematic analysis. Key factors for success included understanding local culture, long-term commitment and transitioning activities to AMIU for sustainability. Challenges included communication issues and tuition costs. The study highlights the importance of cultural sensitivity, effective communication and sustained collaboration for successful international academic partnerships.

Darne, S. (2025). **Politique institutionnelle de formation et éducation à la citoyenneté à l'école primaire française.** *Éthique en éducation et en formation : les Dossiers du GREE*, (18), 113-128. <https://doi.org/10.7202/1121543ar>

Historiquement, la question de l'éducation à la citoyenneté est liée institutionnellement en France avec celle de la transmission des valeurs de la République et de la laïcité. Toutefois, après les événements tragiques de 2015, la France a renforcé son engagement à former les enseignants sur ces thèmes via un plan national de formation. Ce plan, qui inclut des séances en ligne et en présentiel, vise à transmettre les valeurs républicaines, mais laisse des lacunes sur le volet didactique. Cet article explore les défis qui subsistent suite à cette formation pour l'enseignement de la citoyenneté dans les écoles primaires françaises, soulignant qu'une approche éthique collective de la discussion est indispensable, mais difficile à instaurer en raison du manque de temps et des défis de l'hypermodernité. L'article propose également une réflexion sur les conditions nécessaires d'un réel pouvoir agir des équipes enseignantes pour se saisir des questions entourant l'éducation à la citoyenneté.

David, G., & Guyon, R. (2025). **«Face aux changements et aux ruptures, malgré l'affichage de la continuité, nous devons garder la ligne, le cap».** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5876>

Dans cet entretien, Guislaine David revient sur son parcours comme militante et ses engagements syndicaux, notamment à travers son expérience de secrétaire général du Snuipp depuis 2016, très exposé dans la négociation avec le ministère de l'Éducation nationale.

Diallo, I. S., Hejazian, A. S., & Heilporn, G. (2025). **Pratiques inclusives dans les cours de 2e et 3e cycles universitaires : perceptions d'étudiantes et étudiants de l'international sur la mise en œuvre de la conception universelle de l'apprentissage.** *Revue hybride de l'éducation*, 9(4), 1-16. <https://doi.org/10.1522/rhe.v9i4.1856>

Cet article rend compte de la perception de trois personnes étudiantes de l'international inscrites à l'Université Laval sur les apports de la mise en œuvre de principes issus de la conception universelle de l'apprentissage (CUA) dans leurs cours aux cycles supérieurs. Il a été révélé que des pratiques pédagogiques inclusives s'appuyant sur les trois

principes de la CUA répondent aux besoins variés des personnes étudiantes. Toutefois, l'article met en évidence des différences dans l'application de ces principes par les personnes enseignantes. Ainsi, l'adoption de la CUA dans les cours universitaires pourrait devenir un levier pour promouvoir l'inclusion des personnes étudiantes de l'international.

Dubet, F., Draelants, H., & Guyon, R. (2025). « **Nous aurions intérêt à dire ce que nous pouvons exiger de l'école à condition de ne pas tout en attendre pour ne rien en exiger** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5133>

Dans cet entretien, François Dubet revient sur son ouvrage, publié en 2002 *Le Déclin de l'institution*, où il propose une analyse de la transformation profonde de différentes institutions, dont l'école. Plus de vingt ans plus tard, il reprend et actualise les facteurs contribuant à l'affaiblissement du programme institutionnel de l'école, en particulier à travers le flou de son projet.

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

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

Education Outcomes Fund. (2025). **Resources on Selecting Measurement Tools for OBF for ECCE**. Consulté à l'adresse Education Outcomes Fund website: <https://www.educationoutcomesfund.org/post/new-resources-on-selecting-measurement-tools-for-obf-for-ecce>

Measurement is a cornerstone of successful outcomes-based financing (OBF) programmes for early childhood care and education (ECCE). Reliable, culturally appropriate tools ensure that outcomes are accurately tracked, creating the foundation for fair payments, improved programme design, and scalable impact. That's why we are pleased to share this set of resources, which draw on the Education Outcomes Fund's experience and provide a practical guide to measurement tool selection. Technical Brief: Ass

EOF & Oxford Policy Management. (2025). **Adapting Measurement Tools for OBF Programmes for ECCE: Learning from Early Childhood Care and Education Outcomes Funds in Rwanda and Sierra Leone**. Consulté à l'adresse Education Outcomes Fund website: <https://www.educationoutcomesfund.org/post/adapting-measurement-tools-for-obf-programmes-for-ecce>

Selecting the most appropriate measurement tools for an outcomes-based financing (OBF) programme in early childhood care and education (ECCE) is a crucial first step in

ensuring that measurement is both valid and meaningful. However, the process does not end with tool selection. Equally important is the careful adaptation of these tools to the specific context in which they will be applied, taking into account stakeholder priorities, national ECCE policies, and implementation conditions. This ne

European Commission. (2025). **Erasmus+ annual report 2024**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4150> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/eb9511a3-c05a-11f0-a612-01aa75ed71a1>

The Erasmus+ Annual Report 2024 covers the fourth year of implementation of the new programme under the 2021-2027 Multiannual Financial Framework. It outlines the programme's current priorities (inclusion, digital, green, democratic participation) and focuses on the new opportunities offered to participants, while providing insights on its implementation. It reflects on the qualitative and quantitative achievements of the programme in 2024.

European Commission. Directorate general for education youth. (2025). **Education and training monitor 2025: comparative report**. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/30c1ccaa-bfdd-11f0-a612-01aa75ed71a1>

Le rapport annuel de la Commission européenne sur l'éducation et la formation évalue les progrès accomplis par les systèmes d'éducation et de formation de l'Union européenne (UE) afin d'atteindre les sept objectifs adoptés dans le cadre de la résolution du Conseil de 2021 relative à un cadre stratégique pour la coopération européenne en matière d'éducation et de formation en vue de la création d'un espace européen de l'éducation. L'édition 2025 du rapport sur l'éducation et la formation est axée sur les STIM (sciences, technologies, ingénierie et mathématiques). Cette orientation répond directement au plan stratégique pour l'éducation STIM, qui fait partie de l'Union des compétences et qui reflète l'appel à remédier à l'insuffisance de talents dans ces domaines, comme le souligne le rapport Draghi. Un vivier suffisant de professionnels qualifiés en STIM est essentiel pour préserver et renforcer la compétitivité, l'autonomie stratégique et le leadership technologique de l'UE. Comme le souligne le rapport, les systèmes d'éducation et de formation dans toute l'UE, dès la petite enfance, jouent un rôle crucial pour garantir un approvisionnement constant en spécialistes qualifiés.

Ferhat, I. (2025). **L'éducation à la laïcité est-elle politique ? Retours sur une évidence pédagogique récente**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6129>

La laïcité est devenue une partie intégrante des contenus d'enseignement des écoles françaises durant les dernières décennies, et ce sur l'ensemble de la scolarité obligatoire. Cette évolution a été alimentée par les conflits d'origine religieuse dans l'espace scolaire depuis les années 1980. Cependant, cette éducation a des objectifs pouvant parfois apparaître contradictoires. Le premier est la volonté d'apaiser les tensions, avec une forte dimension de climat scolaire. Le second est celui de la promotion de « valeurs de la République », avec une dimension plus politique.

Fialaire, B. **Projet de loi de finances pour 2026 : Enseignement technique agricole**. , Pub. L. No. 144 (2025-2026) (2025). <https://www.senat.fr/rap/a25-144-32/a25-144-32.html>

Fozing, I., & Bomda, J. (2025). **Réformes de l'enseignement supérieur et développement socioéconomique: Les réformes LMD/BMD au Cameroun**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/reformes-de-l-enseignement-superieur-et-developpement-socioeconomique/80361>

L'adhésion inéluctable des universités africaines aux réformes LMD (Licence-Master-Doctorat) / BMD (Bachelier-Master-Doctorat) a-t-elle produit les effets escomptés, particulièrement sur le développement socioéconomique? Dans cet ouvrage, les auteurs répondent à cette préoccupation en s'intéressant spécifiquement à l'exemple camerounais. Ils ont recours à une méthodologie mixte qui associe aux questionnaires, les entretiens individuels, les groupes de discussion, l'analyse documentaire, la revue de littérature et une observation in situ. Ils mobilisent surtout leurs savoirs expérientiels et leurs « regards situants ». Les résultats interpellent sur la propension des États africains à copier des politiques éducatives extérieures sans prendre préalablement en compte les défis et les spécificités propres à leurs contextes. Les auteurs discutent et formulent alors des suggestions d'amélioration de l'existant.

Frazer, M. M., Adam, T., Godwin, K., Mackintosh, A., & Haßler, B. (2025). **Transforming Teacher Deployment: Lessons from a matching algorithm tool**. <https://doi.org/10.53832/edtechhub.1114>

An output of the EdTech Hub, <https://edtechhub.org/>

Garnier, L. (2025). **Reflections on the United Nations Transforming Education Summit**. *PROSPECTS*, 55(3), 309-316. <https://doi.org/10.1007/s11125-025-09719-x>

This article explores challenges and solutions related to transforming education, as outlined at the Transforming Education Summit. It focuses on the transformation of four key elements of education: having enough and adequate schools, sufficient quality and innovative teachers, a learner-centered curricula and pedagogical strategy, and the capacity to harness the digital revolution for education. It argues that, in order to achieve such a transformation at scale it is necessary to increase the amount of resources invested in education. Despite significant global education investment, there remains a stark inequality in funding between high- and low-income countries. The article argues that investing more equitably and efficiently in education is essential to overcoming this paradox and achieving sustainable development. It calls for both national efforts and international cooperation to break free from poverty traps and address systemic challenges to education.

Giannini, S. (2025). **Reimagining the futures of education**. *PROSPECTS*, 55(3), 299-307. <https://doi.org/10.1007/s11125-025-09740-0>

This article, drawing on UNESCO's 2021 report *Reimagining Our Futures Together*, argues that three key transitions are crucial for building inclusive, collaborative, and equitable education systems. First, education must shift from exclusion to inclusion, addressing systemic disparities in access and quality. Second, it should move from competition to cooperation, building collective action to tackle global challenges like climate change and the digital revolution. Finally, education must evolve from elitism to solidarity, ensuring it serves as a true equalizer rather than reinforcing existing inequalities. By reimagining education through these transformative transitions, it can become a powerful driver of sustainable and just futures for all.

Global Education Monitoring Report Team, African Centre for School Leadership, Association for the Development of Education in Africa, & Forum for African Women

Educationalists. (2025). **Spotlight on basic education completion and foundational learning in Africa, 2025: lead for foundational learning** (p. 177). Consulté à l'adresse UNESCO website: <https://curated-library.iiep.unesco.org/library-record/spotlight-basic-education-completion-and-foundational-learning-africa-2025-lead>

Godwin, K., Cameron, E., Dube, G., Frazer, M., Adam, T., & Haßler, B. (2025). **Shifting power dynamics in education decision-making: Investigating the role of a matching algorithm to improve teacher deployment in Sierra Leone**. <https://doi.org/10.53832/edtechhub.1103>

This paper is one of a series of research studies in the project on the Impact of GIS-Supported Teacher Allocation in Sierra Leone led by EdTech Hub and research partners Fab Inc. and the Learning Generation Initiative. In this study, we generate new evidence and insights from Sierra Leone, where the government has recently shifted to a centralised, tech-enabled teacher deployment process, which used a preference matching algorithm. This paper seeks to understand how these changes impacted decision-making on teacher allocation, while a companion paper, focusing on a quantitative analysis of the research, titled « Data-Driven Teacher Deployment in Sierra Leone », examines the practicalities of the same process to understand the impact of the matching algorithm on equitable teacher allocation and other policy goals. See the related resources below for a link to the companion paper. An output of the EdTech Hub, <https://edtechhub.org/>

González Canché, M. S., & Zhang, C. (2025). **The Community College Transfer and Articulation Network**. *The Journal of Higher Education*, 96(6), 1114-1156. <https://doi.org/10.1080/00221546.2025.2468130>

Over the past three decades, while most community college students aspired to a four-year degree, only about 30% successfully transferred. Despite thousands of transfer agreements, understanding which institutions, programs, disciplines, and states engage in these partnerships remains limited. Analyzing 16,452 active agreements among community colleges and four-year institutions within and out-of-state, our findings indicate that community colleges and public four-year institutions are pivotal in forming in-state transfer agreements, while out-of-state agreements are driven by private four-year colleges. In-state agreements often focus on key disciplines like business, management, and education, while out-of-state partnerships are more diverse, reflecting varied regional priorities. Though Pennsylvania, New York, Virginia, and Kentucky are the most active states in these partnerships, we observed significant spatial dependence, with neighboring states showing similar participation rates. Surprisingly, we found that statewide transfer policies decreased partnership formation. Institutional proximity and state education levels influence agreements formation, while net migration negatively impacts it. We emphasize that a better understanding of the structure of these agreements is necessary for establishing new or fostering effective partnerships that improve students' chances of a four-year degree attainment. Our takeaways/recommendations may help policymakers enhance or establish these bilateral agreements. Replication code and data are available here <https://cutt.ly/4wMTRV5e>.

Graff, M., Latournerie, C., Blondiaux, L., & Guyon, R. (2025). **Expérimenter la démocratie : un enjeu pédagogique et civique**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6322>

Dans cet entretien croisé, Marguerite Graff et Caroline Latournerie, toutes deux enseignantes d'histoire-géographie, partagent un projet pédagogique consistant à

organiser les élections européennes au lycée. Loïc Blondiaux, professeur en sciences politiques, propose une analyse sur le dispositif au regard de ses travaux sur la participation citoyenne.

Graves, D. L. (2025). **Financial Aid as Whiteness as Property: Implications for Research and Practice.** *The Journal of Higher Education*, 96(6), 936-958. <https://doi.org/10.1080/00221546.2024.2422759>

In this article, I demonstrate how financial aid is a valued property of whiteness. Utilizing critical race theory, critical race policy analysis, and whiteness as property, I examine how financial aid has historically and continues to be valued and protected as a benefit for white people. I apply characteristics of property expectations and the function of exclusion to the history of financial aid and contemporary federal student aid processes to demonstrate how federal policy laid the groundwork for a financial aid process that continues to impede People of Color. I rely upon the examples of the GI Bill, aid applications, income verification, and satisfactory academic progress policies to illustrate where and how racist inequities exist within the financial aid process. I conclude the article with implications for applying a critical race perspective to research, policy, and practice with the goal of recognizing how racism influences financial aid administration.

Grosperin, J. **Projet de loi de finances pour 2026 : Enseignement scolaire.** , Pub. L. No. 144 (2025-2026) (2025). <https://www.senat.fr/rap/a25-144-31/a25-144-31.html>

Guixuan, S., & Wenyu, L. (2026). **Comparative Discursive Analysis of University Mission Statements: Insights From Chinese and American Higher Education.** *Higher Education Quarterly*, 80(1), e70093. <https://doi.org/10.1111/hequ.70093>

In the context of globalisation and ongoing educational reforms, universities are of increasing importance as central platforms for knowledge creation and talent cultivation. The mission statements articulated in institutional narratives play a crucial role in shaping the cultural identity and public image of universities. This study applies Corpus-Assisted Critical Discourse Analysis (CACDA) to examine the 'About' sections of 147 'double first-class' Chinese universities and the top 150 US universities. Using AntConc for keyword, collocation and concordance analysis, this study identifies recurrent rhetorical strategies and sociocultural themes in institutional self-narratives. We outline a stratified systemic functional transitivity module to connect clause-level choices with identity work in mission texts. The findings reveal that while Chinese and American universities emphasise a global vision and research excellence, Chinese institutions place a stronger emphasis on national identity and cultural heritage. In contrast, American institutions focus more on liberal education and community engagement. These differences reflect distinct cultural, economic and political contexts in higher education, offering insights for cross-cultural academic collaborations. The study contributes to higher education research and practice by linking corpus patterns, clause-level realisations and organisational identity claims in mission discourse. This combined linguistic approach not only deepens theoretical understanding of identity construction in higher education but also informs more effective institutional communication.

Hares, S., & Rossiter, J. (2025). **Sustaining global education finance: Protecting learning amid aid cuts.** https://doi.org/10.35489/BSG-WhatWorksHubforGlobalEducation-RI_2025/008

As of 2022, 70% of ten-year-olds in low- and middle-income countries could not read and understand a basic text. In Sub-Saharan Africa, learning poverty often exceeds 80%, while public education budgets are under severe and mounting pressure. In this context, international aid, although often modest compared to domestic spending, remains vital. Yet aid to education is being squeezed within the wider aid system. In 2023, education disbursements reached a record \$16.7 billion, but education's share of overall official development assistance (ODA) fell from about 7.4% in 2014 to 5.8%. The outlook is for further tightening. Major bilateral donors, including the United States and the United Kingdom, have signalled substantial retrenchment. This insight note takes these pressures as its starting point. Section 1 sets out macro trends in global aid allocations over the decade since 2014, showing how crisis-linked categories have outpaced traditional development sectors, with education losing relative ground. Sections 2 through 5 analyse the structure, distribution, and sub-sectoral composition of education aid, examine donor dynamics, and model four plausible funding trajectories to 2026. Sections 6 and 7 then explore what those scenarios mean for individual countries, particularly those with high levels of learning poverty or strong aid dependence, and outline strategies that education finance advocates can adopt to mitigate the risks.

Ionescu, M. (2025). **Increasing participation in early childhood education and care in Europe. ENESET Ad hoc report.** Consulté à l'adresse <https://data.europa.eu/doi/10.2766/7655667>

Les pays européens se sont engagés de manière significative à développer l'éducation et l'accueil de la petite enfance (EAPE) comme fondement de l'apprentissage tout au long de la vie et de l'inclusion sociale. Cependant, les enfants vulnérables (vivant dans la pauvreté, roms, migrants, en situation de handicap ou à risque d'exclusion) y participent moins et bénéficient donc moins de ses avantages. Le rapport examine les mesures efficaces pour augmenter leur participation, notamment chez les moins de 3 ans. Les stratégies clés incluent : la garantie d'un droit légal à l'EAPE et le développement de l'offre, amélioration de l'accès financier, la facilitation de la transition entre congé parental et EAPE, la suppression des freins involontaires et la garantie de la qualité et l'inclusion des services.

Jiang, C., Zhang, L., & Wang, Y. (2025). **Integrating natural language processing techniques with LDA topic modeling: Deconstructing the evolution of media discourse on educational modernization ideology.** *Education and Information Technologies*, 30(16), 23419-23466. <https://doi.org/10.1007/s10639-024-13289-4>

This study employs the technique of Latent Dirichlet Allocation (LDA) thematic modeling to analyze the textual data of the People's Daily from 1949 to 2024 to explore the trajectory of China's educational modernization and its interactions with media narratives. Educational modernization refers to the evolution of the education system at the political, technological, and cultural levels, while the media, as a policy participant, influences educational policymaking by shaping public perceptions and policy discussions. The study divides this period into three phases: the period of political stability and socialist construction from 1949 to 1984; international cooperation from 1985 to 2014; and a focus on personalized learning and sustainable development from 2015 to 2024. Through keyword analysis, word cloud visualization, and theme weighting, the study reveals the key role of the media in the modernization of education from political orientation to information technology integration and ultimately to the cultivation of comprehensive competence. The results of the study profoundly reveal the complexity

and multidimensionality of China's education modernization, which is an important reference value for future education development. This study provides a unique perspective to understand the complexity and multidimensionality of China's education modernization through the LDA thematic modeling technique, especially in terms of how media narratives shape education policies and public perceptions, which fills a gap in existing research.

Laborde, V. (2025). **L'ambivalente autonomie de l'administration scolaire face au politique : le cas des politiques de laïcité.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5482>

À partir d'une ethnographie de l'administration scolaire française, cet article interroge les effets de la politisation de l'action publique sur les pratiques professionnelles, en prêtant en particulier attention au dispositif de signalement des « atteintes à la laïcité » à l'école. Il met en lumière l'ambivalence de l'autonomie administrative à l'égard du politique : les cadres intermédiaires de l'Éducation nationale (chef·fe·s d'établissement, personnels en rectorats et inspections d'académie, en l'occurrence investis dans la mise en œuvre des politiques de laïcité scolaire) sont pris en étau entre les prescriptions émanant des représentant·e·s politiques et leur éthos de service public. S'ils intègrent certaines injonctions communicationnelles et sécuritaires à leur travail quotidien, ils n'en développent pas moins une capacité de traduction, de contournement et de résistance aux directives ministérielles. L'analyse éclaire les tensions entre loyauté institutionnelle, éthique professionnelle et respect des injonctions gouvernementales, dans un champ d'action publique faiblement institutionnalisé, mais fortement investi par le politique.

Lewicki, J., & Kierznowski, Ł. (2026). **New Policy in Doctoral Education in Poland. First Conclusions of Implementing Doctoral Schools.** *Higher Education Quarterly*, 80(1), e70074. <https://doi.org/10.1111/hequ.70074>

In Poland, doctoral education remained outside the mainstream of public policy interest for many years. The 2018 reform is the first major change in the systemic approach to education at this level. Significant deregulation at the national level has introduced new requirements for conducting doctoral education and the need for its new organisation. The reform aimed to decrease the number of doctoral candidates while enhancing the quality and effectiveness of PhD education. For the first time in history, doctoral education has begun to be subject to a real external evaluation of its quality, too. The legal status of PhD candidates was also redefined, aligning them more closely with young researchers. The 2018 Act granted universities considerable autonomy in organising doctoral schools, resulting in diverse structural solutions and management models. Doctoral education is also influenced by the new rules of scientific evaluation and the instability of rules in this area; financing of the science and higher education sector; and first experience in conducting doctoral schools. The paper analyses the adopted system solutions against the background of policy changes in Europe. It also presents the initial conclusions from the implementation of new systemic solutions.

Malet, R., & Marcel, J.-F. (Éd.). (2025). **Les nouveaux défis de l'évaluation. Recherche en éducation, résultats et politiques des savoirs.** Consulté à l'adresse <https://www.cepadues.com/livres/sciences/information-communication/1817-les-nouveaux-defis-de-l-evaluation-9782383952190.html>

Dans son acception habituelle, évaluer consiste à documenter et à caractériser (à l'aide de résultats) les écarts entre un attendu (en termes d'objectifs) et un obtenu (en termes

d'éléments empiriques collectés) en vue d'alimenter une prise de décision. Dès lors, la recherche en éducation, quand elle se trouve interreliée à l'évaluation, privilégie un lien spécifique avec les champs sociaux professionnels ou politiques et principalement avec les acteurs de cette prise de décision. Ce lien ouvre l'espace de la participation qui se trouve polarisée, en fonction de ses modalités, entre l'expertise (au service de l'aide à la décision des dirigeants et positionnée dans une posture plutôt d'extériorité par rapport à l'organisation) et la consultance (au service de l'accompagnement des acteurs et positionnée dans une posture plutôt d'intériorité par rapport à l'organisation). Sur cette base, les apports de cet ouvrage se déploient selon quatre plans. Le premier, politique, se focalise sur le décryptage, la restauration et l'affirmation du lien entre recherche en éducation et action publique, au travers de l'évaluation. Les enjeux de ce lien ouvrent le deuxième plan, méthodologique, qui l'opérationnalise au travers des modalités et perspectives de la recherche participative. Il est complété par les conséquences et les défis concernant, troisième plan, la posture du chercheur-évaluateur engagé dans ce type de démarche. Le quatrième plan, épistémologique, réaffirme que la recherche participative fournit une contribution effective au développement des savoirs scientifiques en se préoccupant, avec rigueur et exigence, de ses résultats. Cet ouvrage est destiné à un lectorat concerné par les liens entre recherche et évaluation et par le statut des résultats mobilisés. Il englobe les chercheurs, les étudiants, les responsables associatifs ou administratifs, les chefs d'entreprise, les élus politiques sans oublier, bien sûr, les experts, les évaluateurs, les conseillers ou autres consultants.

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Chapitre 4 - Expertise et recherche scientifiques au service de la gestion des systèmes éducatifs

Markovich Morris, E., Lieblich, M., & Nóra, L. (2025). ***Building partnership where families, schools and communities stand together in Sierra Leone*** (p. 24). Consulté à l'adresse Center for Universal Education at Brookings website: <https://curated-library.iiep.unesco.org/library-record/building-partnership-where-families-schools-and-communities-stand-together-sierra>

Recognizing the important role that families play in their children's education, the Government of Sierra Leone has designated family and community engagement as a key pillar of their current education policies, frameworks, and plans. The Basic and Senior Secondary Education Act (2023), National Policy on Radical Inclusion in Schools (2021), and Education Sector Plan (2022-2026) all include efforts to build greater family, school, and community engagement (FSCE) in education. Despite the Ministry of Basic and Senior Secondary Education's (MBSSE) efforts to support greater partnerships between families and schools, little data on FSCE exist in Sierra Leone. To provide a clearer picture of the FSCE landscape in Sierra Leone, the MBSSE and the Center for Universal Education at the Brookings Institution initiated mixed-methods and community-based research with two civil society organizations—EducAid and Rising Academies—that work directly with

government schools in Sierra Leone. The purpose of this research is to provide key recommendations for the MBSSE and partnering institutions on how to build family, school, and community partnerships that are sustainable, equitable, and inclusive while supporting students and schools to thrive

Mayta Huiza, D. A., Jinchuña Huallpa, J., Chambi Palero, A., Flores Arocutipa, J. P., & Luján Minaya, J. C. (2025). **Administrative decentralization policies and developments in educational quality management in Peru**. *Frontiers in Education*, 10, 1694697. <https://doi.org/10.3389/feduc.2025.1694697>

The objective of the research was to determine the relationship between decentralized policies, techniques, and human resources directly related to improving educational quality and the influence of supervisory actions and information and communication technologies in the Local Educational Management Unit of Puno, Peru, 2023. It is quantitative in approach, non-experimental in design, and causal explanatory, with a sample of 203 collaborators who were given a questionnaire. The analysis was performed using SEM-PLS. The findings reveal that the implementation of administrative management decentralization policies is still too weak to achieve educational quality ($R^2 = 0.034$), while the impact of the mediating variables of supervision and the use of information and communication technologies is very significant and strong ($f^2 > 0.35$) in the direct relationship between decentralized management policies and educational quality management. It is concluded that ongoing supervision and the implementation of information and communication technologies are important for improving educational quality management and administrative activities.

Merryweather, J., & Pham, C. (2025). **Education in national adaptation plan processes**. Consulté à l'adresse <https://napglobalnetwork.org/wp-content/uploads/2025/11/napgn-en-2025-education-nap-processes.pdf>

Le rapport examine comment 62 plans nationaux d'adaptation — feuilles de route climatiques que les pays élaborent pour analyser leurs risques, définir des priorités et financer l'adaptation — intègrent l'éducation. Il montre que, malgré des références fréquentes aux écoles, peu de pays évaluent réellement la vulnérabilité du secteur ou planifient des actions complètes. Les mesures portent surtout sur les curricula, rarement sur les infrastructures ou la continuité éducative. Les enfants et les jeunes sont souvent cités comme vulnérables mais peu impliqués. Le rapport recommande de renforcer l'engagement des ministères de l'Éducation, le financement et les indicateurs dédiés.

Miani, M. (2026). **Glocal Tensions in Transnational Higher Education in China: The Case of a Foundation Year in a Sino-Foreign Cooperative University**. *Higher Education Quarterly*, 80(1), e70085. <https://doi.org/10.1111/hequ.70085>

The paper argues that glocalisation can offer an interpretative lens to understand transnational education and it applies this perspective to a case study of a foundation year delivered through a transnational partnership in China. It builds on the literature that frames transnational education in China as a hybrid or cultural mixture, largely shaped by a regulatory framework that requires educational partnerships in the mainland to involve both local and overseas institutions. The concept of glocalisation fosters analytical strategies that examine the different ways in which local, national and global forces interpenetrate, refract and generate tensions. The case study demonstrates that a foundation year in China is not simply a replication of similar formats developed in the United Kingdom. Through examples of tensions surrounding the use of English as a

medium of instruction, attendance monitoring, the reception of Equity, Diversity and Inclusion (EDI) ideals, and the development of AI policies, the study highlights significant processes of divergence between the foundation year delivered at the Chinese campus and similar programmes at the overseas institution. The paper concludes that individual agency and creativity play a key role in mediating these tensions within local arrangements.

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

Le programme Aspie-Friendly, devenu Atypie-Friendly, est né de travaux initialement indépendants dont la rencontre a donné lieu au développement d'un projet original apparu au milieu des années 2010. Ces travaux sont, d'un côté, ceux de la stratégie nationale de l'enseignement supérieur, de l'autre côté, ceux des plans autisme. Comment cette rencontre s'est-elle opérée et que dit-elle sur ce programme ? Dans cet article, nous présentons le contexte dans lequel le projet a été créé et nous citons plusieurs sources inédites. Nous abordons plusieurs enjeux majeurs du projet et ouvrons vers le besoin de structuration d'un nouveau champ scientifique.

Moulin, L. (2025, décembre 13). **Scolarité : Le privé fait-il mieux que le public ?** <https://doi.org/10.64628/AAK.mfvcs5rpf>

Les meilleurs résultats des écoles privées viennent-ils d'un « effet » propre au privé ou reflètent-ils avant tout la composition sociale plus favorisée de ses élèves ?

Ngo, F. (2025). **The Expansion of Corporate-Sponsored Tuition Benefits to America's Low-Wage Workers.** *Educational Researcher*, 54(9), 546-556. <https://doi.org/10.3102/0013189X251355548>

This article documents the expansion of corporate-sponsored tuition benefit (CSTB) programs from the managerial class to America's low-wage workers and considers how the goals and design of CSTB programs square with those of college access programs. Because CSTBs simultaneously have the goals of college access, employee retention, and return on investment, I focus on variation in program components, including which workers are eligible, where benefits can be used, and what performance requirements exist to get and maintain the benefit award. I use ideal-type analysis to offer a typology of CSTBs found among large low-wage employers and outline potential research directions that can support college attainment, social mobility, and well-being for the low-wage workforce enrolled in CSTB programs.

OCDE. (2025). **Perspectives de l'OCDE sur les compétences 2025 : Développer les compétences du XXI^e siècle pour tous.** *Perspectives de l'OCDE sur les compétences*, 2025. <https://doi.org/10.1787/455ad4a8-fr>

Le premier quart du XXI^e siècle est marqué par des chocs et des transformations profondes qui redéfinissent les systèmes économiques et sociaux. Face à ces changements rapides, individus, entreprises et pouvoirs publics disposent de peu de temps pour s'adapter, ce qui génère des incertitudes. Des disparités se font jour, et souvent se creusent, entre les personnes à même de développer et de mobiliser les compétences fondamentales du XXI^e siècle et d'en tirer profit, et celles qui sont laissées de côté. Au-delà de leurs effets individuels, les inégalités d'accès au développement des compétences freinent la croissance économique du fait de la sous-utilisation du capital humain. Les disparités constatées sur le marché du travail ont des déterminants

multiples : le milieu socioéconomique influence principalement les possibilités offertes de développer ses compétences, tandis que les écarts entre hommes et femmes sont davantage liés aux différences dans l'utilisation et le rendement des compétences à travers le choix du domaine d'études et la concentration dans certaines professions. Enfin, l'influence du lieu de résidence et de l'origine immigrée se fait essentiellement sentir dans les différences de ressources familiales. Si le rendement des compétences est élevé, le principal défi pour les pouvoirs publics consiste à veiller à ce que chacun ait les mêmes possibilités en matière de développement, de reconnaissance et de valorisation des compétences sur le marché du travail. Dans un contexte où la demande de compétences évolue plus rapidement que les cycles traditionnels de l'action publique, il convient, pour lever les obstacles et favoriser une croissance durable, d'investir dans la formation continue et de mettre en place une gouvernance souple, reposant sur l'analyse des données et les signaux du marché du travail.

OECD. (2025). **Vocational Education and Training Systems in Nine Countries**. <https://doi.org/10.1787/1a86eb6c-en>

OECD : Organisation for Economic Co-operation and Development. (2025a). **Re-building trust in international development co-operation**. Consulté à l'adresse https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/10/re-building-trust-in-international-development-co-operation_59dc7ed0/9b2b1660-en.pdf

Le soutien public, politique et financier à la coopération internationale au développement est fragile et en déclin : l'aide publique au développement (APD) a déjà baissé de 9 % en 2024, et l'OCDE prévoit une nouvelle baisse de 9 à 17 % en 2025. La communication peut jouer un rôle clé : elle permet de rassurer les citoyens sur l'utilisation des fonds, de combattre la désinformation et de mobiliser autour des objectifs de développement durable. Pour restaurer la confiance, l'OCDE recommande trois axes stratégiques : refondre les récits : éviter les narratifs polarisants pour privilégier des valeurs de solidarité et d'investissement mutuel ; repenser les stratégies de campagne ; mettre à jour les compétences des communicants.

OECD : Organisation for Economic Co-operation and Development. (2025b). **Vocational education and training systems in nine countries**. Consulté à l'adresse https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/10/vocational-education-and-training-systems-in-nine-countries_6169d7a2/1a86eb6c-en.pdf

Les pays mettent en œuvre l'enseignement et la formation professionnels (EFP) du secondaire supérieur de diverses manières. Ce rapport décrit les systèmes d'EFP du secondaire supérieur selon sept dimensions dans neuf pays, fournissant une base de données actualisée et détaillée sur les similitudes et les différences entre les systèmes dans le monde. Les dimensions analysées sont : 1) la place de l'EFP dans le système éducatif et les parcours d'accès et de sortie de l'EFP ; 2) les programmes et l'évaluation ; 3) l'apprentissage en milieu professionnel dans les programmes scolaires ; 4) les types de prestataires. 5) les qualifications et le perfectionnement professionnel des enseignants et formateurs de l'enseignement et de la formation professionnels ; 6) la gouvernance ; et 7) le financement. Un chapitre est consacré à chacun des neuf pays : Autriche, Danemark, Finlande, Allemagne, Pays-Bas, Norvège, Singapour, Suède et Suisse.

Ouzoulias, P., Bacchi, J., & Corbière Naminzo, E. **Reconnaître pleinement le statut du doctorat**. 154 (2025-2026), (2025). <https://www.senat.fr/dossier-legislatif/ppl25-154.html>

proposition de loi visant à reconnaître pleinement le statut du doctorat dans l'emploi et dans les concours de la fonction publique

Paccaud, O. **Projet de loi de finances pour 2026 : Enseignement scolaire.**, Pub. L. No. 139 (2025-2026) (2025). <https://www.senat.fr/rap/l25-139-313/l25-139-313.html>

Palmer, R. (2025). **Strengthening resilience in technical and vocational education and training: a guide for sector planners.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000396592?posInSet=10&queryId=N-18c09b2d-6c86-459d-b9f1-be648fabb6a3>

En 2024, environ 116 millions de personnes ont nécessité une aide humanitaire en raison des conflits, du climat et des urgences sanitaires. Face à ces crises, le secteur de l'éducation et de la formation doit s'adapter rapidement. Renforcer la résilience de l'enseignement et de la formation techniques et professionnels (EFTP) est crucial pour répondre aux conflits, déplacements, instabilités économiques, perturbations numériques, urgences sanitaires et catastrophes climatiques. Les systèmes d'EFTP peuvent aider les individus à s'adapter, se relever et contribuer au développement durable. Ce guide présente un modèle centré sur l'apprenant, basé sur un cycle préparation-réponse-reprise, afin de renforcer l'adaptabilité, l'inclusion et la résilience des systèmes d'EFTP dans un contexte mondial en mutation.

Paoli-Gagin, V., & Rapin, J.-F. **Projet de loi de finances pour 2026 : Recherche et enseignement supérieur.**, Pub. L. No. 139 (2025-2026) (2025). <https://www.senat.fr/rap/l25-139-323/l25-139-323.html>

Pendola, A., & Liu, H. (2025). **Comparing cultures of school leadership effectiveness: rural leadership behaviors between China and the U.S.** *Asia Pacific Education Review*, 26(4), 997-1013. <https://doi.org/10.1007/s12564-025-10053-2>

This study investigates whether rurality characterizes a distinct school leadership domain that transcends national contexts. While previous studies have recognized ways in which school leadership practices impact student learning outcomes, few have examined ways in which rurality, leadership actions, and student learning manifest across different cultural contexts. We compare the actions of rural principals in China and the United States and their impact on student achievement using 2015 PISA data with a two-level hierarchical linear modeling approach. Results suggest that leadership actions are significantly different between countries, with more minor patterns distinguishing rural principals. Results suggests that while the rural principalship is in some ways distinct, it is highly bound within its cultural context. The insights gained from this research can be valuable for developing policies and programs that are culturally sensitive and contextually appropriate to principal needs, and further help define the nature of the rural principalship cross-culturally.

Pereira, J. (2025). **Evaluating arts education policies: cultural redistribution and school remediation** (Theses, Institut d'études politiques de paris - Sciences Po). Consulté à l'adresse <https://theses.hal.science/tel-05313457>

Music education is often associated with extrinsic benefits such as improved cognitive, executive, and socio-emotional skills. While observational data frequently shows positive correlations, the causal nature of these links remains debated. This thesis evaluates the impact of a music education program targeted at young disadvantaged children in the northern suburbs of Paris. The program — funded by a private foundation — integrates

two to three weekly violin lessons into the regular school schedule over four years, aiming to enhance children's academic performance. Using a mixed-methods, quasi-experimental design, this study analyzes nine waves of data collected over four years, encompassing approximately 1900 children from 57 schools. Applying entropy balancing as a statistical weighting technique, this study identifies a positive effect on academic performance in preschool. However, by the end of grade 2, the program has a significant negative impact on reading skills, particularly among students from lower socioeconomic backgrounds. Qualitative interviews and classroom observations contextualize these findings, highlighting variations in program implementation and teacher engagement. This thesis contributes to discussions on the role of arts education in addressing educational inequalities and raises concerns about the opportunity cost of school time. If overall instructional time is not increased, adding extra content and activities within the school schedule may inadvertently hinder foundational learning, particularly for disadvantaged students.

Poisson, M., & Jorgoni, E. (2025). **Open school data in European education systems** (p. 92). Consulté à l'adresse Council of Europe website: <https://curated-library.iiep.unesco.org/library-record/open-school-data-european-education-systems>

The Council of Europe's Education Department has released a new publication in its ETINED series: *Open School Data in European Education Systems*. Produced in collaboration with UNESCO's International Institute for Educational Planning (IIEP-UNESCO), this study offers the first comprehensive overview of open school data initiatives across States Parties to the European Cultural Convention. The report highlights how making school-level information accessible to the public strengthens transparency, accountability, and integrity in education. It reviews practices in 19 countries, identifies challenges such as data quality, technological limitations, and privacy concerns, and showcases innovative approaches from countries including France, Lithuania, and the United Kingdom. Key recommendations call for the development of common principles, stronger data quality standards, public consultations, and training programmes to build data literacy. By linking open school data to the Council of Europe's Education Strategy 2024–2030 "Learners First" and the Reykjavik Principles for Democracy, the report underlines the role of data in building democratic, participatory, and corruption-resilient education systems.

Polanco-Jimenez, J., & Witte, K. D. (2025). **Factors influencing STEM participation and effective intervention strategies. ENESET Analytical report**. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/2fbac4e5-bb8c-11f0-b37f-01aa75ed71a1/language-en>

L'Union européenne (UE) dépend du renforcement de sa main-d'œuvre dans les domaines STEM (sciences, technologies, ingénierie et mathématiques) pour soutenir l'innovation, la compétitivité et les transitions verte et numérique. Or, elle fait face à une pénurie persistante de talents et à une sous-représentation dans ces filières. Ce rapport vise à fournir des données probantes pour orienter les politiques de l'UE destinées à accroître la participation aux filières STEM. Il s'appuie sur un large éventail de recherches internationales, tout en privilégiant les conclusions issues du contexte européen ou pertinentes pour celui-ci. À cette fin, cette étude s'attache d'abord à identifier les facteurs déterminants qui influencent les décisions de s'orienter vers des études en STEM, aux niveaux individuel, social et institutionnel.

Pons, X. (2025a). **La politisation des politiques d'éducation : formes et défis pour les acteurs.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5420>

Même si les politiques d'éducation, leur conception comme leur mise en œuvre ou leur évaluation, constituent inévitablement une question politique, celles-ci peuvent être plus ou moins « politisées », c'est-à-dire plus ou moins soumises à la compétition entre professionnels de la politique ou exposées à la discussion de fond sur les valeurs à leur fondement. Cet article pointe ainsi une tendance à la forte politisation des politiques d'éducation contemporaines en France et il en distingue plusieurs formes : la requalification des problèmes éducatifs au-delà du seul secteur de l'éducation ; la dépolitisation (forme bien paradoxale) ; le surinvestissement politique des acteurs chargés de leur mise en œuvre ou encore, à une échelle plus individuelle, les interrogations que se posent les acteurs en matière de politique éducative personnelle. L'article conclut alors à l'intérêt de penser des espaces dans lesquels peuvent être travaillés sereinement et froidement les modes de construction d'un éthos public démocratique.

Pons, X. (2025b). **Temporalités des réformes et acteurs de l'éducation : une discussion du concept de fast-politique.** *Raisons éducatives*, 29(1), 207-228. <https://doi.org/10.3917/raised.029.0207>

Remisiewicz, Ł. (2026). **Metrics as Proxies: A Theoretical and Empirical Study of Reasonings Based on Bibliometric Indicators.** *Higher Education Quarterly*, 80(1), e70095. <https://doi.org/10.1111/hequ.70095>

Increasingly, reviewers are asked to engage with citation-based indicators, yet we know little about how those numbers are actually translated into judgements. This article builds on an extensive literature review in which the author identifies "chains of reasoning" that connect metrics with factors such as quality, prestige, recognition, and career potential. The study analyses 174 negative habilitation review reports (2012–2021) from four disciplines in Poland—Art History, Sociology, Mathematics, and Materials Engineering—to map how reviewers reason with metrics in practice. We identify and code passages where quantitative indicators are transformed into qualitative claims and reconstruct the "chains of reasoning" that link numbers to evaluative conclusions. The prevalence of metric-based reasoning varies sharply by field—from about 4% of reviews in Art History to 71% in Materials Engineering—while Mathematics and Sociology occupy intermediate positions. Across disciplines, metrics are interpreted primarily as signals of recognition or visibility and influence or uptake; direct inferences from metrics to intrinsic quality are comparatively rare. Reviewers sometimes inspect citation contexts (e.g., self-citations) and time lags, but explicit reflexivity about the limitations of indicators is infrequent. Crucially, metrics never stand alone: even the most metric-intensive reviews combine numbers with content-based critique. We catalogue nine recurring reasoning types and show how a uniform policy that mandates attention to metrics yields heterogeneous, discipline-specific evaluative practices. The article advances scholarship on responsible research assessment by explaining how metrics travel from numbers to judgements and by offering practical guidance: use indicators as contextual evidence, make interpretive assumptions explicit, and calibrate benchmarks to disciplinary evaluative cultures.

Shaheed, F. (2025). **About the right to education and human rights.** *PROSPECTS*, 55(3), 317-328. <https://doi.org/10.1007/s11125-025-09717-z>

This article critically examines key challenges to realizing the right to education for all, underscoring both the progress made and the enduring obstacles that persist. Three interconnected issues are explored: the undervaluation of teachers, the erosion of academic freedom, and the rapid digitalization of education. Teachers face poor working conditions, low pay, and limited professional autonomy, contributing to a global teacher shortage. Academic freedom, essential for intellectual growth and societal advancement, is increasingly curtailed by political and ideological pressures. Meanwhile, the digitalization of education, while offering new opportunities, risks exacerbating inequalities, compromising privacy, and promoting the privatization of education. The article calls for the reimagining of education as a lifelong human right, supported by policies that prioritize teachers, safeguard academic freedom, and ensure equitable digital access.

Si, H. (2026). **Higher Education Evolution in China: A Systematic Review of the Internationalisation of Higher Education in China.** *Higher Education Quarterly*, 80(1), e70088. <https://doi.org/10.1111/hequ.70088>

China's higher education system has been reshaped by economic globalisation, national development priorities and growing international competition. Guided by Knight's framework of internationalisation and policy transfer theory, this paper employs a systematic literature review to examine the historical evolution, major policies and global implications of internationalisation and transnational higher education (TNHE) in China. The findings highlight a persistent balance between openness to global practices and the safeguarding of sovereignty, security and economic development. Early reforms relied on importing foreign models, while contemporary strategies emphasise selective adaptation and hybridisation, producing a distinctive model of 'China-led internationalisation'. This model integrates global perspectives into domestic frameworks while extending China's academic and cultural influence internationally. The study contributes to international higher education research by showing that policy transfer in China is not passive imitation but an active process of negotiation and innovation, positioning China as both a recipient and a global influencer.

Sirisankanan, A., & Kananurak, P. (2025). **Social Security Schemes, Economic Crisis, and Child Education: An Empirical Study During the COVID-19 Pandemic in Thailand.** *Australian Economic Papers*, 64(4), 417-434. <https://doi.org/10.1111/1467-8454.70006>

This study first examined the function of social security schemes in moderating the adverse effects on child education of unemployment among household members. Using data from the 2019 non-crisis period and the 2021 crisis period from the Thailand Socio-Economic Survey, two-step estimation models were employed due to the presence of a large number of censored observations. In addition, the validity of the results was supported by utilizing an instrumental variable approach to address the possibility of an endogeneity problem. Of greater importance, the negative effects of unemployment were moderated when unemployed household members were covered by social security schemes. The results show that the negative impact of unemployment on educational spending was significantly larger during the 2021 crisis period compared to the 2019 non-crisis period. To further verify the mitigating role of SSS, the robustness of the results was also checked by including an interaction term between unemployment and SSS in two-stage decision models, along with additional control variables.

Skledar Matijevic, A., Schmidt, N. Š., & Farnell, T. (2025). **Equity and inclusion in higher education: mapping policy approaches and gaps in evaluation. ENESET Ad hoc report.** Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/81634ea2-bb97-11f0-b37f-01aa75ed71a1/language-en>

Ce rapport a pour objectif d'aider les décideurs à renforcer l'équité et l'inclusion dans l'enseignement supérieur, en améliorant l'accès, la progression et la réussite de tous les étudiants, en particulier ceux issus de milieux sous-représentés, défavorisés ou vulnérables. Il s'est d'abord attaché à recenser, à l'échelle européenne, les politiques dont l'efficacité a été démontrée, mais les évaluations disponibles se sont révélées rares et le suivi souvent insuffisant. Pour pallier ce manque, le rapport met donc en avant les approches politiques prometteuses actuellement mises en œuvre dans les systèmes européens d'enseignement supérieur pour favoriser davantage l'équité et l'inclusion.

Steiner-Khamsi, G. (2025). **Learning from elsewhere: A hundred years of policy learning revisited.** *PROSPECTS*, 55(3), 371-379. <https://doi.org/10.1007/s11125-025-09722-2>

This article discusses four significant changes in lesson drawing, policy learning, or policy borrowing. Thematically, the issue of educational expansion has preoccupied policy-makers worldwide for the past hundred years. They have been eager to learn from experiences elsewhere, initially how others decentralized the finance and management of schooling to enable universal access and later how they addressed the fallout of decentralization reforms, notably inequity and quality erosion. Regarding the modalities of policy learning, the 'travelling observer' has been replaced by myriad digital platforms that propagate best practices and 'actionable' policy recommendations. As a consequence of the decentralization of governance and finance and, in some countries, structural adjustment policies, the drivers of policy borrowing have shifted from ministries of education to a wide range of stakeholders, including ministries of finance, offices of presidents and prime ministers, and private foundations and businesses. Finally, changes in the objects of emulation or reference societies reflect a spatial reconfiguration of a special sort. Along with countries in the same geopolitical or cultural space, the education systems of league leaders in international large-scale assessments, such as Finland, Korea, and Singapore, have become objects of policy attraction for both OECD and non-OECD countries.

Swindell, A., & Radford, K. (2025). **Addressing Cross-Cutting Themes in the Use of Education Technology and Digital Learning in Southeast Asia: Recommendations for policy, practice, and research.** <https://doi.org/10.53832/edtechhub.1111>

An output of the EdTech Hub, <https://edtechhub.org/>

Templeton, S., Cloney, D., Knowles, S., & Schwantner, U. (2025). **Pathways to stronger early learning assessments and global reporting** (p. 6). Consulté à l'adresse Australian Council for Educational Research website: <https://curated-library.iiep.unesco.org/library-record/pathways-stronger-early-learning-assessments-and-global-reporting>

This policy brief aims to assist governments and development partners in creating and enhancing assessments of early childhood learning and development to inform the creation of evidence-based policies and practices. It draws on the Global Education Monitoring (GEM) Centre's Monitoring learning in the early years: A review of early childhood assessments to support global monitoring.

Tsiligkiris, V. (2026). **Reframing Transnational Education Through Institutional Logics: The THRIVE Framework for Sustainable and Equitable Partnerships.** *Higher Education Quarterly*, 80(1), e70091. <https://doi.org/10.1111/hequ.70091>

This conceptual paper responds to growing concerns that Transnational Education (TNE) has become dominated by market imperatives, leading to persistent challenges around equity, localisation, legitimacy, and long-term sustainability. To address these issues, the paper introduces THRIVE, a design-oriented conceptual framework that reconceptualises TNE as a logic-blending system grounded in Institutional Logics Theory (ILT). THRIVE comprises five interdependent pillars—Holistic Engagement, Resilience, Inclusivity, Viability, and Equity—which together enable institutions to align market objectives with academic standards, public-good mandates, and community expectations. The paper synthesises existing literature to critique traditional TNE models and to articulate the theoretical foundations of THRIVE, demonstrating how it operationalises ILT through mechanisms such as co-governance, curriculum co-design, revenue sharing, and inclusive access strategies. Its analytical and practical value is illustrated through four hypothetical case studies representing mainstream TNE models, showing THRIVE's dual function as a planning tool for new initiatives and a turnaround mechanism for existing partnerships. By embedding social legitimacy and developmental alignment alongside financial sustainability, the framework offers a blueprint for reorienting TNE towards equitable, context-responsive, and resilient global engagement. The paper concludes with implications for institutional strategy and regulatory policy, positioning THRIVE as a foundation for future reform in the governance of transnational higher education.

Tsiligkiris, V., Vishwanath, K., & Cheah, J. E.-T. (2026). **A Model to Evaluate the Financial and Operational Risk of the UK Universities.** *Higher Education Quarterly*, 80(1), e70094. <https://doi.org/10.1111/hequ.70094>

The UK higher education sector plays a pivotal role in economic and societal development, generating significant financial returns, fostering innovation and addressing workforce needs. However, the sector faces mounting challenges threatening its financial and operational resilience. These challenges include declining real-term domestic tuition income, increasing reliance on volatile international student markets, and escalating operational costs. This study develops a framework to assess the financial and operational risk of UK universities, employing indicators such as liquidity days, net operating cash flows, recruitment power and student satisfaction rates. Using data from 2016 to 2023 and linear regression models for projections, and machine learning random forest for validation, the study categorises universities into four risk tiers: Stable, Moderate Risk, At Risk and Critical Risk. Findings reveal a substantial proportion of universities are in moderate to high operational risk tiers, with financial vulnerabilities projected to increase, particularly under declining international enrolments. The interplay between financial and operational risks exacerbates sector-wide instability, threatening long-term viability. The study highlights the urgent need for diversified revenue streams, cost efficiency and strategic interventions to mitigate risks. This framework offers actionable insights for policymakers and university management, ensuring institutions maintain their critical contributions to the economy and society amidst an evolving higher education landscape.

UNESCO BIE : Bureau international d'éducation. (2025). **Guide «pas-à-pas», pour élaborer ou réécrire un cadre d'orientation curriculaire: pour une transformation**

systémique et endogène du curriculum. Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000396600>

Le Cadre d'Orientation Curriculaire (COC) est le document central du curriculum, définissant sa vision, ses finalités, ses principes et ses grandes orientations. Ce guide accompagne les pays dans la conception ou la mise à jour d'un COC, base d'une transformation curriculaire systémique. Il propose une méthodologie flexible mais rigoureuse, permettant de produire un document clair, ancré dans les valeurs nationales, et structurant pour guider programmes, outils pédagogiques, évaluations et pratiques enseignantes. Illustré par des expériences en Afrique francophone, il fournit des repères méthodologiques sans être prescriptif, afin que chaque pays adapte le COC à ses ambitions et réalités éducatives.

UNESCO Global Education Monitoring Report Team. (2025). **Spotlight on basic education completion and foundational learning in Africa, 2025: Lead for foundational learning.**

Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000395697/PDF/395697eng.pdf.multi>

L'initiative Lead for foundational learning souligne l'importance des directeurs d'école et de leur leadership et des autorités locales pour améliorer les résultats d'apprentissage au début du primaire. A partir d'une enquête des directeurs d'environ 300 écoles et de représentants des parents et d'entretiens avec les autorités de cinq pays (Cameroun, Côte d'Ivoire, Kenya, Maroc et Zimbabwe), le rapport analyse les résultats d'apprentissage en Afrique où seuls 10,8% des enfants atteignent le niveau minimal en lecture et en mathématiques en fin de primaire. Il examine aussi les politiques de leadership scolaire (Nigeria, Rwanda), les politiques linguistiques en Algérie, le financement du préscolaire au Cap-Vert, les programmes d'alimentation au Mali, les cadres nationaux d'évaluation, l'engagement communautaire, les curriculums basés sur les compétences ou le financement des infrastructures scolaires primaires en Afrique.

UNESCO IIEP regional Office for Africa. (2025). **Rapport d'état du système éducatif national du Sénégal** (p. 295). Consulté à l'adresse UNESCO website: <https://curated-library.iiep.unesco.org/fr/library-record/rapport-detat-du-systeme-educatif-national-du-senegal>

Ce document constitue le tout premier Rapport d'état du système éducatif national (RESEN) du Sénégal. Son élaboration a été rendue possible grâce à la mobilisation et à l'engagement de l'équipe technique nationale, avec l'appui financier du Partenariat mondial pour l'éducation, ainsi que la coordination et le soutien technique du Bureau régional multisectoriel de l'UNESCO pour l'Afrique de l'Ouest à Dakar et du Bureau régional pour l'Afrique de l'Institut international de planification de l'éducation. Ce RESEN dresse un état des lieux des forces et des faiblesses du système éducatif sénégalais sur plusieurs dimensions, en s'appuyant sur les données factuelles les plus récentes. En mettant en lumière les principaux défis, il constitue une base précieuse pour orienter les politiques éducatives dans les années à venir.

UNESCO IIPE : Institut international de planification de l'éducation. (2025). **Rapport d'état du système éducatif national du Sénégal.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000396417/PDF/396417fre.pdf.multi>

Ce premier rapport d'état du système éducatif national (RESEN) sénégalais en dresse les forces et les faiblesses, mettant en lumière les défis (pauvreté et inégalités, vulnérabilité aux crises, insuffisance des ressources publiques, 40 % des 6-16 ans hors du système, inclusion des enfants avec handicap, progrès insuffisants dans les acquis, sous-utilisation des ressources pédagogiques ...) afin d'orienter les futures politiques. Malgré

d'importants progrès (scolarisation à tous les niveaux, investissements publics, innovations), le système reste entravé par de profonds défis structurels (dynamique démographique, inégalités socio-économiques et géographiques, insuffisante qualité des apprentissages). Le RESEN analyse la scolarisation et l'efficacité interne, les coûts et financement, l'inclusion et l'égalité filles-garçons, l'éducation de base des jeunes et des adultes, l'EFTP et le supérieur.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture, Union africaine, & UNICEF : Fonds des Nations unies pour l'enfance. (s. d.-a). **L'éducation en Afrique: accès équitable, couverture éducative et achèvement. Note thématique 2.**

Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000396391_fre

Cette note se concentre sur l'éducation en Afrique, spécifiquement l'accès équitable, la couverture et l'achèvement des cycles scolaires. Elle souligne que l'Afrique a la population non scolarisée la plus importante au monde, avec des disparités importantes basées sur les revenus et le genre, qui s'accroissent aux niveaux secondaire inférieur et supérieur. Malgré des progrès dans la scolarisation primaire, la note met en évidence des défis persistants, tels qu'un faible taux d'achèvement et des facteurs multiples, dont la pauvreté et les conflits, qui entravent l'accès à une éducation de qualité. Le texte propose des recommandations holistiques et présente des initiatives pays (comme l'abolition des frais de scolarité au Ghana et des programmes alternatifs) visant à atteindre les objectifs de développement durable (ODD 4) d'ici 2030.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture, Union africaine, & UNICEF : Fonds des Nations unies pour l'enfance. (s. d.-b). **L'éducation en Afrique: éducation de la petite enfance et préparation à la scolarité. Note thématique 1.**

Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000396390_fre

Cette note souligne l'importance de l'éducation de la petite enfance (EPE) en Afrique pour la préparation scolaire et la réduction des inégalités de développement. Elle identifie des constats et principaux défis, notamment les disparités d'accès marquées selon la richesse et le lieu de résidence, malgré une tendance globalement positive. Le texte présente également des solutions et initiatives pays variées (comme en Côte d'Ivoire, au Maroc et au Kenya) visant à améliorer l'accès et la qualité des programmes d'EPE. Enfin, la note propose six recommandations clés, axées sur l'établissement de normes de qualité, le renforcement de l'équité, l'augmentation du financement et le développement des capacités professionnelles, pour atteindre les objectifs fixés par l'Union Africaine et les ODD.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture, Union africaine, & UNICEF : Fonds des Nations unies pour l'enfance. (s. d.-c). **L'éducation en Afrique: EFTP et compétences de la vie courante, note thématique 3.** Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000396392_fre?posInSet=49&queryId=N-8a2d6f93-6b7c-4bc2-b4e4-1cf5015cf570

L'EFTP et les compétences de la vie courante sont considérés comme des outils importants pour réduire le chômage des jeunes en Afrique, en comblant le fossé entre l'éducation et l'emploi. L'objectif est d'outiller la jeunesse pour un marché du travail en rapide mutation et hautement compétitif, ce qui a le potentiel d'impacter favorablement la réduction de la pauvreté et le développement durable. L'accès à l'EFTP reste stagnant en Afrique subsaharienne et une proportion significative de jeunes (25 %) ne sont ni en éducation, ni en emploi, ni en formation (NEET). Pour répondre à ces

défis, la note présente plusieurs objectifs (ODD 4 et CESA 16-25), des initiatives nationales de pays comme le Bénin et Madagascar, et propose des recommandations visant à améliorer les liens entre l'éducation et le marché du travail.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture, Union africaine, UNICEF : Fonds des Nations unies pour l'enfance, & UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (s. d.). **L'éducation en Afrique : l'enseignement supérieur, note thématique 4.** Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000396393_fre?posInSet=47&queryId=N-8a2d6f93-6b7c-4bc2-b4e4-1cf5015cf570

Cette note propose une analyse des enjeux et des opportunités de l'enseignement supérieur sur le continent africain. Elle souligne l'importance cruciale de ce secteur pour la transformation socioéconomique, notamment en termes de compétitivité mondiale et de réduction des inégalités, tout en notant la croissance exponentielle des inscriptions et des institutions au cours des dernières décennies. La note met en lumière des défis persistants tels que le déficit de qualité, les inégalités d'accès - particulièrement en fonction du genre et du niveau de richesse - et le décalage entre les programmes éducatifs et les besoins évolutifs du marché du travail. La note présente également des objectifs clés et des initiatives comme le Programme des Centres d'Excellence de l'Enseignement Supérieur en Afrique (ACE), qui vise à renforcer les capacités dans les domaines STEM, l'agriculture et la santé. Enfin, le texte fournit des recommandations pour améliorer la gouvernance, l'équité, le financement et la pertinence des parcours d'apprentissage.

UNESCO : United Nations Educational, Scientific and Cultural Organization. (2025). **Recommendation on education for peace, human rights and sustainable development: an implementation guide.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000396358?posInSet=4&queryId=N-b1c91361-8074-4440-952e-e5f363fa0b90>

Ce guide de mise en œuvre est le premier d'une série d'outils destinés à aider les professionnels de l'éducation à analyser et à mettre en œuvre la Recommandation sur l'éducation à la paix et aux droits de l'homme, la compréhension internationale, la coopération, les libertés fondamentales, la citoyenneté mondiale et le développement durable, adoptée par les 194 États membres de l'UNESCO en 2023. Cette Recommandation demeure le seul instrument normatif international qui définit comment l'éducation peut et doit contribuer à instaurer une paix durable et un développement durable. Le guide propose des pistes d'action concrètes, des bonnes pratiques et des ressources sélectionnées pour différents niveaux et types d'enseignement.

UNESCO : United Nations Educational Scientific and Cultural Organization, Global Partnership for Education, Research Consortium on School Health and Nutrition, UNESCO Chair in Global Health and Education, UNICEF : United Nations Children's Fund, Programme, W. F., ... UNESCO : United Nations Educational, Scientific and Cultural Organization. (2025). **Transforming education through health and well-being: a briefing note.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000396443?posInSet=1&queryId=N-EXPLORE-e63c7cde-8606-44b3-a1dc-5054d067068c>

Des environnements d'apprentissage sains, sûrs et inclusifs sont essentiels à une éducation de qualité. Cette note d'information plaide pour intégrer la santé et le bien-être dans les politiques et la planification éducatives afin que tous les apprenants

puissent s'épanouir et atteindre leur potentiel. Basée sur des données mondiales, des outils et des expériences nationales, elle montre que renforcer la santé et le bien-être scolaires améliore les apprentissages, favorise l'équité et accroît la résilience. En complément du manuel de l'UNESCO, elle situe la santé et le bien-être dans une vision holistique visant à transformer l'éducation.

UNESCO : United Nations Educational Scientific and Cultural Organization, Global Partnership for Education, Research Consortium on School Health and Nutrition, UNESCO Chair in Global Health and Education, UNICEF : United Nations Children's Fund, World Food Programme, ... World Health Organization. (2025). **Integrating health and well-being into education policy and planning: a handbook**. Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000396442?posInSet=2&queryId=N-EXPLORE-e63c7cde-8606-44b3-a1dc-5054d067068c>

La santé et le bien-être doivent être intégrés au cœur de la planification éducative, même si peu de pays le font de manière complète. Ce manuel offre pour la première fois des orientations détaillées pour intégrer santé physique et mentale, nutrition et bien-être dans les politiques et programmes éducatifs, ainsi que pour créer des écoles sûres et inclusives. Destiné aux équipes techniques des ministères et aux partenaires, il fournit un cadre et des étapes pratiques pour analyser, planifier, financer, mettre en œuvre et suivre des actions visant à améliorer durablement la santé et le bien-être des apprenants.

UNICEF. (2025). **Strategy for climate-resilient education systems in Eastern and Southern Africa** (p. 26). Consulté à l'adresse UNESCO website: <https://www.unicef.org/esa/reports/strategy-climate-resilient-education-systems>

Uyttendaele, L. (2025). **Les jeunes et l'apprentissage politique par les systèmes d'aide au vote**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6196>

Cette contribution analyse les effets des systèmes d'aide au vote (SAV) sur les attitudes politiques de jeunes de 16 à 18 ans, à partir d'une étude expérimentale menée en Belgique francophone. L'objectif est d'évaluer l'impact du SAV « Test électoral » sur trois dimensions clés : l'efficacité politique interne, l'efficacité politique externe et la confiance politique. Les résultats révèlent des effets différenciés selon le type de conseil reçu (congruent, incongruent, activateur) et le profil socio-économique des élèves. Si les SAV renforcent certaines attitudes, ils ne réduisent pas les inégalités. L'étude met en lumière l'importance de l'adaptation du design des SAV pour l'éducation civique et propose des innovations dans la conception de ces outils : intégration d'agents conversationnels, ajustement des contenus, adaptation aux pratiques médiatiques des jeunes. Ces résultats ont contribué à la refonte du Test électoral pour les élections de 2024, avec une version spécifiquement pensée pour les primo-votants. L'étude souligne également l'intérêt pédagogique de ces outils et ouvre des perspectives de recherche sur la conception inclusive et éthique des SAV. Enfin, elle s'inscrit dans un champ en structuration, à l'intersection de la technologie, de la pédagogie et de la participation démocratique.

Villalón, L. A., Bodian, M., & Idrissa, A. (2025). **École, Religion et République au Sahel: Éducation arabo-islamique et réforme de l'enseignement public**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/ecole-religion-et-republique-au-sahel/79472>
Dans les pays à majorité musulmane du Sahel issus de la colonisation française, la question éducative a longtemps fait l'objet de controverses et de résistances des

populations face au modèle officiel proposé. Pendant longtemps, le paysage éducatif se caractérisait par une dualité persistante entre un système laïc et francophone, hérité de la colonisation, et un système d'enseignement religieux, incluant des modèles franco-arabe et arabo-islamique. Des dynamiques internationales ainsi que l'avènement de la démocratie au début des années 1990 ont suscité des débats politiques majeurs, donnant lieu à des tentatives de réformes. Celles-ci visaient à aligner l'offre éducative avec la demande et les attentes croissantes des populations. Cet ouvrage propose une analyse approfondie du Niger, du Mali et du Sénégal – trois cas emblématiques des réformes dans les années 1990 et 2000. À travers l'exploration des trajectoires distinctes des réformes éducatives selon les contextes locaux, il met en lumière les défis et les opportunités associés à la transition vers un modèle hybride, et pose la question de leurs conséquences dans un contexte sahélien marqué par des transformations profondes.

Wendie, A. A., Berhanu, K. Z., & Kebede, Y. A. (2025). **Opportunities, benefits and challenges of implementing preschool education in Ethiopia**. *Cogent Education*, 12(1), 2580587. <https://doi.org/10.1080/2331186X.2025.2580587>

Zhou, J., & Zhang, H. (2025). **Intelligent education: does it signal the future of education? Insights from Chinese social media platforms**. *Education and Information Technologies*, 30(16), 23295-23329. <https://doi.org/10.1007/s10639-025-13679-2>

Generative artificial intelligence (GAI) is leading AI models towards practical applications and real world scenarios, significantly impacting the field of education. This study aims to explore public responses regarding the application of GAI in education and deeply examine the underlying sentiments associated with these perceptions. First, this research mines data from over 40,000 comments on Chinese social media platforms, including Bilibili, Weibo, and Douyin. Next, we employ text analysis methods such as LDA (Latent Dirichlet Allocation) and the SnowNLP model for online public opinion topic mining and sentiment analysis, respectively. The analysis reveals four main themes: human career development, the development of school education, the intelligent future, and the impact on higher education. Unlike the previous studies, this research finds that public attitudes towards the intelligent future in education are more positive than negative. Additionally, the negative attitudes mainly focus on career development and school education, highlighting issues and challenges at both the societal and school levels. These findings hold both theoretical and practical significance for the field of intelligent education. This study reveals the key issues and emotional tendencies of public concern and provides a valuable perspective for understanding the integration of GAI and education. Furthermore, this study provides significant references for education policymakers, technology developers, and educators. By analyzing public needs and concerns, policymakers can better optimize educational technology initiatives and promote the appropriate application of GAI. This article emphasizes the importance of harmonious interaction between the public and artificial intelligence and fosters the advancement of intelligent education towards greater efficiency, intelligence and humanization.

Pratiques enseignantes

Alanazi, A. S., Alqazlan, S., Rayan, A., & Benlaria, H. (2025). **The impact of teacher characteristics on the effective use of AI for educating students with development**

disabilities in Saudi primary schools. *Education and Information Technologies*, 30(16), 24029-24056. <https://doi.org/10.1007/s10639-025-13696-1>

As Saudi Arabia advances its educational technology initiatives under Vision 2030, understanding the factors influencing artificial intelligence (AI) implementation in special education has become increasingly important. This study investigates how teacher characteristics (digital literacy, teaching experience, and professional development) influence the effectiveness of AI implementation in educating students with developmental disabilities in Saudi Arabian primary schools, examining technology readiness and implementation support as mediating variables. The study surveyed 120 teachers from four Saudi Arabian regions and conducted eight semi-structured interviews. Analysis using partial least squares structural equation modeling revealed significant effects of teaching experience ($\beta = 0.217$) and professional development ($\beta = 0.277$) on implementation effectiveness, with technology readiness and implementation support serving as significant mediators (both $\beta = 0.294$). Qualitative analysis revealed specific patterns in AI tool adaptation across different disability types and implementation challenges. The findings demonstrate that successful AI implementation depends on both teacher characteristics and institutional support mechanisms, indicating that comprehensive support systems are crucial for enhancing educational outcomes for students with developmental disabilities across diverse educational settings.

Alhaif, A. M., Aleidi, A. I., Ali, D. A., Besheir, M. A., Diab, H. M., & Ibrahim, U. M. (2025). **The reality of implementing artificial intelligence apps in the special needs classroom, a teacher's perspective.** *Education and Information Technologies*, 30(16), 23619-23644. <https://doi.org/10.1007/s10639-025-13635-0>

The study aimed to investigate the actual utilization of educational applications of artificial intelligence by special education instructors in the Kingdom of Saudi Arabia, as well as the prevailing inclination towards this technology from the teachers' perspective. The study employed a descriptive and analytical methodology to accomplish its objectives. The study sample consisted of 270 teachers, randomly selected from the study population. An e-questionnaire was developed as a tool for collecting data, consisting of 40 items categorized into four sections. The findings indicated that special education teachers strongly agreed on the significance of utilizing educational apps for artificial intelligence (AI). Similarly, they agreed on the obstacles and the inclination toward using such apps. However, their level of knowledge and skill associated with the use of educational applications for AI was rated as neutral.

Allam, M.-C., Fenoglio, P., & Lauricella, M. (2025). « **J'ai voulu retranscrire une petite partie de l'histoire des pratiques, des mobilisations collectives et des politiques en faveur de pédagogies qui se revendiquent comme "alternatives" à l'enseignement public français** ». *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6523>

Marie-Charlotte Allam, qui a soutenu sa thèse en 2020 en science politique, revient sur son parcours de chercheuses et présente ses objets et méthodes de recherche.

Alvarez, J. (2025). **Ludopédagogie : évaluations.** *À la découverte de la ludopédagogie*. Présenté à Arras, France. Consulté à l'adresse <https://hal.science/hal-05380453>

Conference aimed at explaining the need for an evaluation grid to analyze several dimensions (context, teacher, teaching scenario, learner audience, and the game),

while taking into account the different teaching times to maximize the chances of experiencing its educational value. The conference alternated between practical and theoretical sections in order to contextualize the discussion while allowing participants to exchange their points of view.

Amanso, E. O. I., & Owan, V. J. (2025). **Ethics in educational assessment: emerging issues, controversies, and best practices.** *Global Journal of Educational Research*, 24(4), 449-469. Consulté à l'adresse <https://www.ajol.info/index.php/gjedr/article/view/310244>
 Ethical issues in educational assessment have become increasingly significant as schools and educational authorities seek fairness, accountability, and credibility in evaluation processes. This paper discusses the moral dimensions that guide assessment practices and how unethical conduct can weaken the quality and trustworthiness of educational results. Key issues such as bias, validity, reliability, authenticity, confidentiality, privacy, and the rights of test-takers were discussed. Each issue is explored in relation to its practical implications for teachers, learners, and policymakers. The discussion extends to emerging concerns, such as test preparation and coaching, technology-based assessment, inclusion and diversity, social and emotional learning, as well as high-stakes and standardised testing. The paper draws on recent literature and professional codes to explain how these matters influence the fairness and credibility of assessment practices. It argues that ethical awareness and integrity are essential for educators and evaluators to uphold justice and objectivity in measuring learners' performance. It was suggested that ethical guidelines and best practices that can support fairness, transparency, and accountability in educational assessment be provided. When applied with commitment and honesty, these principles can enhance trust in educational outcomes and contribute to a more just and responsible assessment culture.

Araya, R., Cristia, J. P., Escalante, L., Fabregas, R., Méndez, C., & Ríos, G. (2025). **Messaging Teachers to Boost Student EdTech Use** (Working paper N° 14371). <https://doi.org/10.18235/0013805>

Self-led educational technologies have the potential to improve student learning at scale, but sustaining student engagement with these platforms remains a challenge. We present results from an experimental evaluation implemented following the scale-up of a math platform in Peru, where primary school teachers received weekly WhatsApp messages summarizing their students platform activity and encouraging them to promote their students engagement. The messages increased the average weekly share of students using the platform by 5 percentage points (a 17% increase) and the average share of math exercises completed by 4 percentage points (a 16% increase). Effects dissipated once the messages stopped, suggesting that salience and simplified monitoring are likely mechanisms. We find little evidence of impact heterogeneity based on teacher characteristics or students prior platform use and achievement. Non-experimental evidence suggests that increased use of the student math platform improved math learning. Overall, our findings indicate that light-touch communication with teachers can cost-effectively strengthen engagement with EdTech platforms scaled through the education system.

Asghar, J., Dintilhac, C., & Global Education Monitoring Report Team. (2025). **From promise to practice: harnessing generative AI to improve foundational learning in Sub-Saharan Africa** (p. 24). Consulté à l'adresse UNESCO website: <https://curated-library.iiep.unesco.org/library-record/promise-practice-harnessing-generative-ai-improve-foundational-learning-sub-saharan>

Foundational literacy and numeracy (FLN) across Sub-Saharan Africa remain far below desired levels, with a majority of ten-year-olds unable to read a simple text. This report argues that generative AI (GenAI) can move systems from pilot gains to sustained progress by accelerating proven practices rather than substituting for them. Synthesizing evidence on structured pedagogy (SP) and remediation approaches such as teaching at the right level (TaRL), the report maps near-term GenAI capabilities for learners, teachers, remediation, and system management. Small language models on low-cost devices can power quick checks, same-day regrouping, and level-matched practice in local languages, while larger models assist teachers with lesson preparation, just-in-time coaching, and simple data flows into dashboards, even in low-connectivity settings. The report proposes eight principles to scale GenAI safely and effectively: start offline; build African language data; keep teachers in the lead; design for interoperability; build local expertise; set clear benchmarks with rapid evaluation; put equity at the center; and protect children's data and privacy through robust governance. Case spotlights illustrate these principles, including low-connectivity oral reading checks and tutors; a teacher-in-the-loop pilot in Nigeria that produced meaningful reading gains in six weeks; Kenya's integration efforts via the Education Cloud and a national digital master plan; Senegal's AI-assisted storybook pipeline; Rori's WhatsApp tutor for underserved learners; Masakhane's community-built language resources; and the BELIEF facility for benchmarks and rapid evidence. The report concludes that localized, interoperable, teacher-centered GenAI can make diagnose-group-practice cycles practical at national scale and durably help governments improve FLN quickly and affordably across diverse languages, systems, and contexts.

Bao, R., Chen, J., & Ma, W. (2025). **Generative artificial intelligence in middle school classroom: a longitudinal exploration of teacher attitudes, evolving practices, and challenges.** *Education and Information Technologies*, 30(16), 22677-22708. <https://doi.org/10.1007/s10639-025-13667-6>

Generative Artificial Intelligence (GAI) is poised to revolutionize K-12 education, yet existing research predominantly relies on cross-sectional surveys of teachers with limited GAI experience, yielding superficial evaluations. This three-month longitudinal qualitative study tracks three Chinese middle school teachers' GAI integration, examining how their practices evolve and how their attitudes are shaped by sustained use. Key findings show experienced teachers limit GAI to administrative tasks due to misalignment concerns, while novices leverage it for classroom innovation despite accuracy challenges. Despite GAI's ease of use, teachers reported challenges in mastering it. All participants emphasized GAI's non-essential status in core pedagogy, with minimal peer influence observed. While GAI demonstrates clear non-instructional utility (activity design, resource generation), its classroom integration remains constrained by contextual knowledge gaps and institutional unpreparedness. Concerns about GAI's inaccuracies and lack of contextual knowledge were also prevalent. In conclusion, while GAI has clear advantages, it is not yet sufficiently refined to fully support middle school teaching. The study offers implications for educational leaders and technology developers, suggesting areas for improvement and potential future directions.

Barba, H., & Baguio, J. B. (2025). **The Inclusive Instruction Learning Stand: Predominant Realities in Public Elementary Schools.** *EPRA International Journal of Multidisciplinary Research (IJMR)*, 11(7), 874-879. <https://doi.org/10.36713/epra23417>

This qualitative study examines the implementation of the Inclusive Education (IE) Program in public elementary schools in Digos City, Philippines, along with the challenges encountered during its implementation. Based on in-depth interviews with school principals and focus group discussions with classroom teachers, the findings suggest that inclusive education supports access to learning, promotes participation, and addresses diverse learner needs through flexible admission procedures, contextualized teaching strategies, and collaborative school practices. Teachers noted improved learner engagement, enhanced sensitivity to student differences, and a stronger sense of shared responsibility in creating inclusive classrooms. However, barriers such as the absence of a concrete IE or SPED curriculum, unclear policy guidelines, lack of trained SPED teachers, insufficient teaching resources, and limited funding were also identified. These challenges point to systemic limitations that hinder the consistent and effective delivery of inclusive education in public schools. The study underscores the need for policy refinement, sustained professional development, and institutional support to strengthen inclusive education practices in the Philippine basic education system.

Biesta, G. (2025). **The future of education in the impulse society: Why schools and teachers matter.** *PROSPECTS*, 55(3), 335-343. <https://doi.org/10.1007/s11125-025-09723-1>

Reflections about the future of education often depict the desirable future as one in which we need powerful learning environments where students can pursue personalized trajectories, learning from real-life situations, so that they will acquire useful knowledge and skills that will allow them to adjust flexibly to a rapidly changing society. In such a set-up, teachers have become facilitators of learning. In this paper, I show why such a view of the future of education is misguided and ultimately uneducational. I make a case for the school as the time we set free from economic and societal demands in order to give the new generations a fair chance at arriving in the world by opening new horizons for them. Teachers, in this view, are not simply there to facilitate what is already happening, but have the task of giving students more than they may have been able to ask for. Such a future for education relies on an understanding that school is not a function or functionary for society, but always needs to stand at a critical distance from society.

Blundell, C. N., Mukherjee, M., & Nykvist, S. (2025). **Adopting generative AI in K-12 teaching and learning: Australian teachers' actions through the lens of innovation theory.** *Education and Information Technologies*, 30(16), 24009-24028. <https://doi.org/10.1007/s10639-025-13699-y>

The role of Generative Artificial Intelligence (GenAI) in K-12 education is a topic of ongoing debate and uncertainty. This exploratory case study aims to shed light on Australian K-12 teachers' actions and decision-making processes when considering using GenAI in teaching and learning. Drawing on survey responses collected from 44 teachers, this paper provides insight to how Australian teachers are currently using GenAI. The study employs innovation theory to explore the teachers' decision-making. It reveals that teachers primarily developed their knowledge through a combination of approaches and sources, and GenAI's accessibility enabled them to experiment with its use. When deciding to incorporate GenAI into their lessons, balancing development of students' AI literacy with their age and readiness was a key consideration, amongst others. The findings demonstrate a teacher-led innovation, where GenAI is not viewed as a replacement for established practices or technologies but rather as a tool to enhance teachers' work and to support teaching and learning.

Canlas, I. P., Picardal, M. T., & Picardal, J. P. (2025). **Explaining astronomy teaching self-efficacy among pre-service teachers.** *International Journal of Science Education*, 47(18), 2371-2392. <https://doi.org/10.1080/09500693.2024.2385760>

Earth and Space is one of the thematic strands/domains of the Philippine basic education science curriculum, yet little is known about its different teaching and learning aspects, including those associated with preservice teachers' readiness and preparedness to teach astronomy. This exploratory study examined the interaction of views on the nature of science, perceived relevance of education, technology acceptance and use, and astronomy teaching self-efficacy among 203 pre-service high school science teachers in one of the centers of excellence for teacher education in one of the state universities in the Philippines. Using an adapted survey instrument, collected data underwent partial least squares-structural equation modeling using SmartPLS 4. Results confirmed the direct effect of perceived relevance of education and technology acceptance and use on astronomy teaching self-efficacy, the direct effect of views on the nature of science on perceived relevance of education and technology acceptance and use, and the mediating effect of perceived relevance of education and technology acceptance and use between views on the nature of science and astronomy teaching self-efficacy. A reflection elucidating the role of views on the nature of science, perceived relevance of education, and technology acceptance and use on preservice teachers' astronomy teaching self-efficacy is provided.

Cartier, S., & Ross, G. (2025). **Pratiques à visée universelle dans un cours gradué asynchrone en enseignement: l'apport d'une approche d'innovation pédagogique.** *Revue hybride de l'éducation*, 9(4), 1-15. <https://doi.org/10.1522/rhe.v9i4.1885>

Cet article présente la troisième version du cours asynchrone Études des difficultés à apprendre offert aux études supérieures à l'Université de Montréal à l'automne 2023. Une approche d'innovation pédagogique (Cartier, 2024) sert de fondement aux pratiques à visée universelle indirectes implantées pour répondre aux besoins variés des étudiantes et des étudiants. Elle consiste en une manière particulière d'aborder la relation entre la formation – offerte sans interaction directe entre l'équipe enseignante et les individus – et l'apprentissage autorégulé des enseignantes et des enseignants e. Les commentaires reçus montrent une appréciation généralement positive du cours. Certaines personnes soulignent toutefois un besoin de soutien direct supplémentaire.

Chang, C.-C., Yen, W.-H., Liu, S.-C., & Kuo, C.-T. (2026). **Learning presence in the revised community of inquiry framework: A systematic review of empirical research (2010–2024).** *The Internet and Higher Education*, 68, 101058. <https://doi.org/10.1016/j.iheduc.2025.101058>

The Community of Inquiry (CoI) framework explains effective online and blended learning through teaching, social, and cognitive presence. To better capture learner agency, learning presence (LP) has been proposed as a fourth dimension. This study presents the first systematic review focused exclusively on LP within the Revised CoI (RCoI), synthesizing 26 quantitative studies published between 2010 and 2024. Following PRISMA guidelines, we analyzed bibliometric trends, conceptual definitions, measurement approaches, and LP's role in relation to other presences and outcomes. The findings indicate that LP is reliably measurable and often mediates the effects of teaching and social presence on cognitive presence. LP is positively associated with learner engagement, satisfaction, and achievement across many contexts, though the strength of these relationships varies. Cross-cultural validations demonstrate broad applicability but also reveal variations requiring further refinement. Overall, LP enhances

the explanatory power of the Col framework by foregrounding learner self-regulation and motivation, though its theoretical boundaries remain contested. This review provides a foundation for advancing theory, measurement, and design practices related to learner agency in online learning.

Ciurana, M. B., Sanahuja, A., Moliner, O., & Paré, M. (2025). **Se rencontrer pour avancer : une initiative pour l'amélioration des pratiques d'enseignement universitaire basée sur la conception universelle de l'apprentissage.** *Revue hybride de l'éducation*, 9(4), 1-17. <https://doi.org/10.1522/rhe.v9i4.1887>

Les « Rencontres » à l'Université Jaume I (Espagne) ont rassemblé vingt-et-un professeurs, deux étudiants autistes, le coordinateur des services d'appui et deux membres d'une association d'autisme pour réfléchir collectivement aux pratiques pédagogiques inclusives. Cette initiative de recherche-action a mis en lumière les forces et les faiblesses des approches actuelles et a conduit à des pistes pour appliquer la conception universelle de l'apprentissage (CUA). Elle a montré l'impact positif de la formation sur les pratiques enseignantes, attesté par les plans d'amélioration élaborés par les enseignants à partir de la CUA, tout en favorisant une culture de collaboration et une meilleure compréhension entre les différents acteurs de l'inclusion universitaire.

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

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

Courbon, L. (2022). **La représentation des situations professionnelles en formation d'enseignants : un levier pour favoriser les processus d'appropriation ?** *Recherche et formation*, (101), 57-70. <https://doi.org/10.4000/158bv>

Cet article présente les premiers résultats d'une recherche qualitative qui vise à comprendre les facteurs favorisant les processus d'appropriation des apports proposés aux enseignants en formation. L'étude de cas choisie, qui porte sur la mise en œuvre d'une formation pour des professeurs de collège, nous permet de mettre à l'épreuve un modèle du processus d'appropriation élaboré à partir de considérations théoriques et d'identifier des leviers pour la formation des enseignants. Notre analyse porte donc sur un temps qui permet aux enseignants de se représenter l'usage en classe d'un dispositif.

Dahmouche, H. (2025). **Deux données apparemment contradictoires, pour un basculement de problématique.** *Savoirs*, (69), 97-100. <https://doi.org/10.3917/savo.069.0097>

Cette réflexion explore les défis rencontrés par les enseignants en Belgique francophone, en se concentrant sur le phénomène des renoncements. Nous débuterons par un constat de disparités dans les enseignements et un questionnaire initial sur les conditions de ces renoncements. Ensuite, nous examinerons comment l'exploration de la littérature nous a conduits à un changement de perspective, en mettant en évidence

une contradiction apparente entre les conditions de travail difficiles et le maintien dans le métier. Cette contradiction nous amènera à considérer le renoncement non pas comme un échec, mais comme une stratégie de maintien, une adaptation nécessaire face aux contraintes du terrain. Enfin, nous définirons le concept de renoncement de manière nuancée, en le considérant comme ambivalent afin de dépasser les visions réductrices. Nous insisterons sur l'importance de la problématisation, un travail d'imagination nécessaire pour saisir la complexité de ce phénomène.

Dayan, E., & Tsybulsky, D. (2025). **Designing and teaching socio-scientific issues online: digital curation in the science classroom.** *International Journal of Science Education*, 47(17), 2219-2238. <https://doi.org/10.1080/09500693.2024.2381133>

This case study explored how Digital Curation (DC) can be applied to classroom Socio-Scientific Issues (SSI) instruction. It examined teachers' perspectives on whether and how DC contributes to fostering the social and scientific dimensions of the SSI – the key components of the SSI-Teaching and Learning (SSI-TL) framework. Data were gathered from seven teachers during and after a professional development program on DC for science teachers designed to equip educators with resources to develop their own SSI-DC teaching units. The teachers indicated that DC enhanced the scientific and social dimensions of SSI, while also bolstering students' digital skills, thus effectively addressing common hurdles to integrating both social and scientific dimensions in SSI instruction. Beyond presenting innovative strategies for the effective implementation of DC, the findings contribute to confirming the validity of the SSI-TL framework.

Dinç, E., & Kim, C. (2025). **Visual programming as an instrument for prospective teachers' reasoning in geometric pattern generalization.** *Education and Information Technologies*, 30(16), 23077-23109. <https://doi.org/10.1007/s10639-025-13618-1>

We investigated how prospective elementary teachers collaboratively use visual programming to generalize geometric patterns. Using a block-based programming platform, three pairs engaged in tasks requiring coding and rule generation. Data sources included a demographic survey, screen and video recordings, process entries, and semi-structured post-interviews. Guided by instrumental sociogenesis and constructionism, this study explored reasoning processes during collaborative programming of geometric patterns and solving geometric pattern problems. Findings revealed that visual programming facilitated engagement with rule generation by using dynamic objects and visual cues, which mediated mathematical reasoning. Pairs demonstrated varying reasoning approaches, from associative chaining to hierarchical reasoning, while navigating instrumental integration processes. Collaborative problem-solving and programming encouraged higher-level reasoning, yet the level of instrumental integration varied among pairs. These results showed the potential of integrating visual programming in teacher education to support algebraic thinking and collaborative learning. Implications include extending generalization studies to areas such as statistics and exploring visualization's role in rule generation through programming. Findings are further discussed.

Donnellan, J. (2025). **How textbook images frame the gender roles of women in science and elsewhere: a content analysis of elementary school science textbooks.** *International Journal of Science Education*, 47(17), 2239-2257. <https://doi.org/10.1080/09500693.2024.2343436>

Based on the concepts of gender framing and gender categorisation, this content analysis evaluates the images of adults (N = 1655) and the portrayal of women from the 6 series of science textbooks authorised by the Japanese Ministry of Education for use in elementary school science classes in the 2022 academic year. The images were counted and coded according to the activities the participants were engaged in. Data were then analysed according to three potential patterns for transmission of gender roles – invisibility, low stature, and domesticity. The content analysis showed differences between the 6 series in terms of their portrayal of women and of female scientists, however, across all series, there were fewer women portrayed than men, fewer female scientists than male, and fewer women were presented as important 'people to study'. Women were less likely to be shown in high-status decision-making roles, as demonstrating 'brilliance', or as being rewarded or recognised for their scientific achievements. They were, however, more likely than men to be depicted in images connected to themes of domesticity than as scientists or in other professional situations. Domestic themes such as childcare could still be seen in images of female scientists or women at work.

Ducrocq, C. (2025). **Les effets transformatifs et éducatifs de l'activité d'accompagnement face aux vulnérabilités dans un environnement numérique** (Theses, Université de Lille). Consulté à l'adresse <https://theses.hal.science/tel-05391715>

Digital technology challenges traditional workspaces by fostering phenomena of de-spatialization while blurring the boundaries between private and professional spheres. Relationships among employees are consequently reshaped. In an original perspective, this study examines how professions centred on interpersonal interaction—such as career guidance and employment support—are affected by this phenomenon, and how digital technology transforms relational dynamics, professional practices, and individual engagement. A multidimensional approach, drawing on multidisciplinary literature and combining several methodologies, illustrates the complexity of the components of professional support as well as both the detrimental and enabling aspects of digital tools. This approach highlights the tensions inherent in digital support, identified through an empirical and phenomenological investigation. Grounded in field observations and inquiries within the contexts of career change and access to employment, the study explores the practices and experiences of both practitioners and beneficiaries in two phases, in order to understand the mechanisms at play and to develop theoretical models of digital support. Findings indicate that beneficiaries adopt postures aligned with their level of digital literacy and their perception of technology, which in turn requires an over-engagement from practitioners—an effort that risks unbalancing the triadic structure underpinning the support relationship. Such imbalances in relational dynamics challenge the activation of beneficiaries' capacity to act. This work also raises new questions regarding the potential role of generative AI, which could soon provide support in place of human practitioners.

Dulfer, N., Saito, T., & McKernan, A. (2025). **Differentiated instruction: an investigation into the effect of class compositional factors on teaching processes**. *Asia Pacific Education Review*, 26(4), 1041-1054. <https://doi.org/10.1007/s12564-025-10065-y>

Class composition factors including class size and the grade or other level of students are often studied for their impact on factors such as academic outcomes and student achievement, but less often address the impacts on teachers' instructional strategies. This paper reports on an analysis of the relationship between class compositional factors,

including class size and level of study, on differentiated instruction (DI) in the International Baccalaureate Diploma Programme (IBDP). In the IBDP, students take subjects at Standard Level (SL) or Higher Level (HL), and it is a common practice to combine classes of SL and HL students within each subject, often because enrolment numbers are too small to make streamed classes viable. Examining the practices of teachers in IBDP schools in Hong Kong, this paper outlines a typology of teachers' approaches to DI, highlighting the ways compositional factors impact upon teaching and learning and reflecting on the relationship between teacher beliefs and actions in DI in their senior secondary classrooms.

Dumouchel, G., Boily, E., Mailloux, A.-S., Desjardins, É., Jacob, É., & Giroux, P. (2025). **Stratégies pédagogiques à visée universelle en enseignement supérieur en contexte d'utilisation d'une classe d'apprentissage actif.** *Revue hybride de l'éducation*, 9(4), 1-33.
<https://doi.org/10.1522/rhe.v9i4.1895>

Les classes d'apprentissage actif (CLAAC) s'inscrivent dans la volonté de concevoir des espaces qui favorisent la mise en œuvre d'une diversité de stratégies pédagogiques soutenant l'apprentissage actif. Des études ont relevé les bienfaits des CLAAC, mais peu d'entre elles permettent de décrire les stratégies pédagogiques utilisées. Cette étude multicas, menée dans un établissement d'enseignement supérieur québécois, vise à documenter les stratégies pédagogiques employées par les personnes enseignantes expérimentant les CLAAC. Des séances d'observation en classe et des entretiens individuels ont été menés auprès de six personnes enseignantes. Cet article présente donc la diversité de stratégies pédagogiques employées dans ces nouveaux espaces par les six personnes participantes.

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

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

Džumhur, Ž., Koršňáková, P., & Meinck, S. (Éd.). (2025). **Dinaric Perspectives on PIRLS 2021: Prerequisites and Conditions for Teaching and Learning to Read.**
<https://doi.org/10.1007/978-3-031-88002-5>

This open access book presents insights into the current state of reading literacy in the Dinaric region, namely the education systems in Albania, Croatia, Kosovo[1], Montenegro, North Macedonia, Serbia, and Slovenia. A collection of analyses reveals factors influencing this key capacity of young pupils. Using data from IEA's Progress in International Reading Literacy Study (PIRLS) 2021, the book explores teaching and learning reading literacy at the end of primary school (Grade 4) through multiple lenses,

such as national reading curricula and textbooks, home and school resources for learning, student wellbeing, teacher education, instructions, and digital assessments. Since the administration of PIRLS 2021 coincided with the Covid-19 pandemic, the book also provides valuable insights into remote teaching and learning and other disruptions caused by the pandemic. This volume builds on the regional research presented in IEA Research for Education Volume 13, Dinaric Perspectives on TIMSS 2019, which explored the teaching and learning of mathematics and science in primary schools across the Dinaric region. Aimed at policymakers, researchers, and practitioners, Dinaric Perspectives on PIRLS 2021 offers multidimensional perspectives on student achievement in reading literacy in a region that is underrepresented in the English-speaking research literature on educational assessments and student performance.

Gaussel, M., Carol, C., Chris David, B., Jana Groß, O., Sonia, R., & Hugues, D. (2023). **Can We Cross the Research-Practice Gap?** *European Conference on Educational Research : The Value of Diversity in Education and Educational Research*. Présenté à Glasgow (Ecosse), United Kingdom. Consulté à l'adresse <https://hal.science/hal-05354388>

This symposium offers a global, "state-of-the-art" picture of research-informed educational practice (RIEP, e.g., Brown, Schildkamp & Hubers, 2017; Groß Ophoff, Brown & Helm, 2023), derived from the current evidence-based policy, drawing from numerous studies from across Europe addressing if, how, and to what effect teachers' engagement with academic research can be fostered. These studies are uniquely framed by the widely shared fundamental conception of evidence and data use in education as a complex, cognitive, knowledge-based problem-solving or inquiry cycle with consecutive phases that are not ensued in a linear but rather iterative fashion (a.o. Groß Ophoff; Cramer, 2022; Schildkamp et al., 2013). In this research field, RIEP is explored on a variety of levels (e.g., data, user, context) and in different contexts of application in the educational sector (e.g., educational practice or teacher education) and draws on sociological, psychological, and leadership approaches. In this connection, the differentiation between fields of research and practices allows us to understand that the diversity of publications (more scientific or more praxeological) constitutes more of a richness than a problem, on the condition that we distinguish the contexts, the purposes, and the modalities of production and diffusion. Indeed, recently, several research currents have engaged in hybrid work of a scientific nature (distanced, objectified, instrumented) but conducted in partnership with field actors (Albero, 2017). While recommendations on the use of research findings are available in abundance, it becomes more and more clear that fostering it is a truly challenging business, the very desirability of which deserves to be questioned. In response, this session provides clear implications with practical propositions and ways forward, exploring the full gamut of RIEP, from initial teacher education to in-service professional development, and examining political and contextual factors from the systems level to the motivations of the individual teacher. The objective of this session is not only to provide a European overview of research-informed teaching practice in education but also to address the ways research findings can be mobilized and to question the many variations of "evidence relations" in teacher education: What are they? Where does the desire to strengthen RIEP come from? What is its history? Should it be encouraged, and how, and under what conditions? What are the relevant conclusions on how to make teachers' engagement with research a reality? How does RIEP differ from other approaches such as evidence-based practice in education? Significance: Although numerous studies have posited ways forward for RIEP, it is clear that fostering it is truly complex and

challenging business (Brown et al., 2022; Groß Ophoff; Cramer, 2022). In response, this symposium addresses this issue in a unique manner, providing insight by exploring a variety of levels and perspectives, drawing on systems theory and sociological, psychological, and leadership perspectives. It provides clear implications with practical propositions and ways forward. Structure: The presentations will be in the order below. The chair will introduce the overall theme of the symposium. This will be followed by presentations from the other participants. The symposium will conclude with comments from the discussant and then questions from the audience.

Graff, M., Latournerie, C., Blondiaux, L., & Guyon, R. (2025). **Expérimenter la démocratie : un enjeu pédagogique et civique**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6322>

Dans cet entretien croisé, Marguerite Graff et Caroline Latournerie, toutes deux enseignantes d'histoire-géographie, partagent un projet pédagogique consistant à organiser les élections européennes au lycée. Loïc Blondiaux, professeur en sciences politiques, propose une analyse sur le dispositif au regard de ses travaux sur la participation citoyenne.

Hache, C., & Hache, G. (2022). **Un dispositif pédagogique innovant impliquant des patients partenaires en cours magistral. Quelles perceptions des étudiants en faculté de pharmacie ?** *Recherche et formation*, (101), 7-20. <https://doi.org/10.4000/158bs>

L'implication des patients dans la formation des professionnels de la santé est inscrite dans la loi no 2019-774 relative à l'organisation et à la transformation du système de santé qui vient souligner le souhait de favoriser la participation de patients à la formation pratique et théorique des étudiants en santé. La littérature sur l'implication des patients dans la formation est souvent théorique et conceptuelle, et il existe peu de descriptions de dispositifs ainsi que d'analyses de ces dispositifs. Cet écrit présente un dispositif pédagogique illustrant la façon dont peuvent être impliqués les patients dans l'enseignement. Il a été mis en œuvre en cours magistral, à destination des étudiants de quatrième année de pharmacie en formation initiale. Durant ce cours, des patients partenaires, un praticien-chercheur-formateur et un enseignant en sciences de l'éducation collaborent pour faire acquérir aux étudiants des compétences professionnelles. Ce dispositif a été testé et son efficacité a été mesurée. L'objectif de ce travail a été d'identifier les déterminants de l'efficacité du dispositif, notamment au regard de la notion de crédibilité de la source, par l'analyse des déclarations des étudiants lors de commentaires libres.

Haridza, R., & Ding, L. (2025). **Enhancing students' reasoning skills by asking students to provide evidence-based explanations in science classrooms: findings from TIMSS 2019**. *International Journal of Science Education*, 47(17), 2302-2327. <https://doi.org/10.1080/09500693.2024.2385067>

This study explores teachers' instructional activities to ask students provide evidence-based explanations in science lessons. The sample of this study is 8739 eighth-grade students, 456 science teachers, and 273 schools in the US that participated in TIMSS 2019. Utilising a hierarchical linear modelling approach, the study found a significant correlation between teachers asking students to provide evidence-based explanations and student performance in answering reasoning questions on TIMSS 2019. The study suggests that promoting career growth that emphasises science content, science pedagogy, and critical thinking is closely associated with teachers' encouragement of

students using evidence-based explanations. Furthermore, the study indicates that teachers who undertook professional development (PD) in the last two years are more likely asking students to provide evidence-based explanations. However, the lack of science resources significantly influences teachers' decisions to asking students to provide evidence-based explanations in science lessons.

Hatfield, J. L. (2025). **From chalkboard to smartboard: an exploratory study of experienced teachers' perspectives on student generations X, Y, Z and Alpha.** *Education and Information Technologies*, 30(16), 22595-22647. <https://doi.org/10.1007/s10639-025-13645-y>

Teachers' perspectives on education are often overlooked in favour of politically driven global trends that shape education systems across the OECD. Despite visionary expectations of twenty-first century skills, many OECD countries have seen a decline in PISA scores since year 2000. To understand better these tendencies, this study investigated how societal and educational have influenced students' learning and behaviour from the perspective of experienced teachers. Consequently, this study investigated how contextual changes at school and in society reinforce different behavioural and cognitive patterns across student generations. Participants were 812 Norwegian teachers (primary school N = 282, lower N = 226, and upper N = 304 secondary schools) with at least 20 years of teaching experience. The study applied a mixed methods approach consisting of thematic analyses of open-ended survey responses that informed four hypotheses for a subsequent SEM analysis. Participants were stratified by region, school type, and economic privilege across Norway, closely aligning with national statistics for representativeness. While some participants noted improvements in today's students' oral English skills, openness, and presentation skills, most teachers reported declining academic capabilities, intrinsic motivation, resilience and attentiveness, along with increased behavioural and mental health challenges among contemporary students. These issues were mainly attributed to increased digitalisation, permissive parenting styles, egocentrism, and reliance on instant gratification stimuli. The findings call for education—both within and outside of schools—on how societal and technological trends shape students' behaviour, acquisition, and social skills. The study contributes to identifying, and informing teachers, parents and policyholders about pitfalls and future opportunities in education.

Hirsch, S. (2025). **Faire place à la dimension politique des thèmes sensibles à l'école.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6430>

Les thèmes sensibles sont des sujets qui, en classe, confrontent les élèves et le personnel enseignant à la diversité des valeurs, des représentations sociales, des manières de vivre en société et des rapports de pouvoir qui les sous-tendent. En ce sens, ils sont toujours politiques. Si la laïcité est un concept abordé par le programme scolaire, elle fait aussi l'objet de débats incessants concernant son application, notamment à l'école. Elle est ainsi devenue un exemple par excellence de thème politique qui s'impose en classe. Dans cet article, je m'intéresse aux enjeux soulevés par la discussion de la laïcité à l'école, et plus particulièrement à la dimension politique de cet enseignement, et je propose une manière de l'aborder en classe afin d'apprendre à parler de politique à l'école.

Hsia, L.-H., Lin, Y.-N., Lin, C., & Hwang, G.-J. (2025). **Prompting somatic practice performance with AI-facilitated peer-assisted learning: A self-determination theory perspective.** *Education and Information Technologies*, 30(16), 23331-23364. <https://doi.org/10.1007/s10639-025-13681-8>

Incorporating peer-assisted learning (PAL) into curricula to foster students' feedback skills, reduce their reliance on teachers, and enhance their confidence in learning as well as strengthening connections among peers has been recommended by scholars; however, the ability of students, who are inexperienced peer tutors, to guide others by providing feedback based on individual peers' needs is frequently questioned. To address this issue, this study proposed an artificial intelligence(AI)-supported PAL mode based on the perspective of self-determination theory (SDT). Additionally, an AI-facilitated PAL system was developed to serve as scaffolding to support students while executing PAL tasks. To explore the effectiveness of this learning mode, this study adopted a quasi-experimental design involving two classes of students enrolled in a physical education course at a technological university. One class of 44 students served as the experimental group adopting the AI-PAL mode, while the other class of 46 students served as the control group adopting the conventional (C-PAL) mode. The collected data were analyzed using SPSS for ANCOVA. The results indicated that the AI-PAL mode significantly enhanced students' skills performance, learning motivation, autonomy, competence, and relatedness, compared to the C-PAL mode. Furthermore, the interview results revealed the contributions of this mode to enhancing learning effectiveness, promoting the quality of PAL, and reducing teachers' workload. This study demonstrates the system development, application, and learning benefits of the AI-PAL mode in the physical education context. The findings could be a reference for those who intend to improve students' skills performances using the PAL approach; moreover, it could also be a reference for developing policies to guide teachers to adopt AI in educational settings.

Inês, H., Seabra, F., & Pacheco, J. (2022). **Teachers' conceptions about inclusion and work with students with Special Educational Needs in Portugal.** *Recherche et formation*, (101), 37-55. <https://doi.org/10.4000/158bu>

This paper aimed to analyse the conceptions of Portuguese regular education teachers about working with students with Special Educational Needs (SEN), using a quantitative methodology. We present data collected via a closed-question online survey (n = 50). The results point to a growing concern with managing diversity, particularly among students with SEN, observable in the respondents' conceptions. Respondents advocated differentiated teaching and tasks designed according to the student's profile. However, there were no clear signs of students' and their parents' involvement. There appears to be a gap between the theoretical-legal discourse and the practices teachers report implementing in the regular classroom, revealing that there is room for improvement towards more effective inclusive responses.

Jokić, S., Marić Jurišin, S., & Perić-Prkosovački, B. (2025). **Verification of metric characteristics of the questionnaire “framework for digital competence – teacher for the digital age”.** *Education and Information Technologies*, 30(16), 23577-23598. <https://doi.org/10.1007/s10639-024-13288-5>

This study aimed to verify the metric characteristics of the questionnaire DFC stands for Digital Competence Framework, in serbian Okvir digitalnih kompetencija, and under that name listed in refereces. The questionnaire supports teachers in Serbia's education system in integrating digital content into everyday practices. The DCF identifies digital competencies and organizes them into eight broader categories. It comprises a total of

30 statements divided into the following categories: Searching, Accessing, Storing, and Managing Information; Searching, Adapting, and Creating Digital Content for Teaching and Learning; Managing and Sharing Digital Content for Teaching and Learning; Managing the Learning Environment; Teaching and Learning; Formative and Summative Assessment, Recording, Monitoring, and Reporting Student Progress; Communication and Collaboration in Online Environments; and Ethics and Safety. The authors tested the DCF questionnaire's metric characteristics on 306 teachers across all Vojvodina, Republic of Serbia educational levels. The questionnaire's metric characteristics analysis revealed that Cronbach's alpha coefficient for subscales ranged from 0.950 to 0.955, indicating excellent internal consistency. The subscale K21, with $\alpha = 0.955$, demonstrated the highest internal consistency coefficient. Factor analysis of the DCF questionnaire revealed six factors, which differ from the original eight-factor model, indicating that the instrument demonstrates adequate construct validity.

Kang, J., & Tolppanen, S. (2025). **Exploring the role of science education as a catalyst for students' willingness to take climate action.** *International Journal of Science Education*, 47(18), 2497-2515. <https://doi.org/10.1080/09500693.2024.2393461>

Science education aims to encourage students' active engagement in socio-scientific issues like climate change. While existing research has predominantly focused on science education as a provider of climate science knowledge, this study seeks to broaden our understanding by examining its role not only in knowledge acquisition but also in promoting intrinsic motivation and the perceived value of science. In turn, this study relates science education to climate-action-related variables, including biospheric values, climate concern, personal responsibility, and willingness to take climate action. Data were collected from 1864 students across five public upper secondary schools in Finland, and structural equation modeling was employed to explore the relationships between science education-related variables and climate action-related variables. Results revealed non-significant associations between climate science knowledge and willingness to take climate actions, with a negative relationship observed with the sense of personal responsibility for climate change. Conversely, intrinsic motivation in science exhibited positive associations with willingness to take both individual and societal climate action, mediated through biospheric values. Similarly, students' perceived value of scientific knowledge on climate change showed positive direct and indirect associations with willingness to take climate action. The perceived value of science also mediated the effect of scientific knowledge on climate action.

Kim, M., & Lim, C. (2025). **AI chatbot design principles to enhance the collective efficacy in collaborative learning.** *Asia Pacific Education Review*, 26(4), 1111-1124. <https://doi.org/10.1007/s12564-025-10080-z>

To support effective collaborative learning, it is essential to enhance collective efficacy and provide timely, tailored feedback throughout the learning process. However, it is often difficult for a single instructor to monitor multiple groups and deliver feedback that meets the specific needs of each team in real time. This study aims to develop and validate a systematic design for an AI chatbot that enhances collective efficacy in collaborative learning environments. The design will be devised by developing and validating design principles. The design-based research methodology was conducted to develop the design principles, which were then validated by experts and evaluated for usability. This process involved a review of relevant literature and case analysis, followed by expert validation and usability test to confirm the design principles' validity. The final

design principles are composed of four design elements— (1) support for group cohesion, (2) support for affective cohesion, (3) support for collaborative learning activities, and (4) facilitation of dialogue—and ten design principles. These include the principle of belongingness formation, interdependence, positive atmosphere, empathy formation, sharing, collaborative problem-solving, social regulation, immediate scaffolding, familiarity, and personification. The design principles are further supported by 46 actionable sub-guidelines. Validation was conducted through three rounds of expert review and usability testing with educators and developers, whose diverse perspectives informed both the pedagogical soundness and technical feasibility of the principles. This study contributes to the field by offering theoretically grounded and practically applicable guidelines for designing AI chatbots in education. Importantly, the principles are designed to be usable by educators without requiring technical expertise, thus supporting scalable and accessible implementation in real classrooms.

King-Shepard, Q. W., Walker, J., Nokes-Malach, T. J., Carpenter, S. K., & Fraundorf, S. H. (2025). **The Effect of Prequestions on Learning: A Multilevel Meta-Analysis**. *Educational Psychology Review*, 37(4), 115. <https://doi.org/10.1007/s10648-025-10075-7>

For over sixty years, researchers have explored how prequestions—questions answered before an educational activity—affect learning. Although much prior work has shown an advantage of prequestions on the prequestioned content, the effects of prequestions on non-prequestioned content have resulted in a mix of positive, negative, and null effects. To better understand these findings, we conducted a multi-level meta-analysis on two questions that have been central to the prequestion literature: 1) do prequestions promote the learning of prequestioned content and does this benefit extend to non-prequestioned content? and 2) under what specific conditions are prequestions more or less effective? We found evidence that prequestions facilitated the learning of information specific to the initial prequestions asked ($g = .66$). Additionally, we found no evidence of a general learning benefit of prequestions for other, non-prequestioned, information present within the educational activity ($g = .01$). The specific learning benefits were robust and found across variations in the learning event, participant sample, and assessment conditions. Further, we found that the experimental condition moderated the strength of the effect such that conditions that provided feedback in addition to the prequestions led to better specific learning than receiving prequestions alone. We discuss our findings in relation to the hypothesized learning mechanisms, implications for education, and future research.

Kristensen, N. (2025). **The Importance of Teachers and Socioeconomic Background for Students at Risk of Dyslexia** (Working paper N° 18279). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18279>

Approximately 7-10% of the population have some degree of dyslexia, and students with this disability are likely to be more dependent on qualified teaching. I analyze this tenet using population-wide Danish administrative records of public schools, where subject teachers are linked over time to classrooms and students, and identification is achieved using a within-school between-class model. I find that qualified teachers improve student outcomes mostly at the bottom of the student skill distribution and that students tested as at-risk of dyslexia in 4th grade make smaller progress in 6th grade vis-à-vis their peers, except for at-risk students from high SES schools who catch up with their peers. Unqualified teaching in combination with low SES schools impedes the ability of dyslexic

students to reach their potential, and upholds the inter-generational correlation in education.

Kwon, J., & Son, E. (2025). **Fostering collaboration and professionalism: insights from a Korean kindergarten teacher learning community.** *Asia Pacific Education Review*, 26(4), 985-996. <https://doi.org/10.1007/s12564-025-10050-5>

This study investigates how the interplay between teachers and Korean kindergarten culture shapes a teacher learning community. Data were collected through group interviews, in-depth individual interviews, and participant observations, allowing for a rich exploration of both collective and individual perspectives. The data were analyzed iteratively, with a focus on the cultural and relational dynamics embedded within the teaching learning community. The findings underscore the critical role of emotional support, constructive dialogue, and balanced relationships within a community operating in a predominantly female, traditionally hierarchical culture. The study also highlights the essential leadership roles of lead teachers, demonstrating how humility and a balance between collectivism and individualism foster trust, align shared goals, and support collaborative growth. Furthermore, the study explores the dual aspects of Korean collectivist culture, emphasizing its role in promoting equitable education for children and addressing parental pressure, while paradoxically limiting teachers' autonomy in decision-making. This dynamic is particularly evident in curriculum alignment, where teachers of the same age group collaborate to ensure cohesive educational practices. This analysis provides valuable insights into the processes that foster effective communication, collegial relationships, and a balanced sense of autonomy among teachers. These findings also offer practical implications for enhancing professional growth, leadership development, and collaboration within TLCs in culturally similar contexts.

Lafrance, M.-P., & Brière, L. (2025). **Contributions des pédagogies par la nature et le dehors à la réussite éducative.** *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 20.1). <https://doi.org/10.4000/155sg>

Bien que de nombreuses études établissent que l'apprentissage par la nature et dans le milieu de vie favorise la réussite scolaire et le développement global des élèves, les politiques et programmes scolaires tardent à inclure les pédagogies par la nature et le dehors. Ce faisant, les activités éducatives en plein air demeurent marginales. Alors qu'une importance grandissante est accordée à la réussite éducative dans l'administration publique d'une part, et que de nombreuses organisations et instances internationales appellent à l'intégration d'une éducation relative à l'environnement d'autre part, il est apparu essentiel de réaliser une recension d'écrits exhaustive pour systématiser les éléments de contribution des pédagogies par la nature et le dehors à la réussite éducative au primaire. Au total, 60 articles publiés entre 2009 et 2024 ont ainsi été analysés. La synthèse des résultats indique qu'à travers la mobilisation d'un large éventail d'approches et de stratégies pédagogiques, l'éducation par la nature et le dehors s'avère bénéfique pour la persévérance et le succès scolaires dans une diversité de matières. Elle contribue également au bien-être physique et psychologique des élèves, ainsi qu'au développement des compétences transversales visées par le Programme de formation de l'école québécoise.

Lee, G.-G., Kang, D. Y., Kim, M. J., Hong, H.-G., & Martin, S. N. (2025). **University students' perceptions of remote laboratory courses necessitated by COVID-19: differences in**

emergent teaching strategies at a Korean university. *Asia Pacific Education Review*, 26(4), 865-883. <https://doi.org/10.1007/s12564-023-09837-1>

In 2020, the COVID-19 pandemic swept the globe and caused formal educational sites to shift from in-person instruction to remote learning. University laboratory courses that were previously hands-on were also transformed into remote courses. This study investigates how university students perceived their experiences of remote laboratory courses across various disciplines. This study was conducted at a large public university in the Republic of Korea that offers a variety of laboratory courses. Adopting a mixed-methods approach, we collected online survey responses from 338 students and conducted in-depth interviews with 18 students. The analysis of variance (ANOVA) and Bonferroni post hoc tests of survey responses found that students' perceptions of their remote laboratory courses differed significantly ($p < .05$) by discipline (physics, chemistry, biology, earth sciences, etc.). Student interviews revealed that these differences in perceptions were attributable to the different emergent teaching strategies used in each course. Based on these findings, for remote laboratory courses in the post-COVID-19 era, we suggest that course instructors clearly set learning objectives, carefully design videos of experiments, offer collaborative and synchronous online sessions, provide guidance and feedback on lab report writing, and introduce supportive assessments.

Li, J., Lee, Y.-J., Yan, Y., Li, Q., & Yoon, H.-G. (2025). **Design transparency of high-school chemistry teachers' guides: a comparative study.** *International Journal of Science Education*, 47(18), 2474-2496. <https://doi.org/10.1080/09500693.2024.2390155>

The influence of teachers' guides (TGs) as an essential curriculum resource supporting instruction, professional development, and reflection among teachers has been well studied. However, there is scarce research on the design transparency of TGs whereby the intentions of curriculum designers are made explicit and accessible. To fill this gap, we conducted a comparative study of high-school chemistry TGs across four common topics in China and Korea to analyse the categories, frequencies and depth of supports found within them, specifically in terms of their (i) design rationales, (ii) storyline and (iii) other transparency supports. The results showed that their TGs exhibited more similarities than differences and placed the highest emphasis on explaining teaching methods which accounted for around half of their content. Another emphasis was on communicating rationales with the highest proportion of support devoted to explaining course objectives and the purpose of an activity. Nonetheless, storyline design transparency supports (especially concerning interdisciplinary connections) were severely lacking. These results hold implications for the development of more effective TGs for chemistry instruction in terms of explicitly stating rationales behind pedagogy and activities (i.e. "the why"), pointing out learning difficulties and use of representations by students, interdisciplinary teaching and implementing differentiated instruction among other supports.

Lim, S., Kim, J., & Kim, Y. (2025). **Comparison of teaching and learning concepts network for Mendelian inheritance.** *International Journal of Science Education*, 47(17), 2328-2351. <https://doi.org/10.1080/09500693.2024.2385758>

In order to improve science education and learning, analysis of the actual field of science education is necessary. The purpose of this study is to investigate the difference between taught curriculum and learned curriculum that appears in the actual field of science education from a conceptual aspect. For this, the concepts presented by the teacher in class and the concept network learned by the students were visualised using

Semantic Network Analysis. The learned concept network was analyzed immediately after class and at a follow-up (4 weeks later) to determine the effect of memory. As a result of the study, the concepts of taught curriculum and learned curriculum were similar, but the network structures were different. In other words, there were differences in the connections between concepts. In the taught curriculum, concepts were structured without being divided so that subtopics could be clarified, and as a result, the learned curriculum was also structured without being able to distinguish subtopics. In order to reduce the difference between taught curriculum and learned curriculum, there is a need to connect and teach concepts using intermediate concepts or connections concepts between concepts presented in the intended curriculum. Additionally, students' prior knowledge influenced the learned curriculum. Therefore, in future research, there is a need to analyze how various factors that affect prior knowledge like shadow education or learner characteristics affect the learned curriculum.

Liu, X., Shen, P., Xu, X., Meng, L., Ni, J., Lin, G., & Jiao, F. (2025). **The study of blended teaching based on knowledge graph: the case of clinical microbiology examination course.** *Education and Information Technologies*, 30(16), 22841-22863. <https://doi.org/10.1007/s10639-025-13626-1>

The utilization of knowledge graphs has emerged as a prevailing trend in current medical education reform due to its advantages in visualization and personalized learning. The blended teaching still faces challenges such as knowledge fragmentation, lack of personalized learning pathways and inadequate analysis of learning situations. To evaluate the learning experience, learning effect and usability of knowledge graph in the clinical microbiology examination course. The knowledge graph of the clinical microbiology examination course was constructed using natural language processing, deep learning, and other advanced technologies on the Superstar learning platform. 100 third-year students enrolled in 2021 and 2020 majoring in medical examination technology served as the experimental and control group, respectively. The theoretical test scores of the experimental group using knowledge graph for online learning were higher compared to those of the control group using MOOC. The utilization of knowledge graph assisted students in constructing an overall knowledge framework of course and achieving personalized learning and self-evaluation. And it also helped teachers accurately analyze learning situations to provide targeted offline teaching methods and optimize online learning resources. The average scores of four dimensions including the quality of work and life, perceived usefulness, perceived ease of use and user control obtained by the "Health Information Technology Usability Assessment Scale" were 4.67, 4.51, 4.32 and 4.26, respectively. The knowledge graph of clinical microbiology examination course was available, which was helpful to realize personalized learning and precise teaching and effectively solve the problems existing in blended teaching model.

Lopez, L. M., Martinez, N. C., Dechamboux, L., Girardet, C., Schindelholz, M., & Simon, A. (2025). **Évolution conceptuelle de l'évaluation formative dans ses rapports aux temps : une analyse critique.** *Raisons éducatives*, 29(1), 183-205. <https://doi.org/10.3917/raised.029.0183>

Louzi, F.-Z., & Bahoum, S. (2025). **L'accompagnement au coeur du développement des compétences du 21^e siècle des enseignants stagiaires.** *African Scientific Journal*, 3(32). <https://doi.org/10.5281/zenodo.17392622>

In a constantly changing world marked by digital transformation, globalization, and increasingly complex socio-professional expectations, the role of teachers now goes

beyond simply imparting knowledge in specific subjects. Teachers in the 21st century are called upon to become reflective, creative, and collaborative actors, capable of adapting their teaching practices to diverse learning contexts. This evolution highlights the importance of developing cross-disciplinary skills known as « 21st-century skills » or soft skills, such as communication, critical thinking, emotional management, problem solving, and teamwork. With this in mind, initial teacher training programs in Morocco, particularly those offered by regional education and training centers (CRMEF), have embarked on a process aimed at supporting future teachers in acquiring and developing these skills. However, this institutional ambition faces several obstacles, including the lack of solid training for trainers, particularly internship supervisors, in supporting the development of soft skills. This shortcoming limits the real impact of the support practices implemented in the field. Our research therefore examines how the support practices of internship supervisors can influence the development of cross-disciplinary skills in trainee teachers. Through a qualitative study based on semi-structured interviews with eleven trainee teachers, we found that the support approaches adopted often favor technical skills related to classroom management and subject knowledge, to the detriment of soft skills, which are essential for the full professionalization of future teachers.

Manlatican, J. D., & Baguio, J. B. (2025). **Chastisement Stratagems of Teachers and Social Glitches of Students In Public Elementary Schools.** *EPRA International Journal of Multidisciplinary Research (IJMR)*, 11(8), 14-21. <https://doi.org/10.36713/epra23531>

The purpose of this study was to determine the extent of chastisement stratagems of teachers and social glitches of students in public elementary schools. This study used the non-experimental quantitative research design utilizing correlational method. The respondents of this study were composed of 139 teachers in public elementary school using the universal sampling. The data analysis utilized the mean, pearson r and regression analysis. The findings disclosed that the extent of chastisement stratagems of teachers in public elementary schools in terms of chastisement with dignity, responsibility, exercise break and reward for good behavior were high. Moreover, the students' social glitches in terms of family problems, examination stress, financial difficulties and relationship difficulties were also high. It was found out that there was significant relationship between extent of chastisement stratagems of teachers and social glitches of students. It revealed further that the domains of chastisement stratagems of teachers were significantly influence social glitches of students. Based on the findings, the public school teachers should intersect in seminars and trainings from the DepEd for skillful growth program. This may provide sprightly progress for teachers with the aim of building competence sensibly strengthened education possibilities for learners and concurrently acquire the gratified better enlightening practices.

Massé, J., Tremblay, M.-C., Gross, O., Brochu-Doucet, M.-A., Ruelle, Y., Boulay, S., & Dubé, T. (2025). **Building pedagogical models of social accountability in family medicine residency training: a logic analysis protocol.** *Canadian Medical Education Journal*, 16(5), 107-109. <https://doi.org/10.36834/cmej.81560>

Mausethagen, S., Hermansen, H., Afdal, H., Lorentzen, M., & Holmeide, H. (2025). **A systematic critical review of research on 'research use' in education: Towards more profession-sensitive conceptualisations.** *Educational Research Review*, 49, 100740. <https://doi.org/10.1016/j.edurev.2025.100740>

Meirieu, P. (2025). **For the school of the future to be emancipatory.** *PROSPECTS*, 55(3), 363-370. <https://doi.org/10.1007/s11125-025-09726-y>

This article explores the evolution of educational thought and practice, contrasting traditional schooling models with progressive educational theories, particularly those emerging from the New Education movement. It critiques the conventional 'simultaneous model' of education—where students are grouped by age and taught in rigid, uniform settings—arguing that it suppresses individuality and reinforces social hierarchies. In contrast, the article champions a vision of education that embraces diversity, fosters self-transcendence, and prioritizes freedom. The discussion extends to current challenges in education, such as the rise of individualized learning through digital technologies, which, while promising personalized instruction, may reduce education to mere adaptation without human mediation. The article emphasizes the importance of a pedagogical approach that nurtures inquiry, supports social and cultural diversity, and empowers teachers to facilitate learning in a way that promotes both individual growth and community building. Ultimately, it calls for a reimagined education system that balances individual needs with collective engagement, ensuring that learning remains a transformative process for all students.

Mentado-Labao, T., Serrat-Antolí, N., Rodríguez-Gómez, D., & Castro-Ceacero, D. (2026). **Intergenerational Communication in the Workplace Among Teaching Staff at Universities.** *Higher Education Quarterly*, 80(1), e70078. <https://doi.org/10.1111/hequ.70078>

In organisations characterised by generational diversity, information and knowledge exchange present both challenges and opportunities. Managing intergenerational relationships among teaching staff at higher education institutions necessitates, among other efforts, a critical review of communication processes. However, few studies have explored the implications of generational diversity for organisational communication, particularly in university settings. This study aimed to examine intergenerational communication in the workplace among teaching staff at Spanish public universities. The Workplace Intergenerational Climate Scale questionnaire was administered to 1,751 Spanish academics. The findings reveal that teaching staff exhibit certain age-related stereotypes that influence communication. When intergenerational communication is perceived as effective, it tends to focus predominantly on academic tasks. Age-related differences and associated beliefs significantly influence the quality, quantity and nature of intergenerational interactions. Additionally, other variables such as gender, institutional size and the intensification of managerial responsibilities play important roles.

Mériaux, P. (2025). **Transformer un lycée en laboratoire démocratique : retour d'expériences sur une frise humaine de la laïcité et une convention citoyenne.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6281>

Faire de l'établissement scolaire un laboratoire démocratique, tel est le pari de deux expériences pédagogiques menées au lycée La Martinière Duchère à Lyon. D'abord, une frise humaine de la laïcité, où les élèves incarnent et interrogent les événements clés de son histoire, de 1789 à la publication de la circulaire sur l'abaya en 2023. En reconstituant cette chronologie vivante, ils transforment un principe abstrait en enjeu concret, interrogeant même les symboles de leur quotidien. Ensuite, une convention citoyenne réunissant par tirage au sort élèves, personnels et parents pour repenser les espaces du lycée au prisme de l'égalité filles-garçons. Pendant trois jours, espace de vie commune (couloirs, cour, restauration) et espaces de l'intime (toilettes et internat)

deviennent des objets politiques, révélant des inégalités et aboutissant à dix préconisations à mettre en œuvre. Ces expériences, locales et ancrées dans un contexte spécifique, montrent comment l'école peut devenir un laboratoire du politique. Mais elles rappellent aussi les limites d'un engagement qui se heurte souvent à l'inertie institutionnelle. À l'heure où les jeunes se détournent des formes traditionnelles de participation, ces initiatives soulignent l'urgence de réinventer des espaces où la démocratie s'éprouve, entre idéaux pédagogiques et réalités institutionnelles. Un défi qui dépasse la classe : celui de faire de l'école un lieu où le politique ne s'enseigne pas seulement, mais où il se vit.

Mili, I., Bonzon, C. G., & Dechamboux, L. (2025). **Introduction. Construire et interroger les temporalités éducatives, apprendre le temps.** *Raisons éducatives*, 29(1), 5-24. <https://doi.org/10.3917/raised.029.0005>

Nechache, A., & Rollinde, E. (2022). **La pratique de la polyvalence vécue par les professeurs des écoles débutants en France.** *Recherche et formation*, (101), 21-36. <https://doi.org/10.4000/158bt>

Dans cette contribution, nous présentons une étude portant sur la pratique de la polyvalence par des professeurs des écoles stagiaires (PES), dans le contexte d'un dispositif de formation centré sur la polyvalence disciplinaire. Ce dispositif permet aux PES de découvrir les fondements théoriques de la polyvalence disciplinaire à travers des articles de recherche. Il les aide également à concevoir et à mettre en pratique une séance de polyvalence, de façon collaborative et itérative selon le principe des microteaching lesson studies. Les résultats de cette étude montrent l'existence de deux principales formes de pratique de polyvalence dans les pratiques déclarées par les PES.

Oketch, M., Rolleston, C., Idrogo, C. B., & Araya, M. (2025). **Understanding teachers' contribution to learning outcomes: Implications for teachers' policy in Ethiopia.** *International Journal of Educational Development*, 119, 103425. <https://doi.org/10.1016/j.ijedudev.2025.103425>

Poirier, S., & Tendeng, M. L. (2025). **Vers des pratiques pédagogiques inclusives : retour sur 10 ans d'accompagnement au Service de soutien à l'enseignement de l'Université Laval.** *Revue hybride de l'éducation*, 9(4), 1-17. <https://doi.org/10.1522/rhe.v9i4.1884>

Depuis 10 ans, le Service de soutien à l'enseignement de l'Université Laval accompagne la transformation des pratiques pédagogiques vers l'inclusion. Cette démarche s'est déployée en deux phases : un programme de soutien à la mise en place d'approches inclusives, basé sur une communauté de pratique (Wenger, 1998), ainsi qu'une offre d'accompagnement à la conception universelle de l'apprentissage (CAST, 2018) qui se réinvente en continu. Les retombées sont encourageantes : amélioration des pratiques pédagogiques et de la perception de la diversité. Pour l'avenir, le Service de soutien à l'enseignement vise à aborder l'inclusion pédagogique de façon transversale dans son offre de formation, tout en continuant à faire reconnaître les singularités et le potentiel des individus.

Privas Breaute, V. (2025). **PRAXIA - Protocole de réflexion et d'analyse des usages de l'IA. Evaluer en langues : enjeux, outils et perspectives.** Présenté à Nanterre (Université Paris Nanterre - UPL), France. Consulté à l'adresse <https://hal.science/hal-05121850>

AI and generative AI are used more and more in research and, for transparency reasons for reviewers, authors of scientific productions are asked to assess the percentage of their

use. However, it seems to us that there is currently no grid for weighting their use. That's why we're proposing this first model, which will evolve if necessary, to enable Master's students (as part of writing their research dissertations), PhD students, researchers and teacher-researchers to self-assess their use of AI. This model can then be adapted to other fields.

Ramos, J., & Baguio, J. (2025). **Sustainable development goals and shared vision management of teachers in public secondary schools.** *EPRA International Journal of Multidisciplinary Research (IJMR)*, 11(8), 414-420. <https://doi.org/10.36713/epra23720>

This study was described and conducted to determine the sustainable development goals and shared vision management of teachers in public secondary schools in Lupon West District, Division of Davao Oriental. This study employed the non-experimental quantitative research design utilizing correlational method. The respondents of this study were the 80 teachers in public secondary school. They were selected by using the universal sampling which is all the population of the study was considered as respondents to get the reliable data. The statistical tools used in this study were the Mean, Product Moment Correlation Coefficient (Pearson r) and Multiple Regression Analysis. Based on the findings of the study, the following conclusions are drawn: the level of sustainable development goals of teachers in public secondary schools is moderate, the level of shared vision management of teachers is high, there is a significant relationship between sustainable development goals and shared vision management, there is a significant influence of sustainable development goals and shared vision management of public secondary teachers. Based on the findings and conclusions of the study the following recommendations are given: it is recommended that the policy makers/human resource managers will consider these variables in formulating policies, trainings and seminars to improve the sustainable development goals and shared vision management teachers.

Rappe, J., & Schillings, P. (2025). **Comment étudier l'action professionnelle à l'aide du cadre théorique du schème ? Une méthode d'analyse.** *Travail et Apprentissages*, 28(1), 22-39. <https://doi.org/10.3917/ta.028.0022>

Le volume d'études mobilisant la théorie du schème va grandissant. Toutefois, dans nombre de ces travaux, les opérations méthodologiques constituant l'analyse des données brutes souffrent d'une relative opacité. Le présent article tente de combler cette carence en proposant une méthode d'analyse de données qui s'inspire de méthodes qualitatives-interprétatives typiques en sociologie, mais adaptées aux spécificités des schèmes d'action professionnelle. Après avoir mis en lumière les besoins théoriques et méthodologiques auxquels cette méthode répond, nous en décrivons les étapes de conception et de validation. Les opérations d'analyse qui constituent la méthode sont ensuite décrites et illustrées par des exemples issus d'une étude de terrain ciblée sur l'action de formateurs d'enseignants.

Río, J. I. A., & Luodonpää-Manni, M. (2025). **L'auto-perception et la réflexivité des futurs enseignants de langues comme leviers de professionnalisation en formation initiale : une étude exploratoire franco-finlandaise.** *Recherches en Didactique des Langues et Cultures - Les Cahiers de l'Acedle*, 23(2), <https://journals.openedition.org/rdlc/16719>. <https://doi.org/10.4000/15bf6>

This study examines the self-perceptions and visions of professional identity expressed by pre-service foreign language teachers in initial training. A questionnaire was distributed in February and May 2024 to teacher students at the universities of Helsinki and Sorbonne

Nouvelle. The analysis reveals two major trends: an evolution of representations in response to proposed typical professional situations, and the expression of feelings regarding these situations. These results suggest the relevance of implementing personalised pathways and spaces allowing for a reflective dimension in initial training, in order to strengthen the professionalisation of teachers-to-be.

Robert, J., & Midelet, J. (2025). **Pratiques à visée universelle dans le postsecondaire francophone : enjeux, état des lieux et questionnements**. *Revue hybride de l'éducation*, 9(4), 1-9. <https://doi.org/10.1522/rhe.v9i4.1977>

Robillard, C. (2024). **Enseignement du FLS aux migrant es adultes peu ou pas scolarisé es en France : une analyse sociodidactique des représentations de la littératie** (Theses, Université Paris Cité). Consulté à l'adresse <https://theses.hal.science/tel-05400649>

Being an adult speaker of another language with little to no experience of formal education in France implies several needs in terms of language education: learning the French language in order to communicate, developing or consolidating reading and writing skills in French, a language which is non-native to learners. The first aim of this thesis is therefore to situate this target group within the field of language didactics and question the place it is assigned. Traditionally, in France, language training for adult migrants (FLMA) is referred to as alphabétisation and abbreviated to alpha. This word conflicts with littératie, both being translated as « literacy » in English but having different connotations in French. Far from being anecdotal, this lexical conflict arouses questions on a theoretical level. The notion of « literacy » - referred to as littératie in French - is defined as « a set of attitudes, knowledge, skills and competences related to the appropriation of written culture and the needs arising from it, in a given society » (Rispaill, 2017). Learning French and how to read and write it therefore involves more than coding/decoding skills, which are nonetheless necessary. However, in France, the concept of littératie, stemming from anthropology, conflicts with that of alphabétisation, preferred by some authors in the field of didactics, particularly because it implies a process (of learning) rather than a result. To the notion of alphabétisation, Adami (2020, p. 129) therefore adds - as he also does for littératie - a dimension which extends to the appropriation of the « social, pragmatic, symbolic and practical codes » of the written sphere. This definition goes beyond the limits of the term, which are mainly linked to its etymology - which places the emphasis on a code-restricted dimension - and to its common conception, which is a source of inter-discourse (link to literacy campaigns, particularly colonial ones, connotations associated with the adjective « illiterate » or analphabète, assumptions about the relationship between literacy and cognition, etc.). Thus, the second aim of this research is to analyse language instructors' representations of literacy - in both the sense of littératie and alphabétisation - and of what it entails to teach and learn reading and writing in French in France, a country with a strong written culture. From a qualitative analysis perspective, based on comprehensive interviews and classroom observations, I am suggesting an analysis of representations of literacy in the discourse of instructors. Moreover, since representations also circulate through words and discourse (Jodelet, 2003), I am complementing this analysis of representations by an analysis of nominations. Since educational cultures influence the writing practices of a given culture, they can be considered an integral part of literacy (littératie). Moreover, it becomes apparent that the reference models of language instructors have an impact on the way they design their courses and perceive both their courses and their learners. Finally, the lack of stability in terms of nomination, but also the representations of literacy

(littératie) and alphabétisation, have an impact on the assessment of learners' profile and level, which leads to migrants taking greater responsibility for their learning and integration process, and consequently to reduced responsibility on the part of the instructor.

Santos, T. R. (2025). **Distances et évitements : enseignants à l'épreuve de leur visibilité sur internet.** *Nauki o Wychowaniu. Studia Interdyscyplinarne*, 2(21), 142-157. <https://doi.org/10.18778/2450-4491.21.10>

The article begins by exploring the concept of distance, particularly within the sociology of education as discussed by Émile Durkheim, Pierre Bourdieu, and François Dubet. The notion of distance is thus problematized, enabling an analysis of the strategies employed by teachers who, by having virtual profiles on social networks, protect their personal lives and visibility outside of the school environment. The article uses an online forum to gather empirical data, specifically identifying teachers who accept former students on their personal pages and those who accept current students in a restricted manner, allowing limited interaction. These individual approaches provide some evidence of the moral norms that weigh on teachers, who engage in these private spaces in a negative manner, through avoidance rituals, to maintain an idealized image of their professional role.

Shi, L. (2025). **Assessing teachers' generative artificial intelligence competencies: instrument development and validation.** *Education and Information Technologies*, 30(16), 23365-23384. <https://doi.org/10.1007/s10639-025-13684-5>

The rapid advancement of generative artificial intelligence (GenAI) technologies presents new opportunities and challenges for educators, necessitating specialized competencies distinct from those required for general AI tools. This study addresses the critical need for a validated instrument to assess teachers' competencies in effectively and ethically integrating GenAI into educational practice. We developed and validated the Teachers' GenAI Competencies (T-GAIC) instrument, grounded in a comprehensive review of AI competency frameworks and empirical literature. The instrument comprises five dimensions: (1) Technological proficiency of GenAI, (2) pedagogical compatibility of GenAI in teaching, (3) preparing students with effective practices of GenAI, (4) GenAI-related professional development and communication, and (5) risk and ethical awareness of GenAI in education. Content and face validity were established through expert review and think-aloud protocols with pre-service teachers. Data from 478 pre-service and in-service teachers informed psychometric validation through item discrimination analysis, exploratory factor analysis (EFA), and confirmatory factor analysis (CFA). The final 36-item instrument demonstrated strong internal consistency (Cronbach's $\alpha > 0.90$), robust construct validity (RMSEA = 0.078, CFI = 0.946, TLI = 0.934), and strong convergent and discriminant validity. The T-GAIC instrument offers a theoretically grounded and empirically validated tool for assessing GenAI competencies, supporting professional development, curriculum design, and educational research on AI integration in teaching and learning.

Stenberdt, V., Moud Shiwalia, B., & Makransky, G. (2025). **Re-Experiencing vs. Self-Explaining: Comparing Generative Learning Activities in VR.** *Educational Psychology Review*, 37(4), 117. <https://doi.org/10.1007/s10648-025-10096-2>

Reviewing recordings of one's past performances has long been used as an instructional technique to support reflection and skill development. This article reconceptualizes

learning from recordings as a generative learning activity (GLA) that we term re-experiencing. Specifically, we build on the generative sense-making framework to conceptualize re-experiencing, with a focus on implementing re-experiencing in immersive virtual reality (VR). While GLAs have generally been shown to be effective, there is limited research comparing different GLAs in terms of their effects on distinct learning outcomes. To address this gap, we compared re-experiencing to an existing GLA: self-explaining. We tested both activities in VR, using a simulation on how to use a pipette to conduct a serial dilution. In a pre-registered between-subjects experiment with 161 high school students in an authentic setting, we found evidence that the combination of corrective feedback and GLAs improved educational outcomes compared to the lesson alone, both for self-explaining and re-experiencing students. Specifically, we observed significant improvements in safety behavior, the number of dexterity mistakes made, and self-efficacy. Additionally, we found evidence that self-explaining led to significantly better performance on a written post-test of procedural knowledge. In conclusion, both GLAs led to notable improvements in measured outcomes, while differences between them were more modest and outcome-specific. Future research may explore ways to enhance re-experiencing as a GLA further and compare it to other GLAs in terms of different learning outcomes, to investigate whether there are unique benefits associated with re-experiencing.

Tai, T.-H. (2025). **Enseigner aux élèves talentueux : une mission difficile ou distinctive ? Les enseignants de Taïwan face aux classes pour enfants intellectuellement précoces.**

Cahiers de la recherche sur l'éducation et les savoirs, (24). <https://doi.org/10.4000/1540j>

Cet article explore les attitudes des enseignants face au programme le plus sélectif du système éducatif taïwanais, la classe pour les enfants intellectuellement précoces (EIP). Il repose sur des entretiens réalisés auprès de vingt-sept enseignants de lycée taïwanais impliqués dans cet enseignement. Il montre que les enseignants, en majorité, cherchent à éviter d'être affectés dans ces classes, qu'ils perçoivent comme une surcharge de travail. En effet, elles nécessitent de préparer du matériel avancé, ce qui n'est que peu compensé par une réduction des heures d'enseignement, tandis qu'il faut aussi passer des qualifications supplémentaires. L'article analyse deux modes de répartition de ces missions au sein des équipes pédagogiques, montrant qu'ils tendent à converger vers un système de rotation. L'analyse de ces processus de coordination complète des études précédentes axées sur l'autonomie individuelle des enseignants.

Taj, I., Waktole Dadi, S., Samer Wazan, A., Laborde, R., & Shoufan, A. (2025). **CheatGuard: A cybersecurity inspired anti-cheating platform for higher education.** *Education and Information Technologies*, 30(16), 23729-23759. <https://doi.org/10.1007/s10639-025-13705-3>

Academic integrity aims to ensure that students' achievements are the result of their own efforts and knowledge. However, academic dishonesty continues to evolve, becoming increasingly difficult to detect and mitigate—especially with the rise of sophisticated, AI-driven tools. The lack of a universal knowledge base and standardized guidelines for addressing emerging forms of misconduct further complicates enforcement, leaving educators with limited resources to effectively identify and respond to violations. This research addresses these challenges by proposing CheatGuard, a centralized online anti-cheating platform with incident reporting capabilities. Inspired by MITRE's ATT&CK framework used in cybersecurity, CheatGuard catalogs a wide range of cheating techniques reported by institutions—from plagiarism to unauthorized collaboration during exams. For each assessment category, it also provides corresponding detection and

prevention methods. CheatGuard's knowledge base is continuously updated using an AI agent that gathers data from online sources. Tactics, techniques, and procedures related to academic dishonesty are structured similarly to those in MITRE ATT&CK, helping institutions systematically select appropriate countermeasures. This paper presents the conceptual architecture of CheatGuard, explains how it can be accessed and used by educators, and explores its potential to combat academic misconduct in the age of Artificial Intelligence.

Taylor, J. (2026). **Adapting Practice in Chinese Transnational Education: Insights From Faculty and Learners.** *Higher Education Quarterly*, 80(1), e70086. <https://doi.org/10.1111/hequ.70086>

Educators working in Chinese transnational education programmes are faced with competing institutional stressors. Being successful in such learning environments requires more than subject matter expertise. Educators are being asked to reconsider how classes are being taught and to build stronger connections with learners. This article incorporates insights from two Chinese transnational education programmes, one in Chengdu and the other in Dalian, to examine how faculty are managing these challenges. Although faculty perspectives are important to the article's framing, the analysis is meaningfully informed by learner insights, which are used to interpret classroom experiences and support practice-based reflections. Educators reflect on the challenges of working with imported curricula, whereas learners share their experiences of having to adjust to unfamiliar educational settings. Classroom observations and interviews show how teaching approaches influence learner participation, suggesting a need for culturally responsive pedagogy and curriculum localisation. The article contributes to institutional strategies in Chinese transnational education.

Tourneur, M. (2025). **Les pratiques d'enseignement à l'université à l'aune des cultures pédagogiques disciplinaires : approche située de la mise en scène des enseignements au niveau licence** (Theses, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-05394500>

Ce travail s'intéresse aux pratiques d'enseignement à l'université, dans un contexte d'institutionnalisation et de développement des dispositifs de formation à la pédagogie. Comment les enseignants mettent-ils en scène leurs séances de cours ? Si les recommandations prodiguées dans ces formations ont une visée d'optimisation de l'apprentissage, peuvent-elles pour autant être diffusées indépendamment des spécificités disciplinaires et des contenus didactiques ? Menée sur sept disciplines et trois formats de cours sur le niveau troisième année de licence, cette recherche vise à analyser la mise en scène pédagogique à travers l'étude des pratiques discursives des enseignants, de leur matériel pédagogique, de leur présence physique et corporelle ainsi que des interactions établies avec les étudiants, puis à mettre à jour les logiques qui sous-tendent ces pratiques. A partir d'observations de séances de cours et d'entretiens auprès d'enseignants et d'étudiants, ce travail met en exergue la dimension située, dynamique et co-construite des pratiques d'enseignement qui s'inscrivent dans un enchaînement de communautés de pratique, mais également au sein de cultures pédagogiques disciplinaires. L'objectif est d'interroger les enjeux pédagogiques et didactiques de la mise en scène des enseignements à l'université en situation, tout en questionnant les discours à tendance générique et prescriptive au regard des pratiques effectives.

UNICEF & Hempel Foundation. (2025). **Foundations first: insights from the Global Foundational Learning Action Tracker 2025**. Consulté à l'adresse UNICEF website: <https://curated-library.iiep.unesco.org/bibliotheque/foundations-first-insights-global-foundational-learning-action-tracker-2025>

van Eijck, T., Bredeweg, B., Holt, J., Pijls, M., Bouwer, A., Hotze, A., ... Sprinkhuizen, M. (2025). **Combining hands-on and minds-on learning with interactive diagrams in primary science education**. *International Journal of Science Education*, 47(18), 2413-2433. <https://doi.org/10.1080/09500693.2024.2387225>

Thinking back and forth between observing physical phenomena and developing scientific ideas, also known as hands-on and minds-on learning, is essential for the development of scientific reasoning in primary science education. In the Netherlands, inquiry-based learning is advocated as the preferred teaching method. However, most teachers lack time and sufficient pedagogical content knowledge to adequately provide the teaching required for this. To address this problem, we designed and evaluated science and technology lessons, consisting of hands-on experiments combined with interactive diagrams, aimed at scaffolding primary school students (9–12 years) in the development of their scientific reasoning. Our proof-of-concept uses an online application, that lets students work through the lessons while alternating hands-on and minds-on activities. A study was carried out (n = 490) showing that most students successfully complete the lessons within a standard lesson timeframe. The approach enables students to effectively apply several types of scientific reasoning and to do so more autonomously than in traditional science classes.

Wang, Y., Pi, T., & Xie, B. (2025). **Exploring factors influencing pre-service teachers' intention to use ChatGPT**. *Education and Information Technologies*, 30(16), 23761-23790. <https://doi.org/10.1007/s10639-025-13621-6>

In the AI era, pre-service teachers' acceptance of generative AI tools like ChatGPT critically shapes future educational quality. Grounded in the Expectation-Confirmation Theory (ECT), the current study integrates the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT) to propose a hybrid framework that incorporates Social Influence (SI) and Facilitating Conditions (FC) into post-adoption dynamics. Through a mixed method—surveying 337 Chinese pre-service teachers (analyzed via PLS-SEM) and interviewing 15 participants—we reveal three key findings: (1) SI ($\beta = 0.325$, $p < .001$) and FC ($\beta = 0.294$, $p < .001$) are primary drivers of Sustained Usage Intention (SUI), surpassing traditional ECT variables in explanatory power; (2) Expectation confirmation indirectly strengthens SUI through satisfaction ($\beta = 0.288$, $p < .001$), unveiling a dual cognitive-affective pathway. Theoretically, we advance cross-cultural technology acceptance research by unifying ECT, UTAUT, and TAM. Practically, these insights guide AI tool optimization (e.g., localized interfaces) and policy reforms (e.g., compliant access channels) to bridge innovation and regulatory constraints.

Wen, X., Dawod, A. Y., & Yu, X. (2025). **Predicting students' academic performance in university physics experiments: discussions, presentations, and peer evaluations in flipped classroom blended learning**. *Education and Information Technologies*, 30(16), 23141-23164. <https://doi.org/10.1007/s10639-025-13674-7>

This study examines the impact of discussions, presentations, and peer evaluations on predicting students' academic performance within a flipped classroom-based blended learning environment in university physics experiments. A total of 208 undergraduate students participated in this semester-long study, divided into an experimental group

(n = 122), which engaged in structured group discussions, presentations, and peer evaluations, and a control group (n = 86), which followed a traditional blended learning approach. Analyses using independent sample t-tests, propensity score matching, and ANCOVA indicated that the experimental group achieved significantly higher academic performance. Correlation and hierarchical regression analyses identified six key predictors of academic success: activity performance, experiment reports, online quizzes, page views, initial scores, and participation in structured discussions and presentations. The analysis indicated that activity performance was the most crucial factor, highlighting the critical role of interactive and collaborative activities in promoting deeper learning and improved outcomes. The research also demonstrated the ability to predict students' academic achievement, and data that combined online and offline factors exhibited superior prediction accuracy. Additionally, starting in the fourth week of the course, the study demonstrated that it could predict students' final academic accomplishment and that prediction accuracy rose with course length. These findings underscore the value of integrating discussions, presentations, and peer evaluations within a flipped classroom-based blended learning framework to enhance student engagement, facilitate early academic performance predictions, and improve overall learning outcomes in university physics experiments.

Williams, D., & Bower, M. (2025). **The impact of technology-mediated dialogue on critical thinking in the secondary English classroom.** *Education and Information Technologies*, 30(16), 23213-23239. <https://doi.org/10.1007/s10639-025-13680-9>

This study examined the influence of technology-mediated dialogue on the development of critical thinking. A mixed-methods approach with a switching-replication design was used to determine if and how a microblogging platform (Talkwall) influenced critical thinking development in Year 10 students (n = 203) completing a media literacy unit over a six-week period. While all students completed a curriculum designed using dialogic pedagogy underpinned by exploratory talk principles, those in the experiment condition were exposed to the microblogging platform which mediated small-group and whole-class discussions. Analysis of the quantitative results involving three repeated measures revealed that dialogic pedagogy without technology was just as effective in influencing critical thinking skills as using the microblogging platform. Thematic analysis of focus group interviews with student (n = 10) and teacher participants (n = 5) revealed that access to diverse perspectives prompted reflection and refutation, and the externalisation of ideas challenged students to evaluate and therefore participate in dialogic activities thus strengthening their critical thinking skills. The efficiency and pace of the lessons mediated by technology were perceived to accelerate information processing.

Xu, L.-J., He, X.-L., Wu, J., Hwang, G.-J., & Wu, H.-H. (2025). **Effects of multimodal peer-feedback-based peer-teaching on pre-service teachers' professional development.** *Education and Information Technologies*, 30(16), 23015-23040. <https://doi.org/10.1007/s10639-025-13641-2>

Exploration of pathways in teacher education is an international trend. Peer feedback and peer teaching are considered effective teacher-education methods. However, traditional peer teaching (TPT) lacks high-quality peer feedback because of the insufficient scaffolding provided to learners. This study proposes a multimodal peer-feedback-based peer-teaching (MPFPT) approach that combines the advantages of peer teaching and peer feedback and compensates for the disadvantages of rubrics

and score-based feedback. This quasi-experimental study employed a mixed methods approach and spanned 16 weeks (N = 60). In the experimental and control groups of pre-service teachers, respectively, the MPFPT and the TPT approaches were used. The results indicated that MPFPT improved pre-service teachers' content knowledge (CK), pedagogical knowledge (PK), technological knowledge (TK), pedagogical content knowledge (PCK), and technological pedagogical and content knowledge (TPCK), but failed to improve pre-service teachers' technological content knowledge (TCK) and technological pedagogical knowledge (TPK). In addition, the MPFPT improved preservice teachers' critical thinking skills. The interview results showed that the approach increased pre-service teachers' learning engagement and reflective learning.

Yang, M., Liang, M., & Lim, C. P. (2025). **Facilitating Conditions and Challenges for Stakeholders' Uptake of the Affordances of E-Portfolio Assessment at a Hong Kong University**. *Asia Pacific Education Review*, 26(4), 1027-1039. <https://doi.org/10.1007/s12564-025-10064-z>

Existing studies have identified the key facilitating conditions for e-portfolio assessment to support students' learning. However, these studies have to adopt a more holistic examination of challenges that stakeholders may encounter when implementing e-portfolios. By reviewing affordances of e-portfolio assessment and contextual influences on e-portfolio implementation through the 'culture-as-garden' metaphor, this paper examines why the facilitating conditions matter and recommends strategies for creating such conditions to enable stakeholders' uptake of the affordances of e-portfolio assessment. Focussing on an e-portfolio assessment initiative in two undergraduate programmes, this study examines how the affordances of e-portfolios are taken up (or not taken up) to support students' learning. Interviews with stakeholders showed how the presence (or absence) of the facilitating conditions influenced their e-portfolio implementation, and the extent to which the affordances of e-portfolio assessment were taken up by stakeholders to support student learning. The stakeholders' narratives revealed a number of challenges that they encountered at the institutional (e.g. a top-down decision-making process of e-portfolio implementation), programme/course (e.g. insufficient teacher guidance and feedback for students), and individual (e.g. teachers' and students' need for technical support) levels. To address such challenges, this paper recommends six strategies for creating the facilitating conditions to assist stakeholders' successful e-portfolio implementation. Theoretical and practical implications and future research directions are discussed.

Yang, S., Zhu, S., Qin, W., Mai, Y., Guo, Q., & Li, H. (2025). **Assessing the impact of problem-based digital learning on mathematics proficiency and creative problem solving for vocational high students**. *Education and Information Technologies*, 30(16), 23791-23816. <https://doi.org/10.1007/s10639-025-13710-6>

Problem-based digital learning (PBDL) has become a popular method in mathematics education. Many researchers have measured its effectiveness in mathematics. However, few studies have rigorously assessed PBDL's effectiveness in vocational high school mathematics courses, and those that have done so have paid limited attention to its impact on students' mathematics proficiency and creative problem solving. Moreover, the measurement approaches used in this existing research make it difficult to monitor the dynamic mastery process of students' abilities. Hence, this study conducted a quasi-experiment on PBDL and used the Multigroup Transition Diagnostic Model (MTDCM) and the Wald test to explore the effectiveness of PBDL in vocational high school mathematics over time, especially its impact on students' mathematics proficiency and creative

problem solving. The findings indicate that: (1) PBDL greatly improves vocational high school students' mathematics proficiency and creative problem solving; (2) While a teacher-centered classroom enhances vocational high school students' mathematics proficiency, it is less effective in fostering their creative problem solving compared to PBDL; (3) As time lapses, mathematics proficiency can be quickly acquired and forgotten, while creative problem solving is harder to acquire and lose. This study confirms the effectiveness of the PBDL in vocational mathematics education, introduces longitudinal assessment to assess pedagogical effectiveness, and provides detailed information on students' ability mastery, which may aid educational stakeholders in refining teaching strategies for vocational education.

Zhang, X., Miskam, N. N., Sazalli, N., & Puteh, M. (2025). **Assessing digital competence among English teachers in higher education: insights from China.** *Education and Information Technologies*, 30(16), 23845-23869. <https://doi.org/10.1007/s10639-025-13713-3>

In today's digital era, it has become essential for educators in higher education to strengthen their digital competence to effectively navigate the challenges brought by the rapid technological progress. Despite the growing importance of this topic, research focusing on the digital competence of English teachers in Chinese higher education remains limited. This study seeks to explore how Chinese English teachers perceive their own digital competence in this context. Utilizing a quantitative approach, data were collected through a survey completed by 371 in-service English teachers working in higher education institutions across China. The dataset underwent analysis through methods such as descriptive statistics, inferential statistics, and confirmatory factor analysis (CFA), which validated the reliability and accuracy of the instrument. Findings revealed that participants generally reported a high level of digital competence. Among the five assessed dimensions, professional development emerged as the strongest area based on average scores, while scientific research demonstrated the weakest performance. Variations in demographic factors revealed that English teachers limited scientific research competence is associated with variables such as gender, educational background, and institutional level. Additionally, disparities in total TDC scores were observed based on educational background, while professional titles influenced scores in the digital resources domain. These findings provide valuable insights for enhancing educators' digital competence. Future investigations should consider examining other intrinsic and extrinsic elements that may impact the digital competence of English teachers in higher education settings.

Zhang, Z., Yang, B., & Bowcher, W. L. (2025). **Ways of questioning, ways of gesturing: how teachers elicit different ways of students' thinking in elementary science classrooms.** *International Journal of Science Education*, 47(18), 2393-2412. <https://doi.org/10.1080/09500693.2024.2387224>

Questions and gestures used in pedagogical contexts have each received considerable attention. However, rarely have studies focused on the relationship between questions and gestures and what this relationship may mean for pedagogical practice and the development of higher-level thinking. Drawing on previous research into the cognitive levels of questions and gestures, this study addresses this issue through focusing on the type of gestures used when teachers ask questions in elementary science classrooms. Participants were two Grade One science teachers, and video recordings constitute the major data sources. The study is primarily qualitative, with frequency analyses conducted to analyse the cognitive levels of questions and the cognitive distribution of gestures in

the questions. The results show that elementary science classrooms are dominated by low cognitive level questions, which reflects a direct instruction teaching method. However, the use of higher cognitive level questions suggests that teachers use some learner-centred approaches to challenge and encourage students for deeper levels of thinking. Overall, there is a correspondence between the cognitive levels of questions and of gestures, e.g. LCL gestures are most commonly distributed in LCL questions, although variations in the specific use of gestures in each type of question exist. This research contributes to the understanding of the interplay between questions and gestures within the elementary science teaching-learning context, and has implications for science teachers and teacher educators to consider the relationship between cognitive levels of gestures and questions and its role in developing higher-level thinking in elementary science pedagogy.

Zhao, J., Yao, H., & Zhang, J. (2025). **Investigating factors influencing Chinese teachers' intelligent technology application: extending TAM with NET and IDT.** *Education and Information Technologies*, 30(16), 22649-22676. <https://doi.org/10.1007/s10639-025-13661-y>
By expanding the descriptive perspective of teacher characteristics from traditional personal attributes to social attributes and correspondingly introducing the Network Embeddedness Theory (NET) for support, this study explores the factors that influence teachers' willingness and behavior to use intelligent technologies to assist their teaching. Backed by the structural equation model, the study integrates NET, Innovation Diffusion Theory (IDT) and Technology Acceptance Model (TAM), and develops a structural model containing 12 latent variables such as Relational Embeddedness, Structural Embeddedness, Innovativeness and Security Preference. Subsequently, measurement models for each latent variable are designed to create a survey questionnaire. Data are collected from 367 Chinese university teachers through the questionnaire, and a well-fitted modified structural equation model is obtained. The results show that the factors that have a significant positive impact on teachers' behavioral intention, in descending order of influence, are Compatibility, Perceived Usefulness, Structural Embeddedness and Innovativeness. At the same time, Relational Embeddedness, Career Aspiration, and Perceived Ease of Use significantly and positively influence Perceived Usefulness, while both Perceived Usefulness and Behavioral Intention have a significant positive impact on teachers' actual application of innovative technologies. With the intervention of Network Embedding perspective, this study not only reveals the influence mechanism, but also points out the operational directions for the policy design to promote the application of intelligent technology, such as using teachers' social networks and improving network embeddedness.

Relation formation-emploi

Dubois, J.-M. (2025). **L'enquête Formation Employeur : un éclairage inédit sur les très petites entreprises.** Consulté à l'adresse <https://shs.hal.science/halshs-05377123>
Malgré leur poids significatif dans l'emploi salarié en France, les très petites entreprises (TPE) restent largement invisibles dans les statistiques relatives à la formation professionnelle continue. À partir des données récentes de l'Enquête Formation Employeur (EFE), ce Céreq Bref met en évidence des différences marquées de recours à la formation selon la taille, le secteur et la structuration interne des TPE. Il s'intéresse également aux leviers et dispositifs spécifiques susceptibles de répondre aux problématiques propres à ces entreprises.

Hirao, T., Murasawa, M., & Umezaki, O. (2025). **College quality and initial employment: insights from the Japanese labor market.** *Asia Pacific Education Review*, 26(4), 901-922. <https://doi.org/10.1007/s12564-024-10022-1>

This study analyzes the relationship between college quality and obtaining first job after graduation among new graduates in the Japanese labor market. Although lively debate prevails in Western countries regarding the economic effects of college quality, no consensus has been reached concerning the effects of college quality on labor market outcomes. Additionally, few studies have examined the effects of college quality on labor market outcomes in Japan owing to data limitations. Therefore, this study analyzes the correlation between college quality and obtaining first job after graduation in Japan using newly available data that accurately match individual-level survey data and institutional-level data. This study's empirical results indicate that college quality has a limited relationship with first job after graduation in the Japanese labor market—similar to previous studies' findings. College characteristics do not appear to be a determining factor for recent graduates in obtaining first job after graduation in the Japanese labor market.

Kelly, S., Grainger, D., Sun, S., & Welters, R. (2026). **The labour market matching efficiency in Australian regions.** *Economica*, 93(369), 52-85. <https://doi.org/10.1111/ecca.70009>

We advance the literature on estimating job matching functions in two ways. Scholars acknowledge that past matching efficiency affects current job search and posting behaviour (i.e. tightness is endogenous); however, they so far ignore that forecast (lead) matching efficiency may also affect tightness. We specify a model that accommodates lagged and lead efficiency to address both endogeneity channels. Scholars also acknowledge that matching efficiency may be region-specific; however, a test to formally evaluate matching heterogeneity is missing, for which we develop a χ^2 - distributed test statistic. Using regional Australian data, we (i) demonstrate that lead matching efficiency indeed endogenizes labour market tightness, and (ii) confirm matching heterogeneity in the Australian regional context. Both innovations have policy relevance, and their application will improve matching efficiency estimates and provide policymakers with a tool to test whether region-specific labour market policy is warranted.

Murshed, R. (2025). **Is TVET more likely to lead to employment than general education? Evidence from Bangladesh.** *International Journal of Educational Development*, 119, 103424. <https://doi.org/10.1016/j.ijedudev.2025.103424>

This paper examines whether pursuing Technical and Vocational Education and Training (TVET) in Bangladesh leads to improved labour market outcomes compared to general education. Drawing on nationally representative data from the 2016 Household Income and Expenditure Survey (HIES), it employs logit models, ordinary least squares (OLS), and propensity score matching (PSM) to analyse employment status and hourly earnings across education streams, disaggregated by gender and educational level (secondary, higher secondary, and tertiary). The findings indicate that TVET is associated with higher employment probabilities for women at the lower levels of education, while TVET-educated men at the secondary level are less likely to be employed than their general-educated peers. In terms of earnings, TVET yields significantly higher wages at the secondary and higher secondary levels, particularly for women—challenging the widespread perception of TVET as a lower-value pathway. A key contribution of this

paper lies in identifying a critical gap in national survey design: the HIES dataset does not capture the education level at which TVET is pursued, complicating direct comparisons. To address this, the paper introduces an assumption-based framework and conducts robustness checks (PSM) to validate results. This is the first paper to provide gender-disaggregated empirical evidence on TVET outcomes in Bangladesh using nationally representative data, offering methodological and practical insights. It contributes to the literature by highlighting structural challenges in measuring vocational pathways and informs policy by revealing the uneven and gendered returns to TVET in a Global South context.

OECD. (2025). **OECD Skills Outlook 2025: Building the Skills of the 21st Century for All**. Consulté à l'adresse OECD website: https://www.oecd.org/en/publications/oecd-skills-outlook-2025_26163cd3-en.html

The first quarter of the 21st century has been defined by shocks and long-run transformations that have reshaped economic and social systems. These changes have been rapid, leaving less time for individuals, firms and governments to adapt, creating uncertainty. The gaps in who can build, deploy and benefit from essential 21st-century skills, and who is left behind, have been exposed and often widened. Unequal access to skills development impacts not just individuals but also economic growth, which is stunted due to underutilised talent. Disparities in labour market outcomes are varied: those related to socio-economic background arise mainly in the opportunities to develop skills, whereas differences between men and women lie more in how skills are used and rewarded through field-of-study sorting and occupational concentration. Place and immigrant background matter largely via differences in family resources. Returns to skills are large; however, the central challenge for policies is to ensure equal access to the opportunities to develop skills and have them recognised and valued in the labour market. As skills demands evolve faster than traditional policy cycles, targeted investments in lifelong learning and agile, data-driven governance that learns from labour-market intelligence can ease constraints and promote sustained growth.

Réussite scolaire

Ayelabola, A. O., & Oyadeyi, J. B. (2025). **Perceived Influence of Family Conflict and Interpersonal Relationship on Academic Performance of Peacock College of Nursing Sciences, Akure**. *British Journal of Education*, 13(12). Consulté à l'adresse <https://ejournals.org/bje/vol13-issue12-2025/perceived-influence-of-family-conflict-and-interpersonal-relationship-on-academic-performance-of-peacock-college-of-nursing-sciences-akure/>

This study investigated the influence of family conflict and interpersonal relationships on the academic performance of undergraduates at Peacock College of Nursing Sciences, Akure, Nigeria. A descriptive survey design of the ex-post-facto type was employed, and a total enumeration technique was used to include 116 Nursing students. Data were collected through a structured questionnaire, and [...]

Beggs, C., Thukral, H., & Dintilhac, C. (2025). **Improving foundational literacy outcomes: a brief on the components and cost of a 'just enough' model for government-led programming**. https://doi.org/10.35489/BSG-WhatWorksHubforGlobalEducation-RP_2025/002
For many years, education systems have grappled with a persistent learning crisis, whereby large numbers of students complete schooling without achieving foundational

literacy and numeracy skills. This insight note argues that in the current setting of reduced funding and persistently low learning outcomes, there is an urgent need to define a minimum, or 'just enough', foundational literacy model – one that is cost-effective and can be delivered through government systems at scale. In response to this need, the authors present a proposed model in this brief alongside estimations of its cost as well as broader strategies to improve cost efficiencies and outcomes.

Bell, T. (2025). **Réussite initiale dans les études supérieures : prédiction et représentation graphique des résultats** (Theses, Université Côte d'Azur). Consulté à l'adresse <https://theses.hal.science/tel-05268350>

This thesis addresses the challenge of predicting student success in the first year of higher education. Traditional methods of assessing student performance often fail to capture the full picture, as they solely focus on student's grades while there is more to their academic performance evaluation. We move beyond relying only on data such as grades, and explore the potential of incorporating qualitative data such as teacher comments to gain deeper insights into student attributes. Our work makes several contributions. We establish a baseline using Random Forest models trained on numerical data and go through various augmentation techniques based on the nature of the data. We then implement various methods for extracting meaningful information from teacher comments and including them in the prediction process. The core of this thesis lies in developing novel methods that integrate these two linked data sources into a unified Random Forest model. We propose three different methods: a post-trained model approach that modifies the prediction of individual trees of a pre-trained model; a pre-trained approach that utilises a parallel tree structure trained on textual sentiment to validate the predictions made by a primary tree; and a last method that incorporates multiple sentiment aspects extracted from the comment to provide more nuanced decision-making in each tree. To enhance interpretability, we develop an interactive visualisation tool for RF models. Experimental results demonstrate that qualitative data, especially when adapted through our hybrid models, improves the prediction of student success compared to models relying solely on numerical data, offering a more holistic and nuanced view.

Carrell, S., Dykeman, K., Kurlaender, M., & Martorell, P. (2025). **College Canceled: What Happened to California's High School Graduating Class of 2020?** *Educational Researcher*, 54(9), 528-539. <https://doi.org/10.3102/0013189X251357674>

Using individual-level administrative data from California linked to survey data, this study explores how and why recent high school graduates' college trajectories may have been altered by the pandemic. We find sizable negative effects on college enrollment for the California high school graduating class of 2020. Similar to national trends, we find these enrollment declines were largest in the community college sector and for underrepresented minority students, low-income students, and students from high schools with low college-sending rates. At the same time, enrollment in the highly selective University of California system increased. These enrollment gains were concentrated among Asian and White students and those who attended high schools that historically send a large share of their graduates to college. Thus, the pandemic appears to have worsened inequalities not only in overall college enrollment but also in access to more elite institutions.

Dadgar, I. (2025). **The effect of ordinal rank in school on educational achievement and income in Sweden** (Working paper N° 2025:21). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://EconPapers.repec.org/RePEc:hhs:ifauwp:2025_021

This study examines the influence of students' ordinal positions in the distribution of grades in their ninth-grade school cohort on subsequent educational and labor market outcomes using population-wide data for Sweden. The identification strategy uses differences between students' ranks in their school and their ranks in the country-wide ability distribution after conditioning on school-cohort fixed effects and school-level grade distributions. The findings reveal an advantage of occupying a higher rank in school with respect to educational and labor market accomplishments in adulthood, whereas a lower rank yields adverse consequences. Contrary to findings from the United States, no effect is found for students situated in the middle of the rank distribution. This study also shows that ordinal rank effects are more pronounced for students with lower socio-economic status and for female students at the top of their school ability distribution. This study highlights the importance of students' rank positions in determining their future academic and professional outcomes.

Dalpé, J., & Landry, F. (2025). **Le TDAH aux cycles supérieurs : facteurs de réussite, défis et forces des personnes étudiantes**. *Revue hybride de l'éducation*, 9(4), 1-21. <https://doi.org/10.1522/rhe.v9i4.1882>

Le trouble déficit de l'attention/hyperactivité (TDAH) est de plus en plus observé chez les personnes étudiant à la maîtrise et au doctorat, mais leur expérience associée à ce diagnostic demeure peu étudiée. Dans la présente étude, vingt personnes étudiantes de cycles supérieurs ayant un TDAH ont pris part à une entrevue semi-structurée portant sur leur accès aux cycles supérieurs et les effets perçus de leur diagnostic. Elles attribuent leur admission aux cycles supérieurs à une combinaison de qualités personnelles, de stratégies et de soutien. Dans leur parcours aux cycles supérieurs, ces personnes observent des défis persistants associés à la gestion du temps et à l'attention, mais également des forces liées à la créativité, à l'engagement et à la communication orale.

de Clercq, M., Bournaud, I., & Demers, S. (2025). **Mieux définir pour mieux agir : vers une conceptualisation étendue de la réussite dans l'enseignement supérieur**. *Actualité de la recherche en éducation et en formation AREF2025*. Présenté à Liège, Belgium. Consulté à l'adresse <https://hal.science/hal-05333682>

Eze, J. E., & Eze, I. L. (2025). **Impact of Asynchronous Online Discussion On Under Graduate Mathematics Education Students Achievement and Retention in Topology Course**. *British Journal of Earth Sciences Research*, 13(12). Consulté à l'adresse <https://ejournals.org/bje/vol13-issue12-2025/impact-of-asynchronous-online-discussion-on-under-graduate-mathematics-education-students-achievement-and-retention-in-topology-course/>

The primary aim of this study was to examine the effect of asynchronous online discussion on the achievement and retention of undergraduate Mathematics Education students in a Topology course. The research employed a quasi-experimental design, specifically a non-equivalent pretest-posttest control group design, in which intact classes were randomly assigned to either the experimental or control [...]

Hoysala, R., Markovich Morris, E., & Siddiga, N. (2025). **Leveraging families as assets and champions to promote secondary school completion and success in Bangladesh** (p. 39). Consulté à l'adresse Center for Universal Education at Brookings website: <https://curated->

library.iiep.unesco.org/library-record/leveraging-families-assets-and-champions-promote-secondary-school-completion-and

The purpose of this policy brief is to inform education systems leaders on strategies and efforts to deepen family, school, and community partnerships in rural and urban secondary schools and to ensure there are mechanisms in place to meaningfully engage families in their children's learning and schools. Recommendations are designed for leaders in the national Ministry of Education (MoE) and the Directorate of Secondary and Higher Education (DSHE) at the national level but are also applicable across all levels of the education system, including leadership in districts, upazilas (subdistricts), and public and private schools. An analysis of six national policies and plans was conducted to identify how education leaders envision the roles and responsibilities of families across education frameworks and the current approaches to family, school, and community engagement in the education system. In addition to policy analysis, research was conducted directly with 535 families, 225 educators, and 973 students in 14 rural and urban secondary schools in Bangladesh. Research was led by educators and researchers from the Education and Cultural Society (ECS), a national civil society organization in Bangladesh, in collaboration with the Center for Universal Education (CUE) at the Brookings Institution from February 2023 to May 2024. The methodology used in this research was the Conversation Starter Tools, a mixed-methods participatory approach developed by CUE in collaboration with global collaborating organizations, including ECS. This brief begins with an analysis of how family, school, and community engagement is envisioned across the national education policies and plans in Bangladesh. This is followed by a description of the Conversation Starter Tools. Finally, five key findings from the research are presented along with key recommendations for national education leaders to implement evidence-informed strategies to promote family-centric education systems.

Hu, Y. (2025). **Family or school? Understanding the urban–rural achievement gap and its generating mechanisms in China.** *Asia Pacific Education Review*, 26(4), 1055-1070. <https://doi.org/10.1007/s12564-025-10066-x>

This study examines the urban–rural achievement gap among Chinese middle-school students. Engaging with the classical family–school debate, this study sheds lights on the contribution of family and school factors to the achievement gap led by one of the most important institutional factors—hukou status—in China. To decompose the gap and investigate its generating mechanisms, the author uses structural equation modeling. Analyzing two waves of the China Educational Panel Survey, the author finds that family socioeconomic status (SES), as the confounding variable, effectively accounts for the disadvantage of Chinese rural students. After family SES is controlled for, family cultural activity is the major force enlarging the urban–rural gap; while parental educational expectation is the force reducing the urban–rural gap. Mechanisms of school-related variables make almost no statistically significant contribution to the gap.

Klipfel, J. (2025). **Parcours et réussite en master à l'université : les résultats de la session 2024.** *Note Flash du SIES*, (2025-30), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/parcours-et-reussite-en-master-l-universite-les-resultats-de-la-session-2024-100403>

Plus des trois quarts des étudiants inscrits en master en 2021 ont obtenu leur diplôme en deux ou trois ans, près de deux tiers d'entre eux l'ont eu en deux ans.

Kozina, A. (2025). **Pathways of absenteeism and early leaving from education and training . ENESET ad hoc report**. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/b9dd5bff-bb8d-11f0-b37f-01aa75ed71a1>

Ce rapport explore les causes de l'absentéisme et du décrochage scolaire et professionnel (DSP), en identifiant les groupes à risque ainsi que les mesures préventives et les interventions mises en œuvre dans le contexte européen, telles qu'elles ressortent de la littérature scientifique. Le DSP a des conséquences négatives importantes non seulement pour l'individu, mais aussi pour la société dans son ensemble. Plusieurs facteurs prédictifs du DSP sont identifiés aux niveaux individuel, scolaire et sociétal. Par ailleurs, l'accent est mis sur l'importance de prendre en compte tous les niveaux contextuels, ainsi que la nature multidimensionnelle et évolutive du DSP, lors du choix de mesures préventives et d'interventions susceptibles d'avoir un impact positif dans le contexte européen.

Kupi, G., & Mucaj, A. (2025). **Academic Stress and Student Performance: The Mediating Role of Anxiety and the Moderating Influence of Sleep Quality**. *British Journal of Education*, 13(12). Consulté à l'adresse <https://ejournals.org/bje/vol13-issue12-2025/academic-stress-and-student-performance-the-mediating-role-of-anxiety-and-the-moderating-influence-of-sleep-quality/>

Academic stress is a critical determinant of students' mental health and learning outcomes. Anxiety frequently acts as a mediating factor in this relationship, whereas sleep quality may moderate the extent to which stress impairs performance. Despite growing international evidence, little is known about these dynamics among Albanian university students. This study investigates the relationship between [...]

Lafrance, M.-P., & Brière, L. (2025). **Contributions des pédagogies par la nature et le dehors à la réussite éducative**. *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 20.1). <https://doi.org/10.4000/155sg>

Bien que de nombreuses études établissent que l'apprentissage par la nature et dans le milieu de vie favorise la réussite scolaire et le développement global des élèves, les politiques et programmes scolaires tardent à inclure les pédagogies par la nature et le dehors. Ce faisant, les activités éducatives en plein air demeurent marginales. Alors qu'une importance grandissante est accordée à la réussite éducative dans l'administration publique d'une part, et que de nombreuses organisations et instances internationales appellent à l'intégration d'une éducation relative à l'environnement d'autre part, il est apparu essentiel de réaliser une recension d'écrits exhaustive pour systématiser les éléments de contribution des pédagogies par la nature et le dehors à la réussite éducative au primaire. Au total, 60 articles publiés entre 2009 et 2024 ont ainsi été analysés. La synthèse des résultats indique qu'à travers la mobilisation d'un large éventail d'approches et de stratégies pédagogiques, l'éducation par la nature et le dehors s'avère bénéfique pour la persévérance et le succès scolaires dans une diversité de matières. Elle contribue également au bien-être physique et psychologique des élèves, ainsi qu'au développement des compétences transversales visées par le Programme de formation de l'école québécoise.

Leduc, A., N'guia, G., & Thomas, F. (2025). **Résultats et notes au baccalauréat - session de juin 2025**. Consulté à l'adresse <https://www.education.gouv.fr/resultats-et-notes-au-baccalaureat-session-de-juin-2025-451861>

Ce document de travail a pour objet de compléter la diffusion des résultats du baccalauréat à l'issue de la session de juin 2025, sur le champ restreint aux séries et spécialités sous tutelle du ministère chargé de l'éducation nationale.

Moulin, L. (2025, décembre 13). **Scolarité : Le privé fait-il mieux que le public ?**
<https://doi.org/10.64628/AAK.mfvcs5rpf>

Les meilleurs résultats des écoles privées viennent-ils d'un « effet » propre au privé ou reflètent-ils avant tout la composition sociale plus favorisée de ses élèves ?

Potapova, E. (2025). **Tackling dropout from higher education. ENESET Ad hoc report.**
Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/3a527a73-bb8a-11f0-b37f-01aa75ed71a1>

Quels sont les déterminants clés de l'abandon universitaire dans l'Union européenne (UE), et comment varient-ils selon les pays ou les sous-groupes d'étudiants ? Dans quelle mesure les politiques et pratiques institutionnelles existantes correspondent-elles aux facteurs contribuant à l'abandon des étudiants ? Quelles interventions politiques ont démontré un succès mesurable dans la réduction des taux d'abandon ? Le rapport vise à examiner les causes de l'abandon dans l'enseignement supérieur au sein de l'UE et à évaluer l'efficacité des politiques destinées à relever ce défi. Reconnaisant que l'échec à terminer l'enseignement supérieur entraîne des coûts importants pour les individus et la société, allant de la réduction des opportunités personnelles à l'utilisation inefficace des investissements publics dans l'éducation, le rapport cherche à offrir une compréhension nuancée de l'abandon comme phénomène multifacettes. Il examine à la fois les défis communs aux États membres et ceux façonnés par les contextes nationaux, tels que les disparités socio-économiques, les structures institutionnelles et les systèmes éducatifs régionaux.

Tairab, H., Alketbi, L., Qablan, A., Ndijuye, L. G., & Opoku, M. P. (2025). **Effect of school climate on fourth-grade students' science achievement in the United Arab Emirates: Insights from the 2023 TIMSS Dataset.** *International Journal of Educational Research Open*, 9, 100547. <https://doi.org/10.1016/j.ijedro.2025.100547>

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture, Union africaine, & UNICEF : Fonds des Nations unies pour l'enfance. (s. d.). **L'éducation en Afrique: accès équitable, couverture éducative et achèvement. Note thématique 2.**
Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000396391_fre

Cette note se concentre sur l'éducation en Afrique, spécifiquement l'accès équitable, la couverture et l'achèvement des cycles scolaires. Elle souligne que l'Afrique a la population non scolarisée la plus importante au monde, avec des disparités importantes basées sur les revenus et le genre, qui s'accroissent aux niveaux secondaire inférieur et supérieur. Malgré des progrès dans la scolarisation primaire, la note met en évidence des défis persistants, tels qu'un faible taux d'achèvement et des facteurs multiples, dont la pauvreté et les conflits, qui entravent l'accès à une éducation de qualité. Le texte propose des recommandations holistiques et présente des initiatives pays (comme l'abolition des frais de scolarité au Ghana et des programmes alternatifs) visant à atteindre les objectifs de développement durable (ODD 4) d'ici 2030.

UNICEF & Hempel Foundation. (2025). **Foundations first: insights from the Global Foundational Learning Action Tracker 2025.** Consulté à l'adresse UNICEF website: <https://curated-library.iiep.unesco.org/bibliotheque/foundations-first-insights-global-foundational-learning-action-tracker-2025>

Wen, X., Dawod, A. Y., & Yu, X. (2025). **Predicting students' academic performance in university physics experiments: discussions, presentations, and peer evaluations in flipped classroom blended learning.** *Education and Information Technologies*, 30(16), 23141-23164. <https://doi.org/10.1007/s10639-025-13674-7>

This study examines the impact of discussions, presentations, and peer evaluations on predicting students' academic performance within a flipped classroom-based blended learning environment in university physics experiments. A total of 208 undergraduate students participated in this semester-long study, divided into an experimental group (n = 122), which engaged in structured group discussions, presentations, and peer evaluations, and a control group (n = 86), which followed a traditional blended learning approach. Analyses using independent sample t-tests, propensity score matching, and ANCOVA indicated that the experimental group achieved significantly higher academic performance. Correlation and hierarchical regression analyses identified six key predictors of academic success: activity performance, experiment reports, online quizzes, page views, initial scores, and participation in structured discussions and presentations. The analysis indicated that activity performance was the most crucial factor, highlighting the critical role of interactive and collaborative activities in promoting deeper learning and improved outcomes. The research also demonstrated the ability to predict students' academic achievement, and data that combined online and offline factors exhibited superior prediction accuracy. Additionally, starting in the fourth week of the course, the study demonstrated that it could predict students' final academic accomplishment and that prediction accuracy rose with course length. These findings underscore the value of integrating discussions, presentations, and peer evaluations within a flipped classroom-based blended learning framework to enhance student engagement, facilitate early academic performance predictions, and improve overall learning outcomes in university physics experiments.

Wirth, C. (2025). **Parcours et réussite des étudiants en première année d'études de santé : les résultats de la session 2024.** *Note flash du SIES*, (2025-31), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/parcours-et-reussite-des-etudiants-en-premiere-annee-d-etudes-de-sante-les-resultats-de-la-session-100432>

Deux néo-bacheliers sur cinq inscrits en PASS ou en L.AS à la rentrée 2022 ont été admis en médecine, maïeutique, odontologie, pharmacie, kinésithérapie (MMOPK) après une ou deux années d'études de santé.

Yang, P., & Chen, X. (2025). **Mobilising parental capital for integration: new immigrant parents' strategies to facilitate 1.5- and second-generation immigrant children's academic and socio-cultural integration in Singapore.** *Asia Pacific Education Review*, 26(4), 1099-1110. <https://doi.org/10.1007/s12564-025-10077-8>

This article explores how new immigrant parents in Singapore deploy social, cultural, and economic capitals as strategies to support their 1.5- and second-generation children's academic and socio-cultural integration. Based on in-depth interviews with 64 new immigrant parents from mainland China, India, the Philippines, Indonesia, and a few non-Asian countries, we identified foremost the distinct strategies parents employed to facilitate their children's academic integration. Non-Chinese parents predominantly rely on bridging social capital, forming connections with local parents to navigate Singapore's education system. In contrast, Chinese parents draw on bonding social capital derived from co-national networks, leveraging digital platforms like WeChat to exchange education-related resources. Beyond academics, immigrant parents also

actively mobilise a variety of capitals—economic, social, and cultural—to support their children's socio-cultural integration, whilst striking a balance between local integration with maintenance of socio-cultural connections with their homeland.

Zhang, N., Lao, S., Qiu, Z., Yang, Y., & Ouyang, F. (2025). **The effects of online collaborative environments and scaffoldings on student engagement in collaborative problem-solving process.** *Education and Information Technologies*, 30(16), 22521-22546. <https://doi.org/10.1007/s10639-025-13648-9>

Collaborative problem-solving is a critical 21st-century skill, yet how scaffolding strategies (idea-oriented cognitive stimulation or task-oriented procedural support) shape student engagement across diverse online collaborative environments is insufficiently understood. This lack of understanding makes it challenging to design productive strategies to enhance student learning and collaboration. To address this gap, a 2 × 2 factorial design was used with the factors of online collaborative environment (virtual reality (VR) vs. web-conferencing (WC)) and scaffolding (idea-oriented scaffolding (IS) vs. task-oriented scaffolding (TS)). A multi-method approach was used to examine the effects of online collaborative environments and scaffoldings on student engagement in collaborative problem-solving process. Research revealed that IS enhanced behavioral and social engagement in WC and adjusted cognitive and emotional engagement in VR. Conversely, TS supported behavioral and social engagement in VR and fostered behavioral and social engagement in WC. Additionally, TS promoted more diverse interactions across emotional, cognitive, and social dimensions in different online collaborative environments compared to IS. Based on the results, this research proposed three pedagogical implications for tailoring scaffolding strategies to specific online collaborative environments and three analytical implications to enhance the understanding of student engagement in collaboration.

Zhang, Z., Yang, B., & Bowcher, W. L. (2025). **Ways of questioning, ways of gesturing: how teachers elicit different ways of students' thinking in elementary science classrooms.** *International Journal of Science Education*, 47(18), 2393-2412. <https://doi.org/10.1080/09500693.2024.2387224>

Questions and gestures used in pedagogical contexts have each received considerable attention. However, rarely have studies focused on the relationship between questions and gestures and what this relationship may mean for pedagogical practice and the development of higher-level thinking. Drawing on previous research into the cognitive levels of questions and gestures, this study addresses this issue through focusing on the type of gestures used when teachers ask questions in elementary science classrooms. Participants were two Grade One science teachers, and video recordings constitute the major data sources. The study is primarily qualitative, with frequency analyses conducted to analyse the cognitive levels of questions and the cognitive distribution of gestures in the questions. The results show that elementary science classrooms are dominated by low cognitive level questions, which reflects a direct instruction teaching method. However, the use of higher cognitive level questions suggests that teachers use some learner-centred approaches to challenge and encourage students for deeper levels of thinking. Overall, there is a correspondence between the cognitive levels of questions and of gestures, e.g. LCL gestures are most commonly distributed in LCL questions, although variations in the specific use of gestures in each type of question exist. This research contributes to the understanding of the interplay between questions and gestures within the elementary science teaching-learning context, and has implications for science teachers and teacher educators to consider the relationship between

cognitive levels of gestures and questions and its role in developing higher-level thinking in elementary science pedagogy.

Valeurs

Agneeswaran, V. (2025). **Écocitoyenneté et pouvoir des apprenants : une perspective indienne**. *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 20.1). <https://doi.org/10.4000/155sh>

Un aperçu du passé de l'Inde permet de constater que la valeur de la nature a toujours fait partie du patrimoine indien. La préservation des écosystèmes naturels s'avère donc une préoccupation majeure en Inde, à l'heure actuelle où l'adoption d'écogestes gagne de l'ampleur, surtout lorsqu'il est question de mobiliser des enfants et des jeunes. Les écoles ainsi que les universités développent d'importantes initiatives visant à réduire la pollution et promouvoir la solidarité écologique. Différents exemples sont présentés dans cet article autour de deux thématiques.

Ainsworth, R., Dehejia, R., Munteanu, A., Pop-Eleches, C., & Urquiola, M. (2025). **Malleable Minds: The Effects of STEM- vs. Humanities-Focused Curricula** (Working paper N° 34502). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34502>

We examine the impacts of assignment to STEM vs. humanities-focused curricula in Romania's high school system. We apply a regression discontinuity design to administrative and survey data to estimate effects on educational pathways, desired careers, and non-cognitive outcomes. An overarching theme of our findings is the malleability of students to what they study. Assignment to STEM increases STEM college enrollment and technology or engineering career intentions by 25 pp. Exploring mechanisms, we find that STEM assignment changes students' self-perceived academic abilities and their preferences over academic subjects and job tasks. STEM assignment is risky for low-achieving students, reducing their chances of passing a high school exit exam and enrolling in college. A final finding is that STEM makes boys more conservative, while shifting some of girls' views to the left. Our results identify a strategy for promoting STEM higher education and careers, but also highlight potential tradeoffs.

Amanso, E. O. I., & Owan, V. J. (2025). **Ethics in educational assessment: emerging issues, controversies, and best practices**. *Global Journal of Educational Research*, 24(4), 449-469. Consulté à l'adresse <https://www.ajol.info/index.php/gjedr/article/view/310244>

Ethical issues in educational assessment have become increasingly significant as schools and educational authorities seek fairness, accountability, and credibility in evaluation processes. This paper discusses the moral dimensions that guide assessment practices and how unethical conduct can weaken the quality and trustworthiness of educational results. Key issues such as bias, validity, reliability, authenticity, confidentiality, privacy, and the rights of test-takers were discussed. Each issue is explored in relation to its practical implications for teachers, learners, and policymakers. The discussion extends to emerging concerns, such as test preparation and coaching, technology-based assessment, inclusion and diversity, social and emotional learning, as well as high-stakes and standardised testing. The paper draws on recent literature and professional codes to explain how these matters influence the fairness and credibility of assessment practices. It argues that ethical awareness and integrity are essential for educators and evaluators to uphold justice and objectivity in measuring learners' performance. It was

suggested that ethical guidelines and best practices that can support fairness, transparency, and accountability in educational assessment be provided. When applied with commitment and honesty, these principles can enhance trust in educational outcomes and contribute to a more just and responsible assessment culture.

Avdeev, S. (2025). **University as a Melting Pot: Long-term Effects of Internationalization** (Working paper N° 12283). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12283

This paper provides the first evidence on the impact of exposure to international students on the long-term outcomes of native students. I combine unique survey and administrative data from the Netherlands covering one million students across three decades and employ an across-cohort design. I find that exposure to international students leads natives to (i) form social ties with non-natives, (ii) hold more positive attitudes towards migration and learning about other cultures, and (iii) seek opportunities abroad. Notably, I find precisely estimated zero effects on employment, income, entrepreneurship, and the share of international co-workers up to 25 years after university entry.

Balazard, H., Cortesero, R., & Compingt, S. (2025). **Réenchanter l'éducation à la citoyenneté : analyse des dispositifs participatifs, agoras collèges d'Y-Nove et Les enfants s'organisent**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6164>

Cet article analyse deux dispositifs éducatifs – les agoras collèges d'Y-Nove et le programme LEO – qui expérimentent une éducation à la citoyenneté par la participation active des élèves. En rupture avec l'enseignement civique traditionnel, fondé sur une transmission verticale et théorique, ces projets s'inspirent des pédagogies alternatives pour développer des compétences démocratiques concrètes. Les élèves y deviennent acteurs de projets collectifs, apprenant à délibérer, coopérer et s'organiser. Toutefois, leur intégration au cadre scolaire reste limitée par la forme scolaire dominante et le cloisonnement avec les enseignements formels. Ces résultats soulignent la nécessité de repenser les cadres institutionnels afin de mieux intégrer ces pratiques participatives à l'enseignement formel.

Barthes, A., Lange, J.-M., & Wagnon, S. (2025). **Ecologisation de l'éducation et de la formation : Quels changements de paradigmes et perspectives ?** *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 20.1). <https://doi.org/10.4000/155sl>

L'article explore l'impact du processus d'écologisation de la société sur l'éducation. Nous identifions trois manières d'appréhender l'écologisation de l'éducation : (1) par la description des diverses politiques publiques et leurs effets tant d'ordre organisationnels que sur les contenus d'enseignements ; (2) par la compréhension des effets d'une approche systémique et complexe des situations ; (3) par l'induction des logiques et transformations en profondeur des jeux d'acteurs, des arènes politiques et des systèmes de normes. Force est de constater que le processus d'écologisation de l'éducation élabore de nouveaux modèles tels que les « éducations à » ou encore, les éducations intégrales. L'article propose ensuite les possibles d'une éducation pleinement écologisée, explorant des changements de paradigmes didactiques et évaluatifs, et apportant des réflexions sur sa multiréférentialité et sa robustesse comme alternative à la pensée majoritaire et à la performance.

Biesta, G. (2025). **The future of education in the impulse society: Why schools and teachers matter.** *PROSPECTS*, 55(3), 335-343. <https://doi.org/10.1007/s11125-025-09723-1>

Reflections about the future of education often depict the desirable future as one in which we need powerful learning environments where students can pursue personalized trajectories, learning from real-life situations, so that they will acquire useful knowledge and skills that will allow them to adjust flexibly to a rapidly changing society. In such a set-up, teachers have become facilitators of learning. In this paper, I show why such a view of the future of education is misguided and ultimately uneducational. I make a case for the school as the time we set free from economic and societal demands in order to give the new generations a fair chance at arriving in the world by opening new horizons for them. Teachers, in this view, are not simply there to facilitate what is already happening, but have the task of giving students more than they may have been able to ask for. Such a future for education relies on an understanding that school is not a function or functionary for society, but always needs to stand at a critical distance from society.

Bozec, G., & Douniès, T. (2025). **L'école, creuset de la citoyenneté ? Impensés et effets pervers de l'éducation civique.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6105>

Cet article analyse les paradoxes et les impensés de l'éducation civique scolaire en France, dont la mission affichée est de former des citoyens engagés, mais dont les modalités génèrent un certain nombre d'effets pervers entrant en porte-à-faux avec l'ambition démocratique de l'école. Les auteurs montrent que si la mission civique de l'institution scolaire est fortement investie politiquement, l'éducation civique privilégie la transmission de valeurs républicaines pensées comme communes et une approche formaliste de la vie politique. Les enquêtes menées révèlent ainsi un décalage entre les attentes des élèves, désireux de mieux comprendre l'actualité et les clivages politiques, et les pratiques enseignantes, marquées par un souci de neutralité souvent synonyme d'évitement des sujets politiques et sociaux. Le modèle de citoyenneté que promeut l'école – une citoyenneté informée, intellectualisée et individualisée – apparaît socialement situé et tendrait ainsi à reproduire les inégalités face au politique en favorisant la distance et l'apathie politiques de toute une frange des élèves. L'article invite en fin de compte à réinterroger le sens et les effets de la neutralité scolaire, tout comme la pédagogie de cet enseignement : son ouverture au débat, aux expériences vécues et aux savoirs profanes serait plus susceptible de réduire les écarts sociaux de politisation et de légitimer la participation de tous les élèves à la vie démocratique.

Cerisier, J.-F. (2025, décembre 1). **Utiliser ChatGPT, est-ce tricher ? Réflexions sur la fraude étudiante à l'ère des IA génératives.** <https://doi.org/10.64628/AAK.jwqypn4ps>

Les intelligences artificielles instaurent un nouveau rapport au savoir, invitant les universités à repenser les modes d'évaluation et les formats d'examens.

Christin, O. (2025). **Don de soi pour la patrie ou lutte contre l'injustice ? Les modèles historiques de l'engagement.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5821>

L'engagement civique, d'abord incarné par les héros mythiques romains célébrés jusqu'à la Renaissance, est réinterprété par la Révolution française qui en démocratise l'accès, chacun pouvant se sacrifier pour la liberté. L'éducation devient alors un outil pour forger des citoyens vertueux. Si ces figures antiques déclinent aux XIXe et XXe siècles, de nouvelles formes de dévouement émergent aujourd'hui dans

l'humanitaire, l'écologie ou les luttes sociales, posant de nouveau la question du lien entre sacrifice individuel et démocratie.

Darne, S. (2025). **Politique institutionnelle de formation et éducation à la citoyenneté à l'école primaire française.** *Éthique en éducation et en formation : les Dossiers du GREE*, (18), 113-128. <https://doi.org/10.7202/1121543ar>

Historiquement, la question de l'éducation à la citoyenneté est liée institutionnellement en France avec celle de la transmission des valeurs de la République et de la laïcité. Toutefois, après les événements tragiques de 2015, la France a renforcé son engagement à former les enseignants sur ces thèmes via un plan national de formation. Ce plan, qui inclut des séances en ligne et en présentiel, vise à transmettre les valeurs républicaines, mais laisse des lacunes sur le volet didactique. Cet article explore les défis qui subsistent suite à cette formation pour l'enseignement de la citoyenneté dans les écoles primaires françaises, soulignant qu'une approche éthique collective de la discussion est indispensable, mais difficile à instaurer en raison du manque de temps et des défis de l'hypermodernité. L'article propose également une réflexion sur les conditions nécessaires d'un réel pouvoir agir des équipes enseignantes pour se saisir des questions entourant l'éducation à la citoyenneté.

Donnellan, J. (2025). **How textbook images frame the gender roles of women in science and elsewhere: a content analysis of elementary school science textbooks.** *International Journal of Science Education*, 47(17), 2239-2257. <https://doi.org/10.1080/09500693.2024.2343436>

Based on the concepts of gender framing and gender categorisation, this content analysis evaluates the images of adults (N = 1655) and the portrayal of women from the 6 series of science textbooks authorised by the Japanese Ministry of Education for use in elementary school science classes in the 2022 academic year. The images were counted and coded according to the activities the participants were engaged in. Data were then analysed according to three potential patterns for transmission of gender roles – invisibility, low stature, and domesticity. The content analysis showed differences between the 6 series in terms of their portrayal of women and of female scientists, however, across all series, there were fewer women portrayed than men, fewer female scientists than male, and fewer women were presented as important 'people to study'. Women were less likely to be shown in high-status decision-making roles, as demonstrating 'brilliance', or as being rewarded or recognised for their scientific achievements. They were, however, more likely than men to be depicted in images connected to themes of domesticity than as scientists or in other professional situations. Domestic themes such as childcare could still be seen in images of female scientists or women at work.

Draelants, H. (2025). **Faire de l'éducation la solution ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5351>

Cet article analyse l'« éducationnalisation », ce réflexe qui consiste à traiter les problèmes de société par l'éducation. L'auteur expose le débat théorique qui l'entoure, opposant une lecture critique (qui y voit une stratégie de dépolitisation) à une vision plus compréhensive (qui la juge inhérente à la modernité). L'éducation relative au changement climatique (ERCC) sert d'exemple pour montrer comment, dans sa mise en œuvre concrète, l'éducationnalisation valide souvent les craintes de l'approche critique. En se focalisant sur les gestes individuels, elle se révèle inefficace et masque les enjeux

structurels. Face à cette version instrumentale de l'éducation, l'article interroge son rôle comme levier d'action. Il discute du potentiel de l'éducation, en tant que « métalevier », dont la finalité ne serait plus de changer les comportements directement, mais de former l'esprit critique des citoyens pour qu'ils puissent exiger et soutenir des transformations politiques systémiques. L'éducation est alors envisagée comme un catalyseur pour l'action collective.

Draelants, H., & Guyon, R. (2025). **Toute éducation est politique !** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5091>

La fureur n'est en aucune façon une réaction automatique en face de la misère et de la souffrance en tant que telles ; personne ne se met en fureur [...] en face de conditions sociales qu'il paraît impossible de modifier. C'est seulement dans le cas où l'on a de bonnes raisons de croire que ces conditions pourraient être changées, et qu'elles ne le sont pas, que la fureur éclate. Nous ne manifestons une réaction de fureur que lorsque notre sens de la justice est bafoué.

Dubet, F., Draelants, H., & Guyon, R. (2025). **« Nous aurions intérêt à dire ce que nous pouvons exiger de l'école à condition de ne pas tout en attendre pour ne rien en exiger ».** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5133>

Dans cet entretien, François Dubet revient sur son ouvrage, publié en 2002 *Le Déclin de l'institution*, où il propose une analyse de la transformation profonde de différentes institutions, dont l'école. Plus de vingt ans plus tard, il reprend et actualise les facteurs contribuant à l'affaiblissement du programme institutionnel de l'école, en particulier à travers le flou de son projet.

Ferhat, I. (2025). **L'éducation à la laïcité est-elle politique ? Retours sur une évidence pédagogique récente.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6129>

La laïcité est devenue une partie intégrante des contenus d'enseignement des écoles françaises durant les dernières décennies, et ce sur l'ensemble de la scolarité obligatoire. Cette évolution a été alimentée par les conflits d'origine religieuse dans l'espace scolaire depuis les années 1980. Cependant, cette éducation a des objectifs pouvant parfois apparaître contradictoires. Le premier est la volonté d'apaiser les tensions, avec une forte dimension de climat scolaire. Le second est celui de la promotion de « valeurs de la République », avec une dimension plus politique.

Fernandez, F. (2025). **The Science of Voting: Coursetaking, Literacy, and Behavior.** *Educational Researcher*, 54(9), 557-559. <https://doi.org/10.3102/0013189X251347515>

Postsecondary science education is often viewed as supporting the nation's economic competitiveness and individual social mobility. Yet science literacy also helps voters be more informed about policy issues involving climate change, global pandemics, vaccines and preventive health, and women's reproductive health. This article analyzes a nationally representative sample of adults from the 2016 U.S. Scientific Literacy Study to show that taking postsecondary science classes positively correlates with science literacy as it relates to climate change. Although climate science literacy was not related to voter turnout in the 2016 primary or general election, it did relate to candidate choice.

Graff, M., Latournerie, C., Blondiaux, L., & Guyon, R. (2025). **Expérimenter la démocratie : un enjeu pédagogique et civique**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6322>

Dans cet entretien croisé, Marguerite Graff et Caroline Latournerie, toutes deux enseignantes d'histoire-géographie, partagent un projet pédagogique consistant à organiser les élections européennes au lycée. Loïc Blondiaux, professeur en sciences politiques, propose une analyse sur le dispositif au regard de ses travaux sur la participation citoyenne.

Hirsch, S. (2025). **Faire place à la dimension politique des thèmes sensibles à l'école**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6430>

Les thèmes sensibles sont des sujets qui, en classe, confrontent les élèves et le personnel enseignant à la diversité des valeurs, des représentations sociales, des manières de vivre en société et des rapports de pouvoir qui les sous-tendent. En ce sens, ils sont toujours politiques. Si la laïcité est un concept abordé par le programme scolaire, elle fait aussi l'objet de débats incessants concernant son application, notamment à l'école. Elle est ainsi devenue un exemple par excellence de thème politique qui s'impose en classe. Dans cet article, je m'intéresse aux enjeux soulevés par la discussion de la laïcité à l'école, et plus particulièrement à la dimension politique de cet enseignement, et je propose une manière de l'aborder en classe afin d'apprendre à parler de politique à l'école.

Hirsch, S., Husser, A.-C., Durisch Gauthier, N., & Wolfs, J.-L. (2025). **Introduction : la diversité religieuse et convictionnelle aux prismes de l'éducation à la citoyenneté**. *Éthique en éducation et en formation : les Dossiers du GREE*, (18), 5-11. <https://doi.org/10.7202/1121537ar>

Un article de la revue *Éthique en éducation et en formation*, diffusée par la plateforme Érudit.

Hirsch, S., Moisan, S., & Gélinas, K. (2025). **Aborder le racisme antireligieux dans l'enseignement des sciences humaines et sociales : fondements et proposition antiraciste pour préparer les élèves à exercer leur citoyenneté critique en contexte de pluralisme religieux**. *Éthique en éducation et en formation : les Dossiers du GREE*, (18), 94-112. <https://doi.org/10.7202/1121542ar>

Dans un contexte où la religion est souvent présentée dans l'espace public comme posant un défi pour le vivre-ensemble, parler de la diversité religieuse et plus encore de racisme antireligieux en classe devient un thème sensible. Si le contexte sociohistorique de chaque société permet de mieux comprendre ces sensibilités, il reste fondamental de mieux comprendre aussi ce type de racisme et d'amener les élèves à identifier les enjeux sociaux, historiques et éthiques qui en découlent. Inclure les perspectives des communautés concernées est alors une pratique à privilégier, malgré les défis qu'elle peut poser. Cet article relève des enjeux pédagogiques du traitement du racisme antireligieux en classe, puis présente l'approche adoptée pour l'élaboration d'un outil pédagogique qui tente d'y répondre en s'inspirant de l'approche antiraciste en éducation.

Hoedt, A., & Guyon, R. (2025). **« S'interroger ensemble sur nos privilèges »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5224>

Arnaud Hoedt et Jérôme Piron ont écrit la pièce Kevin, dans laquelle ils s'interrogent avec humour sur les raisons pour lesquelles nous ne comprenons pas ce que des élèves comme Kevin (ceux qui ont des difficultés à l'école) ne comprennent pas. S'appuyant sur des recherches en matière d'éducation, ils dépeignent un système scolaire qui exclut et perpétue les inégalités.

Husser, A.-C., & Pontanier, É. (2025). **Que faire des appartenances religieuses ? Une déclinaison réunionnaise du modèle français d'éducation à la citoyenneté.** *Éthique en éducation et en formation : les Dossiers du GREE*, (18), 129-153. <https://doi.org/10.7202/1121544ar>

L'article propose d'examiner la manière dont la diversité religieuse est catégorisée, problématisée et traitée pédagogiquement dans le cadre de l'actuel curriculum d'éducation à la citoyenneté en France, et la façon dont sa mise en oeuvre est déclinée à La Réunion. Pour ce faire, l'analyse s'appuie d'une part sur les programmes d'enseignement moral et civique de l'école, du collège et du lycée (2015, 2018) ainsi que sur les textes de cadrage relatifs à la mise en oeuvre du parcours citoyen, et d'autre part, sur les résultats d'une enquête empirique réalisée entre 2021 et 2024 auprès de 24 professionnels de l'éducation nationale (professeurs et personnel de la vie scolaire). Ont été recueillies 78 situations de travail rattachées à l'EMC, à la laïcité et au religieux dans des collèges et des lycées publics de La Réunion. L'objectif est d'identifier dans quelle mesure la mise en oeuvre de l'enseignement moral et civique (EMC) à La Réunion fait apparaître un modèle de citoyenneté distant du modèle jacobin, voire multiculturaliste.

Jodie, P., & Patrick, M. (2025). **Profess-sirs and Profess-hers: gender and ethnicity stereotypes that students associate with scientists.** *International Journal of Science Education*, 47(18), 2434-2452. <https://doi.org/10.1080/09500693.2024.2404161>

A common narrative emerges from previous studies suggesting that scientists are most frequently thought of as being old, white men. This stereotype has been assessed in the past using drawing analysis methods but here, an updated approach – a drawing activity followed by a survey was chosen, to remove the need for inference. The purpose of the survey was to understand if the aspects of the scientist-stereotype are still present and impacting school students today and if students' career prospects are influenced by learning about a diverse range of scientists. Our findings suggest gender and ethnicity aspects of the scientist stereotype are still present but a shift has occurred, away from the old-age associated with a scientist, towards a younger individual. This adaptation suggests that it is possible to influence this stereotype and we propose that further understanding of what caused this change could influence the stereotypical gender and ethnicity too. It was found that learning about a diverse range of scientists is not associated with a school student feeling like they can have a career in STEM, which we hypothesise may be due to the passive nature of this intervention and that a more active intervention method may be needed.

Kang, J., & Tolppanen, S. (2025). **Exploring the role of science education as a catalyst for students' willingness to take climate action.** *International Journal of Science Education*, 47(18), 2497-2515. <https://doi.org/10.1080/09500693.2024.2393461>

Science education aims to encourage students' active engagement in socio-scientific issues like climate change. While existing research has predominantly focused on science education as a provider of climate science knowledge, this study seeks to broaden our understanding by examining its role not only in knowledge acquisition but also in

promoting intrinsic motivation and the perceived value of science. In turn, this study relates science education to climate-action-related variables, including biospheric values, climate concern, personal responsibility, and willingness to take climate action. Data were collected from 1864 students across five public upper secondary schools in Finland, and structural equation modeling was employed to explore the relationships between science education-related variables and climate action-related variables. Results revealed non-significant associations between climate science knowledge and willingness to take climate actions, with a negative relationship observed with the sense of personal responsibility for climate change. Conversely, intrinsic motivation in science exhibited positive associations with willingness to take both individual and societal climate action, mediated through biospheric values. Similarly, students' perceived value of scientific knowledge on climate change showed positive direct and indirect associations with willingness to take climate action. The perceived value of science also mediated the effect of scientific knowledge on climate action.

Kester, K., Kim, H., Kwon, S., Lu, D., Maruyama, Y., Matsui, K., ... Brantmeier, E. (2025). **Peace education research in East Asia, 2020–2025: key works published in Chinese, Japanese, and Korean.** *Asia Pacific Education Review*, 26(4), 851-863. <https://doi.org/10.1007/s12564-025-10101-x>

Laborde, V. (2025). **L'ambivalente autonomie de l'administration scolaire face au politique : le cas des politiques de laïcité.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5482>

À partir d'une ethnographie de l'administration scolaire française, cet article interroge les effets de la politisation de l'action publique sur les pratiques professionnelles, en prêtant en particulier attention au dispositif de signalement des « atteintes à la laïcité » à l'école. Il met en lumière l'ambivalence de l'autonomie administrative à l'égard du politique : les cadres intermédiaires de l'Éducation nationale (chef·fe·s d'établissement, personnels en rectorats et inspections d'académie, en l'occurrence investis dans la mise en œuvre des politiques de laïcité scolaire) sont pris en étau entre les prescriptions émanant des représentant·e·s politiques et leur éthos de service public. S'ils intègrent certaines injonctions communicationnelles et sécuritaires à leur travail quotidien, ils n'en développent pas moins une capacité de traduction, de contournement et de résistance aux directives ministérielles. L'analyse éclaire les tensions entre loyauté institutionnelle, éthique professionnelle et respect des injonctions gouvernementales, dans un champ d'action publique faiblement institutionnalisé, mais fortement investi par le politique.

Ledoux, S. (2025). **L'école face aux attentats : entre discours, postures politiques et réalités.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6030>

À la suite de l'attentat de Charlie Hebdo, le 7 janvier 2015, le président de la République, François Hollande, décrète un jour de deuil national pour le lendemain qui mobilise le monde scolaire par le rituel de la minute de silence. Un appel à l'unité nationale autour des valeurs de la République accompagne cet hommage qui revêt une forte dimension politique. L'analyse qui est faite de cet événement et de l'hommage au sein du cabinet ministériel de Najat Vallaud-Belkacem se formule en termes de risque politique. Alors que des enseignants organisent des débats avec leurs élèves sur les caricatures, la liberté de la presse, ou la liberté d'expression, la polarisation politique et médiatique des contestations de la minute de silence par certains élèves dans les jours suivants amène

la ministre à adopter une nouvelle posture face aux accusations de l'opposition, mais aussi celles de son Premier ministre Manuel Valls, de cacher le véritable nombre de ces contestations. Le thème des valeurs de la République et de la laïcité qui structure la réponse post-attentat du ministère prolonge en la renforçant une politique publique instaurée précédemment alors que la question de la reproduction des inégalités en milieu scolaire a été posée.

Lucenti, M. (2025). **L'enseignement du fait religieux à l'école aide-t-il à être un(e) « bon(ne) citoyen(ne) » ?** *Éthique en éducation et en formation : les Dossiers du GREE*, (18), 29-45. <https://doi.org/10.7202/1121539ar>

L'enseignement relatif aux religions à l'école dans les sociétés démocratiques libérales contemporaines met en jeu des aspects fondamentaux de l'éducation à la citoyenneté (Parker et al., 2012; Jackson, 2019). Cela tient aux liens étroits de cet enseignement avec la pluralité des identités et les compétences interculturelles requises dans un monde globalisé (Giorda, 2014). Si aujourd'hui le religieux ressurgit au travers de configurations nouvelles et inédites, parallèlement et paradoxalement, l'analphabétisme religieux sévit parmi les nouvelles générations (Moore, 2007; Melloni, 2014). Comment l'enseignement relatif aux religions à l'école peut-il combler cet analphabétisme et éduquer les jeunes au vivre-ensemble et à la citoyenneté active? À partir de l'analyse du cas italien, cet article porte sur une étude[1] qui examine si la discipline de l'IRC – enseignement de la religion catholique – favorise l'alphabétisation religieuse en accord avec les valeurs de l'éducation à la citoyenneté active dans des contextes multireligieux et multiculturels.

Meirieu, P. (2025). **For the school of the future to be emancipatory.** *PROSPECTS*, 55(3), 363-370. <https://doi.org/10.1007/s11125-025-09726-y>

This article explores the evolution of educational thought and practice, contrasting traditional schooling models with progressive educational theories, particularly those emerging from the New Education movement. It critiques the conventional 'simultaneous model' of education—where students are grouped by age and taught in rigid, uniform settings—arguing that it suppresses individuality and reinforces social hierarchies. In contrast, the article champions a vision of education that embraces diversity, fosters self-transcendence, and prioritizes freedom. The discussion extends to current challenges in education, such as the rise of individualized learning through digital technologies, which, while promising personalized instruction, may reduce education to mere adaptation without human mediation. The article emphasizes the importance of a pedagogical approach that nurtures inquiry, supports social and cultural diversity, and empowers teachers to facilitate learning in a way that promotes both individual growth and community building. Ultimately, it calls for a reimagined education system that balances individual needs with collective engagement, ensuring that learning remains a transformative process for all students.

Mériaux, P. (2025). **Transformer un lycée en laboratoire démocratique : retour d'expériences sur une frise humaine de la laïcité et une convention citoyenne.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6281>

Faire de l'établissement scolaire un laboratoire démocratique, tel est le pari de deux expériences pédagogiques menées au lycée La Martinière Duchère à Lyon. D'abord, une frise humaine de la laïcité, où les élèves incarnent et interrogent les événements clés de son histoire, de 1789 à la publication de la circulaire sur l'abaya en 2023. En

reconstituant cette chronologie vivante, ils transforment un principe abstrait en enjeu concret, interrogeant même les symboles de leur quotidien. Ensuite, une convention citoyenne réunissant par tirage au sort élèves, personnels et parents pour repenser les espaces du lycée au prisme de l'égalité filles-garçons. Pendant trois jours, espace de vie commune (couloirs, cour, restauration) et espaces de l'intime (toilettes et internat) deviennent des objets politiques, révélant des inégalités et aboutissant à dix préconisations à mettre en œuvre. Ces expériences, locales et ancrées dans un contexte spécifique, montrent comment l'école peut devenir un laboratoire du politique. Mais elles rappellent aussi les limites d'un engagement qui se heurte souvent à l'inertie institutionnelle. À l'heure où les jeunes se détournent des formes traditionnelles de participation, ces initiatives soulignent l'urgence de réinventer des espaces où la démocratie s'éprouve, entre idéaux pédagogiques et réalités institutionnelles. Un défi qui dépasse la classe : celui de faire de l'école un lieu où le politique ne s'enseigne pas seulement, mais où il se vit.

Mezri, T. (2025). **Education for sustainability: cognitive construction and sustainabal behaviors**. *Premier congrès arabe virtuel pour la durabilité*. Présenté à Tunis, Tunisia. Consulté à l'adresse <https://hal.science/hal-05321785>

Abstract Education for Sustainability: Building Knowledge and Acquiring Sustainable Behaviors This research paper presents a comprehensive conceptual framework examining the relationship between education and sustainability, emphasizing the necessity of transcending the traditional understanding that separates these two domains. Based on findings from recent research conducted on teacher training programs, the study focuses on three fundamental pillars: First, it underscores the importance of constructing integrated knowledge and fostering sustainable behaviors among learners by connecting theoretical knowledge to practical applications and ethical values. Second, the study emphasizes the urgent need to reorient teacher training programs by grounding them in teachers' real-world needs and establishing meaningful connections between training and field practice. Third, the research highlights the necessity of transforming teachers' epistemological positioning from content transmitters to knowledge engineers and educational experts. The study stresses that the transition from a traditional educational model to a transformative one requires comprehensive educational restructuring that redefines knowledge, teachers' roles, and assessment mechanisms. This transformation renders education for sustainability a dynamic, continuously renewed process that is nourished by daily practices and directly influences the decisions of both teachers and learners, thereby contributing to the achievement of Sustainable Development Goal 4, which ensures quality, inclusive, and equitable education for all. The research concludes that sustainable education is not merely an additional subject appended to existing curricula; rather, it becomes a foundational principle embedded in daily educational practice, with tangible effects on both cognitive and behavioral dimensions of learning at all levels. Réessayer

Montmasson-Michel, F. (2025). **Petite histoire de la maternelle**. Consulté à l'adresse <https://boutique.editionssociales.fr/produit/fabienne-montmasson-michel-petite-histoire-de-la-maternelle/>

En 2019, la France impose l'instruction obligatoire à partir de trois ans, parachevant ainsi un long processus de scolarisation de la petite enfance. Pourtant, ce modèle n'a rien d'évident ni d'universel, et d'autres formes éducatives existent ailleurs. Fabienne Montmasson-Michel offre la première histoire intellectuelle, critique et sociale de cette institution. Elle montre comment l'idéal d'un jeune enfant capable de langage cultivé

et curieux a été façonné en France par les groupes sociaux les plus dotés en capitaux culturels et retrace la manière dont cette conception a pris forme et s'est transformée, de la salle d'asile du xix^e siècle à l'école maternelle massifiée. En donnant à comprendre les choix pédagogiques et politiques qui éclairent sa trajectoire, d'un espace éducatif féminin relativement autonome à un maillon du système scolaire unifié et soumis à des exigences accrues, son ouvrage révèle que cette intégration progressive n'a pas effacé les inégalités sociales d'apprentissage mais les a reconfigurées. Appuyé sur un parcours de vingt ans en maternelle, du terrain à la recherche, son livre déplie ce que l'école maternelle fait, et comment elle pourrait faire autrement.

Naudet, C., & Perrin, É. (2025). **L'inégale perception de la complexité des questions climatiques : perspectives depuis la géographie du secondaire français.** *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 20.1). <https://doi.org/10.4000/155sj>

Cet article questionne l'inégale perception de la complexité par les élèves concernant les questions climatiques. Comment concevoir des dispositifs didactiques pour saisir cette question et développer une appréhension plus complexe des enjeux environnementaux ? Pour répondre à cette question, deux enquêtes ont été menées en géographie dans le secondaire français, auprès de collégiens (5^e et 3^e) et de lycéens (2^e). La première partie de l'étude analyse les perceptions des élèves à partir de questionnaires sur leurs connaissances préexistantes. La seconde expose deux dispositifs de géographie expérientielle visant à transformer ces savoirs spontanés en raisonnement disciplinaire et transdisciplinaires. Enfin, la troisième partie présente les résultats de l'ensemble de la démarche, éclairant les conditions propices à une conceptualisation plus globale des questions climatiques.

Nóvoa, A. (2025). **Educating in common for a common humanity.** *PROSPECTS*, 55(3), 287-297. <https://doi.org/10.1007/s11125-025-09724-0>

This introduction to a special issue of Prospects titled Educating in Common for a Common Humanity offers a critical reflection on the future of education, positioned against the backdrop of ongoing technological advancements and their impact on education and learning. While much of the current discourse exalts digital technologies and artificial intelligence, often questioning the relevance of traditional schooling, this collection takes a different stance. It advocates for a human-centred, public vision of education as a common good rooted in human rights and inclusivity. This issue also celebrates the centenary of the International Bureau of Education (IBE), an institution foundational in shaping global education policy and promoting education as a tool for peace and social justice. The papers in this issue build on the IBE's legacy, exploring how education must evolve to remain a public and transformative force. Drawing from a series of lectures and essays by leading scholars, the contributions emphasize the importance of renewing the social contract for education, ensuring it serves humanity in its diversity.

Ouellette-Dubé, M. (2025). **L'éducation à la citoyenneté est-elle une éducation à la caring citoyenneté ? Analyse du Plan d'études romand.** *Éthique en éducation et en formation : les Dossiers du GREE*, (18), 77-93. <https://doi.org/10.7202/1121541ar>

Selon le Plan d'études romand, l'éducation à la citoyenneté a pour objectif de « préparer les élèves à participer activement à la vie démocratique en exerçant leurs droits et responsabilités dans la société » (CIIP 2010, 21). Cet article analyse ce plan

d'études à l'aide de la théorie politique du care de Joan Tronto, qui prône une démocratie inclusive, engagée et soucieuse (Tronto, 2009, 2013). La question traitée est la suivante : l'éducation à la citoyenneté, telle qu'elle est conceptualisée au sein du vaste panorama du Plan d'études romand, peut-elle être comprise comme une éducation à la caring citoyenneté? Il ressort qu'il y a des convergences entre une politique du care et les conceptions i) de la pratique citoyenne, ii) de la responsabilité et iii) de l'altérité, telles que ces notions sont mobilisées dans ce plan d'études.

Pons, X. (2025). **La politisation des politiques d'éducation : formes et défis pour les acteurs.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5420>

Même si les politiques d'éducation, leur conception comme leur mise en œuvre ou leur évaluation, constituent inévitablement une question politique, celles-ci peuvent être plus ou moins « politisées », c'est-à-dire plus ou moins soumises à la compétition entre professionnels de la politique ou exposées à la discussion de fond sur les valeurs à leur fondement. Cet article pointe ainsi une tendance à la forte politisation des politiques d'éducation contemporaines en France et il en distingue plusieurs formes : la requalification des problèmes éducatifs au-delà du seul secteur de l'éducation ; la dépolitisation (forme bien paradoxale) ; le surinvestissement politique des acteurs chargés de leur mise en œuvre ou encore, à une échelle plus individuelle, les interrogations que se posent les acteurs en matière de politique éducative personnelle. L'article conclut alors à l'intérêt de penser des espaces dans lesquels peuvent être travaillés sereinement et froidement les modes de construction d'un éthos public démocratique.

Ramos, J., & Baguio, J. (2025). **Sustainable development goals and shared vision management of teachers in public secondary schools.** *EPRA International Journal of Multidisciplinary Research (IJMR)*, 11(8), 414-420. <https://doi.org/10.36713/epra23720>

This study was described and conducted to determine the sustainable development goals and shared vision management of teachers in public secondary schools in Lupon West District, Division of Davao Oriental. This study employed the non-experimental quantitative research design utilizing correlational method. The respondents of this study were the 80 teachers in public secondary school. They were selected by using the universal sampling which is all the population of the study was considered as respondents to get the reliable data. The statistical tools used in this study were the Mean, Product Moment Correlation Coefficient (Pearson r) and Multiple Regression Analysis. Based on the findings of the study, the following conclusions are drawn: the level of sustainable development goals of teachers in public secondary schools is moderate, the level of shared vision management of teachers is high, there is a significant relationship between sustainable development goals and shared vision management, there is a significant influence of sustainable development goals and shared vision management of public secondary teachers. Based on the findings and conclusions of the study the following recommendations are given: it is recommended that the policy makers/human resource managers will consider these variables in formulating policies, trainings and seminars to improve the sustainable development goals and shared vision management teachers.

Riondet, X. (2025). **École et démocratie : généalogie d'un dissensus lorsqu'il faut penser les liens entre éducation et politique.** *Diversité. Revue d'actualité et de réflexion sur*

l'action éducative, (207). Consulté à l'adresse
<https://journals.openedition.org/diversite/5555>

Cet article s'intéresse aux relations entre école et démocratie. Dans le discours philosophique classique et celui de l'institution scolaire, l'école n'est pas une démocratie, mais elle a, parmi ses missions, celle de former des citoyens. Derrière ce discours, qu'en est-il de ces relations lorsque l'on s'intéresse à l'histoire de l'éducation scolaire ? Cette contribution montre qu'en réalité plusieurs visions s'affrontent autour de cette question des relations entre école et démocratie et qu'il s'agit même d'un désaccord récurrent qui se répète inlassablement, entre la vision institutionnelle de l'école, celle des pédagogues et celle des mouvements juvéniles contestataires.

Sauvage, A. (2025). **L'éducation au politique à travers l'enseignement des sciences économiques et sociales au lycée général**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse
<https://journals.openedition.org/diversite/6406>

Parce qu'elles doivent permettre de « participer à la formation intellectuelle » et de « contribuer à la formation civique des élèves » (selon le programme officiel de terminale), les sciences économiques et sociales (SES) sont une discipline qui pourrait participer activement à l'éducation au politique des lycéen·ne·s. Deuxième spécialité la plus choisie depuis la réforme du baccalauréat général en 2018, celle-ci semble toutefois largement critiquée, sur le fond (en ce qui concerne les notions au programme) et sur la forme (la séparation entre la sociologie, l'économie et les sciences politiques pouvant apparaître comme arbitraire) dans le champ politique et médiatique depuis son introduction en 1967. Cet article revient sur la possibilité d'éduquer au politique par le biais des SES tout en étudiant aussi plus précisément le contenu des programmes proposés aux élèves choisissant cette spécialité.

Stenger, A., & Jaoul-Grammare, M. (2025, décembre 5). **Enjeux environnementaux : en quoi l'éducation transforme-t-elle les comportements des jeunes ?**
<https://doi.org/10.64628/AAK.mrdxu9hdq>

L'éducation, formelle ou informelle, transmet connaissances et valeurs écologiques, renforçant pensée critique et conscience durable.

Stoeber, H., & Gaebel, M. (2025). **Sustainability and greening in European higher education**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4151> [Report]. Consulté à l'adresse European University Association (Transnational) website:
https://eua.eu/images/publications/Publication_PDFs/EUA_Sustainability_Report_2025.pdf

University engagement for sustainability and greening has intensified in the first half of this decade. The results of the European University Association's 2025 survey on sustainability and greening captures a wide range of perceptions and approaches among the 400 higher education institutions that participated from 43 countries. Higher education institutions are key actors in reaching the objectives of the United Nations' 2030 Agenda. They address sustainability across all missions, including education, research and innovation and the third mission, as well as in their campus organisation and management. And as this report shows, European universities have become increasingly strategic in this area, with many taking a comprehensive approach regarding the UN's Sustainable Development Goals, that goes beyond climate and environmental issues. Furthermore, European universities actively seek partnership opportunities on sustainability and greening with their local communities, but also internationally. In

addition to individual collaboration activities, networks play an important role, and the report includes an overview of dedicated networks at European and national levels.

Throssell, K. (2025). **La démocratie de tous les jours : la socialisation politique dans la famille et à l'école**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5917>

Cet article s'appuie sur la notion de « démocratie comme mode de vie » de John Dewey pour soutenir que les relations quotidiennes entre adultes et enfants – que ce soit en famille ou à l'école – participent au processus de socialisation politique des enfants. Le texte s'appuie sur plusieurs études existantes mettant en avant l'importance des relations démocratiques au sein de la famille et de l'école pour le développement du sentiment de compétence et d'efficacité politiques chez les enfants et les jeunes. En particulier, il défend l'idée que le regard que les adultes portent sur les enfants, et la place qu'ils accordent à leur voix, peuvent avoir un impact socialisateur sur la façon dont ils peuvent apprendre, ou non, les principes démocratiques au jour le jour.

Tisseyre, L., & Wolfs, J.-L. (2025). **L'éducation à la citoyenneté en Belgique (partie francophone) : le poids de la « pilarisation »**. *Éthique en éducation et en formation : les Dossiers du GREE*, (18), 12-28. <https://doi.org/10.7202/1121538ar>

L'objectif de cet article est d'examiner comment l'éducation à la citoyenneté est envisagée en Belgique (partie francophone), en particulier dans les programmes scolaires. La communication examinera et comparera les conceptions de l'éducation à la citoyenneté, dans l'enseignement public (dit « officiel ») et dans l'enseignement privé (dit « libre ») d'obédience catholique, selon deux axes d'analyse : politique-éthique et épistémologique. D'un point de vue politique-éthique : s'agit-il d'une même conception de la citoyenneté? Comment l'éducation à la citoyenneté prend-elle en compte la diversité culturelle, religieuse et convictionnelle? Dans quelle mesure est-elle envisagée : de manière neutre ou engagée? D'un point de vue épistémologique, quels sont les liens entre l'éducation à la citoyenneté et les différentes disciplines, en particulier la philosophie?

Tröhler, D. (2025). **La nation, impensé des sciences de l'éducation ? L'éclairage de Daniel Tröhler** (H. Draelants, Trad.). *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5263>

Cet article examine les rapports entre le nationalisme et l'éducation, en soulignant comment l'État-nation moderne s'est appuyé sur la scolarisation pour cultiver l'identité et la loyauté nationales. Alors que des disciplines comme la sociologie et la psychologie se sont développées autour d'abstractions telles que la société et le psychisme, la nation elle-même – bien que centrale dans la construction de l'État – n'est jamais devenue un champ de recherche universitaire distinctement institutionnalisé, c'est-à-dire une discipline. La nation et le nationalisme ont donc été étudiés de manière interdisciplinaire – dans les cas où ils sont devenus un sujet de recherche – dominée par des chercheurs des domaines de la science politique, de l'histoire et de la sociologie, tandis que les sciences de l'éducation ont négligé le sujet jusqu'à récemment. La raison de cette négligence est que son académisation (en particulier à travers la formation des enseignants) dépendait des besoins des États-nations, et elle se consacrait bien plus à ces besoins qu'à la remise en question de sa propre raison d'être. Dans ce contexte, l'article retrace comment la recherche en éducation et les systèmes scolaires ont historiquement géré la double tâche de promouvoir l'unité nationale tout en renforçant

la stratification sociale, depuis les débats sur la recherche en éducation comparée au XIXe siècle jusqu'aux recherches curriculaires actuelles. Il se réfère à la distinction de plus en plus faite dans les travaux universitaires récents entre nation, État, État-nation et nationalisme, et montre comment le curriculum, les manuels et les pratiques pédagogiques façonnent les littératies et les identités nationales. Enfin, il encourage un examen systématique et interdisciplinaire du nationalisme dans les contextes éducatifs.

Tsiligkiris, V. (2026). **Reframing Transnational Education Through Institutional Logics: The THRIVE Framework for Sustainable and Equitable Partnerships.** *Higher Education Quarterly*, 80(1), e70091. <https://doi.org/10.1111/hequ.70091>

This conceptual paper responds to growing concerns that Transnational Education (TNE) has become dominated by market imperatives, leading to persistent challenges around equity, localisation, legitimacy, and long-term sustainability. To address these issues, the paper introduces THRIVE, a design-oriented conceptual framework that reconceptualises TNE as a logic-blending system grounded in Institutional Logics Theory (ILT). THRIVE comprises five interdependent pillars—Holistic Engagement, Resilience, Inclusivity, Viability, and Equity—which together enable institutions to align market objectives with academic standards, public-good mandates, and community expectations. The paper synthesises existing literature to critique traditional TNE models and to articulate the theoretical foundations of THRIVE, demonstrating how it operationalises ILT through mechanisms such as co-governance, curriculum co-design, revenue sharing, and inclusive access strategies. Its analytical and practical value is illustrated through four hypothetical case studies representing mainstream TNE models, showing THRIVE's dual function as a planning tool for new initiatives and a turnaround mechanism for existing partnerships. By embedding social legitimacy and developmental alignment alongside financial sustainability, the framework offers a blueprint for reorienting TNE towards equitable, context-responsive, and resilient global engagement. The paper concludes with implications for institutional strategy and regulatory policy, positioning THRIVE as a foundation for future reform in the governance of transnational higher education.

UNESCO: United Nations Educational, Scientific and Cultural Organization. (2025). **Recommendation on education for peace, human rights and sustainable development: an implementation guide.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000396358?posInSet=4&queryId=N-b1c91361-8074-4440-952e-e5f363fa0b90>

Ce guide de mise en œuvre est le premier d'une série d'outils destinés à aider les professionnels de l'éducation à analyser et à mettre en œuvre la Recommandation sur l'éducation à la paix et aux droits de l'homme, la compréhension internationale, la coopération, les libertés fondamentales, la citoyenneté mondiale et le développement durable, adoptée par les 194 États membres de l'UNESCO en 2023. Cette Recommandation demeure le seul instrument normatif international qui définit comment l'éducation peut et doit contribuer à instaurer une paix durable et un développement durable. Le guide propose des pistes d'action concrètes, des bonnes pratiques et des ressources sélectionnées pour différents niveaux et types d'enseignement.

Uyttendaele, L. (2025). **Les jeunes et l'apprentissage politique par les systèmes d'aide au vote.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6196>

Cette contribution analyse les effets des systèmes d'aide au vote (SAV) sur les attitudes politiques de jeunes de 16 à 18 ans, à partir d'une étude expérimentale menée en Belgique francophone. L'objectif est d'évaluer l'impact du SAV « Test électoral » sur trois dimensions clés : l'efficacité politique interne, l'efficacité politique externe et la confiance politique. Les résultats révèlent des effets différenciés selon le type de conseil reçu (congruent, incongruent, activateur) et le profil socio-économique des élèves. Si les SAV renforcent certaines attitudes, ils ne réduisent pas les inégalités. L'étude met en lumière l'importance de l'adaptation du design des SAV pour l'éducation civique et propose des innovations dans la conception de ces outils : intégration d'agents conversationnels, ajustement des contenus, adaptation aux pratiques médiatiques des jeunes. Ces résultats ont contribué à la refonte du Test électoral pour les élections de 2024, avec une version spécifiquement pensée pour les primo-votants. L'étude souligne également l'intérêt pédagogique de ces outils et ouvre des perspectives de recherche sur la conception inclusive et éthique des SAV. Enfin, elle s'inscrit dans un champ en structuration, à l'intersection de la technologie, de la pédagogie et de la participation démocratique.

Valente, G. (2025). **Articulation entre éducation et citoyenneté au Brésil : entre discours prescriptif et discours scientifique.** *Éthique en éducation et en formation : les Dossiers du GREE*, (18), 46-76. <https://doi.org/10.7202/1121540ar>

Comment l'éducation et la citoyenneté s'articulent-elles au Brésil? Cette question est explorée à travers une analyse de contenu des documents officiels, juridiques et curriculaires brésiliens, ainsi qu'une analyse lexicométrique (via Iramuteq) d'articles scientifiques publiés au Brésil. L'objectif de cet article est de mettre en lumière les thématiques de convergence et de divergence entre les sphères prescriptives (loi et curricula) et scientifiques concernant la relation entre éducation et citoyenneté. Il en ressort que ces deux domaines demeurent autonomes. D'une part, les documents juridiques et curriculaires promeuvent une vision idéale, où l'éducation et la citoyenneté sont deux éléments indissociables d'un tout. D'autre part, les articles scientifiques traitent de l'éducation à la citoyenneté en lien avec d'autres thématiques et institutions, dépassant ainsi le seul cadre scolaire. Enfin, l'ensemble des documents du corpus met en avant la reconnaissance de la diversité socioculturelle comme un pilier central de l'éducation et de la citoyenneté au Brésil.

van de Werfhorst, H., ten Dam, G., Geven, S., Huijsmans, T., Mennes, H., Mulder, L., ... van der Meer, T. (2025). **Track Differences in Civic and Democratic Engagement During Secondary Education: A New Panel Study From the Netherlands.** *The British Journal of Sociology*, 76(5), 987-1000. <https://doi.org/10.1111/1468-4446.70006>

Whether students educated in different ability tracks in secondary education develop different levels of civic and democratic engagement is yet unclear. To explore this issue, we focus on how schools bring students of different tracks and family backgrounds together, and whether such between-school differences are associated with varying growth rates in civic and democratic engagement during secondary education. Using newly collected 4-year panel data starting at the very beginning of the Dutch tracked educational system, the Dutch Adolescent Panel on Democratic Values (DAPDV), we study developments in institutional trust, societal interest, voting intention, and political knowledge. Growth curve models show that much of the variation between tracks and between schools is rather stable, although track differences in institutional trust became more pronounced. Although schools that are more compositionally diverse vary from

homogeneous schools, track differences are largely present already at the start of secondary education. Within-individual transition models show that students moving up to more advanced tracks do gain in political knowledge.

Vilas Boas, H. (2025). **L'éducation au politique peut-elle se passer des mathématiques ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/6348>

Les mathématiques ne sont pas neutres et constituent un outil conceptuel et langagier indispensable à l'éducation au politique, contrairement aux nombreuses idées reçues qui les cantonnent à un rôle purement technique ou réservé à une élite. Derrière l'illusion de neutralité, les usages politiques des mathématiques se manifestent par trois types intriqués, symbolique, instrumental et conceptuel. L'usage conceptuel qui passe par l'élaboration d'un langage spécifique est largement invisibilisé dans les discours et participe à accentuer les inégalités d'accès à la vie politique. L'éducation au politique ne peut se passer des mathématiques, elle implique un apprentissage hautement technique de l'« agir-parler-penser » propre à cette discipline, incontournable pour comprendre le monde contemporain et développer l'esprit critique nécessaire à la démocratie.

Zoïa, G., & Visier, L. (2025). **Une cantine scolaire très politique.** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (207). Consulté à l'adresse <https://journals.openedition.org/diversite/5744>

La cantine scolaire est un lieu politique de socialisation, paradoxalement négligé par l'école. À travers l'histoire de la restauration scolaire en France, l'article souligne la disqualification du travail nourricier, traditionnellement féminin et populaire, chassé des écoles au profit d'un modèle industriel, scientifique et déshumanisé. Cette transformation éloigne les élèves de la matière, du vivant, et d'une relation sensible avec la nourriture et ceux et celles qui la préparent, tout en renforçant des inégalités sociales et de genre. En effet, la cantine, en tant que lieu de socialisation implicite, enseigne aux enfants des normes et classements sur le monde et le travail, tout en étant marginalisée par l'école qui sacralise le savoir académique. L'externalisation des cuisines et la dévalorisation des personnels de proximité révèlent une division sociale du travail et un déni des dimensions affectives et éducatives du repas.