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Veille de l'IREDU

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Acquisition de compétences

Agarwal, R., & Gaule, P. (2026). ***Developing Math Talent Worldwide: Evidence from a Global RCT*** (Working paper N° 18381). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18381
Exceptional talent accounts for a disproportionate share of innovation, yet many individuals with exceptional ability may never realize their potential. Whether expanding access to advanced training generates learning gains remains an open question. We study this using a randomized controlled trial with 620 highly gifted students from 44 countries, nominated by national Olympiad organizations. Participants were randomly assigned either to an 18-week advanced combinatorics course by Art of Problem Solving or to independent study using equivalent materials. Assignment to the course increased final-exam performance by 0.16 standard deviations. Engagement varied widely: roughly half of assigned students participated minimally, and baseline characteristics explain little of this variation (RÂ² â‰ˆ 0.10). Using random assignment as an instrument for engagement, we estimate learning gains of 0.66 standard deviations among fully engaged students. Among those who later competed in the International Mathematical Olympiad, students assigned to the course performed better on combinatorics problems. Overall, access to advanced training yields large gains when engagement is sustained, but access alone does not reliably induce engagement.

Araya, F., Blanchard, P., Cardenas, J.-C., Failache, E., & Perazzo, I. (2025). ***Otra forma de enseñar microeconomía: evaluación de impacto del proyecto CORE-ECON en la FCEA*** (Working paper N° 25-16). Consulté à l'adresse Instituto de EconomÃa - IECON website: https://EconPapers.repec.org/RePEc:ulr:wpaper:dt-16-25
Taking advantage of a random assignment to a conventional introductory microeconomics course or to a course based on the CORE Project (Curriculum Open-Access Resources in Economics) in Uruguay, we provide causal evidence on the effects of CORE on students 'academic experience, study practices and academic performance. Consistent with the project 's objectives, our results show that students assigned to CORE are 18% more likely than those in the traditional course to believe that the course contributed to their academic and professional formation. Furthermore, assignment to CORE reduces the probability of students paying for private microeconomics tutoring outside of school and increases both class attendance and the probability of study in group. Lastly, we do not observe systematic differences in course pass rates. We also find no significant differences in the simultaneous calculus course or an advanced microeconomics course. Therefore, we find no evidence of disadvantages in subsequent related courses of using CORE-based courses.

Ballatore, M. G., & Tabacco, A. (2026). **CIAO! Online Escape Room: Assessment of Basic Mathematical Skills for Incoming Engineering Students**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 223-240. https://doi.org/10.7358/ecps-2025-032-bata
STEM education requires a solid foundation in mathematics, which is often lacking in incoming students. To address these gaps, Politecnico di Torino developed CIAO!/OAIC! (Corso Interattivo di Accompagnamento Online / Online Accompanying Interactive Course), an online preparatory course featuring a virtual escape room as its final self-assessment activity. This escape room, set in the digitalized spaces of the actual university, tests mathematical prerequisites through problem-solving challenges while providing immediate feedback. The

study analyzes two implementations: a pilot with time constraints and prize incentives and an updated version with extended access and no external rewards. Results show that removing competitive elements and extending gameplay duration led to increased student engagement and higher success rates. The findings demonstrate that reduced time pressure facilitated deeper learning and knowledge consolidation. Additionally, the study reveals that external incentives did not significantly impact participation rates, suggesting that students' intrinsic motivation to assess their mathematical readiness was sufficient to drive engagement with the platform.

Belali, J., & Khany, R. (2026). **Patterns and efficacy in language learning and communication strategies: A systematic review and meta-analysis**. *Review of Education*, *14*(1), e70138. https://doi.org/10.1002/rev3.70138

Language learning and communication strategies are purposeful tactics that learners use to overcome linguistic challenges and enhance proficiency. This study aims to explore how these strategies have developed over the past five decades (1973–2023), assess their effectiveness and examine how learner-related and contextual factors shape their use. To achieve this, 404 studies were systematically selected from Web of Science, Scopus, ERIC and PsycInfo following the PRISMA framework. The analysis revealed that research has largely centred on individual learner differences and psycholinguistic contexts, while sociocultural influences, language transfer and plurilingual competence (including third-language acquisition) remain underrepresented. Metacognitive strategies, such as self-regulation and goal-setting, emerged as the most effective for language skill development, followed by cognitive strategies like summarizing and repetition. Affective and compensatory strategies received relatively limited attention. Likewise, learner traits (e.g., motivation, age) and learning settings (EFL vs. ESL) significantly influenced strategy use, although inconsistent variable definitions hinder cross-study comparisons. While Oxford's (1990) taxonomy still guides much of the field, gaps in theoretical clarity and methodological consistency persist. These findings underscore the need for standardized constructs, greater integration of technological tools and adoption of holistic frameworks that combine cognitive, affective and sociocultural dimensions to strengthen future investigations. Context and implications Rationale for this study: This study synthesizes five decades of research on language learning/communication strategies to identify trends, efficacy and gaps in integrating cognitive, affective and sociocultural factors. Why the new findings matter: The evidence that metacognitive strategies (e.g., self-regulation) yield the largest proficiency gains matters because it provides empirical validation for prioritizing these strategies in pedagogy and resource allocation. Conversely, the persistent underuse of affective strategies represents a lost opportunity, since these strategies reliably support motivation and reduce anxiety, mechanisms that sustain engagement and lower attrition. Moreover, identified sociocultural gaps signal a risk that Western-centric models will continue to generate interventions poorly matched to diverse learners, undermining equity and ecological validity. Finally, pervasive methodological inconsistencies (unclear variable definitions, overreliance on self-report and divergent measurement practices) hinder cross-study comparison and weaken the evidence base for policy, meaning that until methods are standardized and made more objective and context-sensitive, the field's capacity to endorse universally effective but locally adaptable teaching practices will remain constrained. Implications: For practitioners and policymakers, the evidence underscores the critical importance of prioritizing metacognitive training while embedding affective strategies like mindfulness to strengthen emotional regulation. Practitioners can leverage peer-led social strategies for adolescents, given their high effectiveness for collaborative learning, and integrate technology-enhanced scaffolds (e.g., AI-driven chatbots)

to support plurilingual development in diverse classrooms. Concurrently, policymakers can fund teacher training that equips educators with adaptive strategy repertoires and support immersive programs (e.g., ESL environments) to provide authentic strategy application opportunities. For researchers, the findings necessitate moving beyond dominant Western paradigms through decolonized frameworks (e.g., Afrocentric or Sinocentric perspectives) and designing longitudinal studies that capture third-language and multilingual learning complexity. Methodologically, reliance on self-reports can shift towards triangulated approaches to precisely map cognitive, affective and sociocultural dimensions of strategy use. This dual focus on inclusive theoretical frameworks and robust methodologies is essential to address inequities and generate actionable insights for diverse learning contexts.

Bouamoud, H., Hervé, N., & Saoudi, H. (2025). **Futures education: an oscillation between knowledge and opinions**. *Mediteranean Journal of Education*, *5*(2), 162-173. https://doi.org/10.26220/mje.5569
This contribution is based on the joint mobilization of the scenario-building method, socially acute questions (SAQ) didactics and education about future, risks and uncertainties, in designing a teaching device on gene drive as a controversial technoscience. In order to explore its impact, this device has been tested with students of Life and Earth Sciences in Tunisia. The comparative analysis of the answers to two pre and post experiment questionnaires shows a positive effect on the acquisition of scientific knowledge and its influence on the students' opinions. The results also show that students' interest in gene drive is not adversely affected by exposure to controversies, risks and uncertainties related to the application of gene drive. In order to deepen the results found, we intend to study the scenarios built and the opinions expressed during the device.

Briole, S., Gurgand, M., Maurin, É., Mcnally, S., Ruiz-Valenzuela, J., & Santín, D. (2025). **The Making of Civic Virtues: A School-Based Experiment in Three Countries**. *American Economic Journal: Economic Policy*, *17*(3), 496-521. https://doi.org/10.1257/pol.20230612
This paper shows that schools can foster the transmission of civic virtues by helping students to develop concrete, democratically chosen, collective projects. We draw on an RCT implemented in 200 middle schools in three countries. The program leads students to conduct citizenship projects in their communities under the supervision of teachers trained in the intervention. The intervention caused a decline in absenteeism and disciplinary sanctions at school, alongside improved academic achievement. It also led students to diversify their friendship network. The program has stronger effects when implemented by teachers who are initially more involved in the life of the school.

Burley, J., & Eisikovits, N. (2026, mars 9). **Le plus grand danger de l'IA à l'université n'est pas la triche, c'est l'érosion de l'apprentissage lui-même**. https://doi.org/10.64628/AAK.fasudxpcd
Le débat sur l'IA à l'université se focalise sur la tricherie. Mais le véritable enjeu est ailleurs : c'est tout l'écosystème de formation et de production du savoir qui pourrait être fragilisé.

Busso, M., Montaño, S., & Muñoz-Morales, J. (2024). ***Unbundling returns to postsecondary degrees and skills: evidence from Colombia*** [Working paper]. https://doi.org/10.1080/09645292.2024.2403570
Using longitudinal data of college graduates in Colombia, we estimate labor market returns to postsecondary degrees and to various skills—including literacy, numeracy, foreign language, and field-specific skills. Graduates of academic programs and schools of higher reputation

obtain higher earnings relative to vocational public programs. A one standard deviation increase in each skill predicts average earnings increases of 1–3%. Returns vary along the earnings distribution, with tenure, with the degree of job specialization, and by gender. Our results imply that degrees and skills capture different human capital components that are rewarded differently in the labor market.

Caillaud, P. (2026). **Les formations qualifiantes postscolaires de premier niveau : entre droit national d'accès et éclatement des compétences institutionnelles**. *Éducation Permanente*, 246(1), 129-138. https://doi.org/10.3917/edpe.246.0129
Les formations qualifiantes postscolaires de premier niveau apparaissent comme le produit d'un ordre juridique national qui reconnaît un droit d'accès et de progression en qualification, soutenu par une architecture de certifications et par des dispositifs mais aussi d'un dispositif institutionnel éclaté, où la réalisation concrète de ce droit reste tributaire d'arbitrages territoriaux et de financements souvent fragilisés ou croisés. Il en résulte un droit dont l'effectivité demeure inégale et qui expose les individus à des différences notables d'accès selon leur territoire de résidence et la capacité de leur région à mettre en œuvre et à financer ce droit.

Caliari, D., Dardanoni, V., Guerriero, C., Manzini, P., & Mariotti, M. (2026). ***Exploring Choice Errors in Children*** [Working paper]. Consulté à l'adresse School of Economics, University of Bristol, UK website: https://EconPapers.repec.org/RePEc:bri:uobdis:26/823
We study experimentally how childrenâ€™s ability to avoid choice errors develops over time, focusing on both riskless and risky decisions among primary school children. We identify four types of rationality violations: cycles and menu effects in the riskless domain; and dominance and framing effects compatible with correlation neglect in the risky domain. We find that types of violations are correlated within domains but broadly independent across domains. To interpret our results we build and estimate a structural model of limited consideration. We identify an index of error avoidance and study how it develops with age and socioeconomic background, providing a new tool to understand the development of choice errors.

Capitanescu Benetti, A., & Royer, M. (Éd.). (2026). **Enseigner les compétences psychosociales**. *Cahiers pédagogiques*, (604). Consulté à l'adresse https://www.cahiers-pedagogiques.com/sommaire-revue-604/
Les compétences psychosociales sont de plus en plus mentionnées dans le monde de la formation et de l'enseignement. Effet de mode ou changement profond ? Notre dossier fait le point sur ce que sont ces compétences et propose des pistes pour les enseigner mais aussi pour éviter les risques de dérive.

Choi, K. M., Mun, J., & Hand, B. (2026). **Bridging Reasoning in Mathematics and Science: a Document Analysis of Applying and Reasoning in the TIMSS Assessment Framework and the Case for Utilization of Resources**. *Educational Psychology Review*, *38*(1), 22. https://doi.org/10.1007/s10648-025-10115-2
This study explores the cognitive relationship between mathematics and science reasoning by analyzing the Trends in International Mathematics and Science Study (TIMSS) assessment frameworks. While mathematics and science share the terminology of applying and reasoning, the extent to which these constructions operate similarly across disciplines remains unclear. Drawing on Bailin's (2002) notion of reasoning as practice and Hammer et al.'s (2005) concept of utilization, we examine whether procedural knowledge (represented in the applying domains)

is hypothesized to mediate the development of reasoning within and across disciplines. Using qualitative document analysis, we compare descriptions of Mathematics Reasoning (MR), Science Reasoning (SR), Mathematics Applying (MA), and Science Applying (SA) in the TIMSS frameworks. The analysis revealed minimal direct alignment between mathematics reasoning and science reasoning; however, it identified structural commonalities and hierarchical relationships among the components of reasoning and applying. These findings suggest a follow-up hypothesis that procedural knowledge (the Applying domain) may mediate the development of domain-specific reasoning, which requires future empirical validation using student performance data. The results point to the potential of procedural knowledge, engaged through applying tasks, to function as a cognitive bridge between domain-specific reasoning processes. However, this remains an exploratory hypothesis grounded in the semantic structure within the TIMSS framework documents and does not directly examine learner-level performance or instructional effects. Thus, the present study should be understood as providing an exploratory contribution that hypothetically proposes a structure for cross-domain reasoning development rather than confirming causal pathways of reasoning growth. This insight contributes to a more nuanced understanding of how reasoning is supported within and across STEM domains, and it offers a conceptual foundation for designing instruction that strengthens reasoning through discipline-specific procedural engagement.

Choi, Y., Han, J., & Kim, H. (2026). **Exploring key service-learning experiences that promote students' learning in higher education**. *Asia Pacific Education Review*, *27*(1), 287-302. https://doi.org/10.1007/s12564-023-09833-5
Service-learning has gained popularity as a new effective pedagogical approach in higher education across Asian countries in recent years. Yet, there are relatively few qualitative studies on students' service-learning experiences in the unique educational context of each Asian country. This study explored critical experiences in service-learning programs that promote undergraduate students' learning and examined how students incorporate their learning into other learning contexts by conducting in-depth interviews with students who actively engaged in extracurricular service-learning programs at a Korean university. The qualitative findings of this study demonstrated that students' learning process and reflection were promoted by seven critical experiences: (a) understanding and providing benefits that recipients really need, (b) designing and planning a project by themselves, (c) solving a real-world problem, (d) collaborating with diverse people, (e) undertaking a specific role of responsibility, (f) recognizing and managing uncomfortable feelings, and (g) reflecting on their interest and abilities. Additionally, this study revealed that students had expanded their learning and reflection of their service-learning experiences into multidimensional learning contexts by (a) connecting with formal academic courses and (b) engaging in new on- and off-campus activities. This study contributes to broadening the global knowledge base of the service-learning field and it furthermore provides practical implications for policymakers and educators in higher education to design and improve service-learning programs.

Cordier, A. (2026, mars 12). **Protéger les filles, canaliser les garçons ? L'éducation à l'information face aux stéréotypes de genre**. https://doi.org/10.64628/AAK.ccuucjc9y
Pour faire de l'éducation à l'information un levier d'émancipation pour tous les adolescents et adolescentes, il faut dépasser les assignations de genre qui pèsent sur les usages numériques.

Domenjoz, J.-C. (2026, février 5). **Médias d'information : le défi de l'illettrisme informationnel** [Éducation aux médias et à l'information]. Consulté 5 mars 2026, à l'adresse https://educationauxmedias.ch/medias-information-le-defi-de-illettrisme-informationnel/

Du, B., & Wang, Y. (2026). **Effects of generative chatbot use in flipped classrooms on students' higher-order thinking skills: a causal-comparative study**. *Education and Information Technologies*, *31*(4), 1203-1231. https://doi.org/10.1007/s10639-025-13861-6
This study investigated the impact of generative chatbots integrated into pharmacy flipped classrooms on students' higher-order thinking skills (HOTS: critical thinking, problem-solving, creativity) and explored the underlying mechanism. A pretest-posttest design tracked 213 pharmacy students over one semester. Data were collected via validated HOTS questionnaires (administered at pretest and posttest), a post-intervention survey on chatbot usage (metrics: frequency, duration, intensity; patterns: e.g., information retrieval, concept clarification), student interviews, and weekly quiz scores. Multivariate statistics revealed a significant improvement in HOTS from pre-test to post-test ($p < 0.001$, medium effect size). This improvement was supported by two synergistic factors: well-structured teaching designs and students' positive learning attitudes coupled with strong learning abilities. While quantitative chatbot usage metrics showed no significant association with HOTS gains ($p > 0.05$), students' perception of effective chatbot use was significantly associated with enhanced critical thinking ($\beta = 0.789$, $p < 0.001$) and a moderate effect on problem-solving ($\beta = 0.210$, $p = 0.008$), but not with creativity, likely due to chatbots' limited support for divergent thinking. Notably, qualitative data suggested that learning-oriented deep interaction with chatbots may serve as a mediating mechanism between effective use and HOTS improvement. These findings underscore that the educational value of chatbots derives from the quality, not the quantity, of their use. We recommend designing pharmacy-specific tasks to promote deep cognitive engagement and positioning chatbots as supplementary tools within the flipped classroom framework.

Dumais, C., Soucy, E., Robitaille, C., & Gouveia, M. (2025). **Développer la compétence à communiquer oralement : réponse aux besoins des élèves du secondaire**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 34-38. https://doi.org/10.7202/1122414ar
Pour les élèves du secondaire, il n'est pas toujours facile de communiquer oralement dans une variété de situations du quotidien. Comment peut-on les aider à améliorer leur compétence à communiquer oralement en répondant à leurs réels besoins en communication orale ? C'est la question à laquelle une équipe d'enseignantes du secondaire et de chercheurs a voulu répondre dans le cadre d'une recherche participative. Cet article fait succinctement état des résultats de cette recherche. Il présente également des pistes d'action concrètes ainsi que des ressources afin d'enseigner autrement la communication orale en classe de français, d'anglais et d'adaptation scolaire, de façon à amener les élèves à s'engager dans le développement de leur compétence à communiquer oralement.

Éducation, équité et savoirs autochtones au Congo : Enjeux d'émancipation et de Développement Durable. (2026). Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/education-equite-et-savoirs-autochtones-au-congo/81975

Fairet, C., & Grosbois, M. (2025). **Formes de présence dans un dispositif de formation qui intègre le « Wild »**. *Éducation & Formation*, *Numéro thématique*(e-324), 147-167. Consulté à l'adresse http://revueeducationformation.be/
Cette étude longitudinale explore les différentes formes de présence qui peuvent émerger dans un dispositif hybride d'apprentissage de l'anglais (Langue 2), à destination d'adultes professionnels, qui intègre les pratiques et usages situés en dehors de la classe ou « Wild ». Les résultats indiquent que les formes de présence sont plurielles et susceptibles de se transformer, par l'agentivité des apprenants, en une disposition à identifier et créer du lien avec des ressources humaines ou non. Ils révèlent également des formes multiples de présence qui émergent du « Wild » et illustrent comment elles participent à la dynamique d'apprentissage de la L2. Des formes de présence plus spécifiques à l'apprentissage des langues apparaissent également : la présence avec la langue, du fait de sa pratique, et de la présence à la langue dans sa dimension réflexive. Ainsi, la présence se comprend aussi à la lumière du concept d' « apprenance » (Carré, 2020) comme résultante d'une disposition à générer de la présence à soi et au monde, comme soutien à la construction du « territoire de l'apprendre » tout au long de la vie.

Fernández Cuenca, S., Attal, A., & Rojas, M. (2025). **Assessing Students' Spanish Oral Proficiency Development During One Semester Abroad: A Group and Individual Analysis**. *Hispanic Studies Review*. Consulté à l'adresse https://hal.science/hal-05548340
This study aims to contribute to study abroad (SA) research by investigating the longitudinal development of Spanish L2 learners' complexity, accuracy, and fluency during a semester studying abroad in Spain and how initial proficiency and contact with the L2 may modulate changes over time, using a group and individual analysis. A total of 20 Spanish L2 learners participated in a 4-month long semester abroad program in Spain. Learners' speech was elicited using the ACTFL Oral Proficiency Interview (OPI) method, which was conducted at the beginning and the end of the semester. Global proficiency was assessed with a standardized Elicited Imitation Task (EIT) and contact with the L2 was recorded with a biweekly questionnaire. Fluency, accuracy, and complexity data were annotated, coded, and analyzed to examine longitudinal changes. Whereas participants improved significantly in their overall proficiency from pre-to post-SA, only the variable of complexity showed substantial gains over time, based on group results. Our model revealed that positive changes in complexity were modulated by the individual factors of initial proficiency and average number of L2 contact hours. Group results for fluency, accuracy, and lexical complexity did not yield significant changes over time. A quantitative and qualitative analysis of individual results revealed that individual variation with these later variables might have been due to students adopting different communicative strategies, prioritizing accuracy over fluency or viceversa. Finally, only students who partook in internships with local organizations while abroad, tended to show an increase in lexical complexity over time.

Geng, J., Razali, A. B., Ismail, L., & Noordin, N. (2026). **Effectiveness of automated writing evaluation program to enhance EFL undergraduates' writing performance in China**. *Asia Pacific Education Review*, *27*(1), 241-256. https://doi.org/10.1007/s12564-023-09922-5
Automated writing evaluation (AWE) program has huge potential to facilitate English writing instruction and EFL learners' learning. As one of the most massively implemented AWE programs in China, the Pigai program has gained increasing ground in English writing instruction. However, a paucity of research limits to addressing its effects as an assisted teaching tool. Therefore, this study was conducted to ascertain the effect of the AWE-Pigai assisted process-based approach

in improving Chinese EFL undergraduates' writing performance and their error correction ability. As such, three intact classes from the first year in English major at a university in China were recruited. They received three different teaching approaches respectively: the Process-based writing approach (PBWA), the combined use of the Pigai program and the PBWA (Pigai + PBWA), and the conventional teaching approach. After a 14-week training program and a month after the intervention, students' writing performance at three different time slots were compared, i.e., pre-, post-, and post-delayed tests. Results indicated that the Pigai + PBWA was able to outperform the other two methods in improving students' writing performance and displayed a better post-delay effect in internalizing students' writing knowledge in their long-term memory. Finally, the pedagogical implications of this study were also discussed.

Gökçe, H., & Nacaroğlu, O. (2026). **The effect of the use of artificial intelligence tools in science education on secondary school students' 21 st century skills competency perceptions and digital literacy**. *Education and Information Technologies*, *31*(4), 1059-1077. https://doi.org/10.1007/s10639-025-13853-6
This study aimed to examine the effect of the use of artificial intelligence (AI) tools in science education on middle school 7th grade students' 21st century skills competency perceptions (21.cSCP) and digital literacy (DL). A one-group pretest-posttest experimental design, one of the quantitative research method designs, was used in the study. The sample of the study consisted of 66 seventh grade students. The 21.cSCP scale and the DL scale were used as quantitative data collection tools. The AI-oriented implementation process lasted a total of 10 weeks. As a result of the data analysis, no significant difference was found between the pre-test scores of the 21.cSCP scale (M = 131.30, SD = 15.33) and the post-test scores (M = 130.51, SD = 15.83). On the other hand, there was a significant difference in favor of the post-test between the scores obtained from the overall (Pre-test, M = 78.59; SD = 13.09; Post-test, M = 87.46, SD = 13.72) and the sub-dimensions of the DL scale. The eta squared statistic (η2 = 0.434) indicates a large effect size. It is recommended that the use of AI in science education and studies that consider experimental design should be expanded.

Grondin, P. (2025). ***Les territorialités de l'élève : des savoirs d'expérience à l'espace géopartagé*** (Theses, Université de la Réunion). Consulté à l'adresse https://theses.hal.science/tel-05539237
Cette thèse explore la manière dont des élèves de 6e construisent leur rapport à l'espace géographique en confrontant leurs savoirs d'expérience aux savoirs scolaires, dans un contexte insulaire ultramarin, La Réunion. Ancrée dans la didactique de la géographie et mobilisant une approche interdisciplinaire (géographie, sciences de l'éducation, phénoménologie, sociologie, sciences du langage), la recherche s'appuie sur des concepts centraux comme l'habiter, la territorialité et le géopartage pour analyser comment les élèves perçoivent, représentent et pratiquent leur espace. Le dispositif expérimental, étalé sur une année scolaire, comprend trois phases. Lors de la première, les élèves visualisent leur espace proche à l'aide d'outils numériques, cartographiant leurs pratiques spatiales. La deuxième phase est dédiée à l'exploration de terrain, où les élèves parcourent physiquement cet espace en produisant des récits associant approches subjectives et observations objectives. La troisième phase, consacrée au géopartage, permet aux élèves de confronter leurs représentations individuelles dans un cadre collectif, favorisant une co-construction des savoirs géographiques. Les résultats montrent que les élèves perçoivent leur espace à travers trois dimensions : sensible (émotions, sensations), pratique (usages) et représentationnelle (cartes mentales, récits). Ces dimensions évoluent tout au long du dispositif, témoignant d'une appropriation progressive des savoirs. Le géopartage joue un rôle clé en

confrontant les points de vue et en enrichissant les représentations spatiales des élèves. L'approche proposée, combinant expériences de terrain et outils numériques, favorise un apprentissage contextualisé et intégré, en valorisant les savoirs d'expérience comme levier pédagogique. Cependant, la mise en œuvre de cette approche présente des défis : légitimité encore limitée des savoirs d'expérience, contraintes matérielles pour organiser des sorties de terrain, et besoin de formation des enseignants à ces pratiques innovantes. Malgré ces limites, la thèse propose une méthodologie originale pour intégrer les dimensions expérientielles et collaboratives dans l'enseignement de la géographie. Elle démontre l'importance d'un espace augmenté — exploré, visualisé et représenté — comme cadre didactique permettant aux élèves de croiser leurs perceptions et représentations de l'espace avec des savoirs géographiques abstraits. En conclusion, cette recherche contribue à renouveler l'enseignement de la géographie en valorisant une approche culturaliste et expérientielle. Elle invite à repenser les pratiques pédagogiques pour intégrer pleinement les expériences spatiales des élèves, tout en proposant des outils méthodologiques transférables à d'autres environnements éducatifs.

Guigui, D. (2025). ***La littératie numérique d'adultes en formation professionnelle. Tensions et continuités dans les pratiques personnelles et de formation de stagiaires*** (Theses, Université de Lille). Consulté à l'adresse https://theses.hal.science/tel-05533485
Cette thèse porte sur la littératie numérique, abordée à travers deux regards complémentaires : celui des discours institutionnels qui en définissent les contours et celui des pratiques réelles d'apprenants en formation professionnelle. L'objectif est de comprendre ce que recouvre effectivement la compétence numérique lorsqu'on observe les gestes, les choix et les raisonnements concrets d'utilisateurs confrontés à une tâche de mise en forme d'un document sous Word. L'étude repose sur deux corpus : d'une part, des textes produits entre 1994 et 2010 par l'OCDE, l'UNESCO et la Commission européenne ; d'autre part, des observations filmées de jeunes adultes en École de la deuxième chance. L'analyse des discours révèle que la littératie numérique y est construite dans une perspective économique : les compétences sont découpées en items mesurables, orientées vers l'employabilité et la standardisation des savoir-faire. Cette conception instrumentale réduit la complexité des usages réels à des procédures techniques décontextualisées. À l'inverse, les observations empiriques montrent des apprentissages situés, marqués par l'essai, l'erreur et l'ajustement progressif. Les stagiaires développent des stratégies diverses : exploration, répétition, imitation ou raisonnement visuel. L'auteur identifie des schèmes d'action (hiérarchisation, alignement, mise en relief) et des méta-schèmes transversaux (exploration, acquisition, consolidation) qui structurent la progression. Mobilisant la théorie des champs conceptuels (Vergnaud) et la théorie de l'activité (Vygotski, Engeström), l'analyse conduit à redéfinir la compétence numérique comme un processus dynamique de conceptualisation en action, et non comme un état mesurable. L'analyse statistique des trajectoires d'usage permet de dégager plusieurs profils d'utilisateurs, du plus autonome au plus exploratoire, confirmant la diversité des rapports aux outils. Cette recherche propose un modèle d'observation transférable, fondé sur le codage fin des actions et sur l'étude des situations d'activité. Elle ouvre des perspectives pour la formation : évaluer non plus la conformité à un standard, mais la capacité à comprendre, ajuster et transformer ses pratiques.

Guo, H., Zhou, Z., Ma, F., & Ning, Z. (2026). **Critical thinking and AI-Assisted creativity in engineering education: differences between Undergraduate, Master's, and doctoral students**. *Education and Information Technologies*, *31*(4), 1033-1058. https://doi.org/10.1007/s10639-025-13844-7

As artificial intelligence (AI) becomes integral to engineering education, understanding how students develop AI-assisted creativity, the ability to generate original and valuable outcomes in collaboration with AI tools, is increasingly important. This study explores how critical thinking, creative self-efficacy, and perceived organizational support influence AI-assisted creativity among 729 engineering students (252 undergraduates, 203 master's, and 274 doctoral). Results show that critical thinking directly enhances AI-assisted creativity and indirectly strengthens it through creative self-efficacy, which serves as a key mediator. While perceived organizational support does not directly affect creativity, it amplifies the impact of critical thinking. These relationships differ by educational level: critical thinking has a stronger effect among doctoral students, and organizational support varies in influence between master's and doctoral cohorts, whereas creative self-efficacy remains stable across groups. This research advances theoretical understanding by identifying the key mechanisms through which critical thinking, creative self-efficacy, and perceived organizational support shape AI-assisted creativity.

Haberstroh, C., Stacey, T., Beedle, A., Campbell-Allen, R., Vincent, H., & Singh, C. (2026). **Transparency when assessing critical thinking: A case study of student co-creation for the midwifery curriculum**. *Review of Education*, *14*(1), e70128. https://doi.org/10.1002/rev3.70128
This paper examines how student participation can contribute to transparent assessment practices in the context of assessing students' critical thinking skills. Critical reading and writing are key components of assessment in higher education, but the standards are often tacit and implicit. To demystify these learning processes, the academic literacies literature has suggested the integration of academic skills support within university curricula. The paper brings together the literature on assessment transparency, academic literacies and student partnership to answer the question of how student partnership in the context of academic skills development can support transparency in the assessment of critical thinking skills. This study analyses qualitative data from focus groups and student-staff partners' reflective narratives. The data is situated within a case study that aimed to embed academic skills within the curriculum of a midwifery undergraduate programme at a research-intensive university. We propose that student partnership in the design and delivery of academic skills sessions offers a promising way to enhance students' view into educators' expectations and standards, and that vice versa, transparency is also enhanced by educators being better able to understand the ways in which students develop those skills. Context and implications Rationale for this study and why the new findings matter: The paper provides a novel articulation of assessment transparency processes that emerge through academic literacies support when provided in partnership with students in Higher Education. With a narrative review and case study, we discuss how academic literacies support can be designed to enable students and educators to make meaning of academic standards together. Implications for Higher Education practitioners and researchers: For higher education research, the findings showcase an opportunity of connecting separate research strands on assessment transparency, student-staff partnership, and academic literacies. Our study's results highlight the potential of embedded academic literacies provision as a space for productive dialogue between students and educators, where educators and students enact standards together. For higher education practitioners, the findings highlight how student-staff partnership projects have a role to play to meet institutional priorities around assessment transparency. Our approach to co-creating video resources can serve as a practical example for educators wishing to enhance transparency of their assessment of critical thinking.

Jardin, E., & Baguio, J. (2026). **Language Exposure and Willingness to Communicate in English among Grade 10 Students in Public Secondary Schools**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 124-130. https://doi.org/10.66074/FR65DE43
This study examined the relationship between language exposure and willingness to communicate (WTC) among Grade 10 students in public secondary schools in Paquibato District, Davao City. A descriptive correlational design surveyed 132 learners through a language exposure questionnaire across home, friends, school, and media contexts and a WTC scale across communicative selfconfidence, situational context of L2 use, topical enticement, learning responsibility, and off instruction communication. Language exposure was extensive overall, with the highest exposure at school and through media. WTC was also extensive. Correlation showed a moderate positive relationship between exposure and WTC. Multiple regression showed that exposure domains jointly predicted WTC. Results support school and media strategies that expand English contact and strengthen readiness to speak.

Jellab, A. (2026). **Le lycée professionnel, la mission locale et le savoir-être**. *Éducation Permanente*, *246*(1), 107-116. https://doi.org/10.3917/edpe.246.0107
La thématique du savoir-être constitue une rhétorique répandue dans les missions locales et au sein des lycées professionnels. Alors que les enseignants exerçant en lycée professionnel s'investissent rarement dans l'accompagnement des élèves à l'emploi, ils insistent sur l'importance de former ces derniers au « savoir-être » dont la finalité semble surtout répondre aux enjeux d'obtention du diplôme. De leur côté, les missions locales ont surinvesti les notions de « savoir-être » et de compétences sociales pour installer une insertion sociale comme préalable à l'insertion professionnelle. Une mise en perspective des recherches portant sur ces compétences, puis une mise en miroir entre l'expérience des élèves de LP et celle des jeunes fréquentant les missions locales, offrent la possibilité d'en identifier les enjeux et les écueils.

Kandemir, E. N., Esposito, E., Gurgand, L., & Ramus, F. (2026). **A Meta-Analysis of the Impact of Feedback Timing on Learning Outcomes in Computer-Assisted Learning**. *Educational Psychology Review*, *38*(1), 13. https://doi.org/10.1007/s10648-026-10117-8
Despite decades of research, the impact of feedback timing on learning outcomes remains debated. The most recent meta-analysis directly comparing immediate and delayed feedback was published in 1988, preceding the transformation of computer-assisted learning environments. This study reevaluates the effect of feedback timing on learning outcomes within computer-assisted learning environments. Three key aspects were examined: (a) the overall effectiveness of immediate versus delayed feedback, (b) the influence of varying definitions of feedback delay on learning outcomes, and (c) study characteristics and feedback features that may account for prior inconsistencies. A systematic meta-analysis was conducted on 51 studies published from 1988 to 2024, analyzing 160 effect sizes through meta-regression with robust variance estimation. Across the included studies, delays implemented in delayed feedback conditions ranged from 1 second to 7 days in time-based designs and from 1 to 60 intervening items in item-based designs. Results indicate that feedback timing does not significantly influence learning outcomes on average ($$g = 0.03$$, 95% CI [$$-0.08$$, 0.13], $$p =.61$$). Substantial heterogeneity between studies suggests the effect is moderated by key factors. Moderator analyses reveal that educational level, learning domain, and response time constraints significantly influence feedback timing effectiveness, providing a partial explanation for inconsistencies across studies. Yet, partial confounding of moderators limits the ability to fully disentangle their individual contributions. These findings suggest that while feedback timing alone

is not a decisive factor, its impact is context-dependent. Although approximately half of the effects involved multi-hour or $$ge$$10-item delays, there were relatively few studies involving delays of one day or longer. As a result, the reviewed studies provide limited evidence concerning the common multi-day delays typical of many classroom settings.

Kordoni, A. (2025). **Enhancing Language Learning Through VR: a Focus on creative writing skills**. *21st Century Learning*. Consulté à l'adresse https://hal.science/hal-05422727
This presentation introduces an action research project conducted at Sorbonne University Abu Dhabi, focused on integrating Virtual Reality (VR) technology into language learning. The project specifically targets A2-level French as a Foreign Language (FFL) learners, aiming to enhance their creative writing skills through immersive experiences. The VR workshop is structured to maximize student engagement and creativity by immersing them in interactive virtual environments. These environments provide dynamic and contextual settings that stimulate language exploration and narrative development. Following the VR immersion, students are encouraged to describe their observations, express emotions, and craft stories in French, thus reinforcing their language skills in a highly interactive manner. The VR settings offer rich opportunities for practicing various aspects of writing, including descriptive writing, dialogue construction, and the development of narrative structures. The results of both quantitative and qualitative surveys evaluating the course will be presented, offering valuable insights into the effectiveness of VR as a tool for enhancing language learning. These findings will help inform further exploration of VR's potential in language education and contribute to the continuous improvement of the project.

Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs. (2026). In P.-Y. Bernard, J. Berthaud, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. Consulté à l'adresse https://books.openedition.org/cereq/6886
Le Plan d'investissement dans les compétences (PIC) a fait de la formation un levier central pour favoriser l'accès à l'emploi des personnes les plus éloignées du marché du travail et répondre aux besoins de recrutement des entreprises. Déployé à grande échelle, il a donné lieu à une multiplicité de dispositifs, d'expérimentations et d'innovations pédagogiques. Mais quels effets concrets ces dispositifs produisent-ils sur les parcours des stagiaires, les pratiques des professionnels et l'organisation du système de formation ? À partir d'enquêtes de terrain et d'évaluations conduites dans différents territoires, cet ouvrage analyse les publics visés, interroge les catégories d'action publique, examine les modalités d'accompagnement et met en regard les objectifs affichés avec les réalités de mise en œuvre. Il montre la diversité des situations, les contraintes institutionnelles, ainsi que les décalages persistants entre intentions, usages et résultats.

Lemistre, P. (2026). ***Postface – Programme(s) investissement dans les compétences : une politique publique à réévaluer ?*** https://doi.org/10.4000/15tyf
Dans cette postface, nous tentons une mise en perspective théorique d'un point de vue sur le dispositif du Plan d'investissement dans les compétences (PIC) et surtout sur les représentations qui motivent ce type de politique publique et leur modalité d'évaluation souhaitée, ceci en nous appuyant sur les contributions de l'ouvrage et en mettant la focale sur le rôle de la formation. En cela si nous partageons « le point de départ » de Pierre-Yves Bernard formulé en in

Lepers, É. (2026). **Former les publics fragiles aux compétences-clés : quelle professionnalité pour le formateur ?** *Éducation Permanente*, *246*(1), 89-96. https://doi.org/10.3917/edpe.246.0089
Le dispositif « service d'intérêt économique général » compétences-clés, instauré dans les Hauts-de-France, propose notamment des formations de remise à niveau des savoirs de base dans l'optique de favoriser l'insertion sociale et professionnelle de ses bénéficiaires. Ces actions sont animées par des formateurs « compétences-clés ». Dans une visée compréhensive, cette contribution s'intéresse aux spécificités de leur professionnalité et aux défis qu'elle représente.

Li, L. L., Mao, G., Zhang, L., & Ying, J. (2026). **The role of peer learning in enhancing prompt literacy: effects on speech writing quality and critical thinking disposition in AI-assisted contexts**. *Education and Information Technologies*, *31*(4), 1233-1255. https://doi.org/10.1007/s10639-025-13849-2
Peer learning, grounded in Vygotsky's social constructivism, fosters students' collaborative learning and cognitive development. While extensively studied in traditional settings, its role in AI-assisted environments is underexplored. This study investigated the effects of peer learning through prompt sharing on students' prompt literacy, critical thinking disposition, and speech writing quality in AI-assisted contexts. Second-year English as a foreign language (EFL) students were randomly assigned to a control group (CG) receiving traditional instruction and an experimental group (EG) incorporating peer learning through prompt sharing. A mixed-methods approach employed validated scales to measure changes in prompt literacy, critical thinking disposition, and speech writing quality, followed by semi-structured interviews for qualitative insights. The results indicated that the peer learning approach significantly enhanced students' prompt literacy. However, no marked differences were found between the two groups in speech writing quality or critical thinking disposition. Qualitative data revealed positive perceptions of peer learning through prompt sharing, suggesting potential indirect benefits on critical engagement. Rooted in social constructivism, this study underscores the value of hybrid pedagogies that integrate collaborative methods with AI instructional scaffolding. The implications extend to curriculum design, teacher professional development, and the ethical integration of AI across diverse global contexts, promoting equitable development of digital competencies.

Li, L., Zhang, F., & Zhou, L. (2026). **Family income, non-cognitive skills and academic performance**. *Asia Pacific Education Review*, *27*(1), 1-15. https://doi.org/10.1007/s12564-023-09872-y
This study investigated the effects of family income on academic performance and two noncognitive skills (i.e., growth mindset and perseverance) by analyzing survey data from fifth-grade students in an economically disadvantaged county in China. The results revealed that no positive relationship exists between growth mindset and perseverance. Students from low-income families exhibited the lowest, highest, and poorest propensity for growth mindset, perseverance, and academic performance, respectively, compared with those from relatively high-income families. Nonetheless, the study found no significant difference between students from low- and high-income families regarding noncognitive skills. However, the academic performance of students from low-income families notably lagged behind that of their peers from relatively high-income families. Moreover, poverty exerted a negative direct effect on the academic performance of students and negative and positive indirect effects on academic performance by weakening growth mindset and strengthening perseverance, respectively. Evidently, perseverance alone was unable to counteract the negative effect of economic disadvantage on academic performance. Therefore, growth mindset training for students from

poor families can relatively alleviate the negative effects of financial disadvantage on academic performance. Meanwhile, raising their family income is a fundamental guarantee for the academic performance of their children.

Li, S., & Zheng, J. (2026). **Motivational Apprenticeship: An Apprenticeship Framework for Developing Students' Motivational Competencies**. *Educational Psychology Review*, *38*(1), 9. https://doi.org/10.1007/s10648-025-10114-3
Existing motivation interventions typically focus on what can be done to enhance learners' motivation. However, these approaches do not systematically teach learners to become their own motivational agents. This article proposes motivational apprenticeship, a conceptual framework that extends cognitive apprenticeship principles to help learners develop autonomous motivational regulation skills. The framework comprises six key components: modeling (experts demonstrate motivational strategies and thought processes), coaching (experts provide individualized guidance), scaffolding (supports that gradually fade as learners gain proficiency), articulation (learners verbalize their motivational states), reflection (learners analyze their motivational patterns), and exploration (learners apply strategies to new contexts). The framework emphasizes making motivational processes visible, situating motivational development in authentic contexts, and fostering metacognitive awareness of motivation. The framework contributes to motivation theory by viewing motivation as a teachable skill set rather than solely an internal state. It provides educators with practical methods for cultivating learners' capacity for lifelong motivational self-regulation. We discuss practical implementation considerations, acknowledge key challenges, and outline directions for future research.

Liu, H., Fang, X., Cui, Q., & Chiu, T. K. F. (2026). **A systematic mapping review on how generative artificial intelligence impacts social and emotional learning: A case of large language model chatbots**. *Review of Education*, *14*(1), e70141. https://doi.org/10.1002/rev3.70141
Large language model (LLM) chatbots have rapidly emerged as powerful tools in education, offering new avenues to support social and emotional learning (SEL). Literature lacks synthesis studies related to SEL competencies and how LLM chatbots are used to foster them, that is, affordances. Therefore, this systematic mapping review categorizes and synthesizes current literature on the utilization of LLM chatbots for SEL development in higher education. Following PRISMA, we screened and analysed 43 peer-reviewed studies, identifying 15 competencies across six SEL domains (cognitive, emotional, social, values, perspectives and identity), and 19 LLM chatbot affordances across 7 genres. Findings show that cognitive competencies (e.g., critical thinking, metacognition) and identity competencies (e.g., self-efficacy, agency) are most frequently targeted, whereas values and perspective domains remain underrepresented. The most common affordances were immediate personalized feedback, information retrieval and interactive question and answer. We also addressed five ethical risks (transparency, privacy, equality, beneficence and affect/identity safety). We proposed an SEL development framework for higher education students using LLM chatbots. By focusing on these specific competencies and affordances, researchers can contribute to the advancement of SEL through the innovative use of LLM chatbots. We encourage researchers to conduct more studies to expand this framework by adding, removing or revising the competencies and affordances. Context and implications Rationale for this study: While large language model (LLM) chatbots are increasingly used in education, no comprehensive review existed to synthesize how their specific affordances map into the development of distinct social and emotional learning (SEL) competencies. A review is needed to address this critical gap for designing effective, ethically aware educational

interventions in education. Why the new findings matter: This review provides the first structured framework linking 19 LLM affordances to 15 SEL competencies. The framework reveals a significant imbalance in development focus (e.g., cognitive overvalues) and a widespread lack of essential ethical safeguards, which is crucial for maximizing benefits and minimizing risks. Implications: For researchers, it provides a foundational SEL–LLM framework and agenda to explore underrepresented domains (e.g., values). Practitioners (educators, instructional designers) can use the affordance-competency map to design targeted SEL interventions. Policy-makers should prioritize ethical guidelines and support the development of specialized, equitable LLM tools for SEL.

Liu, Y., Ji, Z., & Guo, K. (2026). **Are All Domains the Same? The Effectiveness of Multiple Representation Design in Mathematics Achievement: a Quantitative Systematic Review with Three-level Meta-analysis**. *Educational Psychology Review*, *38*(1), 27. https://doi.org/10.1007/s10648-025-10109-0
Mathematical knowledge can be represented by various external representations, such as algebraic expressions and images. While the potential benefits of multiple representations are worth exploring, the appropriate selection and design of these representations should also be addressed. We conducted a systematic review of 17 studies and a three-level meta-analysis based on 106 effect sizes derived from 15 studies to evaluate the overall effectiveness of multiple representations in mathematics achievement and how their design and effectiveness vary across mathematical domains. Additionally, we systematically coded and quantified the characteristics of the included studies, including their major themes and descriptions of their representation designs. Results showed: (1) Compared with single representations, multiple representations had a significant positive effect on students' mathematics achievement (Hedges' $g = 0.286$, $p < .05$, 95% CI [0.069, 0.502]). The additional types introduced in the experimental group significantly moderated the effects. (2) There was substantial heterogeneity across the included studies. The design and effectiveness of multiple representations differed in magnitude across various mathematical domains. More fine-grained categorization is needed in future research to draw more specific conclusions. (3) More in-depth and detailed research is needed to address the gap in current studies, which pay insufficient attention to integrating specific knowledge content when analyzing representation effects and often provide limited detail on representation design.

Llano, L., & Baguio, J. (2026). **Dialogic Communication, Critical Thinking and Collaborative Problem-Solving of Public Elementary School Teachers**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 70-77. Consulté à l'adresse https://hal.science/hal-05492403
Dialogic communication and critical thinking influence how teachers manage classroom demands, yet their link to collaborative problem-solving (CPS) lacks local empirical evidence. This study investigated these relationships among 131 public elementary teachers in Paquibato District, Davao City, using a quantitative correlational design. Survey data measured dialogic communication (speaking, disclosing, testing, probing), critical thinking (understanding, interpretation, analysis, inference, evaluation), and CPS (social, emotional, behavioral challenges). Results showed moderate dialogic communication but high level of critical thinking and very high level of CPS. Significant positive correlations were found between both independent variables and CPS. Multiple regression indicated that social challenges contributed most significantly to CPS scores. These findings support professional development focused on strengthening teacher dialogue and reasoning to improve collective problem resolution.

Lugnier, M., & Marsollier, C. (s. d.). ***Les compétences psychosociales : une exigence pour soutenir la promesse émancipatrice de l'École républicaine***. Consulté à l'adresse IGÉSR website: https://www.education.gouv.fr/sites/default/files/document/les-comp-tences-psychosociales-une-exigence-pour-soutenir-la-promesse-mancipatrice-de-l-cole-r-publicaine-481052.pdf

Monette, C., & Longpré, T. (2025). **L'accompagnement en apprentissage du français langue seconde et la réussite de jeunes adultes apprenants issus de l'immigration : du secondaire à la formation générale des adultes : le cas d'une classe de transition**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 60-63. https://doi.org/10.7202/1122419ar
Plusieurs écrits scientifiques démontrent que la réussite éducative dépend d'une combinaison de déterminants personnels, familiaux, pédagogiques et organisationnels (Cyrenne et al., 2014). À cet effet, le Plan d'engagement vers la réussite (PEVR) des centres de services scolaires (CSS) met en lumière la nécessité d'adapter l'offre éducative aux besoins diversifiés des personnes apprenantes. Ajuster les services éducatifs, les pratiques pédagogiques et les ressources favoriserait ainsi l'augmentation des chances de réussite de chacun. C'est dans cette optique qu'une classe de transition entre la formation générale des jeunes (FGJ) et la formation générale des adultes (FGA) a été créée, au CSSRDN dans les Laurentides, afin d'accueillir, de manière transitoire, les jeunes adultes issus de l'immigration (JAII) en provenance des classes de francisation du secondaire. Cette initiative visait à soutenir les JAII qui nécessitent un accompagnement spécifique pour intégrer efficacement le milieu de la FGA.

OECD. (2026). ***Teaching relationship skills: Evidence from classrooms to inform policy*** (Teaching in Focus N° 47; 47e éd.). https://doi.org/10.1787/d882368e-en

Omarchevska, Y., Schuetze, B. A., Richter, J., Schanze, S., Ulrich, N., & Scheiter, K. (2026). **From Passive to Metacognitive: The Role of Mode of Engagement in Enabling Lasting Learning Using Digital Media**. *Educational Psychology Review*, *38*(1), 23. https://doi.org/10.1007/s10648-026-10120-z
The current study presents a theory-driven, person-centered analysis of the relationship between different modes of cognitive and metacognitive engagement and immediate and delayed knowledge in chemistry. In a classroom study with high ecological validity, we inferred cognitive and metacognitive engagement from log files of secondary school students' (N = 235) activities completed within the context of a digital chemistry textbook. We used the ICAP framework to classify cognitive engagement as either passive, active, or constructive, and we extend the framework to include metacognitive engagement. A latent profile analysis identified six distinct latent profiles, characterized by different distributions of student cognitive and metacognitive engagement while learning with the digital textbook: Disengaged; Low Metacognition; Disfavors Active; Moderate Engagement; Metacognitive, but not Constructive; and High Overall Engagement. We found that these profiles were predictive of immediate (one week later) and delayed (six to eight weeks later) chemistry knowledge, even after controlling for prior knowledge. Post-hoc tests indicated that "High Overall Engagement" and "Metacognitive, but not Constructive" were the best performing profiles in both immediate and delayed learning outcomes. Interestingly, profile membership was not predicted by self-reported chemistry self-concept or interest, measured prior to learning with the digital textbook. Our findings provide a novel extension of the ICAP framework and highlight the role of metacognitive engagement for lasting learning in digital learning environments.

Pack, Y. H., Choi, N. Y., & Kim, B. (2026). **Impact of cognitive load and working memory on preschoolers' learning effectiveness**. *Asia Pacific Education Review*, *27*(1), 337-351. https://doi.org/10.1007/s12564-023-09898-2
This study investigates the impact of cognitive load and working memory on preschoolers' learning effectiveness. A total of 184 5-year-old children in Korea participated in this study. Six types of instructional materials with different intrinsic and extraneous cognitive loads were developed. Preschoolers were randomly assigned to one of the six groups and participated in learning activities specific to their groups. Preschoolers' learning effectiveness was assessed using a learning effectiveness scale, and their working memory capacity was measured using digit span and Corsi memory tasks. The results revealed that learning effectiveness for preschoolers was high when intrinsic cognitive load in instructional materials was low, and it was low when extraneous cognitive load was added to instructional materials. Groups with high working memory capacity showed higher learning effectiveness than those with low capacity. Furthermore, in various teaching plan conditions, learning effectiveness varied depending on children's working memory capacity. These results guide suggestions for practical and customized teaching plans suitable for cognitive development in early childhood.

Pluton, L. (2025). ***Influence des contextes sur le développement professionnel des alternants. Cas des métiers de l'interaction humaine en Guadeloupe*** (Theses, Université des Antilles). Consulté à l'adresse https://univ-antilles.hal.science/tel-05483578
This research falls within the field of Education and Training Sciences, at the intersection of the analysis of requirements, situated practices, and professional development dynamics in work-study programs. It focuses on human interaction professions (HIPs), "carried out for" or "addressed to" others, and explores the origin of the knowledge imparted in the absence of explicit requirements. Studies have highlighted the complexity of training for MIH. This complexity stems from several factors : interactions with others who are both objects and subjects, weaker requirements than for industrial professions, and a profession whose learning depends on alternating between training and actual work situations (Beckers, 2007 ; Maubant, 2011, 2013 ; Pastré et al., 2006 ; Piot, 2009 ; Ulmann, 2018). This complexity is reflected in the requirements for training leading to MIH certification, which are often somewhat vague. By combining the theoretical frameworks of professional didactics (Pastré et al., 2006), the theory of joint action in didactics (Sensevy et al., 2007), and dispositionalist and contextualist sociology (Lahire, 1998), the issue raises questions about the development of functional and relational communication skills in educational and professional contexts, as well as the potential social inequalities in learning that may arise in the professional development of learners during the contextualization process. The methodological approach is based on comprehensive qualitative research that combines two complementary studies. Study 1 consists of a curriculum analysis of 16 official requirements from different certifying bodies. The aim is to measure the strength of the requirements, particularly with regard to communication skills, and to identify the room for maneuver left to the actors (teachers and trainers, learners and tutors in companies). In addition to this initial analysis, the second study is based on a corpus of 299 questionnaires, 51 semi-structured interviews, and 12 observations of training situations (three of which were triangulated). The surveys were conducted in three training establishments in Guadeloupe, among groups of learners with varying statuses, enrolled in training courses linked to different certifying authorities. The results of study 1 reveal that communication skills are rarely specified in reference frameworks, and that interpersonal skills, which are nevertheless essential in practice, are virtually invisible. We therefore

turned our attention to the ideas and practices of teachers and trainers, and to what is taught in the face of vague specifications. The questionnaires and interviews show that, for the respondents, relational communication skills are acquired more in the private sphere and in professional situations than in an educational context. The choice to delegate the acquisition of relational skills to the private sphere leaves room for dispositions that can act in different ways. The interviews and observations carried out in study 2 highlight the importance of the attitudes of trainers and tutors in the origin of the knowledge taught, and how teaching practices can, unbeknownst to those involved, contribute to the production of social inequalities in learning (Bautier et al., 2011) in the professional development of learners. In conclusion, the research shows that there are tensions between professionalization objectives, methods of transmission within companies, and the educational tools offered. It calls for a rethinking of the clarification of communication skills and the co-construction of resources within a socio-didactic approach in order to better support learners' professional development dynamics and prevent the emergence of social inequalities in learning.

Prévôt, O., & Pileri, A. (2025). **Développer les compétences émotionnelles chez les éducateurs : un défi pour une société inclusive.** In *Connessioni nei contesti di apprendimento*. *Inclusion dans les Cités de l'Éducation / Inclusion in the Cities of Education*. Consulté à l'adresse https://hal.science/hal-05479269

Rohmah, G. N., Fitriyah, U., & Hanifiyah, L. (2026). **Interculturality in EFL Education as a Gateway to Religious Moderation: Voices from Religion-Based School Teachers**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 137-154. https://doi.org/10.7358/ecps-2025-032-rohm
This study investigates EFL teachers' conceptions of Intercultural Language Learning (IcLL) in Indonesian Madrasah Aliyah and examines how they link intercultural learning with the promotion of religious moderation. Using a qualitative narrative inquiry design, data were generated through a preparatory questionnaire and semi-structured interviews with five English teachers. Thematic analysis, informed by Bennett's Developmental Model of Intercultural Sensitivity (DMIS), was used to interpret teachers' intercultural orientations and classroom practices. The findings show that teachers view IcLL as fundamental to language learning and as a strategic medium for cultivating open, tolerant, respectful learners while reinforcing religious moderation. Most teachers are positioned between minimisation and acceptance, with some evidence of emerging adaptation. However, the enactment of IcLL remains uneven and dependent on school context, teacher training, and the availability of culturally rich materials.

Ruiz Recio, M. I., Molina-Ayuso, Á., & Adamuz-Povedano, N. (2026). **Integrating computational thinking into secondary school mathematics teaching: A literature review**. *Review of Education*, *14*(1), e70142. https://doi.org/10.1002/rev3.70142
Computational thinking (CT) has established itself as a fundamental skill for the 21st century, driving its integration into various disciplines, especially mathematics. This systematic review of the literature aimed to analyse how the integration of CT has been conceptualized and implemented in mathematics teaching in the context of secondary education. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol guidelines, a search of scientific databases was conducted, resulting in the selection of 30 relevant articles, coded with high inter-rater reliability (Fleiss's Kappa = 0.88). The results present a synthesis of the methodological approaches, technological tools and variables evaluated in the

articles analysed, revealing a consensus on the positive impact of CT on problem-solving and algorithmic thinking. However, the analysis shows that this success is not only attributed to technological tools, but to their implementation within active pedagogical frameworks, mainly problem-based learning. This brings us to draw a key conclusion: the need for a transition in research towards a more holistic approach, such that the effective implementation of CT depends on the synergy between active pedagogy, the intentional and studied choice of tools, and explicit consideration of the socio-emotional dimension of learning. Context and implications Rationale for this study: This review identifies the key characteristics of research on computational thinking and mathematics learning in K-12 education. Its primary goal is to support researchers in developing empirical work on computer-related skills—such as algorithms, decomposition and pattern recognition—within the context of mathematical thinking. Why the new findings matter: Nowadays, it is possible to find bibliographic references to reviews on computational thinking in K-12, on computational thinking and specific methodologies such as problem-based learning in K-12, about computational thinking enhancing STEAM and engineering education, teaching and assessing abstraction in K-12 computational thinking education or computational thinking in higher education. However, no review has focused on analysing works that address general mathematics learning with the development of computational thinking skills in K-12 education. Therefore, this work represents an important contribution to the current paradigm of including these skills in the development and learning of students in K-12 education. Implication: This review highlights the research requirements of the current computational thinking paradigm for its effective inclusion in K-12 education and the potential it may offer for enhancing mathematics learning. Thus, the discussions and conclusions reached in this literature review may be of great interest to researchers in this field who wish to carry out empirical experiences to connect the development of computational thinking skills and mathematics learning in K-12 education. It may also be an interesting argument for policy decisions that seek to promote the development of this educational field in order to support investment related to educational innovation in this field.

Scippo, S., Fabiani, D., & Ranieri, M. (2026). **Developing and Validating a Knowledge Test on Flood Risk for Primary Teachers**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 117-135. https://doi.org/10.7358/ecps-2025-032-scip

This article presents the development and psychometric analysis of a test designed to assess knowledge about flood risk among pre-service primary school teachers. The test was developed within the framework of the Return project and administered to 149 finalyear students enrolled in a Primary Education degree program. Following the initial construction of 14 items, item difficulty, discrimination, and reliability were evaluated using Classical Test Theory. After removing underperforming items, a final version of the test was obtained, consisting of 10 items with acceptable levels of difficulty, good discriminative power, and a satisfactory KR20 reliability index. The resulting test represents a valid tool for measuring knowledge levels about flood risk. Future directions include test standardization and the adaptation of the instrument for use with children and in different linguistic and cultural contexts.

Silla, E. M., Guba, T.-P., Rodrigues, A., Anisiobi, O. C., Scanniello, A., & Barbieri, C. A. (2026). **A Systematic Review of Mathematical, Motivational, and Socioemotional Propensities Related to Algebraic Thinking**. *Educational Psychology Review*, *38*(1), 24. https://doi.org/10.1007/s10648-025-10111-6

Algebra serves as a critical gateway to advanced mathematics and STEM opportunities, yet many students in the U.S. struggle with its concepts. Although prior research has identified

mathematical, motivational, and socioemotional propensities associated with algebra achievement, few studies have methodically examined these factors in tandem. Guided by the Opportunity-Propensity framework, we conducted a systematic review to identify mathematical and motivational and/or socioemotional propensities related to success in algebra. We also investigated whether these relations vary depending on the type of algebra measure. We identified 61 studies that highlighted mathematical and motivational and/or socioemotional propensities related to success in algebra. We highlight studies that examine these mathematical and motivational propensities in tandem. We also elaborate on six propensities that emerged as prevalent in the literature. These results underscore the need for future research and instructional practices that address mathematical and motivational and/or socioemotional dimensions of algebra learning. By bridging these perspectives, educators and policymakers can design more effective interventions to support students' success in algebra.

Song, B., & Xiong, D. (2026). **A comparative study of the effects of social media and language learning apps on learners' vocabulary performance**. *Asia Pacific Education Review*, *27*(1), 131-142. https://doi.org/10.1007/s12564-023-09871-z
In the past decade, numerous studies have examined the effects of social media or language learning apps on student vocabulary learning. However, the comparison of the impact of social media and language learning apps was found only in a few studies, with little attention paid to applications widely used in China. Therefore, two social media apps (QQ and WeChat) and one language-learning app (Baicizhan) were selected to examine their effects on vocabulary learning. During an eight-week experiment, a total of 72 participants were assigned to three groups that used different apps as their vocabulary learning assistants, and each group received instructions via QQ, WeChat, and Baicizhan, respectively. The analytical results showed significant differences between the group on pretest and post-test scores, indicating measurable improvements in vocabulary learning in all three groups. The language-learning app, Baicizhan, was found to be the most effective of the three apps for vocabulary learning. Additionally, the questionnaire results indicated that Baicizhan was more effective than the two social media apps, QQ and WeChat, and preferred by the students for vocabulary learning.

Tkach, K., Marzucchi, A., Rizzo, U., & Borghesi, M. (2026). ***The relationship between green and digital skill supply and industrial dynamics*** (Working paper N° 0726). Consulté à l'adresse SEEDS, Sustainability Environmental Economics and Dynamics Studies website: https://EconPapers.repec.org/RePEc:srt:wpaper:0726
We contribute to the literature on the green, digital and twin transitions by providing novel evidence on their implications for industrial dynamics. In particular, we investigate whether the local supply of skills in the green, digital and twin domains is related to firm entry and exit at the NUTS3 level in Italy. We exploit a recently created dataset on the near-universe of Italian university programme descriptions to capture the skills provided through higher education. We find that the supply of green, digital and twin skills enhances opportunities for firm entry. We rule out the possibility that this effect simply reflects the supply of high-skilled labour in general. The supply of green skills may induce higher industrial renewal, being it also correlated with higher exit rates.

Van Herwegen, J., Masterman, T., Dockrell, J., Marshall, C., Gordon, R., & Thomas, M. S. C. (2026). **Raising educational outcomes for students with special educational needs and disabilities: A systematic review and meta-analysis**. *Review of Education*, *14*(1), e70127. https://doi.org/10.1002/rev3.70127

This systematic review and meta-analysis examined randomised controlled trials and quasi-experimental design studies targeting interventions to improve educational outcomes for students with Special Educational Needs and Disabilities (SEND). It identified 467 studies with 2891 outcomes for the narrative review, and 349 studies with 1758 outcomes were included in the meta-analysis. Outcomes included in the meta-analysis related to reading (n = 1139), writing (n = 279), maths (n = 284), science (n = 3) and general attainment (n = 53). While there was substantial variability, targeted interventions for specific SEND groups improved educational outcomes by an average of 5 months compared to control groups, with positive impacts on reading, maths and writing. The setting (mainstream vs. special education) did not affect reading or writing outcomes, but interventions with students in mainstream settings showed larger gains in maths. Intervention effects were consistent regardless of delivery method, implementor or control group type. We discuss the implications of the findings for theory and practice, the research gaps identified and future directions. Context and implications Rationale for this study: Students with special educational needs and disabilities (SEND) often require targeted interventions to support their educational outcomes. Previous evaluations of targeted interventions have often focussed on one specific group of SEND or one specific outcome. Why the new findings matter: This review included randomised controlled and quasi-experimental trials that evaluated targeted interventions across all categories of SEND. Across educational outcomes, pupils improved by an average of 5 months, with large variation evident. However, there were no consistent differences regarding delivery method, implementor or control group type. Implications for practitioners and policy makers: Despite gaps in the evidence, this review demonstrates that school setting and stage of education moderate the effectiveness of targeted interventions, with these effects varying across educational outcomes. These findings highlight the need for context-sensitive approaches rather than one-size-fits-all solutions. By clarifying how contextual factors influence intervention success, the review offers actionable insights, supporting evidence-informed decisions to improve outcomes for students with SEND.

Vessonen, T., Hellstrand, H., Aunio, P., & Laine, A. (2026). **Pictures in Mathematical Word Problems: A Systematic Review on the Role of Task and Student Characteristics**. *Educational Psychology Review*, *38*(1), 20. https://doi.org/10.1007/s10648-025-10112-5

Mathematical word problem-solving proves challenging for many students, especially in elementary school. Accompanying word problems with pictures has been argued to support students in solving mathematical word problems. However, the potential benefits of pictures may vary in terms of the cognitive demandingness of the word problem (i.e., task characteristics) and students' skills and motivation (i.e., student characteristics). The aim of this systematic review was to examine how both task and student characteristics modify the relationship between of pictures and elementary schoolers' mathematical word problem-solving performance. Records for the systematic review were obtained through five electronic databases and citation searching. The results were reported according to the Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) framework. The findings showed that the presence of representational pictures was related with better performance with relatively simple mathematical word problems (e.g., additive single-digit tasks with the first position of the unknown). However, task characteristics did not seem to modify the neutral effects of decorative pictures or the negative effects of informative pictures. From student characteristics, cognitive skills are the most probable factor to potentially influence the relationship between pictures and students' performance. These findings highlight the necessity of considering the potential interactions between different kinds of pictures in addition to task and student characteristics in

future research. These aspects are also important for making instructional decisions about pictures in mathematical word problem-solving skills.

Wang, J., & Liu, F. (2026). **Experiencing tensions, paradoxical thinking and college students' creativity**. *Asia Pacific Education Review*, *27*(1), 103-115. https://doi.org/10.1007/s12564-023-09858-w

Paradoxical tensions (e.g., parental expectations and self-positioning, a desire for independence, and a continuing need for dependence, learning, and performance achievement goals) are commonly observed in college students' lives, affecting their creativity and requiring paradoxical thinking. However, the relationships among experiencing tensions, paradoxical thinking, and college students' creativity remain unclear. This study collected survey data from 319 college students in China to examine the mediating role of paradoxical thinking in the relationship between experiencing tensions and college students' creativity and investigate the moderating effect of dependence on mentoring on the relationship between experiencing tensions and paradoxical thinking. The results demonstrate that experiencing tension has a positive effect on paradoxical thinking, enhancing college students' creativity. Further, experiencing tension enhances creativity through paradoxical thinking. A higher level of dependence on mentoring reduces the positive effect of experiencing tension on paradoxical thinking. These findings advance the understanding of how individuals respond to paradoxical tensions and the underlying mechanism through which experiencing tensions affects creativity, contributing to the literature on the micro-foundation of organizational paradoxes. This study enriches research on the antecedents of individual creativity in the context of paradoxical tensions and contributes to mentoring research in education within the field of paradox research. Additionally, our findings have practical implications for developing college students' creative thinking and creativity, as well as for the managing and self-managing of students in university settings.

Wong, S. S. H., & Lim, S. (2026). **The Powerful Teacher: A Power Hypothesis for the Benefits of Learning-by-Teaching**. *Educational Psychology Review*, *38*(1), 26. https://doi.org/10.1007/s10648-025-10097-1

Why does teaching others enhance one's learning? This study advanced a novel power hypothesis of learning-by-teaching: When assuming the role of a teacher, students experience a heightened sense of power in influencing others, which increases their own learning. University students (N = 242) studied a scientific text using one of three learning methods: notetaking, explaining, or teaching. The notetaking group prepared to be tested and wrote study notes about the topic; the explaining group prepared to explain and wrote an explanation about the topic as how they would write a textbook for their peers; the teaching group prepared to teach and wrote a verbatim teaching script about the topic as how they would orate a lecture to their peers. All students were then tested on generating research questions that create new knowledge about the topic, as well as their basic comprehension. Teaching or explaining to others improved students' research question generation and comprehension more than writing study notes for their own learning. Crucially, teaching produced superior research question generation performance than explaining, and this advantage held even after controlling for comprehension. The teaching group reported experiencing more power than the explaining and notetaking groups, which mediated the advantage of teaching over explaining, as well as that of teaching and explaining over notetaking, for research question generation performance. An

increased sense of power in a teacher potentially accounts for the learning benefits of teaching in enhancing one's research question generation performance. Indeed, teaching is powerful.

Zendagui Hachemi, K. (2024). **Vers une nouvelle approche institutionnelle de l'apprentissage L'autoformation au coeur du développement des compétences implicites/explicites**. *Situations d'apprentissage et développement de compétences*. Consulté à l'adresse https://hal.science/hal-05520616
This paper proposes a theoretical and institutional reflection on the integration of self-directed learning within formal higher education frameworks, considered as a lever for the sustainable development of implicit and explicit competences. Drawing on the conceptualization of the "self-directed learning galaxy" (Carré, 1997), the biographical perspective of self-construction (Pineau, 1983), and Self-Determination Theory (Deci & Ryan, 2000), the analysis highlights the psychological, social, and institutional dimensions of autonomous learning. The study distinguishes between two configurations: institutionally guided learning situations, centered on explicit competences and structured content, and autonomous learning situations, characterized by multiple goals (personal, professional, and institutional), the simultaneous mobilization of implicit and explicit competences, and a dynamic interaction between the learner and the environment. This distinction allows for an examination of the effects of integrating—or failing to integrate—self-directed learning into pedagogical systems. The central argument maintains that the institutionalization of self-directed learning does not imply a transfer of responsibility solely to the learner, but rather a strategic repositioning of educational frameworks. When recognized, supported, and articulated with formal structures, self-directed learning enhances engagement, well-being, and the continuous updating of competences, thereby contributing to the prevention of skills obsolescence. Conversely, its lack of institutional recognition may generate disengagement and reduced learning effectiveness. This paper thus opens a perspective toward a renewed institutional approach to learning, grounded in the synergy between formal educational systems and self-directed dynamics, with a view to fostering the sustainable development of competences in evolving educational environments

Zhang, Y., Ching, B. H.-H., Qiu, T. H.-Q., Ma, T. C.-I., & Huang, M. (2026). **The Relation Between Patterning Skills and Children's Mathematical Achievement: A Meta-Analysis**. *Educational Psychology Review*, *38*(1), 25. https://doi.org/10.1007/s10648-026-10126-7
Existing research on the relation between patterning skills and children's mathematical achievement has produced inconsistent findings. To address this, the present meta-analysis synthesized 81 effect sizes from 17 studies. Results revealed a significant positive correlation between patterning skills and mathematical achievement (Fisher's $z = .486$, $r = .451$), which indicated that stronger patterning skills were associated with better mathematical performance. Moderator analyses revealed that types of element significantly moderated the relation: patterning tasks using symbolic elements (e.g., shapes, colored blocks) had a stronger association with mathematical achievement than those using mixed elements (e.g., combining numbers and shapes), while non-pictorial elements (e.g., numbers, letters) were excluded due to insufficient sample size. Study design (intervention vs. non-intervention) also significantly moderated this relation: non-intervention studies demonstrated a stronger association between patterning skills and mathematical achievement, while intervention studies yielded weaker correlations, possibly due to variability in instructional quality. Age, patterning type (repeating, growing, mixed), and mathematical measure (researcher-based vs. standardized tests) did not significantly moderate the link. High heterogeneity across studies ($I2 = 78.25\%$) and limitations in

the sample (including a narrow age range and imbalanced subgroup sizes) restrict the generalizability of the findings. Future research should expand samples to broader developmental stages, employ causal designs to clarify the association, and further explore the underlying factors that may explain the observed heterogeneity.

Aspects économiques de l'éducation

Anauati, M. V., Tommasi, M., Fernández, P., Adrogué, C., & Orlicki, E. (2026). ***Progressivity, Sorting, and the Measurement of In-Kind Public Transfers: The Case of Education*** (Working paper N° 177). Consulté à l'adresse Universidad de San Andres, Departamento de Economia website: https://EconPapers.repec.org/RePEc:sad:wpaper:177
Conventional benefit-incidence analyses often find public education spending to be progressive, particularly at basic and secondary levels. However, in systems with substantial private provision, measured progressivity may partly reflect income-based sorting between public and private schools rather than redistributive features of public spending itself. This paper refines the interpretation of standard progressivity measures by explicitly accounting for such sorting. Focusing on public secondary education in Argentina, we exploit cross-provincial variation in private school participation to decompose observed progressivity into a mechanical component driven by differential take-up and a structural component reflecting spending design and unit costs. Using a transparent counterfactual reweighting approach, we show that income-based sorting plays a quantitatively important and heterogeneous role across provinces, in some cases inflating and in others attenuating measured progressivity. Once sorting effects are accounted for, cross-provincial differences in progressivity are substantially reduced and provincial rankings change meaningfully. These findings underscore the importance of enrollment patterns for the measurement of the distributive incidence of in-kind public spending and provide a simple adjustment that can be readily incorporated into standard fiscal incidence analyses.

Assaad, R., Aydemir, A. B., Dayıoğlu, M., & Kırdar, M. G. (2026). **Wage returns to human capital resulting from an extra year of primary school: Evidence from Egypt**. *Economics of Education Review*, *111*, 102760. https://doi.org/10.1016/j.econedurev.2026.102760
In this paper, we examine the wage returns to an extra year of primary school using a policy reform in Egypt, which reduced compulsory primary schooling from 6 to 5 years. Since this policy changed the duration of primary school while providing the same diploma, we can estimate the human capital effects holding the sheepskin effects constant. We find that the wage returns to an extra year of primary school for Egyptian men aged 24–44 are a statistically insignificant 2–4 percent. Despite the low returns for the overall population, the returns are much higher for men born in rural areas and men whose fathers have low levels of education—indicating important human capital effects for underprivileged boys. Consistent with this result, we find that the policy effects of a one-year reduction in primary schooling on schooling attainment at various levels are more adverse for underprivileged boys. Our findings, therefore, suggest that such a policy could be particularly detrimental for students from lower socioeconomic groups—contributing to increased inequality.

Bari, Md. A., Khan, G. D., Yoshida, Y., & Kusakabe, T. (2026). **Promoting the itemized educational spending of rural coastal households in Bangladesh through unconditional**

cash and food assistance. *Asia Pacific Education Review*, *27*(1), 381-392. https://doi.org/10.1007/s12564-024-09936-7
The vulnerable households in the rural coastal regions of Bangladesh have been suffering from chronic poverty because of a lack of resources to invest in the human capital development, such as education and training. The unconditional cash and food (UCF) assistance programs in Bangladesh have been designed to combat chronic poverty. This study examines the impact of the UCF assistance receipt on the itemized educational spending: the total spending on education, school tiffin, educational stationery, uniforms, admission fees, examinations, textbooks, education-related Internet, and education-related transportation by the households. A Fuzzy regression discontinuity design (RDD) is used as an identification strategy, in which the assignment variable is the land ownership by the households. The RDD method is based on the idea that the households just below and above the cutoff of the assignment variable are locally randomized, therefore free from any selection bias. The results consistently show that the UCF assistance increases the spending on all educational items, except for textbooks and education-related transportation. This study suggests that the UCF assistance can be used as a policy tool to accelerate the sustainable development goal of inclusive quality education for rural coastal areas by increasing the itemized spending on education.

Battisti, M., Gravina, A. F., Lavezzi, A. M., Maggio, G., & Tortorici, G. (2026). **Wealth and the origins of the education take-off**. *Journal of Economic Growth*, *31*(1), 77-124. https://doi.org/10.1007/s10887-025-09257-3
What role does wealth play in shaping educational choices? While theoretical frameworks generate elaborate, testable predictions, there are significant hurdles in empirically assessing this relationship. In modern societies, compulsory education laws conceal the impact of wealth on educational decisions. To address this challenge, we draw on a unique dataset from 1858 that records municipal-level wealth shares alongside primary school enrollment across Sicily, an ideal historical setting in which schools were present in nearly every municipality, yet attendance was voluntary. Leveraging the long-term effects of historical earthquakes on land and property distribution-effects that reshaped the wealth structure of Sicilian municipalities in the mid-19th century, we examine the impact of wealth on schooling decisions. Our analysis shows that wealth played a significant role in educational outcomes even in a largely agrarian context: a 10% increase in the share of wealthy households was associated with a 0.6% increase in primary school enrollment.

Bedoya, J., de Hoyos, R., & Estrada, R. (2026). **Rule-based civil service: Evidence from a nationwide teacher reform in Mexico**. *Economics of Education Review*, *111*, 102771. https://doi.org/10.1016/j.econedurev.2026.102771
This paper studies the effect of a civil service reform on teacher hiring and student achievement in Mexico. The reform replaced discretionary hiring with a rule-based recruitment system, among other changes to the teacher civil service. We find that teachers hired after the reform had higher prior academic achievement. Two channels likely explain this improvement. First, the reform reduced the prevalence of discretionary hires, who were disproportionately drawn from the lower end of the achievement distribution. Second, it enhanced the screening efficiency of rule-based hiring, making prior academic achievement a more important determinant of hiring outcomes. Finally, we show that the reform led to an overall improvement in student achievement in mathematics.

Behlen, L., Brade, R., Himmler, O., & Jäckle, R. (2026). ***Information Framing and Student Decisions: Evidence from an Opportunity Cost Intervention*** (Working paper N° 12487). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12487
Opportunity costs are central to economic decision-making but often neglected. In a pre-registered experiment with 2,222 German university freshmen, one treatment provides salary information; another additionally frames it as the opportunity cost of delayed graduation. Only the opportunity cost framing causes students to update salary expectations. We find no effect on academic progress but a 2.8 percentage points increase in first-semester dropout (p=0.080), concentrated among high-dropout-probability students (5.9 pp, p=0.025). For these marginal students, dropping out instead of progressing faster is the actionable margin. By semester three, dropout rates converge, suggesting acceleration of eventual exits rather than additional dropouts.

Benati, G., & Guerriero, C. (2026). **Climate shocks, democratization and (a culture of) cooperation**. *Economica*, ecca.70027. https://doi.org/10.1111/ecca.70027
While the direct economic effects of adverse climate shocks are well known, their indirect institutional impact is still poorly understood. To clarify this, we test the idea that adverse climate shocks push time-inconsistent elites to enact inclusive political institutions, and non-elites to embrace strong norms of cooperation. While democratization transfers to non-elites the power to design fiscal policies and thus assures them that they will enjoy a sufficient part of the returns on investing in farming innovations with elites, cultural accumulation delivers an intrinsic return on cooperation allowing the non-elites' credible commitment to investment. Consistent with these predictions, data on a panel of 38 most agricultural countries observed over 1960–2018 imply that the severity of droughts has both a negative and direct effect on agricultural output, and a positive and indirect institutional impact. The latter can be decomposed in a persistent rise in the inclusiveness of the political process, which in turn shifts the allocation of the tax revenues from military to public health service expenditures, and the horizontal, oblique and vertical transmission of norms of trust and respect. Only a culture of cooperation is, in turn, significantly related, with a one-year lag, to the agricultural output.

Bennetot Pruvot, E., & Estermann, T. (2026). ***Strategies for the financial sustainability of European Universities alliances*** [Report]. Consulté à l'adresse European University Association (Transnational) website: https://eua.eu/publications/briefings/strategies-for-the-financial-sustainability-of-european-universities-alliances.html
Aligning institutional purpose, sustainable funding and effective leadership are essential for European Universities alliances – as well as other cooperation formats – to become stable and durable components of Europe's higher education landscape. Indeed, the focus of the alliances debate has recently shifted from the challenges of implementation to their long-term financial sustainability. There is growing awareness across the sector that alliances cannot remain dependent on short-term project grants and need to gain a clearer understanding of costs, value and funding responsibilities. As such, this briefing analyses survey evidence and develops a conceptual framework that can support a structured and strategic discussion about the future of alliances. It puts forward a comprehensive model for the financial sustainability of alliances, building on EUA's broader work on funding principles, leadership, governance and institutional transformation. This framework highlights institutional purpose and added value as the

foundation of sustainable cooperation. It also identifies four key pillars that shape the financial and organisational viability of alliances: A clear understanding of the full costs, Income diversification, Efficiency and effectiveness, and Leadership and governance. In addition, this briefing situates European Universities alliances within the wider public funding landscape, drawing on EUA's work on funding models and allocation principles, in order to spark a more structured reflection on how responsibilities should be shared across national and European levels. This broader perspective is essential, as the financial sustainability of alliances cannot be understood in isolation from the structural conditions of higher education funding in Europe.

Bocchino, A., & Povea, E. (2026). ***When Organized Crime Moves In: Economic and Human Capital Disruption*** (Working paper N° 2/2026). Consulté à l'adresse Norwegian School of Economics, Department of Economics website: https://EconPapers.repec.org/RePEc:hhs:nhheco:2026_002
This paper studies how organized crime presence transforms local communities and human capital formation. Identifying these effects is challenging, as crime is endogenous to local conditions. We address this by leveraging the recent case of Ecuador, where criminal organizations from neighboring countries have rapidly established a new cocaine export route. This externally driven shock generated sharp increases in violent crime, allowing us to estimate causal effects using a difference-in-differences design based on proximity to areas prone to cocaine smuggling. Crime-affected areas experienced higher dropout rates among children at grades characterized by weak school attachment, the end of primary education and the first years of secondary school. While we do not find evidence of increased dropout among older students aged 15-18, individuals in this age group already out of education at the time of the crime surge exhibited a marked rise in risky behaviors, reflected in higher homicide victimization and earlier pregnancies. We also document severe economic disruption: household income fell by nearly 30%, driven mainly by a decline in informal employment. Declining earnings are a key mechanism linking crime exposure to school dropout. These findings show that the externalities of organized crime impose persistent social costs, deepening inequality and undermining human capital development.

Boshoff, J., Machin, S., & Sandi, M. (2026). ***The complex relationship between education and criminal activity*** [Working paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://EconPapers.repec.org/RePEc:cep:cepcnp:726
Reducing crime starts with both school attendance and conflict resolution

Bresciani, D., Kalil, A., Liu, H., Mayer, S. E., & Shah, R. (2026). **Closing early math gaps by parental education with technology at home**. *Economics of Education Review*, *111*, 102774. https://doi.org/10.1016/j.econedurev.2026.102774
Early math skills strongly predict later academic achievement, and caregiver engagement is central to early skill development. We conducted a six-month randomized controlled trial—About Technology in Math Engagement (TIME)—with 459 Chicago families of children aged 3 to 5 from diverse socioeconomic backgrounds. Families were randomly assigned to receive either math apps on a digital tablet, analog math learning materials, or a business-as-usual control. On average, neither intervention produced detectable improvements in children's math skills. However, pre-registered heterogeneity analyses provide suggestive evidence that children of non-BA parents assigned to the math app group gained 0.17 standard deviations (about five national

percentile points; p = 0.10), while children of BA parents showed no detectable gains, closing roughly one-third of the initial education-based skill gap. Restricting the sample to publicly subsidized preschools yields a math app effect of 0.16 SD, closely matching results from our prior study (Mayer et al., 2023), which used a similar design and the same recruitment source. Taken together, these findings suggest that access to low-cost, well-designed digital math resources may hold promise for benefiting disadvantaged children in particular, and thereby reducing early math skill gaps.

Briole, S. (2026). **From teacher quality to teaching quality: Instructional productivity and teaching practices**. *Economics of Education Review*, *111*, 102759. https://doi.org/10.1016/j.econedurev.2026.102759
This paper estimates the causal effects of math instructional time on student achievement using within-student variation across math topics in the TIMSS 2011 data. Based on the assessment's detailed measurement of math skills, it shows that each weekly hour of math instruction in a given topic increases student test scores in that topic by 4.3% of a SD. However, the productivity of instructional time varies significantly based on the implementation of teaching practices that prioritize student active participation: teachers emphasizing these practices are more than twice as productive as other teachers. This result holds true regardless of student gender, social origin, and is observed internationally in 42 countries.

Busso, M., Montaño, S., & Muñoz-Morales, J. (2024). ***Unbundling returns to postsecondary degrees and skills: evidence from Colombia*** [Working paper]. https://doi.org/10.1080/09645292.2024.2403570
Using longitudinal data of college graduates in Colombia, we estimate labor market returns to postsecondary degrees and to various skills—including literacy, numeracy, foreign language, and field-specific skills. Graduates of academic programs and schools of higher reputation obtain higher earnings relative to vocational public programs. A one standard deviation increase in each skill predicts average earnings increases of 1–3%. Returns vary along the earnings distribution, with tenure, with the degree of job specialization, and by gender. Our results imply that degrees and skills capture different human capital components that are rewarded differently in the labor market.

Carrasco, P., Echeberría Latorre, M. E., Katzkowicz, N., & Querejeta, M. (2025). ***Retornos económicos a la formación universitaria: un análisis de ingresos laborales en Uruguay*** (Working paper Nº 25-14). Consulté à l'adresse Instituto de EconomÃa - IECON website: https://EconPapers.repec.org/RePEc:ulr:wpaper:dt-14-25
This study analyzes the evolution of the economic returns to university education in Uruguay (1997–2022) using administrative records on employment and education. We document four main patterns. First, despite the increase in the supply of graduates, the return associated with a university degree showed an upward trend until 2012, stabilizing at around 40% thereafter. Second, there are significant heterogeneities in place: returns are systematically higher for men than for women, greater in the private sector than in the public sector, and differences by field of study, with Medicine, Engineering, and Economics standing out with the highest returns. Third, socioeconomic background is a key driver of returns to schooling. We document significantly lower returns among students coming from public high schools, from outside the capital city -Montevideo-, and who are the first in their family in entering University. Finally, cohort-based analysis reveals similar initial returns across cohorts (20%), but faster wage growth rates among

recent graduates, leading to a rapid convergence with those graduating in previous years. Gender differences have reduced among recent cohorts of graduates, yet they persist particularly in certain fields of study.

Cattaneo, M. A., Wolter, S., & Zöllner, T. (2026). ***Paying for Peers? Parental Willingness to Pay for School Composition and Quality in Switzerland*** (Working paper N° 12457). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12457
Switzerland features strong socio-economic segregation and no formal school choice, making residential relocation the only channel through which parents can access preferred schools. Identifying how parents value school attributes is therefore essential but challenging, given that choices bundle multiple characteristics. We address this by conducting a discrete choice experiment with nearly 2,700 parents with school-aged children, allowing us to estimate willingness to pay (WTP) for individual and combined school attributes. We find that a substantial minority of parents value academic quality so highly that their preferences are effectively price-insensitive. Among price-sensitive parents, academic quality remains central, but they also exhibit positive WTP for schools with fewer students with special educational needs and fewer non-native-speaking peers. Interaction effects are strong: WTP for reductions in special-needs peers is highest if the school is among the academically strongest. Accounting for attribute interactions further reveals marked heterogeneity, with parents clustering into seven distinct preference types.

Cattaneo, M., Wolter, S., & Thea, Z. (2026). ***Paying for Peers? Parental Willingness to Pay for School Composition and Quality in Switzerland*** (Working paper N° 18393). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18393
Switzerland features strong socio-economic segregation and no formal school choice, making residential relocation the only channel through which parents can access preferred schools. Identifying how parents value school attributes is therefore essential but challenging, given that choices bundle multiple characteristics. We address this by conducting a discrete choice experiment with nearly 2,700 parents with school-aged children, allowing us to estimate willingness to pay (WTP) for individual and combined school attributes. We find that a substantial minority of parents value academic quality so highly that their preferences are effectively price-insensitive. Among price-sensitive parents, academic quality remains central, but they also exhibit positive WTP for schools with fewer students with special educational needs and fewer non-native-speaking peers. Interaction effects are strong: WTP for reductions in special-needs peers is highest if the school is among the academically strongest. Accounting for attribute interactions further reveals marked heterogeneity, with parents clustering into seven distinct preference types.

Cavallo, M., Dhuey, E., Fumarco, L., Halewyck, L., & ter Meulen, S. (2026). ***The Economics of Age at School Entry: Insights from Evidence and Methods*** (Working paper N° 18373). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18373
This article reviews the growing literature on age at school entry and its effects over the life course. Age at school entry affects a broad range of outcomes, including education, labor-market performance, health, social relationships, and family formation. We

synthesize the evidence using a conceptual framework that distinguishes four empirically intertwined components of age at school entry: starting age, age at outcome, relative age, and time in school. Within this framework, we highlight six key channels through which age at school entry operates. While the effects of age at school entry are often substantial and persistent, many studies estimate bundled impacts without isolating specific components or directly measuring underlying mechanisms. We explain how different research designs capture distinct combinations of these components. We also highlight how institutional heterogeneity and behavioral responses can complicate the interpretation of results. We conclude by outlining directions for future research and policy design.

Chen, D., Koh, Y., Houlette, H., & Haupt, J. P. (2026). **Bridging Pecuniary and Non-Pecuniary Goods: Examining the Global Common Goods Impacts of a U.S. University's Transnational Dual-Degree Programmes**. *Higher Education Quarterly*, *80*(2), e70110. https://doi.org/10.1111/hequ.70110
This study examines the global common goods generated by transnational dual-degree programmes between a United States public research university and its 11 partner institutions in Cambodia, China, India, Indonesia, Vietnam, Kazakhstan, the United Arab Emirates, Jordan, and Peru. Grounded in the higher education as a global common good framework, the analysis shows how these programmes are perceived to produce pecuniary and non-pecuniary goods. Non-pecuniary goods, recognised as global common goods, include promoting reciprocal Global North–South partnerships, educational access, knowledge generation, and shared values. Meanwhile, pecuniary outcomes such as increased institutional revenue and student employability are perceived to enable the production of global common goods. The findings offer policymakers, practitioners, and researchers insights into the positive potential of a sustainable, equitable, and impactful model for transnational dual-degree programmes. The study calls for a move beyond neocolonial, market-driven approaches toward a more intentional focus on advancing global common goods.

Clark, G., & Nielsen, C. A. A. (2026). ***The returns to education: a meta-study*** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: https://EconPapers.repec.org/RePEc:ehl:lserod:137309
There have been many studies estimating the causal effect of an additional year of education on earnings. The majority employ administrative changes in the minimum school-leaving age as the mechanism allowing identification. Here, we survey 79 such estimates. However, remarkably, while the majority of these studies find substantial gains from education, a number of well-grounded studies find no effect. The average return from these studies still implies substantial average gains from an extra year of education: an average of 8.2%. But the pattern of reported returns shows clear evidence of publication biases: omission of studies where the return was not statistically significantly above 0, and where the estimated return was negative. Correcting for these omitted studies, the implied average causal returns to an extra year of schooling will be only in the range 0%–3%.

Costa-Font, J., & Nicińska, A. (2026). **Long-lasting health effects of Soviet education**. *Economica*, *93*(370), 611-647. https://doi.org/10.1111/ecca.70030
Education systems serve various purposes, including the enhancement of later-life health, though effects can differ by sociopolitical regime. This paper examines the effect of

communist education, which exposed children to a distinct curriculum and ideological content, on later-life health. We exploit a novel dataset that collects information on compulsory education reforms in several European countries, with different cohorts exposed and unexposed to Soviet communist education. Using a difference-in-differences (DiD) design, we show that while the extension of compulsory education improved some relevant measures of health, communist education encompassed an additional health-enhancing effect. We document that the effect remains robust when using staggered DiD approaches and various robustness tests, and that it is explained by the priority given to physical education in the school curricula, together with an increased likelihood of marriage.

Cruces, G., Meijide, D. F., Galiani, S., Gálvez, R., & Lombardi, M. (2026). ***Does Generative AI Narrow Education-Based Productivity Gaps? Evidence from a Randomized Experiment*** (Working paper N° 34851). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:34851
Does generative artificial intelligence (AI) reinforce or reduce productivity differences across workers? Existing evidence largely studies AI within firms and occupations, where organizational selection compresses educational heterogeneity, leaving unclear whether AI narrows productivity gaps across individuals with substantially different levels of formal education. We address this question using a randomized online experiment conducted outside firms, in which 1,174 adults ages 25–45 with heterogeneous educational backgrounds complete an incentivized, workplace-style business problem-solving task. The task is a general (not domain specific) exercise, and participants perform it either with or without access to a generative-AI assistant. Unlike prior work that studies heterogeneity within relatively homogeneous worker samples, our design targets the between–education-group productivity gap as the primary estimand. We find that AI increases productivity for all participants, with substantially larger gains for lower-education individuals. In the absence of AI access, higher-education participants outperform lower-education participants by 0.548 standard deviations; with AI access, this gap falls to 0.139 standard deviations, implying that generative AI closes about three quarters of the initial productivity gap. We interpret this pattern as evidence that generative AI narrows effective productivity differences in task execution by relaxing cognitive constraints that are more binding for lower-education individuals, even though underlying skill differences remain, as reflected in persistent education gaps in task performance and in a follow-up exercise without AI assistance.

Delicat Moundoube, N. (2025). ***Choix de l'enseignement privé confessionnel : motivations et stratégies des familles au Gabon*** (Theses, Université de Bordeaux). Consulté à l'adresse https://theses.hal.science/tel-05551343
Choisir une l'école pour son enfant peut sembler, à première vue une pratique souhaitable. Toutefois, elle peut également être perçue comme une question vive (Ben Ayed, 2011). Elle est vive parce que certains chercheurs considèrent ces pratiques de choix comme l'expression d'un « consumérisme scolaire » (Ballion, 1982) ou d'une « relation étroite avec la ségrégation scolaire » (Van Zanten, 2009, p. 25). C'est en sens que nous nous sommes intéressés aux choix de l'enseignement privé confessionnel des familles au Gabon. Considérant que le paysage scientifique gabonais abordant les processus de choix scolaires est à ce jour, relativement vierge, cette thèse a donc pour visée d'éclaircir la question et donner une intelligibilité à la construction de jugements de qualité d'une bonne école confessionnelle. Le problème posé par la présente

recherche est celui de la hiérarchisation de l'offre scolaire confessionnelle au Gabon à Libreville en particulier. Problème qui nous conduit à formuler la question de recherche suivante : pourquoi et comment choisir une école pour son enfant, en prévision de l'offre scolaire confessionnelle, à Libreville ? S'inscrivant dans une posture interprétative compréhensive, cette thèse s'inspire de la sociologie interactionniste de Van Zanten (2009) sur les choix scolaires, de la sociologie de la famille (de Singly, 2010 et Déchaux, 2010), tout en portant une attention particulière aux poids des capitaux dans la sociologie de la reproduction sociale selon la perspective de Bourdieu (1979) et de Bourdieu et Passeron (2011). Basée sur quarante-cinq entretiens semi-dirigés qui ont été conduits auprès de parents résidant dans trois communes de la capitale (Libreville, Akanda Owendo). L'analyse inductive des données révèle une variabilité importante des processus de choix familiaux, élaborés en fonction de conditions, de ressources différenciées, de perceptions subjectives et contraintes objectives. En effet, celles-ci sont fortement indexées en fonction de l'offre de services éducatifs dans les secteurs de résidence des familles et conditionnées par la position socioéconomique des parents, du statut de l'enfant dans la famille et de son lien avec les différents chefs de famille.

Edmark, K., & Persson, L. (2026). ***Can workers switch it up? - Organizational forms in the Swedish preschool sector*** (Working paper N° 2026:4). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://EconPapers.repec.org/RePEc:hhs:ifauwp:2026_004

The Swedish preschool sector, which is heavily dominated by a female workforce, is marked by low wages and poor health outcomes. Our study shows that preschools' organizational form is significantly associated with hiring practices, wage-setting, and worker health outcomes. For-profit preschools tend to hire younger, less qualified, and less experienced workers, and pay lower wages even after controlling for observable and unobservable worker characteristics. Non-profit providers hire fewer preschool teachers and younger workers, similarly to the for-profits, but on the other hand tend to hire workers with more experience and higher upper secondary school grades. Wages in non-profits are, on average, higher than in for-profit and municipal preschools. Worker health outcomes are better in non-profit and for-profit preschools compared to municipal preschools. Overall, the results suggest that worker composition, wages and health outcomes differ between employer types. Whether these differences matter for preschool quality is a relevant topic for future research.

Fernández, R., Novella, R., Arias Ortiz, E., Rosas-Shady, D., & Rucci, G. (2025). ***Micro-credentials and Short Courses in Latin America and Caribbean Region***. https://doi.org/10.18235/0013902

Micro-credentials have the potential to expand access to post-secondary education by offering students more flexible and cost-effective alternatives to traditional higher-education pathways. They can also help bridge the gap between jobseekers and employers by reducing information frictions that hinder efficient job matching, while enabling individuals to upgrade their skills without leaving the workforce. As such, micro-credentials can accelerate career advancement. However, in Latin America and the Caribbean, evidence of their effectiveness remains limited and, at times, mixed. This note outlines a set of measures aimed at improving both the quality and relevance of micro-credentials, as well as the methods used to assess their impact, so that countries can fully harness this promising public-policy tool.

Gibbs, C., Kose, E., & Rosales-Rueda, M. (2026). ***More Hours, More Work: Head Start Expansions Boost Maternal Employment*** (Working paper No 34831). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:34831
Women's employment remains highly sensitive to childcare constraints, making childcare availability a critical lever for supporting mothers' labor force attachment. We study the effects of expanded full-day programming in Head Start, using the 2016 federal funding initiative that targeted grantees with low full-day enrollment. Linking administrative program data, geo-coded center locations, and household data on employment, we estimate a difference-in-differences design by comparing mothers of young children in treated and untreated areas. The policy increased full-day enrollment by 19 percent and raised single mothers' employment (1.9%), hours (2.5%), and earnings (6.5%). Results show that extending program duration meaningfully improves maternal labor market outcomes.

Grebol, R., Machelett, M., Stuhler, J., & Villanueva, E. (2026). ***Assortative Mating, Inequality, and Rising Educational Mobility in Spain*** (Working paper No 2606). https://doi.org/10.53479/42525
We study the evolution of intergenerational educational mobility and related distributional statistics in Spain. Over recent decades, mobility has risen by one-third, coinciding with pronounced declines in inequality and assortative mating among the same cohorts. To explore these patterns, we examine regional correlates of mobility, using split-sample techniques. A key finding from both national and regional analyses is the close association between mobility and assortative mating: spousal sorting accounts for nearly half of the regional variation in intergenerational correlations and also appears to be a key mediator of the negative relationship between inequality and mobility documented in recent studies.

Gu, Y., & García, J. A. (2026). **Higher education exports and household consumption: evidence from China**. *Asia Pacific Education Review*, *27*(1), 257-271. https://doi.org/10.1007/s12564-024-09932-x
As a result of the expansion of higher education exports, the number of international students in China increased from 44,711 in 1999 to 492,185 in 2018, with an average yearly growth rate of 14%. This paper investigates whether the export of higher education improves households' well-being in China. Specifically, we study if there is a causal relationship between higher education exports and household consumption. Using a shift-share instrumental variable approach, we find that a one percent increase in educational exports (measured as the number of international students) increased household consumption by around 0.06%. The results indicate that growth in income/wealth is an important channel that promotes household consumption. Furthermore, we find that education exports mainly affect household developmental consumption, especially housing and education consumption. We also find that the promotion effect of education export on household consumption is not driven by tuition fees alone. Finally, a vital conclusion of our work is that education exports not only can bring more trade benefits but also can relieve the negative consequences of the low household consumption rate in China.

Kleven, H., Landais, C., Lassen, A. S. S., Rosenbaum, P., Steingrimsdottir, H., & Søgaard, J. (2026). ***Expanding Paternity Leave: Effects on Beliefs, Norms, and Gender Gaps*** (Working

paper N° 34862). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:34862
We study whether policy can shift gendered beliefs, norms, and labor market outcomes by exploiting a major expansion of earmarked paternity leave in Denmark. The reform generated large first-stage effects, substantially reallocating leave from mothers to fathers. Using a regression discontinuity design combined with new survey data linked to administrative records, we show that the reform makes parents more supportive of paternity leave, shifts gender-role beliefs in a progressive direction, and reduces perceived differences in childcare ability. The reform also narrows gender gaps in earnings and hours worked. The earnings gap falls by 33pp in the first year following childbirth (during leave) and by 2.8pp in the second year (after leave). These results demonstrate that policy can meaningfully influence beliefs, norms, and gender inequality. On the other hand, earmarking restricts families' ability to allocate leave freely and lowers leave satisfaction, highlighting a central trade-off inherent in paternalistic policies.

Kung, J. K., & Wang, A. (2026). **Overseas students, ideology, and the fall of dynastic China**. *Journal of Economic Growth*, *31*(1), 1-40. https://doi.org/10.1007/s10887-025-09258-2
This paper examines the catalysis of an epochal institutional change by the contributions of a foreign-educated elite, effectively ending dynastic China. We show how the Qing government's attempt to build a modern nation-state by sending the country's best talent to study in Japan inadvertently heightened the students' nationalist desire for social and political changes, culminating in the fall of the Qing dynasty. Specifically, each additional overseas student in a county led to significantly greater participation in political parties by the people of that county (41.5%), greater representation of its elite in the provincial assembly (11.4%), and a greater likelihood of that county declaring independence (11.5%) during the 1911 Revolution. To identify causality, we leverage the influence of the network of Zhang Zhidong – the father of overseas study – on the spatial variation of overseas students from each county. To ensure that the networks thus formed are plausibly exogenous, we exploit pre-existing connections – specifically those that Zhang formed with local officials before their randomized (re-)appointment to a (different) county – and the instrumented results hold. Last, we show that schools and newspapers were the primary channels through which the people were mobilized.

Lai, S., & Yang, F. (2026). **Intergenerational spillover of peers' parental human capital on adolescent mental health: Evidence from random class assignments in China**. *Economics of Education Review*, *111*, 102773. https://doi.org/10.1016/j.econedurev.2026.102773
This study examines how intergenerational spillovers from classmates' parental human capital affect adolescent mental health. Using data from the 2013–2014 China Education Panel Survey and exploiting random class assignment to address endogeneity arising from non-random selection into classrooms, we find that a higher proportion of highly educated parents within a class significantly worsens students' psychological well-being. Heterogeneity analysis shows a more pronounced negative impact among male students. Mechanism analysis reveals that educational competition is the primary driver: a one standard deviation increase in the share of highly educated parents increases extracurricular tutoring expenditures by 547.3 Yuan, raises tutoring enrollment by 0.13 classes, adds 9.44 minutes to daily extracurricular study time, and reduces daily sleep by 6.22 minutes. Furthermore, we identify a shift toward school-centric parenting, characterized by increased monitoring rather than emotional support. Although positive

spillovers improve classroom environments, these benefits are dominated by the adverse effects of intensified competition and pressure-driven parenting. These findings underscore the importance of refining education policies and family strategies to balance academic pressures with adolescents' mental health needs.

Lee, J., & Park, Y. (2026). **Does single-sex schooling benefit all?** *Economics of Education Review*, *111*, 102772. https://doi.org/10.1016/j.econedurev.2026.102772
We examine the impact of single-sex schooling on student outcomes, including standardized test scores, perceptions of academic environments, and intended college majors. To address self-selection into single-sex schools, we use data on students' school preferences revealed through applications in a school choice program in Seoul, South Korea. We find that single-sex schooling enhances academic performance for girls but not for boys. Although single-sex schools create a more positive academic environment for girls, they also reduce female interest in STEM majors, while increasing STEM interest among boys—potentially widening the gender gap in STEM fields. Our findings highlight the importance of considering both cognitive and non-cognitive outcomes, as well as the potential for gender differences.

Li, L., Yang, Y., & Zhou, L. (2026). **Can after-school tutoring improve the academic performance of students from low-income families? Trial evidence from economically backward areas in China**. *Asia Pacific Education Review*, *27*(1), 31-43. https://doi.org/10.1007/s12564-022-09803-3
This study comprised a randomized controlled trial focusing on after-school English tutoring for all Grade 1 junior middle school students from low-income families (LIFs) in an economically backward county in China. In total, 120 randomly selected students from LIFs participated in four months of online after-school English tutoring. The results show that after-school English tutoring can significantly improve the English examination results of students from LIFs by 11 points (based on OLS regression estimation), which is equivalent to 0.3 standard deviations. In terms of result heterogeneity, we found boys may benefit more than girls, and both students with better (the top 40%) and relatively poor learning ability (the other students) can benefit from the extra instruction, but the latter benefits more. The spillover effect of the after-school English tutoring on Chinese scores only existed among students from urban LIFs. An extended analysis showed that the effects are sustained even after the program ends and that there is no spillover effect among students.

Li, S. (2026). **Education investment "rat race" in China: how income inequality shapes family investment in shadow education**. *Asia Pacific Education Review*, *27*(1), 75-88. https://doi.org/10.1007/s12564-023-09852-2
Understanding the impact of social inequality on shadow education is key to addressing the widespread education anxiety in China. This paper uses econometric methods to prove that income inequality in China may act as an external incentive to increase family investment in shadow education. However, the promotion effects in Eastern and Western China are inverted. Thus, we use moderation analysis to find that relatively affluent education resources and a diverse employment system could partly alleviate the "investment rat race" in Eastern China. These findings echo previous shadow education research in East Asia and contribute to new research ideas and policy suggestions. On the one hand, China is adopting some traditional methods that its East Asian neighbors

have utilized to manage shadow education. On the other hand, China's approach still has distinct features. This paper also provides policy suggestions.

Lough, A. W. (2026). **The Single Tax and Progressive Education: Marietta Johnson and the School of Organic Education**. *The American Journal of Economics and Sociology*, *85*(2), 277-281. https://doi.org/10.1111/ajes.70016
An active single tax movement that sought to put Henry George's economic theories into practice, thrived in the 60 years following the publication of George's treatise, Progress and Poverty (1879). The movement attracted individuals from a wide range of intellectual and religious backgrounds united in their belief that economic and social inequalities stemmed from the private ownership and exploitation of land and natural resources. The study of movements usually focuses on national leaders and the intellectual foundations and movement structures that enable large numbers of people to work together. But movements that reach the scale of 10s of 1000s of followers require many layers of leadership at the regional and local levels. Unlike the top leaders, who may focus exclusively on the movement and its goals, the leaders who emerge from rank-and-file membership often combine movement goals with other interests and activities. This article is about Marietta Johnson, one such mid-level leader who was also an education activist.

Molénat, X. (2026, mars 10). **Tout comprendre à la situation financière des universités en trois minutes**. Consulté 11 mars 2026, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/tout-comprendre-a-la-situation-financiere-des-universites-en-trois-minutes/00117995
Le déficit de nombreuses facs devrait encore se creuser en 2026. Les personnels de l'enseignement supérieur et de la recherche sont appelés à se mobiliser ce 10 mars contre le sous-financement chronique.

Patrinos, H., & Rivera-Olvera, A. (2026). ***The Returns to Education in Arkansas: Evidence from the 1987 Compulsory Education Law*** (Working paper N° 18364). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18364
This paper estimates the returns to education in Arkansas â€" one of the last states to extend compulsory schooling â€" using ACS 2023 data and the 1987 Compulsory Schooling Law (CSL) reform as an instrument. OLS estimates imply returns of 9.5â€“10.4 percent per year of schooling. The CSL reform increased schooling among compliers by 0.67â€“0.73 years and yields IV returns of 10.4â€“11.7 percent, exceeding OLS estimates. The results indicate that those compelled to remain in school benefited most, consistent with global evidence on higher causal returns for disadvantaged students.

Pohn, L., & Schulze, G. G. (2026). ***Access to Clean Water and Human Capital Formation – Evidence from Indonesia*** (Working paper N° 12475). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12475
We estimate the causal effect of access to clean water sources on educational outcomes in Indonesia. Using the longitudinal Indonesian Family Life Survey (IFLS) panel dataset, which follows the same individuals from 1993 to 2014, and applying household fixed effects allows us to identify the causal effect of access to clean water at different childhood stages on children's educational performance. We find that lifetime and early childhood access increases strongly the likelihood of completing junior and senior

secondary school; later-gained access has no discernible effect on school performance. Our results underscore the need to provide access to clean water very early on.

Robson, J., Puttick, S., & Finnegan, W. (2026). **Rethinking education and training for the climate: individuals, systems, narrative skills and economic transformation**. *Oxford Review of Education*, *52*(2), 161-176. https://doi.org/10.1080/03054985.2025.2604227
Education and training (E&T) for the climate is gaining prominence in educational discourse. However, there is a danger that approaches focus on individual responsibility and changing the behaviours of learners rather than critically understanding and changing the system-level drivers of the climate crisis. Picking up litter is much more likely to be discussed than extractive economics. Therefore, we argue that the purpose of E&T for the climate should be radically rethought, empowering learners to become agents of system-level economic change, placing the prosperity of people and planet at its core. Here, we present a theoretical, normatively driven vision for E&T's role in economic transformation, drawing critically on our previous research to argue for narrative and 'narrative skills' as central to this change. Humans are inherently narrative beings, and narrative enables us to make sense of the world around us and craft new futures as a collective endeavour. Narratives are drivers of social change and have underpinned key economic transformations over the last three centuries. We build on these ideas and draw together philosophical, sociological, and economic accounts of narrative to argue that E&T for the climate is enhanced through deeper engagement with narrative.

Rodríguez-Planas, N., & Westergren, K. (2026). ***Inflation and Human Capital Investment Decisions*** (Working paper N° 12473). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12473
This study investigates the impact of inflation on human capital investment decisions. Using a specially designed survey we estimate the causal effect of recent price level increases on the graduation plans of over 1,200 U.S. university students. We find that inflation caused over half of the respondents to alter their plans, with nearly 60 percent of these opting to accumulate less human capital and the remainder increasing their human capital by taking additional courses or pursuing double majors or advanced degrees. A comparison of empirical treatment estimates to predictions derived from our theoretical framework reveals that inflation-driven higher direct costs reduced human capital investments, particularly among those for whom inflation had reduced their ability to pay bills. Conversely, while some students merely postponed graduation because they believed inflation would not persist, higher inflation-induced uncertainty in the post-graduation labor market generally caused greater human capital accumulation, especially among economically vulnerable students and those whose confidence in finding a job after graduation had declined. The study concludes with policy implications, contributing new insights into how macroeconomic shocks affect educational choices.

Ruiz, M. Á. R., & Gómez, M. O. (2026). **Policies of Early Childhood Education and Care (ECEC) in Andalusia (Spain): Development, Trends and Privatization Effects**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 39-58. https://doi.org/10.7358/ecps-2025-032-rior
This article analyses the consequences of the development of the Early Childhood Education for 0 to 3 years old model implemented in Andalusia (Spain), whose enrolment achievements have been based on extensive reliance on private providers.

The analysis is based on in-depth interviews and statistical data from official sources. The findings show how reliance on a privatized model generates economic and territorial barriers to access, as well as affecting the quality of services and schooling conditions. These are negatively affected by the economic constraints of private schools, worse working conditions and difficulties in training and coordination. As a result, schools prioritize basic welfare aspects over educational projects and pedagogical innovation.

Rury, D., & Kalil, A. (2026). ***Interpreting Performance: Evidence on Signal Weighting in Human Capital Investment*** (Working paper N° 2026-20). Consulté à l'adresse Becker Friedman Institute for Research In Economics website: https://EconPapers.repec.org/RePEc:bfi:wpaper:2026-20
Parents invest in childrenâ€™s human capital based on signals of academic performance, but we do not know how they weigh each when having perfect information or when they contain conflicting signals. Using 23,321 investment decisions from a survey experiment with 2,079 U.S. parents, we provide the first evidence on how parents trade off grades against standardized test scores. Both signals affect investment: parents adopt compensatory strategies, investing more when either signal indicates poor performance. Parents also put a higher weight on grades than tests, on average. However, we document asymmetric crowd-out: when grades are high but test scores are low, parents do not investâ€"high grades crowd out the response that low test scores would otherwise trigger. When grades are low but test scores are high, parents invest. This asymmetry implies that grade inflation imposes costs beyond direct signal distortion by preventing remedial investment in struggling students. Hispanic parents exhibit particularly pronounced grade-weighting. Our findings suggest that information interventions providing test scores will have attenuated effects when parents already possess inflated grade information.

Sandu, A., Huxley, K., Keating, J., Whiffen, T., & French, R. (2026). ***Mapping educational inequalities in Wales: spatial and socio-economic determinants of pupils' attainment*** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: https://EconPapers.repec.org/RePEc:ehl:lserod:137393
Understanding spatial variations in educational outcomes is important for addressing educational inequalities. This study examines how socio-economic factors and household characteristics influence age 16 standardised attainment across Wales using linked administrative and census data. In terms of methodology, we employed logistic regression modelling at the individual level, while at the Lower Layer Super Output Area level, we used both Ordinary Least Squares and Geographically Weighted Regression. At the Individual level, results reveal strong associations between attainment and household characteristics, with household education level having positive effects, while socio-economic disadvantage is negatively associated with attainment. The spatial analysis highlights significant variations in how these factors impact attainment across Wales. Household education level shows consistently positive effects throughout the country, while eligibility for free school meals and special educational needs demonstrate varying negative associations across small geographies. Overall, this study provides novel insights into the complex relationship between place, socio-economic status, and educational outcomes in Wales. These findings suggest that one-size-fits-all educational policies may be insufficient and emphasise the need for geographically targeted interventions.

Sauermann, J. (2026). ***Worker reciprocity and the returns to training: evidence from a field experiment*** (Working paper N° 2026:3). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://EconPapers.repec.org/RePEc:hhs:ifauwp:2026_003
Do reciprocal workers have higher returns to employer-sponsored training? Using a field experiment with random assignment to training combined with survey information on workers' reciprocal inclinations, the results show that reciprocal workers reciprocate employers' training investments by higher post-training performance. This result, which is robust to controlling for observed personality traits and worker fixed effects, suggests that individuals reciprocate the firm's human capital investment with higher effort, in line with theoretical models on gift exchange in the workplace. This finding provides an alternative rationale to explain firm training investments even with risk of poaching.

Watrelot, P. (2026, mars 12). **Que peut l'école contre la pauvreté ?** Consulté 13 mars 2026, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/philippe-watrelot/que-peut-lecole-contre-la-pauvrete/00117823
« L'école doit avoir la même considération pour tous les parents et tous les élèves. Ce n'est pas normal de faire des différences parce qu'on n'a pas la même situation sociale. » Ce que dit Emilie, militante d'ATD Quart Monde est très proche de la réflexion de Giovanni, élève de CM2 : « Les filles et les garçons, ça fait pas de différence pour apprendre. (…) Les riches et les pauvres, ça revient au même. Il faut quand même avoir un cartable et ses affaires pour apprendre bien sûr. » Ces témoignages et bien d'autres sont dans le rapport « Ecole et grande pauvreté : lutter contre les discriminations, croisement de regards sur une recherche participative », rédigé par ATD Quart-Monde après une recherche Choisir l'inclusion pour éviter la ségrégation (Cipés) menée durant six ans et présentée le 24 janvier 2026

Wu, X., & Ran, Y. (2026). **Postgraduate international students' cosmopolitan capital accumulation in transnational spaces: aspirations, gains, and struggles**. *Asia Pacific Education Review*, *27*(1), 209-224. https://doi.org/10.1007/s12564-023-09917-2
Drawing on the discourse of human capital and its influence on international students' accumulation of cosmopolitan capital, this case study examines the aspirations, gains, and struggles of 15 postgraduate international students at a prestigious Chinese university as they accumulated cosmopolitan cultural and social capital. It was found that the students, driven by human capital discourse, aspired to accumulate cosmopolitan capital and strove to deploy the available resources and their expanding social connections in transnational spaces in hopes of acquiring multilingual and intercultural competences, internationally relevant academic and research competences, and qualifications. Discourses on human capital quality, competitiveness, and accountability in transnational spaces caused them to struggle emotionally when they could not easily achieve these pragmatic goals. This study advocates that host universities, departments, international offices, educators, and administrators working with international students, as well as the students' families and the students themselves, must take into account the pervasive effect and governance of human capital discourse and work together to support and promote students' learning, thriving, and wellbeing.

Zheng, J., & Wu, H. (2026). **Revival of "internationalization" in mainland Chinese universities with Christian roots? Historical and empirical inquiries in overseas**

experienced talent recruitment. *Asia Pacific Education Review*, *27*(1), 173-185. https://doi.org/10.1007/s12564-023-09889-3
Given that the recruitment of overseas returnees has become a strategic approach to facilitate the internationalization of higher education (HE) in mainland China, this paper adopts historical and empirical approaches to explore this phenomenon. By examining two Chinese universities with pre-1949 Christian roots, it intends to identify successful historical experiences with recruiting talent and current challenges and problems with this strategy concerning HE internationalization. Data were collected through historical files, policy documents, interviews, and observations. The research found that the role of the current wave of talented overseas returnees has not been fully operative in HE development for institutional and macrolevel reasons, such as utilitarianism and an unhealthy academic culture, which dominate academic communities at the local level and beyond.

Aspects psychologiques de l'éducation

Aoki-Beattie, Y., Arulampalam, W., Lloyd, N., & Mathew, S. (2026a). ***Proximity to Fast-Food Outlets and Adolescent BMI: Accounting for Persistent Health Dynamics*** [Working paper]. Consulté à l'adresse University of Warwick, Department of Economics website: https://EconPapers.repec.org/RePEc:wrk:warwec:1601
We examine the causal effect of exposure to fast-food outlets on adolescent z-BMI using data from the UK Millennium Cohort Study. We develop a novel approach to modelling persistence in adolescent BMI by clustering early childhood BMI trajectories, capturing biologically and behaviourally persistent obesity risk profiles. Including these profiles in the model allows us to separate baseline susceptibility from contemporaneous environmental effects. For identification, we exploit the near-universal transition from primary to secondary school in Great Britain, which creates plausibly exogenous variation in exposure to fast-food outlets around schools. Using this variation, we find that adolescents with at least one major-brand outlet within 400 metres of their school have, on average, a 0.158 standard-deviation higher z-BMI. Effects decline at larger distances, are limited around the home, and do not extend to other food outlets. JEL codes: I12 ; I18 ; L83

Aoki-Beattie, Y., Arulampalam, W., Lloyd, N., & Mathew, S. (2026b). ***Proximity to Fast-Food Outlets and Adolescent BMI: Accounting for Persistent Health Dynamics*** [Working paper]. Consulté à l'adresse Competitive Advantage in the Global Economy (CAGE) website: https://EconPapers.repec.org/RePEc:cge:wacage:791
We examine the causal effect of exposure to fast-food outlets on adolescent z-BMI using data from the UK Millennium Cohort Study. We develop a novel approach to modelling persistence in adolescent BMI by clustering early childhood BMI trajectories, capturing biologically and behaviourally persistent obesity risk profiles. Including these profiles in the model allows us to separate baseline susceptibility from contemporaneous environmental effects. For identification, we exploit the near-universal transition from primary to secondary school in Great Britain, which creates plausibly exogenous variation in exposure to fast-food outlets around schools. Using this variation, we find that adolescents with at least one major-brand outlet within 400 metres of their school have, on average, a 0.158 standard-deviation higher z-BMI. Effects decline at larger distances, are limited around the home, and do not extend to other food outlets.

Asher, M. W., & Carvalho, P. F. (2026). **Conditions for Effective Learning Without Upfront Instruction: How Practice with Feedback Supports Memory, Generalization, Motivation, and Metacognition**. *Educational Psychology Review*, *38*(1), 12. https://doi.org/10.1007/s10648-025-10103-6

What conditions are necessary for students to learn from practice and feedback, without the need for upfront lecture? Across two experiments (N = 597), we examined how practice with feedback can support memory, generalization, metacognition, and motivation. Participants were randomly assigned to one of three instructional formats: a traditional lecture, practice with correct-answer feedback, or practice with explanatory feedback (predefined or adaptive and AI generated). In both studies, the lecture condition introduced linear regression through definitions and a worked example, while the practice conditions used matched problem sets with feedback that either (a) provided only correct answers or (b) explained why answers were correct. Study 1 used multiple-choice questions; Study 2 used open-ended questions with personalized explanatory feedback generated in real time by GPT-4o. For memory, both types of feedback outperformed lecture, suggesting that attempting a response and receiving feedback—even without explanations—enhances encoding. For generalization, however, feedback needed to include explanations, and learners needed sufficient prior knowledge to benefit. Study 2 also showed that practice—regardless of feedback type—improved metacognitive calibration compared to lecture, helping learners more accurately assess their understanding. While lecture produced greater situational interest for less-confident learners in Study 1, this pattern reversed in Study 2, where personalized, AI-generated feedback elicited higher interest for this group. Together, these findings clarify when and for whom practice with feedback can replace lecture-based instruction, and they highlight the potential of generative AI to scale personalized, explanatory feedback.

Bae, K., Park, Y., Ryu, H., Lee, J., & Park, S. W. (2026). **A Longitudinal Study of the Relationship between Identity Development Processes and Self-Esteem among Korean College Freshmen**. *Journal of Youth and Adolescence*, *55*(3), 780-794. https://doi.org/10.1007/s10964-025-02283-9

Self-esteem may serve both as a psychological resource that facilitates personal identity development processes and as an outcome of a consolidated identity. However, longitudinal evidence remains limited. This study tracked 641 South Korean first-year college students (48.0% women; Mage = 19.13) across four waves spaced three months apart during their first academic year to test bidirectional links between Luyckx et al.'s (2008) five dimensions of personal identity processes (exploration in breadth, exploration in depth, commitment making, identification with commitment, ruminative exploration) and self-esteem. Random-intercept cross-lagged panel models were used to examine how changes in each of the processes may follow and be followed by changes in self-esteem. Results highlight initial volatility and gradually increasing engagement in personal identity development processes. Higher self-esteem predicted greater engagement in identity processes, and a stronger sense of identification with commitment predicted higher self-esteem later in the year but not earlier. By demonstrating that self-esteem is not merely an outcome of identity development but also a psychological resource facilitating identity development, these findings contribute to the literature on the development of the self-system in youth.

Bautista, C. J., & Baguio, J. (2026). **Conveying Outcome of School Culture in Relation to Job Commitment and Satisfaction of Teachers in Public Elementary Schools**. *International Journal of Transformative Multidisciplinary Studies*. Consulté à l'adresse https://hal.science/hal-05492430
Teacher retention relies on sustained commitment and satisfaction. This study investigated how job commitment relates to job satisfaction and the mediating role of school culture among 205 public elementary teachers in Caraga North District, Davao Oriental. Using a quantitative correlational design, the study found that teachers reported high levels of job commitment and satisfaction, with school culture rated very high. Correlation analysis confirmed significant positive relationships among all variables. Mediation analysis revealed that school culture partially mediates the relationship between job commitment and job satisfaction. This indicates that while commitment directly predicts satisfaction, it also operates indirectly by strengthening school culture. Consequently, the findings suggest that school administrators should prioritize fostering a collaborative culture to effectively translate teacher commitment into long-term job satisfaction.

Bazinet, N. (2025). **Le désengagement des garçons envers la lecture : s'intéresser au sentiment d'efficacité personnelle des garçons du secondaire en français langue seconde**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 39-43. https://doi.org/10.7202/1122415ar
L'article PEICA Canada 2022 – Analyse de nouvelles données pour le Québec fait état que : « Dans plusieurs juridictions, il existe un écart entre les filles et les garçons en matière de réussite scolaire. Ce phénomène, bien que les comparaisons internationales se butent à des structures scolaires différentes, est particulièrement bien ancré au Québec. » (Langlois, février 2025). Ayant consacré mon projet doctoral à mieux comprendre cet écart de réussite, la stagnation de la situation reste plus que préoccupante. Dans ma recherche portant sur le désengagement des garçons du secondaire envers les activités en lecture dans les classes de français langue seconde (FLS), la question du sentiment d'efficacité personnelle (SEP) a rapidement pris une place centrale au sein de cette recherche. Ayant eu l'occasion de sonder par questionnaire 146 élèves du secondaire (de 1re à 3e secondaire) afin de mesurer leur SEP en lecture et connaître les expériences vécues en lecture, j'ai pu par la suite animer trois groupes de discussion impliquant 14 garçons qui ont clairement mentionné leur désengagement envers la lecture dans les cours de FLS (10 des 14 participants) et permis d'identifier les pratiques d'enseignement de la lecture en FLS auxquelles ces élèves du secondaire ont le plus souvent été exposées et celles méritant d'être bonifiées (Bazinet, 2021).

Bédard, D. (2025). **Des conditions pour apprendre et comprendre à l'école : un outil d'analyse, de compréhension et d'interprétation**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 29-33. https://doi.org/10.7202/1122413ar
Ce texte s'adresse à tout acteur de la scène pédagogique au secondaire, mais en particulier aux personnes enseignantes. À titre d'auteur de ce texte, je m'appuie sur différentes sources bibliographiques (voir les références), mais aussi sur mes expériences à titre d'enseignant (au secondaire et à l'université), de conseiller pédagogique (au collégial) et de chercheur (à l'université).

Bédard, M. (2025). **Des leviers fondamentaux pour soutenir l'engagement scolaire au secondaire : trois orientations proposées par le Conseil supérieur de l'éducation**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 12-15. https://doi.org/10.7202/1122410ar
Cet article présente certains faits saillants de l'avis du Conseil supérieur de l'éducation, Soutenir l'engagement scolaire des élèves au secondaire : arrimer qualité, diversité et accessibilité (CSE, 2025a). Il se concentre sur le thème de l'engagement dans les parcours scolaires et fait état de trois orientations pour le soutenir, que formule le Conseil. L'avis repose sur une revue d'écrits scientifiques relative à la motivation et à l'engagement scolaires, ainsi qu'aux parcours réels des élèves. Il s'appuie aussi sur la consultation de plus d'une centaine de personnes et sur les délibérations réalisées au sein du Conseil.

Bilodeau, K., Yvon, F., & Poirel, E. (2025). **L'expérience et le rôle du personnel de direction d'établissement scolaire dans un espace de discussion portant sur la santé mentale des enseignants**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 178-201. https://doi.org/10.7202/1123122ar
Cet article s'inscrit dans le cadre d'un projet pilote de recherche-intervention visant à soutenir la santé mentale du personnel enseignant grâce à des espaces de discussion dans 12 établissements scolaires québécois. Il explore les expériences vécues et le rôle qu'elles ont occupé dans ces espaces. Ancrée dans une perspective psychosociale et organisationnelle, l'étude mobilise deux cadres théoriques complémentaires : la théorie de l'expérience vécue (Cahour et al., 2016), pour la dimension émotionnelle et subjective de la participation des directions, et la théorie des tensions de rôles (Katz et Kahn, 1978; Royal et Brassard, 2010), qui éclaire les contradictions entre rôle formel, rôle attendu et rôle effectif au sein de l'organisation scolaire. Les résultats mettent en évidence des expériences émotionnelles contrastées, allant de la satisfaction à la frustration, et des tensions de rôles récurrentes liées à la position hiérarchique des directions dans un dispositif censé favoriser l'horizontalité et la coopération, d'où la difficulté de maintenir durablement de tels espaces de discussion.

Bouchard, P.-O. (2025). **L'expédition éducative comme levier d'engagement scolaire et de réussite éducative : perspectives et pistes d'action**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 52-55. https://doi.org/10.7202/1122417ar
Cet article explore le potentiel de l'expédition éducative pour renforcer l'engagement scolaire et soutenir la réussite des élèves du secondaire. Inspiré par une posture de praticien réflexif, il met en dialogue la recherche et des récits d'expériences vécues sur le terrain. L'expédition éducative se distingue en proposant aux élèves une immersion en milieu naturel sur plusieurs jours, où ils doivent progresser de façon autonome et faire face à l'imprévu. Ces situations concrètes mobilisent à la fois la réflexion (résolution de problèmes), l'action (participation active et responsabilités partagées) et les émotions (sentiment d'appartenance, confiance et motivation). Loin d'une logique strictement évaluative, l'expédition favorise le développement global et donne du sens aux apprentissages. L'article propose enfin des pistes pour intégrer cette approche de manière durable et signifiante dans les parcours scolaires.

Caliari, D., Dardanoni, V., Guerriero, C., Manzini, P., & Mariotti, M. (2026). ***Exploring Choice Errors in Children*** [Working paper]. Consulté à l'adresse School of Economics, University of Bristol, UK website: https://EconPapers.repec.org/RePEc:bri:uobdis:26/823
We study experimentally how childrenâ€™s ability to avoid choice errors develops over time, focusing on both riskless and risky decisions among primary school children. We identify four types of rationality violations: cycles and menu effects in the riskless domain; and dominance and framing effects compatible with correlation neglect in the risky domain. We find that types of violations are correlated within domains but broadly independent across domains. To interpret our results we build and estimate a structural model of limited consideration. We identify an index of error avoidance and study how it develops with age and socioeconomic background, providing a new tool to understand the development of choice errors.

Cathcart, S., Priestley, M., Priestley, A., & Rushton, E. A. C. (2026). **Unravelling agency: A critical review of conceptualisations of agency for educational research, policy and practice**. *Review of Education*, *14*(1), e70131. https://doi.org/10.1002/rev3.70131
Agency is a concept that is increasingly prevalent in educational research, policy and practice at local, national and international levels. However, agency is frequently ambiguously defined and subject to inadequate conceptualisation; this leads to conflation and confusion in its application. Arguably, few concepts across the social sciences are as frequently invoked, yet as inconsistently understood, as agency. This review critically maps literature which conceptualises agency across three broad categories: (1) psychological approaches, (2) sociological approaches and (3) emergent approaches. Thematic analysis was undertaken across 51 studies with a focus on the ways in which the authors of each item explicitly and/or implicitly conceptualised agency. Findings suggest that tensions remain across the literature, including conceptual slippage and ontological incoherence in the language of agency. We argue that the emergent approach, in particular the ecological approach to agency, has affordances including providing a coherent rationale for resisting common conceptual confusions and conflations. We provide a series of reflective questions to support researchers, policy makers and practitioners to critically engage with the conceptualisations and understandings of agency which are inherent in their thinking and work. In summary, this paper provides a framework to enable educational researchers, practitioners and policymakers to foster clearer and more critically informed discussions of agency in education. Context and implications Rationale for this study: Agency is a prevalent concept in educational research, policy and practice. However, agency is frequently ambiguously defined and conceptualised, causing confusion in its application. Why the new findings matter: This critical review of literature which conceptualises agency identified three broad categories: psychological, sociological and emergent approaches. Implications for researchers, policy makers and practitioners: The emergent approach provides a coherent rationale which resists common conceptual confusions. We provide a series of reflective questions to support researchers, policy makers and practitioners to critically engage with the conceptualisations and understandings of agency which are inherent in their thinking and work.

Chen, X., Zhou, Z., & Padilla, A. M. (2026). **Do Females Outperform Males on Second/Foreign Language (L2) Achievement? A Meta-Analytical Review across Three Decades**. *Educational Psychology Review*, *38*(1), 6. https://doi.org/10.1007/s10648-025-10092-6

Gender differences in Second/Foreign language (L2) learning have long been a topic of investigation. However, inconsistent results continue to be reported. In this current meta-analysis, we identified 42 empirical studies that appeared between 1998 and 2024, with a cumulated total N = 25,613, from numerous countries. Our goal was to explore gender differences in L2 learning and to investigate possible moderators that explain such differences if found. Results revealed that L2 learning achievement varies across gender groups, with a slight but significant difference in favor of female learners (g = 0.17, 95% CI [0.04, 0.29], 95% PI [-0.71, 1.05]). In addition, the results of moderator analyses showed that country and population type were significant factors in explaining variations across individual studies. Noteworthy findings were that the female advantage was largest for participants from China while males exhibited higher achievement in Türkiye. L2 learners from secondary schools showed the largest effect size, while those involving L2 learners from university settings showed the smallest effect size. Practical implications and suggestions for future educational and psychological research are discussed.

Chen, Y., Wei, J., Wang, H., Zhang, J., Peng, H., & Li, Q. (2026). **Adverse Childhood Experiences Increase Peer Victimization among Early Adolescents: the Longitudinal Mediating Roles of Executive Function and Social Anxiety**. *Journal of Youth and Adolescence*, *55*(3), 720-734. https://doi.org/10.1007/s10964-025-02267-9
Despite the recognition that childhood adversity is a significant risk factor for peer victimization, few studies have differentiated between the distinct dimensions of adverse experiences and their potential mechanisms. The present study employed a three-wave longitudinal design to investigate the impact of adverse childhood experiences on peer victimization among 578 Chinese primary school students (ages 8 to 12 years, M = 9.12, SD = 1.12; 45.85% girls) and revealed the mediating pathways of executive function and social anxiety. Results indicated that childhood harshness and unpredictability were positively associated with low executive function, increased social anxiety, and higher levels of peer victimization. Structural equation modeling demonstrated that both childhood harshness and unpredictability not only directly and positively predicted peer victimization but also exerted indirect effects through social anxiety and a chain mediation of executive function and social anxiety. These findings underscore the importance and key explanatory mechanisms of adverse childhood experiences in increasing peer victimization, and highlights the priority of social anxiety in future intervention strategies.

Cheng, C., Wu, Y., Wang, R., & Wang, Z. (2026). **Seductive Details, Cognitive Load, and Learning Outcomes: A Multi-level Meta-analysis and MASEM**. *Educational Psychology Review*, *38*(1), 28. https://doi.org/10.1007/s10648-025-10099-z
The seductive details effect on learning outcomes has garnered increasing scholarly attention; however, empirical findings remain inconsistent. Although cognitive load theory is frequently used to explain this effect, the specific mediating roles of intrinsic, extraneous, and germane cognitive load are still under explored. This multi-level meta-analysis investigates the overall impact of seductive details on learning outcomes and their sub-components—recall, comprehension, and transfer—and examines the mediating roles of different types of cognitive load. Drawing on 177 effect sizes from 50 studies, the results indicate that: (a) seductive details have a small but statistically significant negative effect on overall learning outcomes (g = −0.16); (b) the negative effects are observed for comprehension (g = −0.19), recall (g = −0.17), and transfer (g = −0.12); (c) sample size, language of seductive text, and learning environment

significantly moderate the effect of seductive details; and (d) seductive details undermine learning outcomes primarily by increasing extraneous cognitive load, whereas intrinsic and germane cognitive load do not play significant mediating roles. This meta-analysis advances the precision of the seductive details effect, clarifies the mechanisms through which seductive details hinder learning, and highlights the instructional value of paper-and-pencil learning settings. It further recommends minimizing extraneous cognitive load by reducing irrelevant or decorative elements in instructional materials.

da Ronch, M., & Mili, I. (2026). ***Étude du rapport des étudiants à l'activité mathématique en formation initiale à l'enseignement primaire en Suisse***. Consulté à l'adresse https://hal.science/hal-05532325
Cet article vise à identifier les conceptions des étudiants suisses relatives à l'activité mathématique ainsi que leurs pratiques en résolution de problèmes. Un questionnaire a été administré à 84 étudiants de Bachelor dès leur entrée en formation à l'enseignement primaire. Les résultats montrent que la majorité des étudiants ont une conception très instrumentaliste de l'activité mathématique. Ils rencontrent également des difficultés dans certaines phases de la résolution de problèmes, notamment la formulation de résultats généraux et les processus de validation, souvent limités à des preuves pragmatiques. Enfin, aucune corrélation significative n'est observée entre leur niveau moyen d'activité mathématique en résolution de problèmes et leurs conceptions de l'activité mathématique.

Decelles, S. (2025). **Donner du sens à l'école : trois dimensions pour favoriser l'engagement des élèves : entrevue avec Nadia Rousseau**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 45-51. https://doi.org/10.7202/1122416ar
Un article de la revue Apprendre et enseigner aujourd'hui, diffusée par la plateforme Érudit.

Dersch, A.-S., Thacker, I., & Eitel, A. (2026). **Should we Tell Teachers That They Are (In)Correct? How Personalized Refutation Text Promotes or Hampers Conceptual Change**. *Educational Psychology Review*, *38*(1), 17. https://doi.org/10.1007/s10648-026-10116-9
In-service and student teachers often hold math-gender misconceptions of female learners' lower levels of mathematical talent. Such misconceptions are related to the math-gender stereotype that shapes how teachers interact with students and can contribute to the underrepresentation of women in mathematical fields. One method for reducing these misconceptions is refutation texts, which explicitly state and refute a misconception before providing an alternate explanation. Since refutation texts alone may not be sufficient to incite conceptual change among teachers, we presented them with an adaptive personalized feedback, which can enhance conceptual change effects. Yet, teachers' identity may be related to math-gender misconceptions, which might cause worldview backfire effects where teachers double down on their original stance due to identity threat induced by an attempted refutation. In a randomized 2×2-pre-post-design with 336 in-service and student teachers, we investigated whether (1) expository texts, (2) personalized expository texts, (3) common refutation texts, or (4) personalized refutation texts were most effective for conceptual change. We found that personalized refutation texts initiated the strongest conceptual change for teachers who had held misconceptions at pre-test, but triggered the most backfire among those who

did not. Findings suggest that personalized refutation texts effectively enhance teachers' conceptual change when misconceptions are present. However, if misconceptions are not prevalent, personalized refutation text may lead to familiarity backfire; by repeatedly naming a misconception, it gains familiarity and becomes more credible than the intended refutation information. Hence, we recommend that personalized (refutation) interventions be adapted to individuals' prior knowledge and misconceptions.

Dohmen, T., Golsteyn, B., Grönqvist, H., Hertegård, E., Pfann, G., & Pfann, G. A. (2026). ***How Parenting Styles Shape Children's Lifetime Outcomes*** (Working paper N° 12407). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12407
This study examines how parenting styles predict children's lifetime outcomes. Using a Swedish dataset which combines rich survey information on parenting styles with administrative records tracking children over five decades, we find that authoritarian parenting is negatively associated with children's long-term success, especially regarding their educational attainment. The results for other parenting styles are more mixed. Authoritarian parenting remains a robust predictor of adverse outcomes even when accounting for ability and family background. We identify children's knowledge accumulation and parental educational expectations as key mechanisms explaining these results.

Dufresne, A., Audy, M.-È., & Pelletier, M. (2025). **Interventions organisationnelles pour prévenir les risques psychosociaux du travail dans les milieux scolaires : une revue de la littérature**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 134-155. https://doi.org/10.7202/1123120ar
Cet article aborde les enjeux de santé mentale du personnel scolaire au Québec, où la détresse psychologique liée au travail est en forte augmentation. La pénurie de main-d'oeuvre et le roulement élevé de personnel en éducation aggravent la charge de travail et nuit à son bien-être et à sa santé mentale. Une revue rapide de littérature a été réalisée pour recenser les interventions organisationnelles efficaces dans les écoles. Six études internationales ont été retenues, mettant en lumière les risques psychosociaux, tels que la charge de travail élevée, le manque de reconnaissance et d'autonomie décisionnelle. Les résultats soulignent l'importance de cibler les facteurs organisationnels pour améliorer la santé mentale et l'environnement de travail du personnel scolaire.

Dumas, D., Goecke, B., Kagan, S., & Weiss, S. (2026). **Zooming Out On Education: Making Valid Psychological Inferences From Large-Scale Assessment Data**. *Educational Psychology Review*, *38*(1), 2. https://doi.org/10.1007/s10648-025-10110-7
Openly available datasets from large-scale educational assessments like PISA, PIRLS, TIMSS, or NAEP, among others, are some of the most valuable public resources in the education sciences. Understandably, educational psychologists are interested in analyzing these datasets to advance their research. But, in contrast to the kinds of psychoeducational assessments about which educational psychologists are typically trained, large-scale assessments are not designed to make inferences about the mental attributes of students themselves, but about the population distributions of those attributes. This seemingly subtle distinction leads to a host of analytic, epistemological, and interpretative challenges that can cause confusion and dissuade educational psychologists from using these interesting datasets. In this theoretical paper, we seek to clarify the kinds of inferences that can be validly made with large-scale assessment data,

and justify those inferences based on the psychometric and score-generation procedures that underpin them. This paper is not intended to be a technical or methodological guide to analyzing large-scale assessment data but instead serves as an epistemic and conceptual introduction to the topic. After appropriately accounting for various sources of error in large-scale assessment proficiency estimates, researchers can make interesting inferences about education and psychology, but those inferences can only be validly made at the population level, not about individual students.

du Mérac, E. R. du, Nilo, G. H., Favella, A., & Lucisano, P. (2026). **The Transition to Work of Education and Pedagogy Graduates: A Mixed-Methods Longitudinal Study from Sapienza University (2008-2018)**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 189-206. https://doi.org/10.7358/ecps-2025-032-ruba
This article presents a mixed-methods longitudinal study on the transition to work of graduates in Education (Bachelor's degree) and Pedagogy (Master's degree) at Sapienza University of Rome between 2008 and 2018. Integrating administrative records (UNI.CO dataset) with narrative reconstructions of 23 career trajectories, the study explores employment outcomes through two indicators: the Employment Index and the Coherence Index. The findings reveal persistent contractual precariousness, high fragmentation in early career paths, and a gradual decline in job-coherence over the observed period. While formal alignment between degrees and job functions remains high, actual employment conditions raise critical concerns. The capability approach and narrative analysis help uncover the subjective and structural factors that shape the work transitions of graduates. Gender, academic performance and study regularity emerge as relevant but not decisive factors. The article concludes by stressing the need for educational policy to recognize the specific challenges faced by graduates in education-related fields and to enhance the quality and stability of their professional opportunities.

European Commission (Transnational). (2026). **How to promote mental health and wellbeing at school as key for better learning? The role of social and emotional education Peer Learning Activity (PLA) : report**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4202* [Report]. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4202
Mental health and wellbeing have significant potential in addressing longstanding problems in schools, such as: school disengagement; absenteeism; persisting inequalities; violence and harassment; hence improving wellbeing at school is becoming a major issue in public education policy. Moreover, they are closely intertwined and the crucial importance of healthy and safe learning environments for learning and school success has been acknowledged at European level for example through the Pathways to School Success Council Recommendation and the Guidelines for wellbeing and mental health at school.

Fathi, Z., Zarei, P., Fong, C. J., Saha, A. K., & Sharmeen, S. (2026). **The Caring Professor: A Meta-Analysis of Associations between Faculty-Student Relationships and Postsecondary Student Success**. *Educational Psychology Review*, *38*(1), 8. https://doi.org/10.1007/s10648-025-10100-9
Faculty-student relationships (FSRs) are broadly recognized as meaningful predictors of students' success in higher education as evidenced by various theoretical models. Strong

FSRs meet basic psychological needs (autonomy, competence, relatedness), provide emotional support, support identity development, and help students engage with their campus community. Although prior syntheses have focused on teacher-student relationships in K–12 (primary and secondary) settings, less is known about the importance of FSRs in higher education. This meta-analysis integrated 128 effect sizes drawn from 36 studies to explore the associations between FSRs and several measures of academic outcomes: students' achievement (grade point average [GPA] and grades) and persistence. Results showed a significant overall positive correlation between FSRs and students' academic outcomes (r = .18), with the strongest correlation for persistence (r = .33). Moreover, effects based on FSR measures including a dimension of care had higher correlations with students' GPA. These results highlight the important role of supportive and responsive FSRs in fostering achievement and persistence. We discuss implications for educational practice (such as professional development for faculty members) and future research (such as a more expansive set of outcomes or mediators).

Fortunato, M., Ziab, H., & Fadlallah, Y. (2026). **Motivational Factors Influencing Perceived Difficulty in Mathematics among Lebanese Middle School Students**. *Asian Journal of Education and Social Studies*, *52*(2), 98-115. https://doi.org/10.9734/ajess/2026/v52i22829
Aims: This study examined the relationship between students' motivational beliefs and their perceptions of difficulty in mathematics, with attention to differences across mathematical domains and gender during the transition from elementary to middle school in Lebanon. Study Design: Descriptive cross-sectional survey study. Place and Duration of Study: The study was conducted in eleven private schools in Lebanon during a middle school academic year. Methodology: The sample consisted of 992 seventh-grade students (493 males and 497 females). Data were collected using a closed-ended questionnaire grounded in the MUSIC model of academic motivation, assessing perceived usefulness, interest, confidence in success, and teacher care, alongside perceived difficulty in mathematics overall and across Geometry, Algebra, Numbers, and Word Problems. Descriptive statistics, Pearson correlations, multiple linear regression analyses, and Fisher's z-tests were used. Results: Students reported relatively high motivation and generally low overall perceived difficulty in mathematics. Geometry and Word Problems were identified as the most challenging domains, while Numbers was perceived as the least difficult. Domain-specific difficulties significantly predicted overall perceived difficulty ($F = 130.53$, $p < .001$), explaining 35% of the variance, with Geometry showing the strongest effect ($\beta = .37$). Interest ($r = -.48$), usefulness ($r = -.47$), and confidence in success ($r = -.50$) were significantly and negatively associated with perceived difficulty, accounting for 31% of the variance ($F = 111.3$, $p < .001$). Gender analyses showed stronger associations between Geometry-related difficulty and overall perceived difficulty among female students, as well as a stronger link between perceived usefulness and difficulty for girls. These findings suggest that instructional strategies that enhance relevance, interest, and confidence (particularly in Geometry) may help reduce students' perceived difficulty in mathematics. Conclusion: Perceived difficulty in mathematics is more closely related to students' motivational beliefs and domain-specific learning experiences than to ability alone. Strengthening interest, highlighting relevance, and supporting confidence, especially in Geometry, may promote more positive and equitable mathematics learning experiences during early adolescence. Given the cross-sectional design and focus on private schools, the findings should be interpreted within these contextual boundaries.

Gasparini, A., Stern, F., Delaval, M., & Müller, A. (2026). **Using smartphones and tablets as experimental tools in the physics classroom: Effects on learning and motivation**. *Physical Review Special Topics: Physics Education Research*, 22(1), 010129. https://doi.org/10.1103/96gp-gqvj

Tablets and smartphones provide compact and relatively inexpensive tools for measuring many physical quantities, and numerous applications of these "mobile devices as experimental tools" (MDETs) have been published over the last decade, covering a broad range of topics. According to the literature, MDETs can offer educational benefits by creating authentic, real-life contexts for physics learning, enhancing student motivation through the use of familiar technology, and supporting cognitive processes by providing multiple representations (videos, tables, and graphs) of physical phenomena. On the other hand, serious concerns have been raised about potential distractions and cognitive overload. Regarding these conflicting perspectives, few empirical studies on the impact of MDETs in real classroom settings of regular, full-length physics courses are available, and—to the best of our knowledge—none focus on a nonspecialized high-school target group. The purpose of this contribution is to present a study of a mechanics course in such a setting, addressing the tight curricular, material, and practical constraints inherent to it. A quasiexperimental pre- and post-test design comparing a treatment group using MDETs and a control group without (same content, lesson plan, and teacher) was used. The 19-week teaching sequence focused on conceptual learning and motivational outcomes (e.g., interest, self-concept, and curiosity), controlled by several predictor variables. Findings reveal substantial pre- and post-test learning gains for both groups (Cohen's d = 0.9) and small gains for perceived relation to reality (d = 0.29). However, no significant differences between treatments were found, indicating that the use of MDETs does not outperform conventional approaches under the given constraints. On the other hand, no evidence of negative effects such as distraction or cognitive overload was observed. Moreover, little to no interactions with predictors such as gender or prior knowledge were found. In conclusion, MDETs show considerable potential as a viable and effective option for integrating technology into physics teaching, offering learning outcomes comparable to those of successful conventional teaching, but not better. Furthermore, no evidence of negative effects from distraction or cognitive overload was found, nor of strong interactions with gender and other predictors. The MDETs approach thus appears suitable for both sexes and different kinds of learners. This leads to suggestions for future utilization of MDETs as a component of physics education, which are discussed as potential perspectives.

Gauthier, C.-A., Côté, F., Proteau, E., Lessard-Mercier, É., & Bolduc, F. (2025). **La santé mentale du personnel professionnel de l'éducation au Québec : revue narrative des risques psychosociaux du travail**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 66-87. https://doi.org/10.7202/1123117ar

Cet article a pour objectif de brosser un portrait de la santé mentale du personnel professionnel de l'éducation (PPE) au Québec: les risques psychosociaux du travail (RPS) et les éléments de contexte pouvant les expliquer. Un bref aperçu de l'historique des professions en éducation et du modèle de financement des services éducatifs complémentaires (SEC) permet de contextualiser les contradictions et les tensions dans le travail du PPE au Québec. Ensuite, nous présentons les résultats d'une revue de littérature narrative effectuée à partir d'un corpus de 38 articles scientifiques et 28 documents issus de la littérature grise afin de mieux comprendre les conditions d'exercice du travail du PPE. Ils démontrent comment la situation actuelle engendre des

RPS – la surcharge de travail, le manque de reconnaissance et le manque de soutien des collègues et de la direction – qui peuvent affecter négativement la santé mentale du PPE. L'article conclut par une discussion critique des résultats, ainsi que des recommandations pour réduire les RPS, comme une refonte du financement des SEC, une meilleure intégration du PPE dans les équipes-écoles multidisciplinaires, et la pleine reconnaissance de leur expertise.

Gillborn, S., & Delahunty, T. (2026). **The psychological complex in contemporary education policy**. *Journal of Education Policy*, *41*(2), 156-179. https://doi.org/10.1080/02680939.2025.2478400
This paper brings together work in critical psychology and network governance to build a distinctive critique of how education policy mobilises the psychological complex to reinscribe deficit accounts of children and young people. While contemporary work in the critical analysis of the global educational policy assemblage has uncovered the undercurrents of scientism working to frame mainstream discourses, this paper excavates the manifestation of this through the 'psy-complex', which works to construct specific, narrow visions of possibilities and pupil subjectivities. To achieve this, the paper draws on critical psychological research to interrogate the dominance of, and position awarded to, psychology in the research report that informs the education inspection framework used by Ofsted to inspect schools in England. The discourses and assumptions produced and reproduced through this resource are of profound influence in wider constructions of, understandings of, and responses to educational contexts. We argue that the framework draws on the psy-complex to reinscribe deficit accounts of children and young people while perpetuating systemic inequities. We call for a more critical approach to research in psychology and education within which cultural, social, and historical contexts of inequality in education and childhood are deployed in explanations of educational inequalities.

Gonsalves, C. (2026). **The transparency trap: Generative AI and the rise of interpretive load**. *Review of Education*, *14*(1), e70139. https://doi.org/10.1002/rev3.70139
This commentary interrogates the renewed centrality of 'transparency' in higher education's response to generative artificial intelligence (AI) and introduces interpretive load as a necessary extension to existing assessment theory. While transparency is conventionally framed as a vehicle for fairness and clarity, research demonstrates that written criteria and policies have never been fully legible nor neutral. The advent of GenAI has intensified this paradox: institutions publish increasingly elaborate rules and declarations, yet students face greater uncertainty about how to understand and act on them. Drawing on empirical studies of policy trajectories, workload, academic integrity, cross-cultural perspectives and the sociology of assessment, I argue that contemporary AI policies shift substantial cognitive, emotional, ethical and procedural labour onto students, who must interpret ambiguous norms before they can begin any task. The commentary situates interpretive load within the established architecture of assessment workload, arguing that it constitutes a distinct form of front-end labour produced by institutional and instructional design rather than by students' academic choices. I argue that interpretive load is structurally uneven: linguistic resources, cultural orientations, policy literacy and institutional fluency shape students' capacity to navigate fragmented GenAI rules. Documentary transparency further falters under contradictory institutional imperatives—encouraging innovation while safeguarding originality—and under the technical volatility of detection tools. To address these

limitations, I propose a shift from declarative to dialogic transparency: an institutional practice that redistributes interpretation through programme-level translation, teachable disclosure conventions, clearer due-process guarantees and iterative policy-practice feedback loops. I argue that interpretive load represents the next equity frontier in assessment and that redesigning for shared sense-making is now essential for fair and ethical AI-era assessment. Context and implications Rationale for this study: GenAI policies rely heavily on transparency, yet little work examines transparency as a producer of labour and inequality. Why the new findings matter: Introducing interpretive load exposes the hidden cognitive and ethical work created by AI-era policies and reframes transparency as a structural—not merely communicative—challenge. Implications for practitioners, policymakers and researchers: This commentary offers a conceptual lens for redesigning assessment in the AI era. For practitioners, it clarifies why students struggle with ambiguous rules and how dialogic transparency can reduce inequity. For policymakers, it demonstrates the limits of document-centric approaches and the need for due-process clarity, coordinated programme-level norms and iterative revision. For researchers, it identifies interpretive load as an emergent analytic category that connects transparency, workload and equity, opening new directions for empirical study of how institutional design shapes students' interpretive labour.

Guillot, C., Olivier, A., & Parayre, S. (Éd.). (2026). ***Le corps en éducation : Inclusion, bien-être et expression***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/le-corps-en-education/82049
Comment l'expérience sensible du corps peut-elle soutenir les apprentissages et prendre en compte les différentes dimensions de la personne ? Fil conducteur de cet ouvrage collectif réunissant 27 contributions et 36 auteurs, cette question interroge en filigrane le corps-ressource comme espace vivant d'expériences sensibles et de savoirs incarnés, vecteur de transformation personnelle et sociale, dans divers contextes éducatifs et de formation et selon différentes approches croisant recherches scientifiques et pratiques de terrain. Trois axes structurent l'ouvrage : corps et inclusion ; corps et bien-être ; corps et expression. En croisant ces trois axes, l'ouvrage développe une vision holistique et humaniste de l'éducation où le corps sensible et vécu, placé au cœur des processus d'apprentissage, médiateur de savoirs et de relations, devient source de formation, d'émancipation et d'ouverture au monde.

Hübsch, T., Mahlstedt, R., Pinger, P., Settele, S., & Willadsen, H. (2026a). ***Mental Models of High School Success*** (Working paper N° 12497). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12497
Using surveys with Danish students transitioning to secondary education, we study mental models of how gender and parental education shape academic performance. Students hold heterogeneous beliefs about performance gaps by gender and parental background, which appear to be shaped by within-family transmission and broader social environments. Open-text responses reveal that respondents link strong performance by girls and less socioeconomically privileged students to effort, while attributing privileged students' success to external advantages. Mental models matter: beliefs about performance gaps predict enrollment in upper secondary education by gender and parental education and causally affect students' self-assessments, intended effort, and educational aspirations, as shown in an information experiment with girls. We highlight two mechanisms: updating about the returns to effort and about gender-specific effort costs in response to observed gender performance gaps. Our findings

advance the understanding of education choices and shed light on the determinants and effects of mental models in a high-stakes setting.

Hübsch, T., Mahlstedt, R., Pinger, P., Settele, S., & Willadsen, H. (2026b). ***Mental Models of High School Success*** (Working paper N° 392). Consulté à l'adresse University of Bonn and University of Cologne, Germany website: https://EconPapers.repec.org/RePEc:ajk:ajkdps:392
Using surveys with Danish students transitioning to secondary education, we study mental models of how gender and parental education shape academic performance. Students hold heterogeneous beliefs about performance gaps by gender and parental background, which appear to be shaped by within-family transmission and broader social environments. Open-text responses reveal that respondents link strong performance by girls and less socioeconomically privileged students to effort, while attributing privileged students' success to external advantages. Mental models matter: beliefs about performance gaps predict enrollment in upper secondary education by gender and parental education and causally affect students' self-assessments, intended effort, and educational aspirations, as shown in an information experiment with girls. We highlight two mechanisms: updating about the returns to effort and about gender-specific effort costs in response to observed gender performance gaps. Our findings advance the understanding of education choices and shed light on the determinants and effects of mental models in a high-stakes setting.

Irwanto, I., Mukarramah, I. S., Théric, V., Bonnet, P., Ayuni, N. P. S., Novianti, T., … Castéra, J. (2026). **The effect of immersive virtual reality on students' interest and motivation in chemistry**. *Journal of Baltic Science Education*, *25*(1), 74. https://doi.org/10.33225/jbse/26.25.74
Integrating immersive virtual reality (IVR) into chemistry education offers valuable potential to enhance student engagement through interactive visualisation. However, empirical studies regarding the effect of this new technology on students' affective factors in school chemistry, particularly in developing countries such as Indonesia, remain limited. This study aimed to explore the effect of IVR on Indonesian upper-secondary school students' interest and motivation in learning chemistry. Employing a quasi-experimental pretest and posttest non-equivalent control group design, the research involved 68 twelfth-grade students who were divided into two groups: an experimental group and a control group, with the experimental group experiencing learning through an IVR app and the control group following conventional teaching methods. The instruments included an interest in chemistry scale and a chemistry motivation scale. The data were analysed using descriptive statistics and Mann-Whitney U tests with a .05 significance level. The results revealed that while both groups demonstrated improvement in their interest and motivation scores, students in the IVR group achieved significantly higher gains. These results highlight that IVR-supported chemistry teaching is a powerful learning tool to foster twelfth-grade students' interest and motivation, offering valuable implications for integrating immersive VR into science classrooms. Keywords: immersive virtual reality, upper-secondary school students, interest in chemistry, chemistry motivation

Jézégou, A., & Zhao, Y. (2025). **La présence socio-affective lors de travaux de groupe en distanciel**. *Éducation & Formation*, *Numéro thématique*(e-324), 13-34. Consulté à l'adresse http://revueeducationformation.be/

Ji, D., Cabahug, F., & Marshall, S. K. (2026). **Dyadic resistance during parent–adolescent interactions: A state space grid analysis before and after high school**. *Family Relations*, *75*(2), 901-920. https://doi.org/10.1111/fare.70137
Objective This study examined micro-level resistance dynamics that occur during parent–adolescent interactions before and after the transition to high school. Background Although research on parent–adolescent disputes has emphasized global measures of frequency and intensity, less attention has been paid to the actions of resistance during parent–adolescent interactions. This study fills a gap in what is known about parent–adolescent resistance dynamics. Methods A state space grid approach informed by dynamic systems and family conflict theories was conducted on two videorecorded conversations in a sample of 26 Canadian parent–adolescent dyads. Flexibility, attractor, and intergrid distance analyses assessed intradyadic variability in how parents and adolescents resisted one another moment to moment. Results Attractor analysis revealed that the most probable state during resistance sequences shifted: Before high school it was the Parent Justifying–Adolescent Justifying cell, after it was the Parent Minimizing–Adolescent Rejecting cell. t-test results of intergrid distance scores showed a significant difference in the positioning of resistance sequences after high school. Conclusion Results offer evidence that dyadic resistance differs before and after significant family transitions like the move to high school. Implications Future research on dyadic resistance microprocesses could examine whether the proposed conceptual categories could be applied to dyads across multiple areas of difference to scrutinize its utility for a range of cultural and caregiver relationships.

Johnson, R. M. (2026). **Reframing Belonging in Higher Education: an Intersectional Ecological Model for Research, Policy, and Practice**. *Educational Psychology Review*, *38*(1), 1. https://doi.org/10.1007/s10648-025-10104-5
This essay critically synthesizes recent theoretical and empirical developments on belonging in higher education. Although the concept has gained wide traction, significant gaps remain in how scholars conceptualize belonging, how they measure it, and how they account for the structural and political forces that shape students' experiences. To address these shortcomings, I introduce the Intersectional Ecological Belonging Model (IEBM), a framework that brings intersectionality and ecological systems theory into conversation to illuminate the layered dynamics that structure belonging. The model traces how interactions within classrooms and advising relationships, cross-unit coordination, institutional policies, and national ideologies collectively produce uneven conditions of belonging—conditions that are especially consequential for students whose identities sit at multiple margins. I conclude by outlining implications for research, policy, and practice that move beyond individualized or superficial approaches toward structural transformation, advancing a more durable and justice-centered understanding of belonging in higher education.

Kandemir, E. N., Esposito, E., Gurgand, L., & Ramus, F. (2026). **A Meta-Analysis of the Impact of Feedback Timing on Learning Outcomes in Computer-Assisted Learning**. *Educational Psychology Review*, *38*(1), 13. https://doi.org/10.1007/s10648-026-10117-8
Despite decades of research, the impact of feedback timing on learning outcomes remains debated. The most recent meta-analysis directly comparing immediate and delayed feedback was published in 1988, preceding the transformation of computer-assisted learning environments. This study reevaluates the effect of feedback timing on learning outcomes within computer-assisted learning environments. Three key aspects

were examined: (a) the overall effectiveness of immediate versus delayed feedback, (b) the influence of varying definitions of feedback delay on learning outcomes, and (c) study characteristics and feedback features that may account for prior inconsistencies. A systematic meta-analysis was conducted on 51 studies published from 1988 to 2024, analyzing 160 effect sizes through meta-regression with robust variance estimation. Across the included studies, delays implemented in delayed feedback conditions ranged from 1 second to 7 days in time-based designs and from 1 to 60 intervening items in item-based designs. Results indicate that feedback timing does not significantly influence learning outcomes on average ($$g = 0.03$$, 95% CI [$$-0.08$$, 0.13], $$p =.61$$). Substantial heterogeneity between studies suggests the effect is moderated by key factors. Moderator analyses reveal that educational level, learning domain, and response time constraints significantly influence feedback timing effectiveness, providing a partial explanation for inconsistencies across studies. Yet, partial confounding of moderators limits the ability to fully disentangle their individual contributions. These findings suggest that while feedback timing alone is not a decisive factor, its impact is context-dependent. Although approximately half of the effects involved multi-hour or $$ge$$10-item delays, there were relatively few studies involving delays of one day or longer. As a result, the reviewed studies provide limited evidence concerning the common multi-day delays typical of many classroom settings.

Karabatsos, I. (2025). **Engagement in its Multiple Dimensions: Empathy and COLTs: Pathways to Cognitive, Affective and Behavioral Growth**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 64-66. https://doi.org/10.7202/1122420ar
L'engagement en classe est un concept complexe et multidimensionnel qui englobe les aspects cognitifs, affectifs et comportementaux. Les techniques d'apprentissage collaboratif (TAC) comme « Réfléchir-Partager en duo », « Puzzle », « Jeu de rôle » et « Études de cas » favorisent l'engagement en stimulant la pensée critique, la connexion émotionnelle et la participation active. Ces stratégies, fondées sur l'empathie et l'apprentissage social et émotionnel (ASE), créent des environnements d'apprentissage inclusifs et bienveillants où les élèves se sentent valorisés et prêts à réussir tant sur le plan scolaire que social.

Karbownik, K., Svaleryd, H., Vlachos, J., & Wang, X. (2026). ***Classrooms as Workplaces: How Student Composition Affects Teacher Health*** (Working paper No 34841). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:34841
Work-related burnout and stress-related sickness absence have become increasingly prevalent, but evidence on which workplace features shape workers' mental health remains limited. Using population-level Swedish register data covering all lower- and upper-secondary teachers from 2006–2024, we show that schools serving more disadvantaged students exhibit substantially higher rates of sickness absence, particularly for stress-related diagnoses. Exploiting within-teacher variation across student cohorts, we separate sorting from exposure and find that a one standard deviation increase in student disadvantage raises overall and stress-related sick leave by 3.6% and 8.7%, respectively. Survey evidence indicates that these effects operate through classroom conditions rather than workload or organizational differences. The findings establish client composition as a distinct and policy-relevant determinant of worker health in contact-intensive occupations.

Khanal, K. (2026). **Integrating Perceptions of Intercultural Aspects of ELT into Nepali Classrooms**. *SiRad: Pelita Wawasan*, 33-40. https://doi.org/10.64728/sirad.v2i1.art3
Around the world, intercultural competency is becoming more widely acknowledged as a crucial element of English language teaching (ELT). Language proficiency is frequently prioritized over the rich cultural aspects of English-speaking communities in Nepal, where classrooms are multilingual and culturally diverse. This study investigates how Nepalese educators and learners view the incorporation of the target culture into EFL lessons. Data were gathered from ten EFL teachers and 20 high school students in Kathmandu, using a mixed-methods approach. The results show that although both teachers and students appreciate the inclusion of the target culture, effective cultural instruction is hampered by real-world issues like out-of-date textbooks, inadequate training, and little exposure in the classroom. It is suggested that in order to improve intercultural communicative competence, teachers be trained in cultural pedagogy, intercultural materials be incorporated into textbooks and experiential learning be encouraged.

Lahrizi, I., Viviers, S., & Pelletier, M. (2025). **Santé mentale en péril : situations de travail à risque chez le personnel enseignant au Québec**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 156-177. https://doi.org/10.7202/1123121ar
Cet article examine les situations de travail à risque (STR) qui compromettent la santé mentale du personnel enseignant au Québec. À partir d'une étude menée dans 12 établissements scolaires, il met en avant cinq catégories de STR: surcharge de travail, précarité d'emploi, gestion des comportements en classe, tensions interpersonnelles et confusion des rôles. Ces STR révèlent notamment des dysfonctionnements structurels persistants accentués par un manque de ressources et de reconnaissance. L'article souligne, à la lumière de la récente réforme de la Loi sur la santé et la sécurité du travail (LSST), l'importance de mettre en place des interventions organisationnelles pérennes pour répondre à l'obligation légale de prévention des risques psychosociaux (RPS), telles que des pratiques collaboratives et une gouvernance participative, pour améliorer les conditions de travail. Il plaide pour une approche préventive ancrée dans les réalités du terrain, afin de favoriser la santé mentale du personnel enseignant.

Lai, R., Southam, J., Mageean, L., Roffey, S., & Allen, K.-A. (2026). **Associations Between Teacher-Student Relationship Quality and Middle and Secondary School Teachers' Wellbeing: A Systematic Review**. *Educational Psychology Review*, *38*(1), 4. https://doi.org/10.1007/s10648-025-10107-2
Positive teacher-student relationships have the potential to impact teacher, as well as student, wellbeing. However, in middle and secondary schools, where teachers have contact with more students and less time with each of them, it is less clear how important these relationships are. This study systematically reviewed the literature on the association between positive teacher-student relationships and wellbeing in middle and secondary school teachers. A total of 55 studies were included in the review. Results suggested that positive teacher-student relationships were associated with each of the other aspects of wellbeing outlined in the PERMA model (positive emotions, engagement, meaning, and accomplishment) as well as overall wellbeing. There was wide variation in how teacher-student relationships were measured and defined, with majority of the studies adopting tools and definitions that were formulated for primary school teacher-student relationships, indicating that developing an understanding of what constitutes positive

relationships for teachers in middle and secondary school settings through future research would be valuable.

Lai, S., & Yang, F. (2026). **Intergenerational spillover of peers' parental human capital on adolescent mental health: Evidence from random class assignments in China**. *Economics of Education Review*, *111*, 102773. https://doi.org/10.1016/j.econedurev.2026.102773
This study examines how intergenerational spillovers from classmates' parental human capital affect adolescent mental health. Using data from the 2013–2014 China Education Panel Survey and exploiting random class assignment to address endogeneity arising from non-random selection into classrooms, we find that a higher proportion of highly educated parents within a class significantly worsens students' psychological well-being. Heterogeneity analysis shows a more pronounced negative impact among male students. Mechanism analysis reveals that educational competition is the primary driver: a one standard deviation increase in the share of highly educated parents increases extracurricular tutoring expenditures by 547.3 Yuan, raises tutoring enrollment by 0.13 classes, adds 9.44 minutes to daily extracurricular study time, and reduces daily sleep by 6.22 minutes. Furthermore, we identify a shift toward school-centric parenting, characterized by increased monitoring rather than emotional support. Although positive spillovers improve classroom environments, these benefits are dominated by the adverse effects of intensified competition and pressure-driven parenting. These findings underscore the importance of refining education policies and family strategies to balance academic pressures with adolescents' mental health needs.

Lämsä, J., de Mooij, S., Baars, M., Molenaar, I., & Järvelä, S. (2026). **Self-Regulated Learning, Multimodal Data, and Analysis Grid: Where Are We Now and Where Are We Going?** *Educational Psychology Review*, *38*(1), 5. https://doi.org/10.1007/s10648-025-10113-4
This special issue examines advances in the measurement and support of self-regulated learning (SRL), emphasizing the integration of multimodal data and artificial intelligence (AI) in educational contexts. SRL is a goal-directed process in which learners plan, monitor, and control their learning, influenced by the interplay of cognition, affect, metacognition, and motivation (CAMM). Traditional methods in educational psychology, such as self-reports and interviews, often fall short of capturing the dynamic and recursive nature of SRL. Recent research employs multimodal data and process-oriented approaches to better understand the complex interactions among CAMM processes. The self-regulated learning, multimodal data, and analysis grid (SMA) is used as a framework for mapping and analyzing these processes across diverse data streams. The special issue includes three review papers and two empirical studies that illustrate the benefits and challenges of integrating multiple data sources and analytical techniques, while emphasizing the need for reliable and valid measures to enable personalized support for SRL. Collectively, the studies provide a multidisciplinary perspective on the current state and future directions of SRL research, advocating for innovative, theory-driven approaches that leverage existing technological capabilities to empower agentic learners in digital environments.

León, J., Núñez-Regueiro, F., & Santana-Monagas, E. (2025). **Reciprocal relations between teacher engaging messages and student motivation**. *Revista de Psicodidáctica (English ed.)*, 500165. https://doi.org/10.1016/j.psicoe.2025.500165

Effective teaching practices are crucial for student success and the quality of education. One such practice that has recently gained attention is the use of engaging teacher messages, which have shown promising results. This study investigates the reciprocal relationship between teacher engaging messages and student motivation using a random intercept cross-lagged panel model. Participants were 1048 (Mean age = 16.33, SD = 1.25) high school students from 16 different secondary schools, 949 of whom participated in at least one measurement wave and were accounted for in the analyses participated in the study. Rooted in self-determination theory, the study found that messages highlighting the benefits of studying had a positive impact on changes in student motivation to learn, and that teacher engaging messages were not impacted by changes in student motivation. These findings suggest that effective teacher engaging messages, such as gain-framed autonomous messages, are partly independent from students' motivation and can therefore be promoted to enhance student outcomes and the overall quality of education.

Leroux, M., Lapointe, K., & Lafleur, T. (2025). **Outiller les futures et les nouvelles personnes enseignantes pour mieux cultiver leur bien-être, sans occulter l'importance des conditions d'entrée dans la profession**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 12-39. https://doi.org/10.7202/1123115ar
Puisque plusieurs personnes enseignantes rapportent qu'elles vivent de la détresse psychologique, un nombre grandissant de personnes chercheuses recommandent de mieux les outiller dès la formation initiale, afin de faire face aux défis complexes de la profession. Conséquemment, nous avons invité des stagiaires (n = 44) à mettre en oeuvre des exercices pour assurer leur bien-être lors de leur dernier stage, puis à effectuer un bilan des retombées observées. Un suivi a aussi été réalisé via des entrevues avec quelques stagiaires (n = 5), au cours de leur insertion professionnelle. Le codage thématique des données, à partir des dimensions du modèle de bien-être PERMA+4, révèle que les exercices semblent contribuer à plusieurs de ces dimensions, ce qui offre des pistes prometteuses pour leur apporter un soutien à caractère psychologique.

Li, S., & Zheng, J. (2026). **Motivational Apprenticeship: An Apprenticeship Framework for Developing Students' Motivational Competencies**. *Educational Psychology Review*, *38*(1), 9. https://doi.org/10.1007/s10648-025-10114-3
Existing motivation interventions typically focus on what can be done to enhance learners' motivation. However, these approaches do not systematically teach learners to become their own motivational agents. This article proposes motivational apprenticeship, a conceptual framework that extends cognitive apprenticeship principles to help learners develop autonomous motivational regulation skills. The framework comprises six key components: modeling (experts demonstrate motivational strategies and thought processes), coaching (experts provide individualized guidance), scaffolding (supports that gradually fade as learners gain proficiency), articulation (learners verbalize their motivational states), reflection (learners analyze their motivational patterns), and exploration (learners apply strategies to new contexts). The framework emphasizes making motivational processes visible, situating motivational development in authentic contexts, and fostering metacognitive awareness of motivation. The framework contributes to motivation theory by viewing motivation as a teachable skill set rather than solely an internal state. It provides educators with practical methods for cultivating learners' capacity for lifelong motivational self-regulation. We

discuss practical implementation considerations, acknowledge key challenges, and outline directions for future research.

Liem, G. A. D. (2026). **Toward an Interpersonal Theory of Academic Motivation: Rethinking Student Agency Through an Interdependent-Self Lens**. *Educational Psychology Review*, *38*(1), 21. https://doi.org/10.1007/s10648-026-10122-x
Student achievement motivation has traditionally been examined through an intrapersonal lens, emphasizing self-related processes and constructs such as self-efficacy, task interest and values, achievement goals, and attributional beliefs. Although these approaches have substantially advanced understanding of student motivation, they are largely grounded in an independent conception of the self, assuming that motivation originates from internal attributes and is enacted through personal agency. Accumulating evidence, however, points to the need for an interpersonal framework that more fully foregrounds the sociocultural origins of motivation. This paper advances an interdependent-self perspective, positioning interpersonal relationships, role obligations, and cultural norms as central motivational forces. Drawing on contemporary theorizing about independent and interdependent self-construals, the paper synthesizes research that examines how social influences shape student motivation. From an independent-self standpoint, parents, teachers, and peers are conceptualized as external to the student and are typically viewed as either (a) socializing agents who shape students' beliefs, values, and goals, or (b) supporting agents who nurture students' competence, autonomy, and relatedness. In contrast, an interdependent-self framework views significant social agents as constitutive of the self and articulates three motivational process approaches: (a) a parallel approach, in which independently and interdependently oriented motivations operate simultaneously, each exerting distinct yet complementary influences on student engagement; (b) a sequential approach, in which interdependently oriented motivation functions as a motivational precursor, predicting engagement both directly and indirectly through independently oriented motivation; and (c) an integrated approach, in which self and others are fundamentally intertwined and motivation is inherently personal and social, grounded in shared agency as students act "out of our interest" to pursue collectively meaningful goals. By integrating independent- and interdependent-self perspectives, this paper advances a socially grounded, culturally inclusive, and globally relevant framework for understanding student motivation, with implications for theory, research, and practice.

Liu, Y., Ji, Z., & Guo, K. (2026a). **Are All Domains the Same? The Effectiveness of Multiple Representation Design in Mathematics Achievement: a Quantitative Systematic Review with Three-level Meta-analysis**. *Educational Psychology Review*, *38*(1), 27. https://doi.org/10.1007/s10648-025-10109-0
Mathematical knowledge can be represented by various external representations, such as algebraic expressions and images. While the potential benefits of multiple representations are worth exploring, the appropriate selection and design of these representations should also be addressed. We conducted a systematic review of 17 studies and a three-level meta-analysis based on 106 effect sizes derived from 15 studies to evaluate the overall effectiveness of multiple representations in mathematics achievement and how their design and effectiveness vary across mathematical domains. Additionally, we systematically coded and quantified the characteristics of the included studies, including their major themes and descriptions of their representation designs. Results showed: (1) Compared with single representations, multiple

representations had a significant positive effect on students' mathematics achievement (Hedges' g = 0.286, p < .05, 95% CI [0.069, 0.502]). The additional types introduced in the experimental group significantly moderated the effects. (2) There was substantial heterogeneity across the included studies. The design and effectiveness of multiple representations differed in magnitude across various mathematical domains. More fine-grained categorization is needed in future research to draw more specific conclusions. (3) More in-depth and detailed research is needed to address the gap in current studies, which pay insufficient attention to integrating specific knowledge content when analyzing representation effects and often provide limited detail on representation design.

Liu, Y., Ji, Z., & Guo, K. (2026b). **Are All Domains the Same? The Effectiveness of Multiple Representation Design in Mathematics Achievement: a Quantitative Systematic Review with Three-level Meta-analysis**. *Educational Psychology Review*, *38*(1), 27. https://doi.org/10.1007/s10648-025-10109-0
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Lu, Z., Lei, H., Chiu, M. M., Mao, W., & Wang, S. (2026). **Meta-analyses of Peer Assessment and Affective Outcomes: Motivation, Self-efficacy, and Anxiety**. *Educational Psychology Review*, *38*(1), 14. https://doi.org/10.1007/s10648-025-10098-0
Having classmates evaluate other classmate's work and give ratings, comments, or both (peer assessment, PA) can improve the student's learning, possibly via motivation, self-efficacy, and anxiety. This meta-analysis of 66 studies of 8,550 participants explored PA's effects on motivation, self-efficacy, and anxiety and tested for moderators. The random effects model results showed that PA raises motivation (g = 0.393; 24 effect sizes [ESs]) and self-efficacy (g = 0.616; 30 ESs) while reducing anxiety (g = –0.608; 27 ESs). The PET-PEESE results showed that the corresponding bias-adjusted mean effects were 0.171, 0.417, and –0.202, respectively. PA effects on motivation were positive for studies with experimental and control groups but negative and smaller for studies with only pretests and posttests for single groups. PA effects on self-efficacy were larger in later grades (high school or

college). Anxiety showed no moderation effects. Assessment type in the control condition, academic subject, task, assessment feedback, anonymity, rating criteria, rater training, number of assessors per assignment, and assessment mode (paper vs. computer) did not moderate these effects. Hence, educators should capitalize on these PA benefits and adjust for these specific situations.

Ma, Y., Xue, L., Hong, X., & Chen, L. (2026). **Negative School Gossip and Academic Procrastination among Chinese Adolescents: Mediated by Depression and Moderated by Authenticity**. *Child Indicators Research*, *19*(2), 859-884. https://doi.org/10.1007/s12187-025-10320-z
Previous research into the school environment's impact on adolescents' academic procrastination has often separately considered the roles of teachers and peers. However, few studies have explored the impact of negative school gossip, a type of relational bullying that can originate from either teachers or peers, on adolescents' academic procrastination. This study sought to fill this gap by investigating the influence of negative school gossip on adolescents' academic procrastination, as well as its mediator and moderator. A sample of 803 Chinese adolescents (Mage=14.79, SD = 1.77) participated in our survey. The findings revealed that, first, negative school gossip positively predicted academic procrastination among adolescents. Second, depression served as a mediator between negative school gossip and academic procrastination. Third, authenticity was found to moderate the effects of both negative school gossip and depression on academic procrastination. It is worth noting that while authenticity generally negatively predicted academic procrastination, individuals with higher levels of authenticity showed an unexpected augmenting effect on academic procrastination when exposed to risk factors (i.e., negative school gossip and depression), contrary to the expected buffering effect. Theoretical and practical implications are discussed.

Machado, A., Carbajal, F., Alvarez Núñez, L., Rodríguez Ingold, C., Maiche, A., & Vásquez Echeverría, A. (2025). ***Psychological and cognitive factors associated with university dropout: A Comparative Study of Economics and Psychology Students in Uruguay*** (Working paper N° 25-12). Consulté à l'adresse Instituto de EconomÃa - IECON website: https://EconPapers.repec.org/RePEc:ulr:wpaper:dt-12-25
Personality traits, other psychological factors, and cognitive abilities have consistently been related to academic performance. However, there is limited empirical evidence on how these factors jointly influence dropout decisions. This study examines the relationship between big-five personality traits, consideration of future consequences, and fluid intelligence on dropout decisions among second-year students in the Economics and Psychology colleges at Uruguay's largest university. Using data from the 2018 student cohort and controlling for a range of sociodemographic and economic variables, we employed Probit and Multinomial Models to analyze dropout patterns. Our findings reveal that personality traits and fluid intelligence are significantly associated with dropout decisions, though their effects vary across different academic disciplines. Moreover, we identify distinct patterns in the influence of personality traits and cognitive abilities on instructional versus systemic dropout. These findings contribute to the growing literature on psychological determinants of educational outcomes and offer insights for higher education policy aimed at improving student retention.

Mamprin, C., Clément, L., Rivest, M.-C., Roy, M.-M., & Thiam, M. (2025). **Quand les tâches façonnent le bien-être au travail : l'expérience de personnes enseignantes issues de**

deux provinces canadiennes. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 40-65. https://doi.org/10.7202/1123116ar
Développer le bien-être enseignant est complexe, car les leviers ciblés, issus de disciplines variées, sont parfois éloignés de la réalité professionnelle. Cette étude examine les retombées d'aspects de la tâche enseignante sur le bien-être au travail à l'aide de deux échantillons (Nouveau-Brunswick [n = 584] et Québec [n = 510]). Les analyses suggèrent que la satisfaction à l'égard de la vie au travail ainsi que le bien-être psychologique peuvent être partiellement expliqués par des aspects de la tâche enseignante. Plusieurs tendances convergentes émergent entre les deux provinces. Elles mettent en lumière les particularités de la relation personne enseignante-élève et l'importance du leadership pour favoriser le bien-être des personnes enseignantes. Cette étude vise à orienter les politiques éducatives en fractionnant ce qui est compris sous l'expression «charge de travail».

Master, A., Patel, K. S., Weltzien, K., & Sharmin, S. (2026). **"I Felt Like I Completely Belonged in That Class": Gender and the Development of Sense of Belonging in K-12 STEM Education**. *Educational Psychology Review*, *38*(1), 10. https://doi.org/10.1007/s10648-025-10093-5
Sense of belonging is an important motivational belief that represents individuals' sense of fit within an environment. However, many women report feeling a lower sense of belonging than men in STEM fields, which may perpetuate gender inequities. This lack of belonging may develop early in a student's educational trajectory and disproportionately affect girls. This paper offers two key contributions to improve our understanding of gender differences in STEM belonging in K-12 education. First, this paper reports a systematic review examining 50 samples from 46 quantitative studies looking at the development of children and adolescents' sense of belonging in K-12 STEM classes and fields. These studies offered valuable knowledge about factors supporting belonging and consequences of belonging, with limited or inconclusive evidence about gender differences and development. Second, we also conducted a mega-analysis of N = 6,111 children and adolescents across five studies to provide the most well-powered and rigorous analysis to date on this issue. Intersectional findings on gender gaps in belonging in four STEM fields showed that gender gaps in belonging were strongest for Hispanic/Latine students in middle school, and in middle/high school computer science and engineering. The discussion highlights experimental studies demonstrating causal influences on girls' STEM belonging, indicating the potential for future interventions to support belonging. It is critically important for future research to extend these findings in ways that promote girls' belonging and participation in STEM fields, especially the fields in which they are most underrepresented.

Maury-Zing, C. (2025). **Interactions socio-affectives et travaux de groupe**. *Éducation & Formation*, *Numéro thématique*(e-324), 35-54. Consulté à l'adresse http://revueeducationformation.be/
Cet article présente la première phase d'un travail de recherche doctorale qui s'est déroulée de novembre 2023 à mars 2024. Son objectif principal est d'explorer les interactions socio-affectives entre étudiants dans un contexte de formation hybride. L'étude présentée ici visait à sélectionner la ou les situations de travaux de groupes restreints, support de cette recherche menée en milieu hybride. Conformément au modèle de la présence sociale en e-Formation de Jézégou, les groupes sont présentés comme des entités qui font ensemble en situation, grâce à des interactions socio-

affectives entre apprenants, empreintes de cohésion, de symétrie de la relation et d'aménité. À visée descriptive et compréhensive, cette étude s'appuie sur une démarche déductive et qualitative. Son objectif est de répondre à cette question : quelles sont les situations problématiques qui permettent d'explorer les interactions socio-affectives entre étudiants au sein d'un dispositif hybride de formation ? Aussi, une analyse thématique a été réalisée sur étude documentaire des projets d'un institut de formation et du référentiel infirmier. De plus, des analyses thématiques et lexicométriques de cinq récits phénoménologiques ont été effectuées à partir d'entretiens menés auprès de cinq professionnels occupant des postes de direction, de coordination et de formateurs. Elles mettent en évidence l'existence d'un dispositif centré sur l'apprenant selon la typologie Hy-Sup et l'abondance de situations problématiques potentielles. À ce stade de la recherche, ces résultats montrent un état des lieux prometteur de situations de groupes qui doivent être investiguées plus spécifiquement.

Mazerolle, M.-P., Long, M.-J., Bossé-Perron, L., & Roy-Charland, A. (2025). **Compter des buts en lisant : une validation des programmes Blizzlecture et Raplecture pour accroitre la motivation à lire**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(4), 1372-1403. https://doi.org/10.53967/cje-rce.6813
To meet the needs of young people lacking motivation, the use of role models can be a strategy for fostering identity building and encouraging positive relationships with reading. In fact, boys, who often show lower motivation for this activity, could benefit from being mentored by male role models. The aim of the present study was to validate the effectiveness of a community-based literacy program focused on improving reading motivation using positive role models: local hockey players. One hundred and twenty-four students were divided into an experimental group (following the program for 10 to 12 weeks) and a control group, completing questionnaires (self-efficacy, self-esteem, reading motivation) at a pre- and post-test. Results show that students in the Blizzlecture and Raplecture programs experienced a decrease in reading motivation due to guilt, which was not observed in the control group. The results highlight the effectiveness of the programs in reducing less self-determined motivations, essential for the development of intrinsic motivation.

Mbanga, R., Ratelle, C., & Duchesne, S. (2025). **Analyse de la complémentarité des approches orientées vers la variable et la personne dans la compréhension de la contribution du fonctionnement motivationnel au développement vocationnel des élèves du secondaire**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 234-254. https://doi.org/10.7202/1123125ar
Cet article, de nature théorique et méthodologique, vise à démontrer l'intérêt de mobiliser conjointement l'approche orientée vers la variable (AOV) et l'approche orientée vers la personne (AOP) pour l'étude du développement vocationnel. Les résultats de deux études longitudinales menées auprès d'élèves du secondaire sont présentés: la première, fondée sur l'AOV, a examiné les liens prédictifs entre motivation scolaire (autonome, contrôlée et amotivation) et indécision vocationnelle au niveau intra-individuel; la seconde, recourant à l'AOP, a permis de définir des profils motivationnels distincts et de les relier à des trajectoires différenciées d'indécision vocationnelle. La mise en perspective de ces deux approches montre leur complémentarité: l'AOV éclaire la dynamique des fluctuations intra-individuelles, tandis que l'AOP révèle l'hétérogénéité interindividuelle des parcours. Ensemble, elles contribuent à une compréhension plus fine de l'expression de l'indécision vocationnelle

et du rôle du fonctionnement motivationnel dans le développement vocationnel des élèves du secondaire.

Morin, O. (2025). **Enseigner au Nunavik : la bienveillance et l'adaptation de l'enseignant en insertion professionnelle comme levier de la motivation des élèves**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 67-69. https://doi.org/10.7202/1122421ar
Sous l'angle du vécu de l'enseignant allochtone en insertion professionnelle, cet article explore son rôle sur la motivation et l'engagement des élèves au secondaire en milieu nordique, ici au Nunavik. En s'appuyant sur le récit de leur parcours d'insertion, des réflexions et des pistes de solutions émergent pour faire face à ces défis vécus. L'adaptation personnelle, professionnelle et sociale agit comme levier favorisant l'engagement de l'élève dans sa réussite éducative.

Moslemi Nezhad Arani, S., & Atasoy, A. (2026). **Exploring learners' psychology and engagement in mobile language applications through self-determination theory**. *Education and Information Technologies*, *31*(4), 983-1010. https://doi.org/10.1007/s10639-025-13834-9
As mobile apps continue to reshape how languages are learned, educators and learners need clear evidence about what drives app choice and sustained use. Using a netnographic approach, we analyzed 20,000 English-language user reviews from five widely used language-learning applications (Babbel, Duolingo, Memrise, Mondly, and Quizlet). Reviews first filtered by an AI-assisted API and then thematically coded in ATLAS.ti. The analysis yielded 34 themes that cluster around practical selection drivers and day-to-day engagement. Users tended to choose and stay with apps that supported competence through clear progression and level scaffolding, immediate corrective feedback, pronunciation guidance, and meaningful practice; supported autonomy through flexible pacing, customizable paths, offline access, and transparent pricing; and supported relatedness through community challenges, peer interaction, and access to tutors. Additional selection factors included content breadth and quality, L1 support and translation options, spaced repetition, microlearning sessions, reminders, certification, accessibility, privacy controls, ad intrusiveness, technical stability, and responsive support. Demotivators included bugs and crashes, confusing navigation, limited speaking practice, aggressive monetization, and weak grammar explanations. Framed by Self-Determination Theory, the pattern is consistent: apps that nurture autonomy, competence, and relatedness receive higher ratings and stronger intentions to persist. We close with design implications for app teams and practical guidance for instructors who recommend apps.

Na, W., & Tian, D. (2026). **Effect of personal belief in a just world on academic anxiety of college students during COVID-19 pandemic**. *Asia Pacific Education Review*, *27*(1), 1-13. https://doi.org/10.1007/s12564-023-09887-5
Colleges are increasingly cognizant of the value of attending to the emotional needs of students in pandemic-altered learning conditions, recognizing that academic anxiety has significant adverse impacts on their academic performance. This study explored whether the personality trait, a personal belief in a just world (PBJW), provided distinctive explanatory power to the degree of academic anxiety after considering the specific nature of the pandemic and examining if the applicable physical activities afforded the positive additional effect on alleviating academic anxiety symptoms. The sample

comprised 96 college students (51.0% female), with groups matched by age and gender and controlled for the level of a PBJW and specified physical activity (PA). An augmented academic emotional Stroop method to assess the academic anxiety of college students was proposed based on the objective indicator rather than the subjective index derived from the self-assessment tool. The results indicated the participant's low level of a PBJW may serve as an early predictor to identify students with academic anxiety. In addition, high correlations among PA, a PBJW, and academic anxiety were identified, and the specified moderate PA, doing household chores, may serve as an early intervention to help college students manage academic anxiety. The findings hold relevance for further research on the role of personality traits in the academic process and the design of interventions addressing academic emotions.

Naimi, R., & Poirel, E. (2025). **La santé mentale et le bien-être des directions d'établissement au Québec à l'épreuve de la période pandémique (COVID-19)**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 111-133. https://doi.org/10.7202/1123119ar
La COVID-19 a profondément bouleversé le rôle des directions d'établissement d'enseignement (DEE) exposées à des directives fluctuantes, des attentes accrues et des risques pour leur santé mentale. Dans cette recherche, des entretiens ont été menés auprès de 20 DEE afin de rendre compte des risques psychosociaux (RPS) auxquelles elles ont été confrontées ainsi que de leur bien-être au travail durant la pandémie. La majorité des personnes participantes ont rapporté une exacerbation des risques psychosociaux, ce qui a contribué à accentuer la dégradation de leur bien-être au travail déjà fragilisé avant la pandémie en raison des exigences de la fonction. Les résultats montrent aussi que les DEE ont vécu une surcharge émotionnelle et cognitive importante. Toutefois, un soutien social a permis à certains de mieux faire face à cette surcharge. Cette étude met en évidence la nécessité de donner du pouvoir d'agir sur l'organisation du travail pour réduire les risques et préserver la santé mentale des DEE face à de futures crises.

Núñez-Regueiro, F., Juhel, J., & Wang, M.-T. (2025). **Does need satisfaction reflect positive needs-supplies fit or misfit? A new look at autonomy-supportive contexts using cubic response surface analysis**. *Social Psychology of Education*, *28*(1), 43. https://doi.org/10.1007/s11218-024-09959-3
According to self-determination theory (SDT), teachers' autonomy-supportive behavior fosters students' autonomy and competence needs. However, individual differences in students' needs for autonomy support have been overlooked. Specifically, it is unclear whether variations in students' needs influence how effectively a teacher's support contributes to need satisfaction, and whether matching or exceeding the students' needs is most beneficial. This study addresses these gaps by extending SDT in two ways. Theoretically, it introduces a phenomenology of needs-supplies fit, where need satisfaction depends on the interplay between students' needs for autonomy support and teacher supplies. Methodologically, it introduces cubic response surface analysis (RSA) to model this fit. We tested these extensions using cross-sectional data from 389 French secondary school students (M(age) = 14.3 years, grades 6 through 12, 58% female), who self-reported their need satisfaction (autonomy and competence) and supplies and needs in teacher autonomy support. Results from cubic RSA highlighted asymmetric processes, which were overlooked by simpler methods (e.g., quadratic RSA). Matching levels of teacher supplies and student needs positively related to need satisfaction, but this relation reversed at low and high levels of fit. Additionally, misfit

effects were asymmetrical: while moderate misfit had minimal impact, extreme excess supplies was related to high satisfaction, whereas extreme deficient supplies to low satisfaction. Overall, supplies exceeding students' needs appeared more beneficial than those merely matching them, but this depended on need levels. These findings underscore the importance of tailoring autonomy-supportive behaviors to individual students' needs, as this can enhance or diminish the beneficial impact of such support.

Núñez-Regueiro, F., Santana-Monagas, E., & Juhel, J. (2024). **How Needs-Supplies Fit Processes With Teachers, Peers, and Parents Relate to Youth Outcomes: A Theoretical and Methodological Extension of Self-Determination Theory**. *Journal of Youth and Adolescence*, *54*, 176-195. https://doi.org/10.1007/s10964-024-02049-9
According to self-determination theory (SDT), relationships that support the needs for autonomy, competence, and relatedness are essential to youth development. It is yet unknown whether adolescents differ in what constitutes "optimal" supplies of support. This research proposes methodological extensions to analyze how the degree of fit or misfit between needs versus supplies in support (i.e., from teachers, parents, and peers) relates to engagement in class, academic achievement, and well-being. Data were collected on 389 adolescents (M(age) = 14.3, SD(age) = 2.1, 58% female, low to high SES). Extending SDT's contention that "the more supplies the better", results suggest that the impact of supplies actually depends on the level of needs, and that commensurate (for parents) or surplus supplies (for teachers, peers) are most optimal. Therefore, while some youth require strongly supportive relationships to experience optimal development, others require much lower support, and may even suffer from higher support.

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

Omarchevska, Y., Schuetze, B. A., Richter, J., Schanze, S., Ulrich, N., & Scheiter, K. (2026). **From Passive to Metacognitive: The Role of Mode of Engagement in Enabling Lasting Learning Using Digital Media**. *Educational Psychology Review*, *38*(1), 23. https://doi.org/10.1007/s10648-026-10120-z
The current study presents a theory-driven, person-centered analysis of the relationship between different modes of cognitive and metacognitive engagement and immediate and delayed knowledge in chemistry. In a classroom study with high ecological validity, we inferred cognitive and metacognitive engagement from log files of secondary school students' (N = 235) activities completed within the context of a digital chemistry textbook. We used the ICAP framework to classify cognitive engagement as either passive, active, or constructive, and we extend the framework to include metacognitive engagement. A latent profile analysis identified six distinct latent profiles, characterized by different distributions of student cognitive and metacognitive engagement while learning with the digital textbook: Disengaged; Low Metacognition; Disfavors Active; Moderate Engagement; Metacognitive, but not Constructive; and High Overall Engagement. We found that these profiles were predictive of immediate (one week later) and delayed (six to eight weeks later) chemistry knowledge, even after controlling for prior knowledge. Post-hoc tests indicated that "High Overall Engagement" and "Metacognitive, but not Constructive" were the best performing profiles in both immediate and delayed learning outcomes. Interestingly, profile membership was not predicted by self-reported chemistry self-concept or interest, measured prior to learning with the digital textbook. Our findings provide a novel extension of the ICAP framework and highlight the role of metacognitive engagement for lasting learning in digital learning environments.

Pack, Y. H., Choi, N. Y., & Kim, B. (2026). **Impact of cognitive load and working memory on preschoolers' learning effectiveness**. *Asia Pacific Education Review*, *27*(1), 337-351. https://doi.org/10.1007/s12564-023-09898-2
This study investigates the impact of cognitive load and working memory on preschoolers' learning effectiveness. A total of 184 5-year-old children in Korea participated in this study. Six types of instructional materials with different intrinsic and extraneous cognitive loads were developed. Preschoolers were randomly assigned to one of the six groups and participated in learning activities specific to their groups. Preschoolers' learning effectiveness was assessed using a learning effectiveness scale, and their working memory capacity was measured using digit span and Corsi memory tasks. The results revealed that learning effectiveness for preschoolers was high when intrinsic cognitive load in instructional materials was low, and it was low when extraneous cognitive load was added to instructional materials. Groups with high working memory capacity showed higher learning effectiveness than those with low capacity. Furthermore, in various teaching plan conditions, learning effectiveness varied depending on children's working memory capacity. These results guide suggestions for practical and customized teaching plans suitable for cognitive development in early childhood.

Pelletier, M., Barriault, S., Lahrizi, I., Giguère, É., & Dion, V. (2025). **« Ça fait partie du travail » : risques psychosociaux et invisibilité de la violence envers les éducatrices en milieu scolaire**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 88-110. https://doi.org/10.7202/1123118ar
Cet article examine la violence physique exercée par des élèves envers les éducatrices en service de garde scolaire, un phénomène encore peu documenté. À partir d'une

étude qualitative menée auprès de 33 éducatrices oeuvrant dans des écoles primaires publiques au Québec, l'analyse met en lumière l'ampleur de la violence vécue et les facteurs organisationnels qui en favorisent la manifestation et l'invisibilisation. Les résultats révèlent que la surcharge de travail, le manque de reconnaissance, l'isolement professionnel et l'absence de soutien institutionnel contribuent à la banalisation de ces situations. À partir du modèle «demandes-ressources au travail», l'étude propose une lecture organisationnelle de la violence et ouvre la voie à des pistes pour sa prévention dans les établissements scolaires.

Piard, J., & Moyon, M. (2026). **Enhancing Student Motivation in Laboratory Courses: Research-Based Blended Learning versus Traditional Instruction**. *Journal of Chemical Education*. https://doi.org/10.1021/acs.jchemed.5c00926
Although motivation is one of several factors supporting that support effective learning, it can be constrained in traditional chemistry laboratory courses that follow a cookbook approach. To address this issue, a new chemistry laboratory course was designed, based on research-based blended learning and Course-Based Undergraduate Research Experience principles (RBBL-CURE). The course was grounded in evidence-based recommendations and explicitly structured according to the MUSIC (eMpowerment, Usefulness, Success, Interest, Caring) model of motivation introduced by Jones in 2009. Students experienced both the RBBL-CURE and traditional laboratory work (TLW) format, allowing within-student comparisons of motivation. Student motivation was assessed using the MUSIC model inventory across its five components. Compared to TLW, the RBBL-CURE format led to significant increases in empowerment ($p < 0.001$), interest ($p = 0.04$), and caring ($p < 0.001$), while maintaining high scores for usefulness and success. The results of this study suggest that RBBL-CURE laboratory courses can offer highly motivating experiences and may, in turn, foster student engagement, with important implications for instructional design in laboratory-based science education.

Potvin, P., Lefebvre, M., Houle, N., Hasni, A., & Ahr, E. (2026). **Trends in K-12 science education research on students' interest, motivation and attitude towards science and technology: A systematic, reproductive and comparative review of 12 more years (2013–2024)**. *Review of Education*, *14*(1), e70133. https://doi.org/10.1002/rev3.70133
This study presents a systematic, reproductive and comparative review of research on students' interest, motivation and attitude (I/M/A) towards science and technology (S&T) at K-12 levels, covering the period 2013–2024. As a follow-up to a previous systematic review (2000–2012), it describes and synthesizes findings from 170 peer-reviewed articles indexed in ERIC, applying the same methodology to ensure comparability. The review examines the geographical origins of studies, theoretical constructs, measurement instruments and reported correlational and causal relationships that predict I/M/A. Findings indicate an increase in methodological rigour, diversification of theoretical frameworks and a broader geographic representation of recent studies. However, persistent challenges remain, including the fragmentation of conceptual constructs and limited consensus on effective interventions to enhance I/M/A. The analysis also highlights trends such as the rise of structural equation modelling, the growing role of informal learning settings and the emphasis on contextualized and enquiry-based interventions. While research efforts have multiplied, future studies may benefit from adopting more unified frameworks to enable cumulative knowledge building. This review informs future research directions and educational policies aimed at fostering sustained student engagement in science and technology. Context and implications Rationale for this

study: This study updates a previous systematic review on students' interest, motivation and attitude (I/M/A) towards science and technology by analysing a new corpus (2013–2024) using the same methodology. Why the new findings matter: It identifies emerging research trends, evolving constructs and geographic shifts in the field. Implications for researchers, policymakers and practitioners: These findings offer a clearer understanding of how I/M/A research is diversifying and maturing. They highlight the growing use of advanced methods and the need for conceptual coherence. Researchers can build more unified frameworks; policymakers may consider curricular developments that foster I/M/A; practitioners can better align strategies with validated results and constructs.

Ragoonaden, K. O., Cherkowski, S., Kutsyuruba, B., Walker, K., Claypool, T., Basch, J., & Godden, L. (2025). **Teacher Education, Well-Being and a Sense of Belonging**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(4), 1313-1344. https://doi.org/10.53967/cje-rce.6959
This article draws from a Canadian project examining the holistic dimensions of well-being in teacher education programs. In keeping with calls to action in research and in the practice of teacher education, conceptualizations offering a wider view of well-being—beyond physical, mental, and emotional health—guided the inquiry. This study presents findings from a questionnaire disseminated to students in three teacher education programs in Western Canada. The results indicated that the teacher education programs addressed the vocational, social, intellectual, and cultural dimensions of well-being. Dimensions relating to emotional, physical, spiritual, and financial well-being were not consistently addressed. Of note was the financial precarity impacting the well-being of a majority of respondents. Since a sense of belonging was identified as an important indicator of well-being, especially for students who identify as Black, Indigenous, and people of colour (BIPOC), these findings may guide teacher education programs in adopting productive ways to navigate the distinct realities of students in a post-pandemic society.

Ratinho, E., Figueiredo, M., Estêvão, D., Faísca, L., & Martins, C. (2026). **Gamification on Mathematics Engagement and Motivation in Secondary School and Higher Education: A Systematic Review and Meta-Analysis**. *Educational Psychology Review*, *38*(1), 16. https://doi.org/10.1007/s10648-025-10108-1
This systematic review and meta-analysis examined the effects of gamification on students' motivation and engagement in mathematics at the secondary and higher education levels. A literature search (April 2025) followed by an updated search (November 2025) across ten databases identified 45 studies for qualitative synthesis and 11 for meta-analysis. The review followed PRISMA 2020 guidelines with a pre-registered protocol, and study quality was appraised with the Mixed Methods Appraisal Tool. Meta-analytic results using a three-level Correlated and Hierarchical Effects model with robust variance estimation showed a significant small-to-moderate positive effect on motivation ($g = .383$, 95% CI [.11, .66], $p = .0218$). Motivation was assessed more consistently than engagement that could not be included in the meta-analysis due to the lack of validated measures. The systematic review indicates that gamification supports motivation and engagement, with only four studies reporting negative effects. Most interventions used digital platforms (e.g., Kahoot!; Classcraft) and common game elements such as points, leaderboards and instant feedback. Overall, gamification appears promising for enhancing motivation and engagement in mathematics when designs are aligned with students' needs, balancing competition with mastery and

cooperation. Therefore, educators should limit excessive competition and prioritize personal progress and cooperative tasks that foster social interaction. Future studies should employ validated measures, larger samples, and examine both motivation and engagement to strengthen the evidence base and guide effective implementation in education.

Renninger, K. A., Barton, L. K., Bautista, G., Garcia-Barrios, M., Ogunyinka, I., & Riley, K. R. (2026). **Interest, Self-efficacy, and Belonging in Classroom Learning**. *Educational Psychology Review*, *38*(1), 18. https://doi.org/10.1007/s10648-025-10102-7
Students' interest, self-efficacy, and belonging are considered essential for classroom learning, as each has been shown to promote sustained engagement and school achievement. However, our review of the literature suggested that research on interest, self-efficacy, and belonging is largely siloed. To address practitioner questions about supporting classroom learning by working with the three variables, we added a mixed-method pilot study to the review process. Pilot participants were Black, middle-school-age youth living in a low-income community, who were enrolled in a five-week, inquiry-informed science workshop facilitated by a Black professor. Findings showed that during learning, interest, self-efficacy, and belonging were increasingly coordinated over time. These results corroborated research showing the reciprocity of interest and self-efficacy in promoting student learning and suggested that belonging facilitates this support. The literature review and suggested insights from the pilot findings are discussed as providing initial guidance for both classroom practice and subsequent study.

Saban, A. (2026). **Encadrement doctoral en contexte CIFRE : risques psychosociaux et facteurs protecteurs dans la relation tripartite**. *L'orientation scolaire et professionnelle*, (55/1), 93. https://doi.org/10.4000/15ubk
Les doctorats CIFRE impliquent une configuration tripartite où les doctorant·es naviguent entre logiques académiques et industrielles, sous la supervision conjointe d'encadrant·es universitaires et professionnel·les. Cette revue systématique, conduite selon le protocole PRISMA sur 25 études, examine l'influence de cet encadrement bicéphale sur les risques psychosociaux. Les résultats révèlent que l'absence de supervision régulière, les discordances d'attentes et la position d'intermédiaire captif constituent des facteurs de vulnérabilité majeurs. À l'inverse, la clarté mutuelle des objectifs, le soutien à l'autonomie et le lien émotionnel authentique opèrent comme facteurs protecteurs. Nous proposons un modèle de « fondations doctorales pédagogiques » articulant zones décisionnelles graduées, mécanismes de résolution des conflits et transformation du Comité de Suivi en instance tripartite de gouvernance. Ces dispositifs visent à repositionner les doctorant·es comme agents de leur formation plutôt que comme intermédiaires vulnérables entre deux mondes institutionnels divergents.

Schuessler, K., Koenen, J., Sumfleth, E., & Rost, M. (2026). **Variations in Repeated Measures of Cognitive Load and Interest During Complex Learning Tasks**. *Educational Psychology Review*, *38*(1), 7. https://doi.org/10.1007/s10648-025-10105-4
Systematic analyses of repeated measures of cognitive load during realistic, complex learning tasks are still lacking. Previous findings are based on simulations and the use of a set of multiple short problem-solving tasks. For the present study, lower secondary level pupils (N = 360) worked on three worked examples on the topic of acids in their chemistry lessons. Cognitive load (invested mental effort and perceived task difficulty), interest, and self-assessed understanding were measured at seven points during the completion of

each example. The study examines differences between repeated measures of cognitive load and interest and the relationship between the variables. The results show that the values of the repeated measures differ significantly and are poorly represented by the mean value across the measurement points. In addition, the pairwise relationship between the variables (invested effort, perceived task difficulty, interest, and self-assessed understanding) is not constant at different measurement points. Further analyses also show that different intervention conditions during the learning phase and prior knowledge are additional influencing factors.

Seufert, T. (2026). **Transforming Self-regulated Learning – Multimodal Insights and Future Directions**. *Educational Psychology Review*, *38*(1), 11. https://doi.org/10.1007/s10648-026-10119-6
Research on self-regulated learning (SRL) is undergoing a methodological and conceptual transformation from static, retrospective measures toward dynamic, multimodal, and temporally sensitive analyses. This discussion paper synthesizes and extends the contributions of a Topical Collection devoted to multimodal approaches in SRL research. It examines how diverse studies conceptualize and operationalize SRL as a complex interplay of cognitive, metacognitive, affective, and motivational (CAMM) processes. The Self-regulated learning, Multimodal data, and Analysis Grid (SMA Grid) serves as a shared framework for classifying and integrating different modalities and analytical designs. Across the reviewed contributions, a general shift from unimodal toward integrated multimodal approaches is evident, though motivational and affective dimensions remain underrepresented. The paper argues for expanding existing frameworks—particularly SMA and CAMM—toward explanatory models that account for social, contextual, and resource-based factors shaping regulatory processes. It also highlights persistent challenges in aligning data richness with theoretical depth, especially regarding temporal modeling and causal inference. A central concern is the translation of multimodal diagnostics into actionable pedagogical support, an area still underdeveloped despite the rise of AI-based analytics. Building on concepts such as cognitive load theory and resource-based perspectives, the paper proposes that SRL should be understood as a function of the dynamic balance between learners' resources, task demands, and instructional context. Ultimately, it calls for a more integrated, theory-driven, and practice-oriented research agenda that connects analysis with support, and measurement with meaningful educational intervention.

Silla, E. M., Guba, T.-P., Rodrigues, A., Anisiobi, O. C., Scanniello, A., & Barbieri, C. A. (2026). **A Systematic Review of Mathematical, Motivational, and Socioemotional Propensities Related to Algebraic Thinking**. *Educational Psychology Review*, *38*(1), 24. https://doi.org/10.1007/s10648-025-10111-6
Algebra serves as a critical gateway to advanced mathematics and STEM opportunities, yet many students in the U.S. struggle with its concepts. Although prior research has identified mathematical, motivational, and socioemotional propensities associated with algebra achievement, few studies have methodically examined these factors in tandem. Guided by the Opportunity-Propensity framework, we conducted a systematic review to identify mathematical and motivational and/or socioemotional propensities related to success in algebra. We also investigated whether these relations vary depending on the type of algebra measure. We identified 61 studies that highlighted mathematical and motivational and/or socioemotional propensities related to success in algebra. We highlight studies that examine these mathematical and motivational propensities in

tandem. We also elaborate on six propensities that emerged as prevalent in the literature. These results underscore the need for future research and instructional practices that address mathematical and motivational and/or socioemotional dimensions of algebra learning. By bridging these perspectives, educators and policymakers can design more effective interventions to support students' success in algebra.

Solic, E. (2026). ***La conscience de soi, facteur de réussite en protection de l'enfance : l'identité de l'enfant... comme levier éducatif***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/la-conscience-de-soi-facteur-de-reussite-en-protection-de-lenfance/82129

Stan, C. (2025). **Maintenir la motivation des élèves du secondaire : faire de l'art en classe d'histoire**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 6-10. https://doi.org/10.7202/1122409ar
Cet article rend compte d'une recherche menée en 2025 dans une classe de 2e année du secondaire où une trentaine d'élèves ont analysé, pendant 6 séances, plusieurs oeuvres d'art, tout en étudiant la révolution industrielle au 19e siècle. En utilisant notre grille d'analyse, qui combine la lecture esthétique et la lecture historique, les élèves ont appris à observer, à exprimer leur ressenti et à mieux contextualiser les documents analysés. Le texte met l'accent sur les apprentissages réalisés par les élèves, en ce qui a trait au développement des compétences d'analyse d'oeuvres, ainsi qu'à l'impact de l'analyse d'oeuvres d'art sur la motivation et l'engagement des élèves dans la classe d'histoire, notamment lorsqu'ils ont réalisé eux-mêmes un collage à partir d'oeuvres d'art préalablement analysées.

Symonds, J. E., Guo, J., Tang, X., Upadyaya, K., Yu, J., Vaccaro, N., … Salmela-Aro, K. (2026). **Student engagement declines across adolescence: A meta-analysis of longitudinal studies**. *Review of Education*, *14*(1), e70134. https://doi.org/10.1002/rev3.70134
Stage-environment fit theory proposes that student engagement declines across adolescence as school environments increasingly fail to meet adolescents' developing psychological needs. Grounded in the stage-environment fit perspective, the current study used a systematic search and meta-analysis to examine the average change in student engagement in adolescence. Articles had to include longitudinal repeated measurements of student engagement in adolescence (age 10–18 years). Using eight search databases, we uncovered 1623 unique records. After a title and abstract screen, we retained 264 studies for full-text screening. The final dataset included 125 studies containing 223 repeated measurements of engagement that allowed for computation of 544 effect sizes. Across the constructs of behavioural, emotional, cognitive and academic engagement, there was a general decline in engagement across adolescence ($\Delta = -0.09$, $p < 0.001$). Engagement changed most negatively in earlier adolescence ($b = 0.03$, $p < 0.001$) and for adolescents experiencing a school transition ($b = -0.15$, $p < 0.01$). Change in engagement was not impacted by study date of publication, the type of engagement measured, nor by adolescent gender. Context and implications Rationale for this study: Stage-environment fit theory proposes that student engagement declines across adolescence. A meta-analysis of changes in student engagement is needed to test this assumption across studies. Why the new findings matter: This meta-analysis produces conclusive evidence that, on average, student

engagement declines across adolescence. This is the first synthesis of the international literature on this topic. Implications for research and practice: The main finding that student engagement declines across diverse samples and contexts provides a basis for further research into the fundamental developmental and educational mechanisms behind change in student engagement. Educators and educational policymakers should note that transitions in early adolescence are likely to precipitate and deepen declines in student engagement.

Trudel, L., & Decelles, S. (2025). **L'engagement et la réussite pour les parcours au secondaire : des pistes d'action**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 5-5. https://doi.org/10.7202/1122408ar
Un article de la revue Apprendre et enseigner aujourd'hui, diffusée par la plateforme Érudit.

Vallières, A. (2025). **Les jeux vidéos narratifs pour engager autrement : entre fiction et action**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 23-27. https://doi.org/10.7202/1122412ar
Les jeux vidéo narratifs combinant interactivité, immersion et récit, offrent un fort potentiel d'engagement pour les élèves du secondaire. Loin d'être de simples divertissements, ils peuvent être envisagés comme des oeuvres littéraires contemporaines, particulièrement en cours de français. Plus particulièrement, les jeux à récit complet et évolutifs permettent aux joueurs et aux joueuses de faire des choix significatifs influençant le déroulement de l'histoire, favorisant ainsi l'agentivité et l'immersion, deux vecteurs puissants d'engagement. En impliquant cognitivement et émotionnellement les élèves et en stimulant leur esprit critique, ces jeux encouragent une participation active au récit. Dans ce texte, nous présentons plus en détails et avec des exemples comment les jeux vidéos narratifs permettent cet engagement similaire à celui que l'on retrouve dans la littérature traditionnelle, tout en mobilisant les caractéristiques du médium vidéoludique.

Vanluydt, E., van den Eijnden, R., Vonk, L., Putrik, P., van Amelsvoort, T., Delespaul, P., … Huijts, T. (2026). **Disconnect To Reconnect: How Variations between Types of Smartphone Bans Influence Students' Well-being and Social Connectedness in Dutch Secondary Education**. *Journal of Youth and Adolescence*, *55*(3), 551-569. https://doi.org/10.1007/s10964-025-02313-6
Smartphone bans are gaining popularity in education, with approximately 40% of countries currently implementing such policies. Some schools apply smartphone restrictions to the classroom only (partial bans), while others extend the restrictions to the whole school grounds (full bans), hoping to foster student well-being and strengthen social connectedness at school. However, there is currently no empirical evidence that stricter policies are more effective in achieving these intended benefits. The current study examined how variations in type of ban affect adolescents' screentime, problematic social media use, well-being, social connectedness at school, and bullying. The sample consisted of Dutch adolescents from 24 schools (9 partial-ban schools and 15 full-ban schools) who participated in the 2024–2025 EPoSS Study (N = 1398; Mage = 16.2; SD = 1.2; 51.5% were female; 38.3% were in partial-ban schools and 61.7% in full-ban schools). No significant differences were found for any of the well-being or bullying outcomes. However, full bans were associated with lower student-teacher connectedness and, for girls, reduced school belonging. These findings indicate that stricter bans do not yield the

intended benefits for students' well-being or bullying and may even undermine students' social connectedness at school.

Varas, G. V. V., de Souza, C. L., & D'Agostini, A. C. (2026). **Agreeableness of Adolescents during and after the COVID-19 Pandemic (2021–2024): Influence of Gender and Education Level**. *Child Indicators Research*, *19*(2), 901-916. https://doi.org/10.1007/s12187-025-10326-7
The research aims to analyze changes in agreeableness and its subcomponents: empathy, respect, and trust during and after the COVID-19 pandemic (2021–2024), while evaluating demographic influences of education level and gender. This trend study used independent samples of adolescents, collected annually from 2021 to 2024. The data collection instrument was the Agreeableness Scale from the Semente Panel of Socioemotional Skills. We conducted comparative analyses to identify significant differences in the scores of overall agreeableness and its subcomponents, based on the year of data collection, educational level (upper elementary school vs. high school), and gender. We observed a significant drop in agreeableness scores in 2022 and 2023, a period marked by the prolonged impacts of the COVID-19 pandemic. In 2024, we identified a recovery in the levels of this skill. Students in upper elementary school had higher agreeableness scores compared to those in high school. Regarding gender, female high school students showed higher levels of empathy and respect, while upper elementary school students showed greater trust.The socioemotional skills analyzed were affected by the COVID-19 pandemic and showed changes over time, according to the education level and gender. The results support the importance of promoting educational interventions aimed at strengthening socioemotional development, especially in times of crisis, to foster students' social adaptation.

Velez, G., Xu, L. Z., & Fitzgerald, J. (2026). **From AI as a Relational Breaker to a Relational Broker: Comment on Bauer et al. (2025)**. *Educational Psychology Review*, *38*(1), 15. https://doi.org/10.1007/s10648-025-10106-3
Relationships are fundamental to who we are as people, to our schools and communities, and to how young people learn and develop. As artificial intelligence (AI) enters K–16 classrooms, it affects not only instruction but also the deep-rooted human connections that have sustained learning across many generations. Recently in this journal, (Bauer et al., Educational Psychology Review 37, 2025) argue that successful AI integration involves moderating factors like students' literacy, educators' technological skills, and pedagogical approaches. Building on their focus on cognition, this commentary suggests that we should consider extending these moderating factors to consider how AI compels us to reimagine and refocus on human relationships, those within students themselves and between students and teachers, schools, families, and communities. Rooted in educational psychology literature on relationships, we argue that AI may be a relationship breaker until educators make it a broker. Reliance on AI in education can change how students and teachers see themselves, who they trust, and what kinds of connections endure in an increasingly machine-mediated educational landscape. We review ways in which AI is changing educational relationships at each level, from the intrapersonal (students with themselves), interpersonal in schools (students with teachers), and in the larger learning ecosystem (with families and communities). Considering these levels offers further areas for research and policy beyond the cognitive ones outlined by Bauer et al.

Vessonen, T., Hellstrand, H., Aunio, P., & Laine, A. (2026). **Pictures in Mathematical Word Problems: A Systematic Review on the Role of Task and Student Characteristics**. *Educational Psychology Review*, *38*(1), 20. https://doi.org/10.1007/s10648-025-10112-5
Mathematical word problem-solving proves challenging for many students, especially in elementary school. Accompanying word problems with pictures has been argued to support students in solving mathematical word problems. However, the potential benefits of pictures may vary in terms of the cognitive demandingness of the word problem (i.e., task characteristics) and students' skills and motivation (i.e., student characteristics). The aim of this systematic review was to examine how both task and student characteristics modify the relationship between of pictures and elementary schoolers' mathematical word problem-solving performance. Records for the systematic review were obtained through five electronic databases and citation searching. The results were reported according to the Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) framework. The findings showed that the presence of representational pictures was related with better performance with relatively simple mathematical word problems (e.g., additive single-digit tasks with the first position of the unknown). However, task characteristics did not seem to modify the neutral effects of decorative pictures or the negative effects of informative pictures. From student characteristics, cognitive skills are the most probable factor to potentially influence the relationship between pictures and students' performance. These findings highlight the necessity of considering the potential interactions between different kinds of pictures in addition to task and student characteristics in future research. These aspects are also important for making instructional decisions about pictures in mathematical word problem-solving skills.

Viviers, S., Pelletier, M., & Lahrizi, I. (2025). **Santé mentale et travail en milieu scolaire au Québec**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 1-11. https://doi.org/10.7202/1123114ar
Un article de la revue Nouveaux cahiers de la recherche en éducation, diffusée par la plateforme Érudit.

Wang, X., Zha, W., & Li, C. (2026). **The Reciprocal Dynamics of Academic Achievement and School Burnout in Middle Schoolers: From Individual and Clique Perspectives**. *Journal of Youth and Adolescence*, *55*(3), 570-581. https://doi.org/10.1007/s10964-025-02279-5
Adolescent school burnout is closely linked to academic achievement, while existing researches have remarkably concentrated on unidirectional relationships. This overlooks the dynamic, reciprocal nature of this link over time, as well as the roles of individual resources (e.g., self-esteem) and peer group contexts (e.g., clique academic norms) in developing this relationship, especially in Chinese junior high schools where academic achievement is prioritized. To explore these issues, the present study used two waves of longitudinal data (1 year interval) from 2,481 seventh-grade students (47.5% female; Mage = 13.27, SD = 0.67) across three Chinese junior high schools. Social Cognitive Mapping (SCM) identified 376 peer cliques, with an average clique size of 3.68 (SD = 2.05). This study constructed a multilevel moderated mediation model, the results revealed three key findings: (1) academic achievement and school burnout were reciprocally predictive, with academic achievement exerting a stronger influence on later school burnout; (2) self-esteem mediated this link, higher academic achievement predicted greater self-esteem, which reduced school burnout; (3) clique academic engagement norms moderated the achievement-self-esteem link, with this relationship being stronger in cliques with high academic engagement norms, while was

nonsignificant in low-norm cliques. By addressing limitations of previous cross-sectional studies, the results highlight the importance of peer group context and individual factors in understanding adolescent academic-psychological adaptation.

Xiong, J., Marraccini, M. E., Xie, W., Liu, M., & Li, Y. (2026). **Trajectories of Suicidal Ideation among Chinese High School Students: Predictive Effects of Family Risk and School Connectedness**. *Journal of Youth and Adolescence*, *55*(3), 582-595. https://doi.org/10.1007/s10964-025-02265-x
Although both family risk and school connectedness independently predict suicidal ideation, the extent to which school connectedness mitigates adolescent suicidal ideation in the presence of deprivation- and/or threat-related family risk remains unclear. Participants were 1227 Chinese adolescents (Mage = 15.67, SD = 1.03; 48.2% female; 57.5% 10th graders, 42.5% 11th graders). Three-wave longitudinal data on family risk, school connectedness, and suicidal ideation were collected with a three-month interval between each time point. Growth mixture modeling and multinominal logistic regression were conducted to extract suicidal ideation trajectories and identify associated antecedents. Analyses yielded four subgroups: low-stable, moderate-quickly increasing, high-slightly decreasing, and high-quickly decreasing. Setting the low-stable as the reference, deprivation significantly increased the probability of belonging to high-quickly decreasing; threat (low family cohesion) increased the probability of belonging to moderate-quickly increasing; and threat (family conflict) increased the probability of belonging to high-slightly decreasing. Family conflict also predicted higher probability of belonging to high-slightly decreasing when pairs of high-risk trajectories were compared (i.e., decreasing trajectories versus moderate-quickly increasing, high-quickly decreasing versus high-slightly decreasing). School connectedness decreased the probability of belonging to high-slightly decreasing in the presence of family conflict; but it did not decrease the probability of belonging to other trajectories in the presence of deprivation or lack family cohesion. Findings suggest suicide prevention should consider family risk and social ties and their clinical functions on suicidal ideation.

Xu, L., & Muis, K. R. (2026). **A Systematic Review on Learning-Related Emotion Regulation: Academic Emotions and their Regulation**. *Educational Psychology Review*, *38*(1), 19. https://doi.org/10.1007/s10648-026-10123-w
Academic emotions play a vital role in learning due to their influence on motivation, behaviors in learning processes, and learning outcomes. Given the importance of these emotions, an increasing body of research has focused on regulating them to mitigate their negative impacts. Emerging literature provides evidence that various regulatory strategies can effectively manage these emotions. Despite the growing attention, there remains a lack of reviews that provide a comprehensive overview of the theoretical foundations, regulatory strategies, research approaches and empirical evidence related to academic emotion regulation. This study presents the first systematic review aimed at addressing this gap. A search across four datasets yielded 37 articles incorporating 42 studies focusing on the regulation of emotions elicited during learning. This review provides a comprehensive overview by addressing four key areas regarding the theoretical frameworks, emotion regulation strategies explored in the literature, the operationalization and measurement of academic emotion regulation, and the empirical findings from these studies. Moreover, results from this review contribute to the formulation of a model, the Integrated Model of Emotion Regulation in Self-Regulated

Learning (IMERS), that links emotion regulation with other academic emotions and learning constructs highlighted in existing frameworks.

Yi, J. J., Aitken, A. A., Sharp, E., Nusrat, A., & Sandbank, M. (2026). **What Works for Teaching Word Reading to Adolescents? A Meta-Analytic Investigation**. *Educational Psychology Review*, *38*(1), 29. https://doi.org/10.1007/s10648-026-10124-9
Adolescent literacy rates in the United States remain a critical concern. On the most recent National Assessment of Educational Progress (NAEP) reading assessments, approximately one-third of eighth and twelfth graders scored below the Basic level (National Center for Education Statistics, 2024). Further, the overall mean reading scores were significantly lower than previous years, indicating a decline in adolescents' reading skills. Despite the need, little is known about effective word-reading instructional practices for adolescents (Shanahan, 2025). In this meta-analysis, we investigated the effectiveness of interventions for adolescents in which word reading was the primary component, and we examined potential moderators. We synthesized findings from 34 studies involving 2,718 participants and 200 effects across 37 interventions. Half of the sample were identified as having a learning disability. Our summary effect estimate indicated that word-reading interventions yielded significant effects for adolescents across outcome types ($g = 0.30$, $SE = 0.11$, $p = .009$). Effects were significant for outcomes measuring decoding, nonword decoding, reading comprehension, and spelling ($g = 0.29 – 0.45$) but not for reading fluency. No significant differences emerged between intervention approaches, though trends suggested that interventions using whole word recognition were associated with null effects. More controlled group studies are needed to better understand which approaches are differentially effective. Nonetheless, summary effects indicate that language-based, targeted word-reading interventions have positive impacts on most adolescent literacy outcomes. These findings are discussed in light of systems-level challenges in supporting foundational reading skills for secondary students.

Zhang, Z., Zhu, W., Tao, Y., Fan, X., Herold, F., Mavilidi, M., … Paas, F. (2026). **Brief Pre-Class Physical Exercise Selectively Enhances Mathematics-Specific Inhibitory Control: A Cluster-Randomized Trial in Authentic Classrooms**. *Educational Psychology Review*, *38*(1), 3. https://doi.org/10.1007/s10648-025-10101-8
Brief pre-class physical exercise may enhance executive function (EF) processes proximal to mathematics learning. However, the effect is likely dependent on the alignment between the physical exercise and subsequent instructional demands. We tested a dual-process framework in authentic classrooms, predicting selective gains in mathematics-specific inhibitory control rather than broad executive function. Using a cluster-randomized trial, four Grade-5 classes ($N = 182$ students) were assigned to mentally passive sedentary behavior (e.g., video watching), mentally active sedentary behavior (e.g., numeracy practice), 5-minute physical exercise, or 10-minute physical exercise. EF outcomes were assessed at baseline, immediately post-intervention, and after the mathematics instruction using a domain-general flanker task and a mathematics-specific negative priming task. Both physical exercise groups outperformed mentally passive sedentary behavior on the inverse efficiency score of the negative priming task at post-instruction, with no differences between 5- and 10-minute physical exercise, and no consistent advantages on the flanker interference performance. These results support a task–context alignment mechanism in which brief physical exercise may prime motivational/alerting states that translate into improved inhibition when followed by domain-relevant instruction. Short, pre-class physical exercise routines can be integrated

without displacing teaching time and may enhance readiness for mathematics learning by selectively improving mathematics-specific inhibitory control. We discuss implementation parameters for classroom use and implications for theory on how physical exercise influences psychological processes central to learning.

Zhao, Y. (2025). **Présence socio-affective en e-Formation**. *Éducation & Formation*, *Numéro thématique*(e-324), 55-74. Consulté à l'adresse http://revueeducationformation.be/
Cette étude porte sur la présence socio-affective en e-Formation, dans le cadre d'une télécollaboration franco-chinoise hors cadre institutionnel, un contexte et un partenariat interculturels encore peu documentés. Au plan empirique, elle s'appuie sur une « expérimentation-formation » réunissant seize étudiants français et chinois, géographiquement éloignés et répartis en quatre groupes restreints pour réaliser ensemble une série d'activités collectives à l'aide d'outils numériques de communication. L'objectif était de déterminer si les interactions sociales médiatisées entre ces étudiants généraient une présence socio-affective. Les résultats indiquent que l'émergence de cette présence varie entre les trois groupes étudiés (un quatrième ayant été dissous) et selon plusieurs facteurs : le volume d'échanges et les modes d'interaction, la réactivité des messages, les différences au sein du groupe, la tolérance et la considération mutuelle vis-à-vis de ces différences, ainsi qu'un climat d'échange propice aux interactions. Au regard de ces résultats, des implications sont proposées pour l'intégration et l'étude de la présence socio-affective dans de tels dispositifs, et la portée de ces résultats est discutée au regard des spécificités du dispositif et des limites de cette étude, qui ouvrent plusieurs perspectives de recherche.

Zizioli, E., Meta, C., Stillo, L., Marzoli, R., Franchi, G., & Colla, E. (2026). **Incarcerated Motherhood and the Right to Education: A Pedagogical Scoping Review**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 155-188. https://doi.org/10.7358/ecps-2025-032-zizi
The paper, the result of a scoping review conducted within the framework of the PRIN «Phoenix. A New Kind of 'Rebirth' for Women and Children Living in Conditions of Marginalization», explores the condition of incarcerated mothers through a pedagogical and intersectional lens, with the aim of redefining educational and social services for women and children living in conditions of marginalization. Drawing on a rigorous and multidisciplinary methodology, the literature review identified 85 relevant international studies. The subsequent thematic analysis revealed seven core conceptual areas shared across the studies: social and institutional stigma; narratives and representations; systemic racism and intersectional perspectives; mental health and well-being; forms of agency and disempowerment; motherhood inside and outside prison; and prison policies. The findings highlight recurring critical issues across the various contexts examined: motherhood in prison emerges as an ambivalent space in which women negotiate their identities between institutional control and practices of resistance, within a penal system that remains largely inattentive to gender dynamics and the parental role of women.

Aspects sociaux de l'éducation

Allyn, A. M. (2024). ***Mixité du savoir : une ethnologie de l'éducation en pays Guin-Mina du sud-est Togo*** (Theses, Université de Strasbourg). Consulté à l'adresse https://theses.hal.science/tel-05020373

This thesis examines the historical and social conditions of the mixed knowledge among the Guin Mina. How do they perceive their relationship with the school instruction and domestic education of a family and community nature ? The statement of this problem is based on three observations : 1. Domestic education differs from school instruction in content, purpose, and method. However, they are not opposed. It is based on their distinction, not on their opposition, that the report drawn up by the guin-mina interlocutors is based. 2. The purpose of domestic education is to learn to be by appropriating the physical, social and representative environment within the relationships of the kinship system. 3. The Guin-Mina has a privileged historical relationship with the school that gives him economic, social and political possibilities. Thus, between the requirement of the domestic education and the need for school knowledge, there is a place of the mixity or the complementarity of knowledge.

Aoki-Beattie, Y., Arulampalam, W., Lloyd, N., & Mathew, S. (2026a). ***Proximity to Fast-Food Outlets and Adolescent BMI: Accounting for Persistent Health Dynamics*** [Working paper]. Consulté à l'adresse University of Warwick, Department of Economics website: https://EconPapers.repec.org/RePEc:wrk:warwec:1601

We examine the causal effect of exposure to fast-food outlets on adolescent z-BMI using data from the UK Millennium Cohort Study. We develop a novel approach to modelling persistence in adolescent BMI by clustering early childhood BMI trajectories, capturing biologically and behaviourally persistent obesity risk profiles. Including these profiles in the model allows us to separate baseline susceptibility from contemporaneous environmental effects. For identification, we exploit the near-universal transition from primary to secondary school in Great Britain, which creates plausibly exogenous variation in exposure to fast-food outlets around schools. Using this variation, we find that adolescents with at least one major-brand outlet within 400 metres of their school have, on average, a 0.158 standard-deviation higher z-BMI. Effects decline at larger distances, are limited around the home, and do not extend to other food outlets. JEL codes: I12 ; I18 ; L83

Aoki-Beattie, Y., Arulampalam, W., Lloyd, N., & Mathew, S. (2026b). ***Proximity to Fast-Food Outlets and Adolescent BMI: Accounting for Persistent Health Dynamics*** [Working paper]. Consulté à l'adresse Competitive Advantage in the Global Economy (CAGE) website: https://EconPapers.repec.org/RePEc:cge:wacage:791

We examine the causal effect of exposure to fast-food outlets on adolescent z-BMI using data from the UK Millennium Cohort Study. We develop a novel approach to modelling persistence in adolescent BMI by clustering early childhood BMI trajectories, capturing biologically and behaviourally persistent obesity risk profiles. Including these profiles in the model allows us to separate baseline susceptibility from contemporaneous environmental effects. For identification, we exploit the near-universal transition from primary to secondary school in Great Britain, which creates plausibly exogenous variation in exposure to fast-food outlets around schools. Using this variation, we find that adolescents with at least one major-brand outlet within 400 metres of their

school have, on average, a 0.158 standard-deviation higher z-BMI. Effects decline at larger distances, are limited around the home, and do not extend to other food outlets.

Archat, S., Guittet, E., & Bataille, P. (2026). **Penser collectivement les inégalités de genre dans l'ESR**. *Socio-logos . Revue de l'association française de sociologie*, (22). https://doi.org/10.4000/15tsa
Lors de la journée d'étude « Au-delà du plafond de verre », le comité d'organisation a décidé de solliciter les personnes présentes pour participer à des ateliers de partage d'expérience et de réflexion autour des inégalités sexuées dans l'ESR. Ce texte est un compte rendu des discussions qui ont eu lieu durant ces moments d'échange. Le dispositif de mise en commun, explicité en introduction, visait à ouvrir le plus largement possible les discussions. Les ateliers ont mis en lumière différents problèmes : la division sexuée du travail (enseignement, recherche, responsabilités administratives) et notamment la prise en charge genrée des taches de convivialité et d'entretien, les difficultés liées aux modalités d'articulation entre parentalité et investissement professionnel, et les tensions auxquelles expose le travail émotionnel que nécessitent l'accompagnement et la lutte contre les violences sexistes et sexuelles. Face à ces inégalités, les pistes d'action proposées incluent une meilleure organisation collective, la formalisation et la valorisation de ces tâches, ainsi que le recours aux syndicats et associations pour dénoncer et transformer les pratiques institutionnelles.

Bataille, P., Baheu, M., Casse, R., Déage, M., & Mercklé, P. (2026a). **Le genre de la durée des thèses**. *Socio-logos*, *22*. https://doi.org/10.4000/15ts7
The persistent observation of the reproduction of gender inequalities in higher education institutions is somewhat disheartening. While some fundamental shifts have occurred—notably the widespread feminization of undergraduate programs, doctoral studies, and certain academic positions—inequalities in access to specific disciplinary and hierarchical subspaces persist. To move beyond this sense of inertia, we propose adopting an organizational approach, better suited to pinpointing where the mechanisms that produce and reproduce these gendered structures are concretely embedded. Our article will rely on the analysis of an understudied subject: the duration of doctoral dissertations. Drawing on several analyses of the time-to-degree for doctoral graduates who defended their theses at Université Grenoble Alpes between 2017 and 2023, we demonstrate that an effective approach to combating gender inequalities in doctoral programs should be grounded in disciplinary matrices.

Bataille, P., Baheu, M., Casse, R., Déage, M., & Mercklé, P. (2026b). **Le genre de la durée des thèses**. *Socio-logos . Revue de l'association française de sociologie*, (22). https://doi.org/10.4000/15ts7
Le constat récurrent de la reproduction des inégalités sexuées dans les institutions d'enseignement supérieur a quelque chose de décourageant. Même si des mutations de fond se sont opérées – notamment la large féminisation des premiers cycles, du doctorat et de certains postes universitaires –, les inégalités d'accès à certains sous-espaces disciplinaires et hiérarchiques perdurent. Pour dépasser cette sensation d'inertie, nous proposons de mettre en place une approche organisationnelle, mieux à même de saisir où se logent concrètement les mécanismes de production-reproduction de ces structures genrées. Notre article se basera sur l'analyse d'un objet encore trop peu connu : la durée des thèses. À partir de plusieurs modélisations des déterminants de la durée des thèses des docteur·es ayant soutenu leur thèse

à l'université Grenoble Alpes entre 2017 et 2023, nous montrons qu'une approche efficace contre les inégalités sexuées en thèse devrait se baser sur les matrices disciplinaires.

Bazinet, N. (2025). **Le désengagement des garçons envers la lecture : s'intéresser au sentiment d'efficacité personnelle des garçons du secondaire en français langue seconde**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 39-43. https://doi.org/10.7202/1122415ar
L'article PEICA Canada 2022 – Analyse de nouvelles données pour le Québec fait état que : « Dans plusieurs juridictions, il existe un écart entre les filles et les garçons en matière de réussite scolaire. Ce phénomène, bien que les comparaisons internationales se butent à des structures scolaires différentes, est particulièrement bien ancré au Québec. » (Langlois, février 2025). Ayant consacré mon projet doctoral à mieux comprendre cet écart de réussite, la stagnation de la situation reste plus que préoccupante. Dans ma recherche portant sur le désengagement des garçons du secondaire envers les activités en lecture dans les classes de français langue seconde (FLS), la question du sentiment d'efficacité personnelle (SEP) a rapidement pris une place centrale au sein de cette recherche. Ayant eu l'occasion de sonder par questionnaire 146 élèves du secondaire (de 1re à 3e secondaire) afin de mesurer leur SEP en lecture et connaître les expériences vécues en lecture, j'ai pu par la suite animer trois groupes de discussion impliquant 14 garçons qui ont clairement mentionné leur désengagement envers la lecture dans les cours de FLS (10 des 14 participants) et permis d'identifier les pratiques d'enseignement de la lecture en FLS auxquelles ces élèves du secondaire ont le plus souvent été exposées et celles méritant d'être bonifiées (Bazinet, 2021).

Benet Rivière, J. (2025). **Les trois fonctions sociales d'un diplôme professionnel délivré par le ministère de l'Agriculture. L'exemple du baccalauréat professionnel élevage canin et félin**. *Pour. La revue du Groupe Ruralités, Éducation et Politiques*, *3*(253), p.38-49. Consulté à l'adresse https://hal.science/hal-05198818
À partir de l'observation des situations d'enseignement et d'interactions réalisées pendant ma thèse au sein de l'équipe de moniteurs d'une maison familiale rurale (MFR) préparant les élèves au baccalauréat professionnel Élevage canin et félin, cet article se propose de dégager les trois fonctions sociales d'un diplôme professionnel délivré par le ministère de l'Agriculture : 1. Une fonction de socialisation professionnelle agricole qui consiste à préparer les élèves à intégrer le monde agricole et à construire un sentiment d'appartenance agricole ; 2. Une fonction de socialisation scolaire orientée dans une logique de remédiation visant à permettre l'obtention d'un diplôme en mobilisant une « passion personnelle » ; 3. Une fonction de socialisation au sens plus large symbolisée par le travail relationnel entrepris par les moniteurs pour redonner confiance aux élèves et les engager dans les interactions avec les humains. Dans le prolongement des analyses de Fabienne Maillard sur l'hétérogénéité des fonctions sociales d'un diplôme professionnel du secteur administratif (1993), il s'agit donc de déconstruire l'idée selon laquelle ces diplômes exercent uniquement un rôle de préparation à des métiers, ici dans le secteur canin et félin.

Beraud Martin, O., Lefebvre, M., Pochic, S., & Rauzy, M.-L. (2026). **Table ronde. Au-delà du plafond de verre : inégalités et transformations du travail académique**. *Socio-logos . Revue de l'association française de sociologie*, (22). https://doi.org/10.4000/15ts8
La table ronde du colloque « Au-delà du plafond de verre » analysait les inégalités de genre dans l'enseignement supérieur et la recherche en dépassant le simple constat du plafond de verre.

Les intervenant·es ont montré que, malgré la féminisation progressive des métiers académiques, les hiérarchies de genre se recomposent sous l'effet de transformations structurelles : précarisation, intensification du travail, injonction à l'excellence et management rationalisé. Ces dynamiques produisent des formes plus diffuses et souvent invisibles de domination, imbriquées à d'autres facteurs comme le statut, la discipline ou l'âge. Les discussions ont également mis en évidence les limites des politiques d'égalité centrées sur les indicateurs sexués, qui peuvent favoriser une vision élitiste de l'égalité en négligeant les inégalités ordinaires. Dépasser le plafond de verre implique ainsi de repenser en profondeur la division sexuée du travail académique, la valorisation des tâches et les rapports de reconnaissance, en réinterrogeant les fondements mêmes du travail scientifique.

Berbel-Gómez, N., Ballester-Brage, L., Serra-Marín, L., & Mérida-Coli, J. (2026). **Social transformation through community music projects: A scoping review**. *Review of Education*, *14*(1), e70125. https://doi.org/10.1002/rev3.70125

This article investigates the hypothesis that music can be a powerful catalyst for social transformation within specific territorial and social contexts. To explore this, a scoping review was conducted, aiming to identify the participants, networks and contexts described in the scientific literature on community music and to critically examine the criteria used over the last 15 years to analyse processes of social transformation. The review includes original articles from specialist journals published between 1 January 2008 and 15 February 2023, in both English and Spanish. Following the selection process using defined search terms across four databases, 270 articles were selected for analysis. The NVivo software was used to facilitate thematic coding and the construction of a node tree based on key analytical categories. Notably, there has been a surge in published literature over the last 5 years, reflecting growing academic interest in community music as a field. A significant finding of this review is that most studies concentrate on the personal benefits of participating in community music projects. However, many of these studies lack comprehensive analyses and tend to overlook the collective dynamics and broader societal dimensions of such initiatives. Context and implications Rationale for this study: Music can serve as a powerful catalyst for social transformation, particularly within specific territorial and socio-cultural contexts. In recent years, the field of community music has emerged as a distinct discipline that explores how collective musical practices contribute to such transformations. As a discipline in development, community music research is continuously evolving, shaped by ongoing debates over its epistemological foundations, theoretical frameworks and diverse practical applications. Why the new findings matter: This review offers an updated and critical synthesis of the literature on community music and its role in social transformation. By identifying the main participants, networks and contextual factors described in the last 15 years of research, it provides a clearer picture of how community music initiatives are understood and evaluated. In doing so, it highlights gaps and inconsistencies in the criteria used to assess their social impact. Implications for researchers, music educators and policy-makers: The findings of this review reveal that most existing studies focus on the personal benefits derived from participation in community music projects. However, these accounts often lack in-depth analyses of broader social dynamics, such as the collective processes, contextual variables and long-term sustainability of the initiatives. There is an urgent need for more robust and multidimensional assessment frameworks that go beyond individual outcomes to encompass group interactions and community-level impacts. Moreover, future research should examine the durability of social ties created through these projects and the mechanisms by which such connections are maintained or fade over time. Addressing these questions is essential for deepening our understanding of

community music's transformative potential and for informing more effective practice and policy.

Bocchino, A., & Povea, E. (2026). ***When Organized Crime Moves In: Economic and Human Capital Disruption*** (Working paper N° 2/2026). Consulté à l'adresse Norwegian School of Economics, Department of Economics website: https://EconPapers.repec.org/RePEc:hhs:nhheco:2026_002
This paper studies how organized crime presence transforms local communities and human capital formation. Identifying these effects is challenging, as crime is endogenous to local conditions. We address this by leveraging the recent case of Ecuador, where criminal organizations from neighboring countries have rapidly established a new cocaine export route. This externally driven shock generated sharp increases in violent crime, allowing us to estimate causal effects using a difference-in-differences design based on proximity to areas prone to cocaine smuggling. Crime-affected areas experienced higher dropout rates among children at grades characterized by weak school attachment, the end of primary education and the first years of secondary school. While we do not find evidence of increased dropout among older students aged 15-18, individuals in this age group already out of education at the time of the crime surge exhibited a marked rise in risky behaviors, reflected in higher homicide victimization and earlier pregnancies. We also document severe economic disruption: household income fell by nearly 30%, driven mainly by a decline in informal employment. Declining earnings are a key mechanism linking crime exposure to school dropout. These findings show that the externalities of organized crime impose persistent social costs, deepening inequality and undermining human capital development.

Boshoff, J., Machin, S., & Sandi, M. (2026). ***The complex relationship between education and criminal activity*** [Working paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://EconPapers.repec.org/RePEc:cep:cepcnp:726
Reducing crime starts with both school attendance and conflict resolution

Bresciani, D., Kalil, A., Liu, H., Mayer, S. E., & Shah, R. (2026). **Closing early math gaps by parental education with technology at home**. *Economics of Education Review*, *111*, 102774. https://doi.org/10.1016/j.econedurev.2026.102774
Early math skills strongly predict later academic achievement, and caregiver engagement is central to early skill development. We conducted a six-month randomized controlled trial—About Technology in Math Engagement (TIME)—with 459 Chicago families of children aged 3 to 5 from diverse socioeconomic backgrounds. Families were randomly assigned to receive either math apps on a digital tablet, analog math learning materials, or a business-as-usual control. On average, neither intervention produced detectable improvements in children's math skills. However, pre-registered heterogeneity analyses provide suggestive evidence that children of non-BA parents assigned to the math app group gained 0.17 standard deviations (about five national percentile points; p = 0.10), while children of BA parents showed no detectable gains, closing roughly one-third of the initial education-based skill gap. Restricting the sample to publicly subsidized preschools yields a math app effect of 0.16 SD, closely matching results from our prior study (Mayer et al., 2023), which used a similar design and the same recruitment source. Taken together, these findings suggest that access to low-cost, well-designed digital math resources may hold promise for benefiting disadvantaged children in particular, and thereby reducing early math skill gaps.

Café pédagogique. (2026a, mars 5). **Patrick Rayou : « Coéduquer suppose une communauté de valeurs entre école et familles »**. Consulté 5 mars 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/03/05/patrick-rayou-coeduquer-suppose-une-communaute-de-valeurs-entre-ecole-et-familles/
« Il ne suffit pas, en effet, de décréter la coéducation pour qu'elle soit effective » affirme le sociologue en éducation Patrick Rayou, membre du CICUR. Il revient, dans cet entretien,

Café pédagogique. (2026b, mars 6). **Les filles toujours minoritaires dans les spécialités scientifiques**. Consulté 6 mars 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/03/06/les-filles-toujours-minoritaires-dans-les-specialites-scientifiques/
Malgré les engagements répétés, et énième « plan » dénué de moyens du gouvernement pour renforcer la place des filles dans les filières scientifiques, les écarts persistent en terminale générale.

Cathcart, S., Priestley, M., Priestley, A., & Rushton, E. A. C. (2026). **Unravelling agency: A critical review of conceptualisations of agency for educational research, policy and practice**. *Review of Education*, *14*(1), e70131. https://doi.org/10.1002/rev3.70131
Agency is a concept that is increasingly prevalent in educational research, policy and practice at local, national and international levels. However, agency is frequently ambiguously defined and subject to inadequate conceptualisation; this leads to conflation and confusion in its application. Arguably, few concepts across the social sciences are as frequently invoked, yet as inconsistently understood, as agency. This review critically maps literature which conceptualises agency across three broad categories: (1) psychological approaches, (2) sociological approaches and (3) emergent approaches. Thematic analysis was undertaken across 51 studies with a focus on the ways in which the authors of each item explicitly and/or implicitly conceptualised agency. Findings suggest that tensions remain across the literature, including conceptual slippage and ontological incoherence in the language of agency. We argue that the emergent approach, in particular the ecological approach to agency, has affordances including providing a coherent rationale for resisting common conceptual confusions and conflations. We provide a series of reflective questions to support researchers, policy makers and practitioners to critically engage with the conceptualisations and understandings of agency which are inherent in their thinking and work. In summary, this paper provides a framework to enable educational researchers, practitioners and policymakers to foster clearer and more critically informed discussions of agency in education. Context and implications Rationale for this study: Agency is a prevalent concept in educational research, policy and practice. However, agency is frequently ambiguously defined and conceptualised, causing confusion in its application. Why the new findings matter: This critical review of literature which conceptualises agency identified three broad categories: psychological, sociological and emergent approaches. Implications for researchers, policy makers and practitioners: The emergent approach provides a coherent rationale which resists common conceptual confusions. We provide a series of reflective questions to support researchers, policy makers and practitioners to critically engage with the conceptualisations and understandings of agency which are inherent in their thinking and work.

Cattaneo, M. A., Wolter, S., & Zöllner, T. (2026). ***Paying for Peers? Parental Willingness to Pay for School Composition and Quality in Switzerland*** (Working paper N° 12457). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12457
Switzerland features strong socio-economic segregation and no formal school choice, making residential relocation the only channel through which parents can access preferred schools. Identifying how parents value school attributes is therefore essential but challenging, given that choices bundle multiple characteristics. We address this by conducting a discrete choice experiment with nearly 2,700 parents with school-aged children, allowing us to estimate willingness to pay (WTP) for individual and combined school attributes. We find that a substantial minority of parents value academic quality so highly that their preferences are effectively price-insensitive. Among price-sensitive parents, academic quality remains central, but they also exhibit positive WTP for schools with fewer students with special educational needs and fewer non-native-speaking peers. Interaction effects are strong: WTP for reductions in special-needs peers is highest if the school is among the academically strongest. Accounting for attribute interactions further reveals marked heterogeneity, with parents clustering into seven distinct preference types.

Cervini-Plá, M., & Machado, A. (2025). ***Gender Performance in Online University Education*** (Working paper N° 25-22). Consulté à l'adresse Instituto de EconomÃa - IECON website: https://EconPapers.repec.org/RePEc:ulr:wpaper:dt-22-25
This paper examines the impact of the exogenous shock of COVID-19, which led to a transition from in-person to online education, on the academic performance of university students, with a particular focus on gender differences. We exploit a unique and comprehensive dataset that includes all evaluation activities and their outcomes, for students enrolled in 2018 and 2019 at the main university in Uruguay. Using difference-in- differences techniques, we find that female students outperformed their male counterparts by passing more courses and improving their grade point average. This effect is observed among women from medium and higher socioeconomic backgrounds and those who enter university immediately after finishing secondary school. Exploring the mechanisms behind these outcomes, we find that women report having greater participation compared to in-person classes, perceive more advantages in staying at home, and recognize more benefits in not commuting to the educational institution.

Chandran, M. (2026). **Teaching as social practice: Negotiating social divide in an urban middle school for the poor in India**. *Review of Education*, *14*(1), e70136. https://doi.org/10.1002/rev3.70136
This paper interrogates the social divide between teachers and their students from poor and socially marginalised groups in a government-aided urban middle school. This divide stems from intersecting caste and class differences, influencing teacher beliefs about educability of marginalised students contributing to adverse schooling experiences and poor outcomes. Inequities in education provisioning in the contemporary urban and policy contexts provide the backdrop for the study to examine micro processes in a school where a shift has occurred in teachers' social positioning relative to their students. Using an interactionist approach, the paper interrogates how middle-class teachers negotiate their relationships with students from the margins of the transforming urban landscape. Contrasting experiences of teachers with former students belonging to social groups similar to their own and current ones from marginalised groups yield important insights concerning their notions on moral discipline, educability and worth. Prevailing assumptions that education serves as the pathway for social mobility are

challenged by emerging questions about the consequence of schooling, unsettling settled notions about the 'civilising' processes of schooling, curriculum and pedagogies. Dominant conceptions that position teachers solely as mediators of social reproduction prove inadequate in explaining their experiences in this school context. The paper proposes examination of teachers' roles as forms of social practice to better understand complexities and contradictions in teachers' narratives and roles and their evolving responses to their students 'at risk' of exiting school.

Charousset, P., & Grenet, J. (2026). **Baisse démographique et dynamiques public-privé : vers une ségrégation scolaire accrue dans les grandes villes ?** *Notes IPP*, 1-8. Consulté à l'adresse https://www.ipp.eu/wp-content/uploads/2026/03/Note-124-IPP-projections-demo-Paris-public-prive.pdf
Depuis 2010, la France connaît une baisse marquée de la natalité. Celle-ci entraîne une diminution des effectifs scolaires dans l'élémentaire depuis 2016 et dans le secondaire depuis 2021. Particulièrement prononcé à Paris, ce choc démographique touche aussi le reste du territoire et soulève des enjeux majeurs de répartition des ressources éducatives. Dans les grandes villes, où l'enseignement privé sous contrat est fortement implanté, la baisse des effectifs tend à déséquilibrer la répartition des élèves entre secteurs public et privé. Faute d'ajustement symétrique des capacités d'accueil, le privé maintient globalement ses effectifs, tandis que le public absorbe l'essentiel de la baisse, ce qui augmente mécaniquement la part du privé. Les chercheurs ont réalisé des projections à horizon 2035 qui mettent en lumière un net risque d'accroissement des mécanismes de ségrégation à Paris.

Chen, X., Zhou, Z., & Padilla, A. M. (2026). **Do Females Outperform Males on Second/Foreign Language (L2) Achievement? A Meta-Analytical Review across Three Decades**. *Educational Psychology Review*, *38*(1), 6. https://doi.org/10.1007/s10648-025-10092-6
Gender differences in Second/Foreign language (L2) learning have long been a topic of investigation. However, inconsistent results continue to be reported. In this current meta-analysis, we identified 42 empirical studies that appeared between 1998 and 2024, with a cumulated total N = 25,613, from numerous countries. Our goal was to explore gender differences in L2 learning and to investigate possible moderators that explain such differences if found. Results revealed that L2 learning achievement varies across gender groups, with a slight but significant difference in favor of female learners (g = 0.17, 95% CI [0.04, 0.29], 95% PI [-0.71, 1.05]). In addition, the results of moderator analyses showed that country and population type were significant factors in explaining variations across individual studies. Noteworthy findings were that the female advantage was largest for participants from China while males exhibited higher achievement in Türkiye. L2 learners from secondary schools showed the largest effect size, while those involving L2 learners from university settings showed the smallest effect size. Practical implications and suggestions for future educational and psychological research are discussed.

Corbière Naminzo, E. ***Lutter contre les effets discriminatoires de Parcoursup***. , Pub. L. No. 447 (2025-2026) (2026). https://www.senat.fr/dossier-legislatif/ppl25-447.html
proposition de loi visant à lutter contre les effets discriminatoires de Parcoursup

Cordier, A. (2026, mars 12). **Protéger les filles, canaliser les garçons ? L'éducation à l'information face aux stéréotypes de genre**. https://doi.org/10.64628/AAK.ccuucjc9y

Pour faire de l'éducation à l'information un levier d'émancipation pour tous les adolescents et adolescentes, il faut dépasser les assignations de genre qui pèsent sur les usages numériques.

Défenseur des droits. (2026). ***Jeunesses et discriminations fondées sur l'origine : répondre à l'impératif d'égalité*** (p. 104). Consulté à l'adresse Défenseur des droits website: https://www.vie-publique.fr/rapport/302259-jeunesses-et-discriminations-fondees-sur-lorigine
Ce rapport propose un état des lieux des discriminations liées à l'origine vécues par les jeunes et dresse un constat préoccupant. Il s'intéresse principalement aux jeunes âgés de 15 à 26 ans, période correspondant à l'âge moyen d'entrée au lycée pour la majorité d'entre eux d'une part et aux temps de leur insertion sur le marché du travail d'autre part. Il suit les différentes étapes de leur parcours de vie, en appréhendant les discriminations dans la sphère éducative, universitaire, du logement, de la santé, dans l'accès aux biens et services privés, dans le domaine professionnel et dans leur rapport avec les forces de sécurité. Il propose des recommandations pour chacun de ces grands axes. La Défenseure des droits y rappelle également un ensemble de recommandations transversales à destination de la puissance publique et des acteurs de terrain.

Delicat Moundoube, N. (2025). ***Choix de l'enseignement privé confessionnel : motivations et stratégies des familles au Gabon*** (Theses, Université de Bordeaux). Consulté à l'adresse https://theses.hal.science/tel-05551343
Choisir une l'école pour son enfant peut sembler, à première vue une pratique souhaitable. Toutefois, elle peut également être perçue comme une question vive (Ben Ayed, 2011). Elle est vive parce que certains chercheurs considèrent ces pratiques de choix comme l'expression d'un « consumérisme scolaire » (Ballion, 1982) ou d'une « relation étroite avec la ségrégation scolaire » (Van Zanten, 2009, p. 25). C'est en sens que nous nous sommes intéressés aux choix de l'enseignement privé confessionnel des familles au Gabon. Considérant que le paysage scientifique gabonais abordant les processus de choix scolaires est à ce jour, relativement vierge, cette thèse a donc pour visée d'éclaircir la question et donner une intelligibilité à la construction de jugements de qualité d'une bonne école confessionnelle. Le problème posé par la présente recherche est celui de la hiérarchisation de l'offre scolaire confessionnelle au Gabon à Libreville en particulier. Problème qui nous conduit à formuler la question de recherche suivante : pourquoi et comment choisir une école pour son enfant, en prévision de l'offre scolaire confessionnelle, à Libreville ? S'inscrivant dans une posture interprétative compréhensive, cette thèse s'inspire de la sociologie interactionniste de Van Zanten (2009) sur les choix scolaires, de la sociologie de la famille (de Singly, 2010 et Déchaux, 2010), tout en portant une attention particulière aux poids des capitaux dans la sociologie de la reproduction sociale selon la perspective de Bourdieu (1979) et de Bourdieu et Passeron (2011). Basée sur quarante-cinq entretiens semi-dirigés qui ont été conduits auprès de parents résidant dans trois communes de la capitale (Libreville, Akanda Owendo). L'analyse inductive des données révèle une variabilité importante des processus de choix familiaux, élaborés en fonction de conditions, de ressources différenciées, de perceptions subjectives et contraintes objectives. En effet, celles-ci sont fortement indexées en fonction de l'offre de services éducatifs dans les secteurs de résidence des familles et conditionnées par la position socioéconomique des parents, du statut de l'enfant dans la famille et de son lien avec les différents chefs de famille.

DEPP. (2026). **Filles et garçons sur le chemin de l'égalité, de l'école à l'enseignement supérieur, édition 2026**. In *https://veille-et-analyses.ens-*

lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4201 [Report]. Consulté à l'adresse Direction de l'évaluation website: https://www.education.gouv.fr/sites/default/files/document/filles-et-gar-ons-2026-pdf-480470.pdf

Filles et garçons sur le chemin de l'égalité, de l'école à l'enseignement supérieur, édition 2026 met en évidence des différences en matière de parcours et de réussite, de choix d'orientation et de poursuite d'études entre filles et garçons, qui auront des incidences ultérieures sur l'insertion dans l'emploi ainsi que sur les inégalités professionnelles et salariales entre les femmes et les hommes. Il en va de même concernant le sentiment de confiance et la perception du climat scolaire. Les principaux résultats Au début de l'école élémentaire, les filles ont des résultats nettement plus élevés en français. Elles conservent cet avantage à la sortie de l'école élémentaire. En mathématiques, elles ont des résultats inférieurs à partir du CE1 et cet écart s'observe jusqu'au lycée. Au cours de leur scolarité, les filles se sentent un peu moins bien que les garçons dans leur établissement mais ont une perception plus positive des règles scolaires. Les collégiennes se sentent autant en sécurité dans leur établissement que les garçons mais moins aux alentours et dans les transports scolaires. Elles déclarent également plus souvent être victimes d'atteintes à caractère sexuel et sexiste. Aux examens, les filles réussissent mieux au diplôme national du brevet. Elles sont plus souvent admises au baccalauréat que les garçons et obtiennent davantage de mentions. Les filles et les garçons suivent des parcours différents. Après le collège, elles s'orientent davantage en voie générale et technologique que les garçons, eux-mêmes plus nombreux en voie professionnelle, en particulier en apprentissage. Au lycée et en apprentissage, les filles s'orientent moins vers les filières scientifiques, sauf celles liées au secteur de la santé. À la sortie de la formation initiale, les femmes sont davantage diplômées que les hommes mais ne s'insèrent pas plus aisément sur le marché du travail. Dans les autres pays européens, les filles ont également de meilleurs résultats en compréhension de l'écrit, tout comme les garçons en mathématiques. Les femmes sont moins souvent présentes que les hommes dans la plupart des filières scientifiques de l'enseignement supérieur.

Deschenaux, F., Courcy, J., Magnan, M.-O., & Supeno, E. (2025). **Une analyse des espèces de capitaux mobilisées dans le choix d'une école secondaire pour des parents qui n'ont pas fréquenté l'université**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(4), 1258-1286. https://doi.org/10.53967/cje-rce.6869

In Quebec, regular public schools, public schools with specific programs, and private schools coexist. The sociological analysis of these school markets requires consideration of the choices made by parents to understand the practices and discourse of social actors, as well as the structural factors that influence them. Indeed, not all parents have the same advantages when it comes to seeking information and to choosing a school for their children. This article aims to explore how parents living in disadvantaged environments, who did not attend university, mobilize their symbolic capital (according to Pierre Bourdieu's definition) to choose a secondary school for their children, across different cities in the province of Quebec (Montreal, Sherbrooke, Quebec City, and Rimouski). The study is based on 24 semi-structured interviews conducted with parents in the process of choosing a secondary school for their children. The thematic analysis of the interviews shows that most parents without a university degree nevertheless are able to navigate and leverage the capital they possess in order to make an informed school choice for their children. Through the parents' discourse, it becomes clear that values guide their choices, sometimes independently of financial means.

Dousson, L. (2026). **Inégalités scolaires : de quoi parle-t-on ?** *ÉduBref*, (30), 1-4. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/EB-Veille/Edubref-mars-2026.pdf
Depuis les années 1960, des enquêtes statistiques nationales et internationales sont régulièrement menées pour documenter les acquis, parcours et diplôme des élèves. Qu'il s'agisse des évaluations de la DEPP, des enquêtes PISA ou des grandes enquêtes de cohorte de l'INED, ces dispositifs constituent des outils précieux et solides qui attestent de la persistance d'importantes inégalités à l'école au fil des décennies. L'Édubref n° 30, intitulé « Les inégalités à l'école : ce que révèlent les statistiques », propose un tour d'horizon des apports récents de ces enquêtes sur les inégalités scolaires en France. Il rappelle que des inégalités significatives s'observent selon l'origine sociale, le genre, mais aussi selon l'origine migratoire, le territoire de scolarisation et le mois de naissance – et que si certaines de ces inégalités diminuent au fil du temps, d'autres s'accentuent ou se recomposent. Cet Édubref met également en lumière l'imbrication de ces différents facteurs entre eux, ainsi que leur poids relatif sur les scolarités. Il montre enfin comment ces enquêtes permettent d'identifier certains mécanismes qui contribuent à la production des inégalités et d'en apprécier l'importance relative.

Dufresne, A., Audy, M.-È., & Pelletier, M. (2025). **Interventions organisationnelles pour prévenir les risques psychosociaux du travail dans les milieux scolaires : une revue de la littérature**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 134-155. https://doi.org/10.7202/1123120ar
Cet article aborde les enjeux de santé mentale du personnel scolaire au Québec, où la détresse psychologique liée au travail est en forte augmentation. La pénurie de main-d'oeuvre et le roulement élevé de personnel en éducation aggravent la charge de travail et nuit à son bien-être et à sa santé mentale. Une revue rapide de littérature a été réalisée pour recenser les interventions organisationnelles efficaces dans les écoles. Six études internationales ont été retenues, mettant en lumière les risques psychosociaux, tels que la charge de travail élevée, le manque de reconnaissance et d'autonomie décisionnelle. Les résultats soulignent l'importance de cibler les facteurs organisationnels pour améliorer la santé mentale et l'environnement de travail du personnel scolaire.

du Mérac, E. R. du, Nilo, G. H., Favella, A., & Lucisano, P. (2026). **The Transition to Work of Education and Pedagogy Graduates: A Mixed-Methods Longitudinal Study from Sapienza University (2008-2018)**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 189-206. https://doi.org/10.7358/ecps-2025-032-ruba
This article presents a mixed-methods longitudinal study on the transition to work of graduates in Education (Bachelor's degree) and Pedagogy (Master's degree) at Sapienza University of Rome between 2008 and 2018. Integrating administrative records (UNI.CO dataset) with narrative reconstructions of 23 career trajectories, the study explores employment outcomes through two indicators: the Employment Index and the Coherence Index. The findings reveal persistent contractual precariousness, high fragmentation in early career paths, and a gradual decline in job-coherence over the observed period. While formal alignment between degrees and job functions remains high, actual employment conditions raise critical concerns. The capability approach and narrative analysis help uncover the subjective and structural factors that shape the work transitions of graduates. Gender, academic performance and study regularity emerge as relevant but not decisive factors. The article concludes by stressing the need for educational policy to recognize the specific challenges faced by graduates in education-related fields and to enhance the quality and stability of their professional opportunities.

Dupas Amory, T. (2024). ***Essais sur l'homogénéité dans l'enseignement et la pratique du management : une ethnographie multi-située sur l'isomorphisme hégémonique*** (Theses, Université Panthéon-Sorbonne - Paris I). Consulté à l'adresse https://theses.hal.science/tel-05149221
This thesis is a contribution to the study of homogeneity in management education and practice. It is part of the ambition to 'write differently' in management and organization studies. Theoretically, the thesis draws on the social theory of hegemony to explore the homogeneity of different discursive, cognitive and interactional phenomena. Methodologically, it goes beyond the common practice of ethnography, which consists of carrying out research in a single organisation, by opting for a multi-sited ethnography. The result is four essays. Discourses on ecological and social transformation, 'business case study' thinking, the entry of 'transclasses' into business schools, or management practices in a consulting firm that advocates change - it covers a wide range of topics from different perspectives. The result is a series of social science texts that help to define the contours of the moral and cognitive careers of managers, as well as the inertia associated with the practice of management.

Edmark, K., & Persson, L. (2026). ***Can workers switch it up? - Organizational forms in the Swedish preschool sector*** (Working paper N° 2026:4). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://EconPapers.repec.org/RePEc:hhs:ifauwp:2026_004
The Swedish preschool sector, which is heavily dominated by a female workforce, is marked by low wages and poor health outcomes. Our study shows that preschools' organizational form is significantly associated with hiring practices, wage-setting, and worker health outcomes. For-profit preschools tend to hire younger, less qualified, and less experienced workers, and pay lower wages even after controlling for observable and unobservable worker characteristics. Non-profit providers hire fewer preschool teachers and younger workers, similarly to the for-profits, but on the other hand tend to hire workers with more experience and higher upper secondary school grades. Wages in non-profits are, on average, higher than in for-profit and municipal preschools. Worker health outcomes are better in non-profit and for-profit preschools compared to municipal preschools. Overall, the results suggest that worker composition, wages and health outcomes differ between employer types. Whether these differences matter for preschool quality is a relevant topic for future research.

Éducation, équité et savoirs autochtones au Congo : Enjeux d'émancipation et de Développement Durable. (2026). Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/education-equite-et-savoirs-autochtones-au-congo/81975

Eugster, B., Marquardt, K., & Sallin, A. (2026). ***Missing Stars? Quantifying the Gender Gap in the Assessment of Gifted Students*** (Working paper N° 12382). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12382
Female students are less likely to be identified as intellectually gifted than male students when the identification process follows a two-stage procedure. We posit and quantify two mechanisms that explain this gender gap. First, at any level of IQ, but especially at high levels of IQ, male students are more likely nominated for assessment due to higher salience of externalizing behaviors. This difference accounts for roughly 70% of the gender gap in giftedness identification. Second, the remainder of the gap is explained by the use of lower referral thresholds for male students, all else equal. We discuss policy implications.

Fieve, J. (2025). ***Écarts de performance entre filles et garçons en mathématiques et en littératie au CE2 : Contributions de facteurs psychosociaux et cognitifs*** (Theses, Aix-Marseile Université). Consulté à l'adresse https://hal.science/tel-05467982

Gender gaps in mathematics and literacy performance emerge as early as primary school and contribute to the reproduction of educational and social inequalities. Although well-documented in adolescence, their underlying mechanisms remain poorly understood in younger children. The present dissertation aimed to shed light on these early gaps among Grade 3 students by jointly examining the role of psychosocial factors—related to academic self-esteem, achievement goals, and perceived parental involvement—and cognitive factors, such as executive functions. A study conducted with 185 third-graders (98 girls, 87 boys) over more than six months collected data at multiple time points on their standardized test performance in mathematics and literacy, responses to a psychosocial questionnaire, and results from an age-appropriate battery assessing four executive functions (inhibition, cognitive flexibility, working memory, and planning). A first series of analyses confirmed the presence of a gender gap favoring boys in mathematics and girls in literacy within our sample. These differences were accounted for by the mediating role of academic self-esteem in mathematics and mastery-avoidance goals in literacy. Moderation analyses further refined these associations: in mathematics, approach goals enhanced girls' self-esteem only when avoidance goals were low, whereas for boys they buffered self-esteem when avoidance was high. In literacy, perceived parental involvement moderated the relationship between gender and mastery-avoidance goals: high parental involvement reduced mastery-avoidance among boys but increased it among girls, suggesting gender-differentiated interpretations of parental support. A second set of analyses, adopting a person-centered approach and focusing on achievement goals, identified four motivational profiles common to both domains: Mastery-Oriented, Approach-Oriented, Moderate Multiple-Goals, and High Multiple-Goals. The Approach-Oriented profile—combining a desire to improve and to excel—was associated with higher academic performance, whereas the Multiple-goals profiles were less adaptive. Girls were more frequently represented in Multiple-goals profiles involving fear of "learning poorly," whereas boys were more numerous in the Approach-Oriented profile, highlighting the early development of gendered motivational patterns. Finally, a series of exploratory analyses conducted on the subsample of students who completed the executive function battery (32 girls, 29 boys) showed that these cognitive variables accounted for additional variance in performance beyond that explained by psychosocial variables. Another key finding was the mediating role of inhibitory control in gender differences in both mathematics and literacy performance: girls showed less efficient inhibition, which was associated with lower academic outcomes. Taken together, these findings indicate that the performance gaps between girls and boys in Grade 3 cannot be explained by a single category of factors but rather by the interplay of psychosocial and cognitive determinants. They underscore the importance of examining their combined effects from the earliest years of schooling to better understand the developmental origins of gender inequalities in education.

Flores Espínola, A., Dain, A., & Delpierre, A. (2026). **Au-delà du plafond de verre**. *Socio-logos . Revue de l'association française de sociologie*, (22). https://doi.org/10.4000/15ts4

Ce numéro thématique, consacré à la question des déplacements et des transformations des inégalités de genre dans l'enseignement supérieur et la recherche, s'inscrit dans le prolongement d'une journée d'étude et d'échanges sur le sujet, organisée par des membres du

comité exécutif de l'Association française de sociologie. Dans cette introduction, nous revenons dans un premier temps sur les raisons qui ont conduit le comité exécutif à organiser cette journée, avant de faire le point sur l'état des connaissances scientifiques sur les inégalités de genre, mais aussi de classe ou de race dans les carrières scientifiques, ainsi que les enjeux et défis qu'il reste à relever pour analyser ces inégalités et lutter contre elles. Enfin, nous détaillons la structure originale du numéro, qui mêle comptes rendus des différents moments de cette journée et articles inédits.

Flores Espínola, A., Lomba, C., & Beraud Martin, O. (2026). **La sociologie française dans tous ses états : les évolutions des formations et de l'emploi dans l'enseignement supérieur et la recherche (2000-2024)**. *Socio-logos . Revue de l'association française de sociologie*, (22). https://doi.org/10.4000/15ts6
Cet article propose une analyse des transformations récentes de la sociologie française dans l'enseignement supérieur et la recherche entre 2000 et 2024 en examinant les évolutions de la formation universitaire et de l'emploi académique. Depuis 2013, la discipline connaît une troisième vague de démocratisation caractérisée par une hausse importante des effectifs en licence et une féminisation constante. Cette massification s'accompagne toutefois d'un profil étudiant plus hétérogène, souvent issu de bacs généraux mais aussi de parcours scolaires plus fragiles, et d'une forte proportion de réorientations. À l'inverse, le doctorat en sociologie s'érode, en particulier en raison du recul du nombre de doctorant·es étranger·es et de la persistance d'un fort taux de thèses non financées. Sur le plan de l'emploi, la stagnation des postes titulaires à l'université contraste avec la baisse significative des effectifs de sociologues au CNRS. Malgré une progression de la féminisation des carrières, les écarts persistent dans l'accès aux grades les plus élevés. En parallèle, la précarisation des parcours s'intensifie, traduisant un déséquilibre structurel entre la démocratisation des études et la rareté des débouchés stables. Ainsi, la sociologie française apparaît comme une discipline dynamique, féminisée et ouverte, mais fragilisée par une précarisation croissante de ses conditions d'exercice et de formation.

Gani, D. (2026, mars 12). **Parcoursup : une charge d'orientation largement portée par les mères**. Consulté 12 mars 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/03/12/parcoursup-une-charge-dorientation-largement-portee-par-les-meres/
Fin des saisies sur la plateforme pour près de 950 000 lycéens concernés par Parcoursup, fin des saisies mais pas du stress pour autant de parents et surtout de mères.

Goulpier, J. (2026). **« Le profil adapté » et l'organisation locale de l'application Parcoursup**. *Socio-logos . Revue de l'association française de sociologie*, (22). https://doi.org/10.4000/15ts5
Cet article analyse la sous-représentation persistante des femmes dans les filières scientifiques universitaires à travers le prisme du dispositif Parcoursup. Il montre comment ce système, présenté comme neutre et méritocratique, contribue à la reproduction des inégalités de genre. Du côté des candidates, les mécanismes institutionnels instrumentalisent la socialisation de genre et façonnent ainsi des dispositions à la prudence, à la conformité et à l'auto-sélection, orientant les filles vers des choix perçus comme légitimes et sécurisés. Du côté des formations, les critères de classement et les algorithmes locaux, fondés sur une conception élitiste du mérite et sur la valorisation des disciplines masculinisées, renforcent ces logiques différenciées. Loin d'être un simple outil technique, Parcoursup agit comme un dispositif de réfraction des inégalités, réactualisant au sein de l'institution universitaire des rapports de genre hérités de la socialisation.

En soulignant l'imbrication entre dispositions individuelles et cadres institutionnels, l'article invite à repenser la prétendue neutralité des dispositifs d'orientation et à interroger les critères mêmes de la réussite scolaire dans une perspective d'égalité réelle.

Grebol, R., Machelett, M., Stuhler, J., & Villanueva, E. (2026). ***Assortative Mating, Inequality, and Rising Educational Mobility in Spain*** (Working paper Nº 2606). https://doi.org/10.53479/42525
We study the evolution of intergenerational educational mobility and related distributional statistics in Spain. Over recent decades, mobility has risen by one-third, coinciding with pronounced declines in inequality and assortative mating among the same cohorts. To explore these patterns, we examine regional correlates of mobility, using split-sample techniques. A key finding from both national and regional analyses is the close association between mobility and assortative mating: spousal sorting accounts for nearly half of the regional variation in intergenerational correlations and also appears to be a key mediator of the negative relationship between inequality and mobility documented in recent studies.

Hebbar, N. (2026, mars 1). **« Sans un miracle ou des parents riches, c'était impossible » : quand l'origine sociale entrave l'accès aux études**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2026/03/01/sans-un-miracle-ou-des-parents-riches-c-etait-impossible-quand-l-origine-sociale-entrave-l-acces-aux-etudes_6668798_4401467.html
Malgré la massification de l'enseignement supérieur, les inégalités d'accès à certaines filières restent fortes. Entre essor du privé et coûts annexes, des jeunes issus de milieux modestes renoncent à certaines filières, s'orientent par défaut ou diffèrent leurs études faute de moyens.

Huang, Y., & Costalat-Founeau, A.-M. (2026). **Construction identitaire en situation de vulnérabilité : le cas d'un doctorant chinois en France**. *L'orientation scolaire et professionnelle*, (55/1), 123. https://doi.org/10.4000/15ubl
Pour les étudiants internationaux, une mobilité à l'étranger est souvent perçue comme un atout pour leur formation universitaire et leur développement professionnel. Réaliser un doctorat favorise également un développement intellectuel, personnel et professionnel, malgré les troubles anxieux et dépressifs souvent rapportés. Cette étude explore les stratégies d'adaptation d'un doctorant chinois en France, appartenant à un groupe psychologiquement vulnérable en raison de sa double insertion en tant qu'étudiant et membre d'un groupe culturel non dominant. L'objectif est de comprendre comment ce doctorant surmonte sa vulnérabilité tout en poursuivant ses projets académiques et professionnels. Nous avons utilisé la méthodologie qualitative l'Investigateur Multistade de l'Identité Sociale (IMIS) pour identifier les réseaux de représentations qui activent la dynamique identitaire et le système capacitaire. Les résultats, basés sur une étude de cas, mettent en lumière la dynamique de la production des stratégies d'adaptation au cours de l'interaction entre le sujet et son environnement. Ils montrent que l'achèvement de la thèse peut se transformer à la fois en source de stress et de motivation pour réaliser ses projets de vie. Cette étude pourrait contribuer à la réflexion sur le développement de dispositifs individualisés d'accompagnement doctoral dans un contexte interculturel, visant à mieux soutenir les transitions de vie et de carrière, tout en tenant compte des spécificités socioculturelles et du bien-être des étudiants.

Jelić, M. M., Stojković, I. B., Buha, N. S., Japundža M. Milisavljević, M., & Antonijević, R. M. (2026). **Enhancing family involvement assessment in inclusive preschool education: insights from a**

Serbian validation study of the family involvement questionnaire. *International Journal of Inclusive Education*, *30*(4), 787-803. https://doi.org/10.1080/13603116.2025.2495038

Jézégou, A., & Zhao, Y. (2025). **La présence socio-affective lors de travaux de groupe en distanciel**. *Éducation & Formation*, *Numéro thématique*(e-324), 13-34. Consulté à l'adresse http://revueeducationformation.be/

Ji, D., Cabahug, F., & Marshall, S. K. (2026). **Dyadic resistance during parent–adolescent interactions: A state space grid analysis before and after high school**. *Family Relations*, *75*(2), 901-920. https://doi.org/10.1111/fare.70137
Objective This study examined micro-level resistance dynamics that occur during parent–adolescent interactions before and after the transition to high school. Background Although research on parent–adolescent disputes has emphasized global measures of frequency and intensity, less attention has been paid to the actions of resistance during parent–adolescent interactions. This study fills a gap in what is known about parent–adolescent resistance dynamics. Methods A state space grid approach informed by dynamic systems and family conflict theories was conducted on two videorecorded conversations in a sample of 26 Canadian parent–adolescent dyads. Flexibility, attractor, and intergrid distance analyses assessed intradyadic variability in how parents and adolescents resisted one another moment to moment. Results Attractor analysis revealed that the most probable state during resistance sequences shifted: Before high school it was the Parent Justifying–Adolescent Justifying cell, after it was the Parent Minimizing–Adolescent Rejecting cell. t-test results of intergrid distance scores showed a significant difference in the positioning of resistance sequences after high school. Conclusion Results offer evidence that dyadic resistance differs before and after significant family transitions like the move to high school. Implications Future research on dyadic resistance microprocesses could examine whether the proposed conceptual categories could be applied to dyads across multiple areas of difference to scrutinize its utility for a range of cultural and caregiver relationships.

Karsgaard, C., & Shultz, L. (2025). **Education as a Petro-Pipeline: Beyond the Limits of Education Research in the Face of Climate Change**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(4), 1225-1257. https://doi.org/10.53967/cje-rce.7101
Considering the key cause of climate-harming carbon emissions is the increased use of fossil fuels, we might expect research in education to engage in petrocriticism—a critical way of reading the world that deconstructs how fossil-fuelled cultural expectations and practices, or "petroculture," functions in education. To trace the intersection of fossil fuels and education, this article conducts a systematic literature review of both existing and emerging scholarship, engaging in a petrocritical reading of research themes to reveal the extent to which petroculture is naturalized and/or confronted. By examining both dominant research patterns and the notable silences, we conclude by making recommendations for how education scholarship can respond to climate science and contribute to a more livable future through research that takes up (a) petrocriticism, (b) mitigation and decarbonization, and (c) transformation toward alternatives.

Kleven, H., Landais, C., Lassen, A. S. S., Rosenbaum, P., Steingrimsdottir, H., & Søgaard, J. (2026). ***Expanding Paternity Leave: Effects on Beliefs, Norms, and Gender Gaps*** (Working paper N° 34862). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:34862

We study whether policy can shift gendered beliefs, norms, and labor market outcomes by exploiting a major expansion of earmarked paternity leave in Denmark. The reform generated large first-stage effects, substantially reallocating leave from mothers to fathers. Using a regression discontinuity design combined with new survey data linked to administrative records, we show that the reform makes parents more supportive of paternity leave, shifts gender-role beliefs in a progressive direction, and reduces perceived differences in childcare ability. The reform also narrows gender gaps in earnings and hours worked. The earnings gap falls by 33pp in the first year following childbirth (during leave) and by 2.8pp in the second year (after leave). These results demonstrate that policy can meaningfully influence beliefs, norms, and gender inequality. On the other hand, earmarking restricts families' ability to allocate leave freely and lowers leave satisfaction, highlighting a central trade-off inherent in paternalistic policies.

Knobl, E., Renahan, K., Jiang, A., Altaf, H., Tandon, C., Di Rezze, B., … Campbell, W. (2026). **A scoping review of telehealth in school-based related health services: Characteristics of telehealth use**. *Review of Education*, *14*(1), e70135. https://doi.org/10.1002/rev3.70135
The purpose of the study was to describe the use of telehealth by school-related service providers. We searched five academic databases, followed by a manual search of the reference lists of included articles. Our inclusion criteria required that articles be peer-reviewed, in English, involve the use of telehealth by a health professional providing related services and integrate services into the kindergarten to grade 12 school setting. We published an a priori protocol on Open Science Framework. Two reviewers completed article selection, followed by one reviewer and one verifier completing data extraction. We extracted a description of the articles as well as what, where, when, why, how and for whom telehealth services were provided. We screened 6585 unique sources and included 70 articles. Articles were primarily empirical (77%), from the United States (67%), and published after 2017 (73%). Telehealth related services in schools were provided to students with a range of health conditions and disabilities, most often by speech-language pathologists (40%) and psychologists (40%). These services included assessment, intervention and consultation, and were provided primarily through videoconferencing. Telehealth services were utilized to address staffing shortages, serve rural communities and meet COVID-19 restrictions. Given the heterogeneous student population and geographically limited literature, we recommend additional research to determine in what specific situations telehealth can and should be implemented. Context and implications Rationale for this study: Given recent pandemic-related school closures, a scoping review was warranted to explore telehealth-related service provision within schools. Why the new findings matter: This scoping review included 70 studies, giving insights into what, where, when, how and why telehealth is being used in school-based related services. Implications for school-related service providers: The findings indicate that telehealth for related service provision is frequently provided in schools using videoconferencing via readily available low- to mid-tech equipment. Providers need to consider their professional practice guidelines and relevant legislation when implementing telehealth services within the school setting because these vary by geographic area and discipline, and most of the reviewed research stemmed from the United States and two health professions. Given the variation in student population of the included studies, related service providers need to make clinical decisions for telehealth use for each student and based on the service (assessment, treatment, meeting) being provided.

Koch, S., Tetley, C., Strelnyk, O., Sunagawa, S., Boshoff, N., Uisso, A. J., & Ngwenya, S. (2026). **Reproducing Inequality: Collaboration Habitus and its Epistemic Implications in African-European Research Projects on Forests**. *Minerva*, *64*(1), 241-264. https://doi.org/10.1007/s11024-025-09570-6
Despite shifts in science policy and funding modalities, international research collaborations continue to be shaped by inequalities that structure global science. These include a skewed division of tasks and unequal scientific authority in North-South partnerships. Existing scholarship highlights scholars' experiences of such inequalities, but offers little explanation of how they are reproduced and affect joint knowledge production.

Lai, S., & Yang, F. (2026). **Intergenerational spillover of peers' parental human capital on adolescent mental health: Evidence from random class assignments in China**. *Economics of Education Review*, *111*, 102773. https://doi.org/10.1016/j.econedurev.2026.102773
This study examines how intergenerational spillovers from classmates' parental human capital affect adolescent mental health. Using data from the 2013–2014 China Education Panel Survey and exploiting random class assignment to address endogeneity arising from non-random selection into classrooms, we find that a higher proportion of highly educated parents within a class significantly worsens students' psychological well-being. Heterogeneity analysis shows a more pronounced negative impact among male students. Mechanism analysis reveals that educational competition is the primary driver: a one standard deviation increase in the share of highly educated parents increases extracurricular tutoring expenditures by 547.3 Yuan, raises tutoring enrollment by 0.13 classes, adds 9.44 minutes to daily extracurricular study time, and reduces daily sleep by 6.22 minutes. Furthermore, we identify a shift toward school-centric parenting, characterized by increased monitoring rather than emotional support. Although positive spillovers improve classroom environments, these benefits are dominated by the adverse effects of intensified competition and pressure-driven parenting. These findings underscore the importance of refining education policies and family strategies to balance academic pressures with adolescents' mental health needs.

Landolt, L., & Bauer, I. (2026). **Learnings of policy enactment: student perspectives on social justice in Zurich's selective secondary school admissions**. *Journal of Education Policy*, *41*(2), 220-242. https://doi.org/10.1080/02680939.2025.2511636
How does school policy enactment shape students' understandings of social justice? This paper addresses this question by offering a novel perspective on student voice and social justice within selective school admissions policy. Drawing on an ethnography with eight students aged 13–15 affected by a selective secondary school admissions policy to Zurich's Gymnasia, this paper strengthens calls within education policy studies to emphasize student voice. Using a theoretical lens shaped by Ball's policy enactment theory and Fraser's theory of social justice, it places student voice within the enactments of four groups of policy actors involved in this school transition: headmasters, teachers, parents, and students. Our findings show how policy actors' enactments of this selective admissions policy institutionalized a normative ideal of parental engagement that assumes socioeconomically privileged, German-speaking parents with knowledge about the Swiss education system. Influenced by reflections on their own and peers' familial backgrounds, students incorporated these enactments into personal understandings of social justice, which involved both compliance with and critique of this policy. We highlight students' awareness of the structural and institutional influences shaping their educational trajectories and challenge the widespread notion of meritocracy within student narratives. We

argue that these students' perspectives provide inspiration for reflecting on students' experiences navigating selective transitions elsewhere.

Lavest, C., Drouhot, L. G., van der Linden, M., & van Tubergen, F. (2026). **Beyond the 'integration paradox': educational attainment similarly predicts gender discrimination among women and ethnic discrimination among Minorities**. *European Sociological Review*, *42*(1), 103-117. https://doi.org/10.1093/esr/jcaf039
Highly educated individuals of immigrant origins perceive more ethnic discrimination than their less educated counterparts—a now well-established finding referred to as the 'integration paradox'. In this paper, we study whether this purported paradox captures general educational effects on the lived experiences of historically disadvantaged populations going beyond the scope of integration among immigrants. We compare the educational gradient of perceptions of ethno-racial discrimination among ethnic minorities with the educational gradient of perceptions of gender discrimination among women. We also study intersectional dimensions in the experiences of minority women and those reporting multiple grounds for discrimination. Analyses based on representative data from two cross-sectional surveys in France - Trajectoires et Origines 1 and 2—involving over 35,000 respondents show that highly educated individuals, including both ethnic minorities and women, are more likely to report discrimination. Individuals who report discrimination on one ground are also more likely to report it on another ground. Our results suggest that the so-called integration paradox reflects more general educational effects on subjective experiences of exclusion that are not unique to immigrant-origin populations.

Lee, J., & Park, Y. (2026). **Does single-sex schooling benefit all?** *Economics of Education Review*, *111*, 102772. https://doi.org/10.1016/j.econedurev.2026.102772
We examine the impact of single-sex schooling on student outcomes, including standardized test scores, perceptions of academic environments, and intended college majors. To address self-selection into single-sex schools, we use data on students' school preferences revealed through applications in a school choice program in Seoul, South Korea. We find that single-sex schooling enhances academic performance for girls but not for boys. Although single-sex schools create a more positive academic environment for girls, they also reduce female interest in STEM majors, while increasing STEM interest among boys—potentially widening the gender gap in STEM fields. Our findings highlight the importance of considering both cognitive and non-cognitive outcomes, as well as the potential for gender differences.

Lee, S. M. S., Gao, L., Tan, C. Y., & An, Q. (2026). **Parents' perspectives of technology-mediated parent–school communication: A review**. *Review of Education*, *14*(1), e70137. https://doi.org/10.1002/rev3.70137
As parents are important stakeholders in students' education, knowing parents' perspectives on technology-mediated parent–school communication can prevent parent–school miscommunication. However, there are limited reviews examining parents' perspectives on technology-mediated parent–school communication. Therefore, this review aims to fill in the research gap to investigate parents of K-12 students' perspectives of technology-mediated parent–school communication in terms of: (1) their usage of technology, and (2) the effect on parental involvement and students' learning outcomes. Fifty-one studies were included as the result of the literature search from articles in databases and manual searches. This review suggested that parents preferred to use email, but preferred phone calls or face-to-face to discuss students' negative behaviour. Parents found technology beneficial for its instantaneity

and convenience, were concerned about the lack of technological access and cultural barriers, overcommunication, and privacy and security of students' information, and may be enabled by technological training. This review also indicated that technology-mediated parent–school communication mostly enhanced parental involvement, may enhance parent–school communication during COVID-19 which may promote parental involvement, and mostly enhanced students' learning (e.g., motivation, engagement, grades). This provided evidence from parents' perspective on the mixed findings in the literature. To foster equity, schools should promote inclusive and culturally sensitive communication using technological affordances. Schools should also implement policies for the use of technological platforms to communicate with parents. Furthermore, this review hinted that when parents communicate with teachers, parental involvement and students' learning may be enhanced by visible learning. Context and implications Rationale for this study: There are few reviews investigating parents' perspectives of technology-mediated parent–school communication. Why the new findings matter: The findings on parents' usage of technology may prevent parent–school miscommunication. The findings that technology-mediated parent–school communication mostly enhanced parental involvement and students' learning offered evidence from the parents' perspective for the mixed findings. Implications for practitioners and policy makers: The implications for researchers are that this review extends technology-mediated parent–school communication literature by suggesting that when parents communicate with teachers, parental involvement and students' learning may be enhanced by visible learning. The implications for practitioners are that to foster equity, schools should promote inclusive and culturally sensitive communication using technological affordances. Schools should also implement policies for the use of technological platforms to communicate with parents. Schools can also address parents' concerns, build on parents' preferred use of technology, benefits, and enablers of technology to achieve deep levels of parental involvement and students' learning outcomes.

Li, L., Yang, Y., & Zhou, L. (2026). **Can after-school tutoring improve the academic performance of students from low-income families? Trial evidence from economically backward areas in China**. *Asia Pacific Education Review*, *27*(1), 31-43. https://doi.org/10.1007/s12564-022-09803-3
This study comprised a randomized controlled trial focusing on after-school English tutoring for all Grade 1 junior middle school students from low-income families (LIFs) in an economically backward county in China. In total, 120 randomly selected students from LIFs participated in four months of online after-school English tutoring. The results show that after-school English tutoring can significantly improve the English examination results of students from LIFs by 11 points (based on OLS regression estimation), which is equivalent to 0.3 standard deviations. In terms of result heterogeneity, we found boys may benefit more than girls, and both students with better (the top 40%) and relatively poor learning ability (the other students) can benefit from the extra instruction, but the latter benefits more. The spillover effect of the after-school English tutoring on Chinese scores only existed among students from urban LIFs. An extended analysis showed that the effects are sustained even after the program ends and that there is no spillover effect among students.

Li, L., Zhang, F., & Zhou, L. (2026). **Family income, non-cognitive skills and academic performance**. *Asia Pacific Education Review*, *27*(1), 1-15. https://doi.org/10.1007/s12564-023-09872-y
This study investigated the effects of family income on academic performance and two noncognitive skills (i.e., growth mindset and perseverance) by analyzing survey data from fifth-grade students in an economically disadvantaged county in China. The results revealed that no

positive relationship exists between growth mindset and perseverance. Students from low-income families exhibited the lowest, highest, and poorest propensity for growth mindset, perseverance, and academic performance, respectively, compared with those from relatively high-income families. Nonetheless, the study found no significant difference between students from low- and high-income families regarding noncognitive skills. However, the academic performance of students from low-income families notably lagged behind that of their peers from relatively high-income families. Moreover, poverty exerted a negative direct effect on the academic performance of students and negative and positive indirect effects on academic performance by weakening growth mindset and strengthening perseverance, respectively. Evidently, perseverance alone was unable to counteract the negative effect of economic disadvantage on academic performance. Therefore, growth mindset training for students from poor families can relatively alleviate the negative effects of financial disadvantage on academic performance. Meanwhile, raising their family income is a fundamental guarantee for the academic performance of their children.

Li, S. (2026). **Education investment "rat race" in China: how income inequality shapes family investment in shadow education**. *Asia Pacific Education Review*, *27*(1), 75-88. https://doi.org/10.1007/s12564-023-09852-2
Understanding the impact of social inequality on shadow education is key to addressing the widespread education anxiety in China. This paper uses econometric methods to prove that income inequality in China may act as an external incentive to increase family investment in shadow education. However, the promotion effects in Eastern and Western China are inverted. Thus, we use moderation analysis to find that relatively affluent education resources and a diverse employment system could partly alleviate the "investment rat race" in Eastern China. These findings echo previous shadow education research in East Asia and contribute to new research ideas and policy suggestions. On the one hand, China is adopting some traditional methods that its East Asian neighbors have utilized to manage shadow education. On the other hand, China's approach still has distinct features. This paper also provides policy suggestions.

Master, A., Patel, K. S., Weltzien, K., & Sharmin, S. (2026). **"I Felt Like I Completely Belonged in That Class": Gender and the Development of Sense of Belonging in K-12 STEM Education**. *Educational Psychology Review*, *38*(1), 10. https://doi.org/10.1007/s10648-025-10093-5
Sense of belonging is an important motivational belief that represents individuals' sense of fit within an environment. However, many women report feeling a lower sense of belonging than men in STEM fields, which may perpetuate gender inequities. This lack of belonging may develop early in a student's educational trajectory and disproportionately affect girls. This paper offers two key contributions to improve our understanding of gender differences in STEM belonging in K-12 education. First, this paper reports a systematic review examining 50 samples from 46 quantitative studies looking at the development of children and adolescents' sense of belonging in K-12 STEM classes and fields. These studies offered valuable knowledge about factors supporting belonging and consequences of belonging, with limited or inconclusive evidence about gender differences and development. Second, we also conducted a mega-analysis of N = 6,111 children and adolescents across five studies to provide the most well-powered and rigorous analysis to date on this issue. Intersectional findings on gender gaps in belonging in four STEM fields showed that gender gaps in belonging were strongest for Hispanic/Latine students in middle school, and in middle/high school computer science and engineering. The discussion highlights experimental studies demonstrating causal influences on girls' STEM belonging,

indicating the potential for future interventions to support belonging. It is critically important for future research to extend these findings in ways that promote girls' belonging and participation in STEM fields, especially the fields in which they are most underrepresented.

Maury-Zing, C. (2025). **Interactions socio-affectives et travaux de groupe**. *Éducation & Formation*, *Numéro thématique*(e-324), 35-54. Consulté à l'adresse http://revueeducationformation.be/
Cet article présente la première phase d'un travail de recherche doctorale qui s'est déroulée de novembre 2023 à mars 2024. Son objectif principal est d'explorer les interactions socio-affectives entre étudiants dans un contexte de formation hybride. L'étude présentée ici visait à sélectionner la ou les situations de travaux de groupes restreints, support de cette recherche menée en milieu hybride. Conformément au modèle de la présence sociale en e-Formation de Jézégou, les groupes sont présentés comme des entités qui font ensemble en situation, grâce à des interactions socio-affectives entre apprenants, empreintes de cohésion, de symétrie de la relation et d'aménité. À visée descriptive et compréhensive, cette étude s'appuie sur une démarche déductive et qualitative. Son objectif est de répondre à cette question : quelles sont les situations problématiques qui permettent d'explorer les interactions socio-affectives entre étudiants au sein d'un dispositif hybride de formation ? Aussi, une analyse thématique a été réalisée sur étude documentaire des projets d'un institut de formation et du référentiel infirmier. De plus, des analyses thématiques et lexicométriques de cinq récits phénoménologiques ont été effectuées à partir d'entretiens menés auprès de cinq professionnels occupant des postes de direction, de coordination et de formateurs. Elles mettent en évidence l'existence d'un dispositif centré sur l'apprenant selon la typologie Hy-Sup et l'abondance de situations problématiques potentielles. À ce stade de la recherche, ces résultats montrent un état des lieux prometteur de situations de groupes qui doivent être investiguées plus spécifiquement.

Mazerolle, M.-P., Long, M.-J., Bossé-Perron, L., & Roy-Charland, A. (2025). **Compter des buts en lisant : une validation des programmes Blizzlecture et Raplecture pour accroitre la motivation à lire**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(4), 1372-1403. https://doi.org/10.53967/cje-rce.6813
To meet the needs of young people lacking motivation, the use of role models can be a strategy for fostering identity building and encouraging positive relationships with reading. In fact, boys, who often show lower motivation for this activity, could benefit from being mentored by male role models. The aim of the present study was to validate the effectiveness of a community-based literacy program focused on improving reading motivation using positive role models: local hockey players. One hundred and twenty-four students were divided into an experimental group (following the program for 10 to 12 weeks) and a control group, completing questionnaires (self-efficacy, self-esteem, reading motivation) at a pre- and post-test. Results show that students in the Blizzlecture and Raplecture programs experienced a decrease in reading motivation due to guilt, which was not observed in the control group. The results highlight the effectiveness of the programs in reducing less self-determined motivations, essential for the development of intrinsic motivation.

Mello, M., & Garcia, J. (2026). ***Pentecostal Mayors, Sexual Education, and Teenage Pregnancy*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2602.19388
A growing literature documents how religious institutions shape behavior through social influence, but less is known about what happens when religious movements gain political power and use

the tools of government to advance their agenda. We use a regression discontinuity design on close mayoral elections in Brazil to show that mayors from parties institutionally tied to Pentecostal denominations increase teenage fertility 3 per 1,000 higher (a 40% increase). This effect appears for cohorts exposed to middle school during the administration. Consistent with a school-based mechanism, we find that the likelihood that municipal schools offer sexual education programs falls by 12.5 percentage points, with no changes in state schools outside mayoral control. We also find elevated STD rates, and higher middle school dropout rates, while slightly older cohorts show no effects. Results are not explained by changes in contraceptive availability in public clinics, pointing to sexual education as the primary mechanism. We also find no effects from other right-wing parties, indicating the importance of institutional links to Pentecostal parties.

Mokeddem, L. (2026). **L'accès à la formation des personnes en situation de handicap dans l'après-PIC**. *Éducation Permanente*, *246*(1), 70-79. https://doi.org/10.3917/edpe.246.0070
Vingt ans après la loi du 11 février 2005 pour l'égalité des droits et des chances, l'accès à la formation des personnes en situation de handicap reste limité. Si le Plan d'investissement dans les compétences a facilité leur accès via des dispositifs préparatoires souples et individualisés, l'offre qualifiante demeure inadaptée. Dans un contexte de réductions budgétaires, cet article interroge la capacité du droit commun à intégrer ce public. À partir d'évaluations récentes, il montre comment les dispositifs spécifiques favorisent l'accès à la formation tout en risquant de se substituer au droit commun.

Mutgan, S., Hedström, P., & Arvidsson, M. (2026). **Ethnic preferences, opportunity structures, and the school segregation process**. *European Sociological Review*, *42*(1), 72-86. https://doi.org/10.1093/esr/jcaf027
Previous research has shown that parents often have strong ethnicity-related school preferences, and it has been suggested that these preferences are consequential for the ethnic segregation of schools. In this article, we study all students enrolled in compulsory schooling in the Stockholm region during the years 2008 to 2017. Using a combination of statistical analyses of school choices and large-scale, empirically calibrated simulations, we investigate how preferences and opportunities jointly influence the students' mobility between schools and the school segregation that their mobility or lack thereof gave rise to. Our main finding is that opportunities generally outweigh preferences. While ethnicity-related school preferences exist, they have little impact on ethnic segregation because the schools that students move between tend to have similar ethnic compositions.

Paquibot, J., & Baguio, J. (2026). **Building Dreams: Lived Experiences of Parents Supporting their Children in Extracurricular Activities**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 225-234. https://doi.org/10.66074/SW43DE21
Extracurricular participation can support children's social, emotional, and developmental growth, yet sustained participation often depends on substantial parental support. This phenomenological study examined the lived experiences of parents who support their children's extracurricular activities in Calinan West, Division of Davao City. Ten parents participated in in-depth interviews, and the narratives were analyzed through thematic analysis to identify recurring patterns in challenges, coping strategies, and personal insights. The findings showed three major challenges: time management difficulties, financial constraints, and the strain of balancing family and work responsibilities. Parents addressed these barriers through effective time management, financial adjustments, and reliance on community or family support. The study also found that

parental involvement in extracurricular activities strengthened parent-child relationships, generated personal fulfillment and pride, and deepened parents' recognition of extracurricular activities as a key contributor to holistic child development. The findings highlight the complexity of parental involvement and support the need for school, community, and policy interventions that improve affordability, access, and family support mechanisms.

Pelletier, M., Barriault, S., Lahrizi, I., Giguère, É., & Dion, V. (2025). **« Ça fait partie du travail » : risques psychosociaux et invisibilité de la violence envers les éducatrices en milieu scolaire**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 88-110. https://doi.org/10.7202/1123118ar
Cet article examine la violence physique exercée par des élèves envers les éducatrices en service de garde scolaire, un phénomène encore peu documenté. À partir d'une étude qualitative menée auprès de 33 éducatrices oeuvrant dans des écoles primaires publiques au Québec, l'analyse met en lumière l'ampleur de la violence vécue et les facteurs organisationnels qui en favorisent la manifestation et l'invisibilisation. Les résultats révèlent que la surcharge de travail, le manque de reconnaissance, l'isolement professionnel et l'absence de soutien institutionnel contribuent à la banalisation de ces situations. À partir du modèle «demandes-ressources au travail», l'étude propose une lecture organisationnelle de la violence et ouvre la voie à des pistes pour sa prévention dans les établissements scolaires.

Pohn, L., & Schulze, G. G. (2026). ***Access to Clean Water and Human Capital Formation – Evidence from Indonesia*** (Working paper N° 12475). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12475
We estimate the causal effect of access to clean water sources on educational outcomes in Indonesia. Using the longitudinal Indonesian Family Life Survey (IFLS) panel dataset, which follows the same individuals from 1993 to 2014, and applying household fixed effects allows us to identify the causal effect of access to clean water at different childhood stages on children's educational performance. We find that lifetime and early childhood access increases strongly the likelihood of completing junior and senior secondary school; later-gained access has no discernible effect on school performance. Our results underscore the need to provide access to clean water very early on.

Puelz, D. (2026). ***Racial Preferences at a Texas Medical School*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2602.18484
Whether and how race is used in selective admissions remains a central question in higher education and civil rights law. In Students for Fair Admissions v. Harvard (2023), the Supreme Court held that race-based affirmative action in college admissions violates the Equal Protection Clause, purportedly ending the practice. This report examines admissions at a public medical school in the pre-SFFA period. Using applicant-level data on over 11,000 applications to Texas Tech University Health Sciences Center Medical School for the 2021 and 2022 cycles, I relate admission decisions to academic merit (MCAT, GPA, science GPA), race, gender, and situational judgment (Casper) scores. Summary statistics, academic-index decompositions, and logistic regression models provide strong evidence of racial preferences: African American and Hispanic applicants are preferred relative to academically similar White and Asian applicants. Counterfactual and preference-removal analyses quantify the magnitude of these disparities. The findings document the kind of race-based preferences that SFFA was meant to address and establish a baseline for assessing whether admissions practice changed after the decision.

Ragoonaden, K. O., Cherkowski, S., Kutsyuruba, B., Walker, K., Claypool, T., Basch, J., & Godden, L. (2025). **Teacher Education, Well-Being and a Sense of Belonging**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(4), 1313-1344. https://doi.org/10.53967/cje-rce.6959
This article draws from a Canadian project examining the holistic dimensions of well-being in teacher education programs. In keeping with calls to action in research and in the practice of teacher education, conceptualizations offering a wider view of well-being—beyond physical, mental, and emotional health—guided the inquiry. This study presents findings from a questionnaire disseminated to students in three teacher education programs in Western Canada. The results indicated that the teacher education programs addressed the vocational, social, intellectual, and cultural dimensions of well-being. Dimensions relating to emotional, physical, spiritual, and financial well-being were not consistently addressed. Of note was the financial precarity impacting the well-being of a majority of respondents. Since a sense of belonging was identified as an important indicator of well-being, especially for students who identify as Black, Indigenous, and people of colour (BIPOC), these findings may guide teacher education programs in adopting productive ways to navigate the distinct realities of students in a post-pandemic society.

Renninger, K. A., Barton, L. K., Bautista, G., Garcia-Barrios, M., Ogunyinka, I., & Riley, K. R. (2026). **Interest, Self-efficacy, and Belonging in Classroom Learning**. *Educational Psychology Review*, *38*(1), 18. https://doi.org/10.1007/s10648-025-10102-7
Students' interest, self-efficacy, and belonging are considered essential for classroom learning, as each has been shown to promote sustained engagement and school achievement. However, our review of the literature suggested that research on interest, self-efficacy, and belonging is largely siloed. To address practitioner questions about supporting classroom learning by working with the three variables, we added a mixed-method pilot study to the review process. Pilot participants were Black, middle-school-age youth living in a low-income community, who were enrolled in a five-week, inquiry-informed science workshop facilitated by a Black professor. Findings showed that during learning, interest, self-efficacy, and belonging were increasingly coordinated over time. These results corroborated research showing the reciprocity of interest and self-efficacy in promoting student learning and suggested that belonging facilitates this support. The literature review and suggested insights from the pilot findings are discussed as providing initial guidance for both classroom practice and subsequent study.

Rogers, R., & Molinier, P. (2026). **Un jour, des femmes ?** *Socio-logos . Revue de l'association française de sociologie*, (22). https://doi.org/10.4000/15ts9
La journée d'étude organisée par l'AFS s'est ouverte avec une conférence plénière où deux enseignantes et chercheuses, Rebecca Rogers et Pascale Molinier, nous ont partagé leurs parcours en tant que femmes dans le milieu académique, que femmes travaillant sur les questions de genre, et que femmes impliquées dans des projets institutionnels visant à promouvoir l'égalité de genre. Lors de cette intervention, elles montrent les difficultés avec lesquelles l'Enseignement supérieur et la recherche doit composer pour apporter de réelles solutions à l'invisibilisation toujours durable des femmes, tout en demeurant profondément optimistes pour l'avenir.

Ruiz, M. Á. R., & Gómez, M. O. (2026). **Policies of Early Childhood Education and Care (ECEC) in Andalusia (Spain): Development, Trends and Privatization Effects**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 39-58. https://doi.org/10.7358/ecps-2025-032-rior
This article analyses the consequences of the development of the Early Childhood Education for 0 to 3 years old model implemented in Andalusia (Spain), whose enrolment achievements have been based on extensive reliance on private providers. The analysis is based on in-depth interviews and statistical data from official sources. The findings show how reliance on a privatized model generates economic and territorial barriers to access, as well as affecting the quality of services and schooling conditions. These are negatively affected by the economic constraints of private schools, worse working conditions and difficulties in training and coordination. As a result, schools prioritize basic welfare aspects over educational projects and pedagogical innovation.

Saban, A. (2026). **Encadrement doctoral en contexte CIFRE : risques psychosociaux et facteurs protecteurs dans la relation tripartite**. *L'orientation scolaire et professionnelle*, (55/1), 93. https://doi.org/10.4000/15ubk
Les doctorats CIFRE impliquent une configuration tripartite où les doctorant·es naviguent entre logiques académiques et industrielles, sous la supervision conjointe d'encadrant·es universitaires et professionnel·les. Cette revue systématique, conduite selon le protocole PRISMA sur 25 études, examine l'influence de cet encadrement bicéphale sur les risques psychosociaux. Les résultats révèlent que l'absence de supervision régulière, les discordances d'attentes et la position d'intermédiaire captif constituent des facteurs de vulnérabilité majeurs. À l'inverse, la clarté mutuelle des objectifs, le soutien à l'autonomie et le lien émotionnel authentique opèrent comme facteurs protecteurs. Nous proposons un modèle de « fondations doctorales pédagogiques » articulant zones décisionnelles graduées, mécanismes de résolution des conflits et transformation du Comité de Suivi en instance tripartite de gouvernance. Ces dispositifs visent à repositionner les doctorant·es comme agents de leur formation plutôt que comme intermédiaires vulnérables entre deux mondes institutionnels divergents.

Sandu, A., Huxley, K., Keating, J., Whiffen, T., & French, R. (2026). ***Mapping educational inequalities in Wales: spatial and socio-economic determinants of pupils' attainment*** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: https://EconPapers.repec.org/RePEc:ehl:lserod:137393
Understanding spatial variations in educational outcomes is important for addressing educational inequalities. This study examines how socio-economic factors and household characteristics influence age 16 standardised attainment across Wales using linked administrative and census data. In terms of methodology, we employed logistic regression modelling at the individual level, while at the Lower Layer Super Output Area level, we used both Ordinary Least Squares and Geographically Weighted Regression. At the Individual level, results reveal strong associations between attainment and household characteristics, with household education level having positive effects, while socio-economic disadvantage is negatively associated with attainment. The spatial analysis highlights significant variations in how these factors impact attainment across Wales. Household education level shows consistently positive effects throughout the country, while eligibility for free school meals and special educational needs demonstrate varying negative associations across small geographies. Overall, this study provides novel insights into the complex relationship between place, socio-economic status, and educational outcomes in Wales. These findings suggest that one-size-fits-all educational policies may be insufficient and emphasise the need for geographically targeted interventions.

Sociologie, L. groupe de lutte contre les V. S. et S. de l'Association française de. (2026). **Organiser un congrès qui lutte contre les violences sexistes et sexuelles. Retours d'expérience de l'Association française de sociologie**. *Socio-logos . Revue de l'association française de sociologie*, (22). https://doi.org/10.4000/15tsb
Ce texte, qui a été publié en mai 2025 sur le site de l'Association française de sociologie (AFS), présente l'expérience de l'association dans l'organisation de congrès scientifiques attentifs à la lutte contre les violences sexistes et sexuelles (VSS). Les VSS sont malheureusement nombreuses dans l'Enseignement supérieur et la Recherche, notamment au cours d'événements scientifiques comme les congrès. Dans ce contexte, l'AFS a mis en place, depuis 2020, un ensemble de dispositifs de prévention et de prise en charge des VSS lors de ses événements scientifiques. Cela inclut la rédaction d'une charte signée par les adhérent·es, des formations, une équipe identifiable, des stands d'informations, de l'affichage ou encore une ligne téléphonique dédiée et joignable 24h/24 pendant les congrès. L'évaluation de ces actions par les adhérent·es montre qu'elles sont largement connues et perçues comme rassurantes, surtout par les femmes et les personnes non titulaires – avec des niveaux d'utilité perçus variables selon le type d'action. Le texte souligne cependant le coût humain et émotionnel important pour le groupe investi dans ces différentes actions, et la nécessité de clarifier son rôle. Il affirme aussi l'utilité et le caractère pionnier de cette expérience pour inspirer d'autres organisations scientifiques.

Tadlaoui-Brahmi, A. (2025). **La reproduction des inégalités de sexe et les pratiques différenciatrices en éducation à la citoyenneté numérique : une étude empirique**. *Mesure et Évaluation en Éducation*, *48*(1), 96-118. Consulté à l'adresse https://edition.uqam.ca/mee/article/view/3693
This article explores the mechanisms of reproduction and transformation of gender relations in digital citizenship education within the Swiss French-speaking school context. The ethnographic study, conducted in eight primary school classes (pupils aged 8 to 12), analyses the distribution of interactions and differentiated relationships to digital knowledge. Observations reveal a preferential recognition of boys as legitimate holders of technical skills, who occupy a central place in exchanges during sessions devoted to computer science. Girls are more subject to regulations focusing on the expressive and relational dimensions of their online practices, particularly on social networks. Pedagogical interactions, whether or not they stem from an explicit differentiating intention, perpetuate certain gendered assignments by structuring access to speech and the recognition of skills. The analysis thus calls for attention to the discrete processes of reproducing inequalities in the development of digital citizenship.

Taylor, H. E., Van Boxtel, J. M., Bueno, S. A., & Foster, E. A. (2026). **Integrating high-leverage practices into special education teacher preparation programmes: promoting access and equity for all learners**. *International Journal of Inclusive Education*, *30*(4), 749-763. https://doi.org/10.1080/13603116.2025.2490986

Tocchioni, V., Morabito, M. F., & Petrucci, A. (2026). ***Students enrolled in STEM disciplines in Italy: The role played by field of study and gender in course switching*** (Working paper N° 2026_03). Consulté à l'adresse Universita' degli Studi di Firenze, Dipartimento di Statistica, Informatica, Applicazioni « G. Parenti » website: https://EconPapers.repec.org/RePEc:fir:econom:wp2026_03
Ongoing technological change has led to a steadily growing demand for Science, Technology, Engineering and Mathematics (STEM) graduates worldwide. Not only do STEM disciplines have a

low attractiveness in some contexts, such as in the U.S. and Italy; it is also a matter of persistence in pursuing STEM studies, affected by high rates of course switches in several countries. Using administrative microdata from the Italian Ministry for Universities and Research and selecting students enrolled in a STEM discipline between 2010 and 2014, our aim is to explore how the studentâ€™s gender, the field of study, and the gender composition of the course can help identify at-risk students likely to switch away from STEM fields, often delaying and/or compromising their academic journeys. Overall, the findings show that the propensity to abandon STEM programmes is very high, especially among students enrolled in Soft STEM fields. We find that (female and male) students in female-dominated programmes tend to have a lower probability of switching to enroll in another STEM course compared to those in male-dominated programmes. These findings emphasise that institutional contexts and course-level gender composition matter for STEM persistence, calling for university-level strategies aimed at fostering more inclusive and supportive learning environments.

UNESCO. (2026). **Lead with Youth — 2026 GEM Youth Report**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4199* [Report]. Consulté à l'adresse https://www.unesco.org/gem-report/fr/publication/2026youthreport
Ce rapport fournit la première évaluation mondiale de référence sur la manière dont les gouvernements impliquent les organisations de jeunes et d'étudiant·es dans l'élaboration des politiques éducatives. Fondé sur des enquêtes adressées aux gouvernements et aux organisations de jeunesse, il révèle un décalage entre l'existence de mécanismes de consultation et l'influence réelle des jeunes sur les politiques éducatives. Seul un gouvernement sur trois est tenu par la loi ou par une politique publique de consulter les jeunes dans l'élaboration des politiques éducatives. Le rapport a été publié à l'occasion de la Journée internationale de l'éducation (24 janvier 2026).

Vanluydt, E., van den Eijnden, R., Vonk, L., Putrik, P., van Amelsvoort, T., Delespaul, P., … Huijts, T. (2026). **Disconnect To Reconnect: How Variations between Types of Smartphone Bans Influence Students' Well-being and Social Connectedness in Dutch Secondary Education**. *Journal of Youth and Adolescence*, *55*(3), 551-569. https://doi.org/10.1007/s10964-025-02313-6
Smartphone bans are gaining popularity in education, with approximately 40% of countries currently implementing such policies. Some schools apply smartphone restrictions to the classroom only (partial bans), while others extend the restrictions to the whole school grounds (full bans), hoping to foster student well-being and strengthen social connectedness at school. However, there is currently no empirical evidence that stricter policies are more effective in achieving these intended benefits. The current study examined how variations in type of ban affect adolescents' screentime, problematic social media use, well-being, social connectedness at school, and bullying. The sample consisted of Dutch adolescents from 24 schools (9 partial-ban schools and 15 full-ban schools) who participated in the 2024–2025 EPoSS Study (N = 1398; Mage = 16.2; SD = 1.2; 51.5% were female; 38.3% were in partial-ban schools and 61.7% in full-ban schools). No significant differences were found for any of the well-being or bullying outcomes. However, full bans were associated with lower student-teacher connectedness and, for girls, reduced school belonging. These findings indicate that stricter bans do not yield the intended benefits for students' well-being or bullying and may even undermine students' social connectedness at school.

Varas, G. V. V., de Souza, C. L., & D'Agostini, A. C. (2026). **Agreeableness of Adolescents during and after the COVID-19 Pandemic (2021–2024): Influence of Gender and Education Level**. *Child Indicators Research*, *19*(2), 901-916. https://doi.org/10.1007/s12187-025-10326-7
The research aims to analyze changes in agreeableness and its subcomponents: empathy, respect, and trust during and after the COVID-19 pandemic (2021–2024), while evaluating demographic influences of education level and gender. This trend study used independent samples of adolescents, collected annually from 2021 to 2024. The data collection instrument was the Agreeableness Scale from the Semente Panel of Socioemotional Skills. We conducted comparative analyses to identify significant differences in the scores of overall agreeableness and its subcomponents, based on the year of data collection, educational level (upper elementary school vs. high school), and gender. We observed a significant drop in agreeableness scores in 2022 and 2023, a period marked by the prolonged impacts of the COVID-19 pandemic. In 2024, we identified a recovery in the levels of this skill. Students in upper elementary school had higher agreeableness scores compared to those in high school. Regarding gender, female high school students showed higher levels of empathy and respect, while upper elementary school students showed greater trust.The socioemotional skills analyzed were affected by the COVID-19 pandemic and showed changes over time, according to the education level and gender. The results support the importance of promoting educational interventions aimed at strengthening socioemotional development, especially in times of crisis, to foster students' social adaptation.

Velez, G., Xu, L. Z., & Fitzgerald, J. (2026). **From AI as a Relational Breaker to a Relational Broker: Comment on Bauer et al. (2025)**. *Educational Psychology Review*, *38*(1), 15. https://doi.org/10.1007/s10648-025-10106-3
Relationships are fundamental to who we are as people, to our schools and communities, and to how young people learn and develop. As artificial intelligence (AI) enters K–16 classrooms, it affects not only instruction but also the deep-rooted human connections that have sustained learning across many generations. Recently in this journal, (Bauer et al., Educational Psychology Review 37, 2025) argue that successful AI integration involves moderating factors like students' literacy, educators' technological skills, and pedagogical approaches. Building on their focus on cognition, this commentary suggests that we should consider extending these moderating factors to consider how AI compels us to reimagine and refocus on human relationships, those within students themselves and between students and teachers, schools, families, and communities. Rooted in educational psychology literature on relationships, we argue that AI may be a relationship breaker until educators make it a broker. Reliance on AI in education can change how students and teachers see themselves, who they trust, and what kinds of connections endure in an increasingly machine-mediated educational landscape. We review ways in which AI is changing educational relationships at each level, from the intrapersonal (students with themselves), interpersonal in schools (students with teachers), and in the larger learning ecosystem (with families and communities). Considering these levels offers further areas for research and policy beyond the cognitive ones outlined by Bauer et al.

Viviers, S. (2025). **Santé mentale du personnel scolaire : regards croisés Chili-France-Québec : entretien croisé avec Patricia Guerrero et Dominique Cau-Bareille**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 223-233. https://doi.org/10.7202/1123124ar
Un article de la revue Nouveaux cahiers de la recherche en éducation, diffusée par la plateforme Érudit.

Wang, S., & Xie, M. (2026). **Cultivating diversity and inclusion: a transformative approach to legal education in contemporary China**. *International Journal of Inclusive Education*, *30*(4), 681-703. https://doi.org/10.1080/13603116.2025.2490593

Ward, M., & Powell, L. (2026). **The lived experiences of primary and secondary education for autistic university students**. *International Journal of Inclusive Education*, *30*(4), 732-748. https://doi.org/10.1080/13603116.2025.2490596

Watrelot, P. (2026, mars 12). **Que peut l'école contre la pauvreté ?** Consulté 13 mars 2026, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/philippe-watrelot/que-peut-lecole-contre-la-pauvrete/00117823
« L'école doit avoir la même considération pour tous les parents et tous les élèves. Ce n'est pas normal de faire des différences parce qu'on n'a pas la même situation sociale. » Ce que dit Emilie, militante d'ATD Quart Monde est très proche de la réflexion de Giovanni, élève de CM2 : « Les filles et les garçons, ça fait pas de différence pour apprendre. (…) Les riches et les pauvres, ça revient au même. Il faut quand même avoir un cartable et ses affaires pour apprendre bien sûr. » Ces témoignages et bien d'autres sont dans le rapport « Ecole et grande pauvreté : lutter contre les discriminations, croisement de regards sur une recherche participative », rédigé par ATD Quart-Monde après une recherche Choisir l'inclusion pour éviter la ségrégation (Cipés) menée durant six ans et présentée le 24 janvier 2026

Wu, X., & Ran, Y. (2026). **Postgraduate international students' cosmopolitan capital accumulation in transnational spaces: aspirations, gains, and struggles**. *Asia Pacific Education Review*, *27*(1), 209-224. https://doi.org/10.1007/s12564-023-09917-2
Drawing on the discourse of human capital and its influence on international students' accumulation of cosmopolitan capital, this case study examines the aspirations, gains, and struggles of 15 postgraduate international students at a prestigious Chinese university as they accumulated cosmopolitan cultural and social capital. It was found that the students, driven by human capital discourse, aspired to accumulate cosmopolitan capital and strove to deploy the available resources and their expanding social connections in transnational spaces in hopes of acquiring multilingual and intercultural competences, internationally relevant academic and research competences, and qualifications. Discourses on human capital quality, competitiveness, and accountability in transnational spaces caused them to struggle emotionally when they could not easily achieve these pragmatic goals. This study advocates that host universities, departments, international offices, educators, and administrators working with international students, as well as the students' families and the students themselves, must take into account the pervasive effect and governance of human capital discourse and work together to support and promote students' learning, thriving, and wellbeing.

Xie, Y., & He, J. (2026). **Re-examining cultural reproduction theory: cultural capital and adolescent academic achievement in China**. *Asia Pacific Education Review*, *27*(1), 45-59. https://doi.org/10.1007/s12564-022-09820-2
Scholars extensively tested cultural reproduction theory on the basis of different data and measurements in the western context. However, research on the relationship among embodied cultural capital, objectified cultural capital, and adolescent academic achievement and the underlying mechanisms in the Chinese education system is limited. To address this concern, we

used the China Education Panel Survey (CEPS) for 2013–2014 for analysis of the association and mechanisms. The findings suggested that despite the applicability of the signaling and skill mechanisms of embodied cultural capital in China, it remained negatively associated with academic achievement due to the Chinese examination-oriented education system. In contrast, objectified cultural capital was positively correlated with academic achievement. The signaling and skill mechanisms mediated the association between objectified cultural capital and academic achievement. Therefore, considering the education system when examining cultural reproduction theory is crucial.

Yadan, Z. (2025). **Les « condamnations scolaires » : quels verdicts pour la famille ?** *Enfances Familles Générations. Revue interdisciplinaire sur la famille contemporaine*, (49). Consulté à l'adresse https://journals.openedition.org/efg/23395
Cadre de recherche : Cet article s'inscrit dans le champ de la sociologie de l'école et de la sociologie des familles. Il interroge les effets sociaux et familiaux des procédures disciplinaires scolaires, envisagées comme des « condamnations scolaires » où se rejouent les rapports entre école et familles populaires. Objectifs : L'étude vise à comprendre comment la convocation d'un élève devant un conseil de discipline affecte non seulement sa trajectoire scolaire, mais aussi l'équilibre familial, les pratiques éducatives et la perception de soi des parents issus des classes populaires. Méthodologie : L'enquête repose sur un dispositif qualitatif mené entre 2015 et 2018 : 31 entretiens parentaux (dont 18 avec des parents de classes populaires), 17 entretiens avec des professionnels scolaires et 28 observations de conseils de discipline. Ce matériau permet de croiser les points de vue institutionnels et familiaux sur ces « condamnations scolaires ». Résultats : Les résultats montrent que la « condamnation scolaire » déborde largement le cadre de l'école. Elle devient, pour certains parents, une expérience collective marquante qui met sous tension l'autorité parentale, bouleverse les relations conjugales, renforce les tensions entre parents et enfants, et fragilise parfois la situation professionnelle des mères. Les conseils de discipline, loin d'être neutres, traduisent souvent un jugement implicite sur les familles populaires et leurs compétences éducatives. Au-delà de ces effets, les conseils de discipline sont des lieux de production d'un jugement implicite sur les familles populaires, en évaluant leurs pratiques éducatives et leur conformité aux normes scolaires. Conclusions : La « condamnation scolaire » fonctionne comme un dispositif de moralisation et de responsabilisation des familles populaires. En individualisant les causes de l'indiscipline, elle invisibilise les logiques institutionnelles et sociales qui participent à la production des comportements jugés déviants. L'institution scolaire reste largement aveugle aux répercussions de ces « condamnations scolaires » sur les familles. Contribution : Ce travail prolonge la compréhension des sanctions scolaires en les appréhendant comme des révélateurs des rapports de pouvoir entre école et familles. Il contribue à une sociologie de l'éducation attentive aux effets latents des dispositifs disciplinaires et à la manière dont ils participent à la reproduction des inégalités sociales.

Zhao, Y. (2025). **Présence socio-affective en e-Formation**. *Éducation & Formation*, *Numéro thématique*(e-324), 55-74. Consulté à l'adresse http://revueeducationformation.be/
Cette étude porte sur la présence socio-affective en e-Formation, dans le cadre d'une télécollaboration franco-chinoise hors cadre institutionnel, un contexte et un partenariat interculturels encore peu documentés. Au plan empirique, elle s'appuie sur une « expérimentation-formation » réunissant seize étudiants français et chinois, géographiquement éloignés et répartis en quatre groupes restreints pour réaliser ensemble une série d'activités collectives à l'aide d'outils numériques de communication. L'objectif était de déterminer si les

interactions sociales médiatisées entre ces étudiants généraient une présence socio-affective. Les résultats indiquent que l'émergence de cette présence varie entre les trois groupes étudiés (un quatrième ayant été dissous) et selon plusieurs facteurs : le volume d'échanges et les modes d'interaction, la réactivité des messages, les différences au sein du groupe, la tolérance et la considération mutuelle vis-à-vis de ces différences, ainsi qu'un climat d'échange propice aux interactions. Au regard de ces résultats, des implications sont proposées pour l'intégration et l'étude de la présence socio-affective dans de tels dispositifs, et la portée de ces résultats est discutée au regard des spécificités du dispositif et des limites de cette étude, qui ouvrent plusieurs perspectives de recherche.

Zizioli, E., Meta, C., Stillo, L., Marzoli, R., Franchi, G., & Colla, E. (2026). **Incarcerated Motherhood and the Right to Education: A Pedagogical Scoping Review**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 155-188. https://doi.org/10.7358/ecps-2025-032-zizi
The paper, the result of a scoping review conducted within the framework of the PRIN «Phoenix. A New Kind of 'Rebirth' for Women and Children Living in Conditions of Marginalization», explores the condition of incarcerated mothers through a pedagogical and intersectional lens, with the aim of redefining educational and social services for women and children living in conditions of marginalization. Drawing on a rigorous and multidisciplinary methodology, the literature review identified 85 relevant international studies. The subsequent thematic analysis revealed seven core conceptual areas shared across the studies: social and institutional stigma; narratives and representations; systemic racism and intersectional perspectives; mental health and well-being; forms of agency and disempowerment; motherhood inside and outside prison; and prison policies. The findings highlight recurring critical issues across the various contexts examined: motherhood in prison emerges as an ambivalent space in which women negotiate their identities between institutional control and practices of resistance, within a penal system that remains largely inattentive to gender dynamics and the parental role of women.

Climat de l'école

Benati, G., & Guerriero, C. (2026). **Climate shocks, democratization and (a culture of) cooperation**. *Economica*, ecca.70027. https://doi.org/10.1111/ecca.70027
While the direct economic effects of adverse climate shocks are well known, their indirect institutional impact is still poorly understood. To clarify this, we test the idea that adverse climate shocks push time-inconsistent elites to enact inclusive political institutions, and non-elites to embrace strong norms of cooperation. While democratization transfers to non-elites the power to design fiscal policies and thus assures them that they will enjoy a sufficient part of the returns on investing in farming innovations with elites, cultural accumulation delivers an intrinsic return on cooperation allowing the non-elites' credible commitment to investment. Consistent with these predictions, data on a panel of 38 most agricultural countries observed over 1960–2018 imply that the severity of droughts has both a negative and direct effect on agricultural output, and a positive and indirect institutional impact. The latter can be decomposed in a persistent rise in the inclusiveness of the political process, which in turn shifts the allocation of the tax revenues from military to public health service expenditures, and the horizontal, oblique and vertical transmission of norms of trust and respect. Only a culture of cooperation is, in turn, significantly related, with a one-year lag, to the agricultural output.

Chen, Y., Wei, J., Wang, H., Zhang, J., Peng, H., & Li, Q. (2026). **Adverse Childhood Experiences Increase Peer Victimization among Early Adolescents: the Longitudinal Mediating Roles of Executive Function and Social Anxiety**. *Journal of Youth and Adolescence*, *55*(3), 720-734. https://doi.org/10.1007/s10964-025-02267-9
Despite the recognition that childhood adversity is a significant risk factor for peer victimization, few studies have differentiated between the distinct dimensions of adverse experiences and their potential mechanisms. The present study employed a three-wave longitudinal design to investigate the impact of adverse childhood experiences on peer victimization among 578 Chinese primary school students (ages 8 to 12 years, M = 9.12, SD = 1.12; 45.85% girls) and revealed the mediating pathways of executive function and social anxiety. Results indicated that childhood harshness and unpredictability were positively associated with low executive function, increased social anxiety, and higher levels of peer victimization. Structural equation modeling demonstrated that both childhood harshness and unpredictability not only directly and positively predicted peer victimization but also exerted indirect effects through social anxiety and a chain mediation of executive function and social anxiety. These findings underscore the importance and key explanatory mechanisms of adverse childhood experiences in increasing peer victimization, and highlights the priority of social anxiety in future intervention strategies.

Horton, P., Forsberg, C., & Thornberg, R. (2026). **Inclusive education and the bullying involvement of boys with special educational needs at a Swedish elementary school**. *International Journal of Inclusive Education*, *30*(4), 652-665. https://doi.org/10.1080/13603116.2025.2487471

İçli, M., & Aydos, E. H. (2026). **Exploring the Voices of Preschool Children and Teachers: Child Participation in Democratic School Settings**. *Child Indicators Research*, *19*(2), 957-984. https://doi.org/10.1007/s12187-025-10324-9
The system of child participation emerges as a product of the sustained commitment and collaborative engagement of everyone within educational settings. Beyond the adoption of relevant policies, administrators, teachers, and other key stakeholders engage in coordinated efforts to operationalize and institutionalize meaningful participation practices. This study explores the perceptions and experiences of preschool children and their teachers concerning child participation within schools that actively implement children's councils. Employing a qualitative case study design, this research utilized semi-structured interviews with 11 teachers and 15 children from two schools affiliated with the "Another School is Possible" initiative in Turkey. Thematic analysis revealed six key themes: definitions of child participation, rule-setting processes, council functioning, classroom practices, perceived benefits, and suggestions for enhancing participation. Findings reveal that participation as a fundamental democratic right and perceive school councils as effective platforms for fostering shared decision-making. Children articulated feelings of empowerment and being heard, whereas teachers emphasized significant enhancements in children's emotional resilience, communication competencies, sense of agency and, allowing children to emerge as responsible, self-assured individuals equipped with a strong and influential voice in society. Children in these schools exhibit a high degree of emotional resilience; nevertheless, there are certain circumstances in which the level of child participation remains low in terms of practical application. Notwithstanding these, limitations in the scope of participation—particularly concerning out-of-school decisions—were noted. The study highlights the transformative potential of meaningful child participation in early

childhood education and provides valuable insights for expanding participatory practices across diverse educational contexts.

Lopes Moreira, A., Barbosa Romera Leme, V., Mattar Yunes, M. A., Fernandes Martins, L., Bedin, L. M., & Castellá Sarriera, J. (2026). **Bullying Victimization, School Climate, and the Subjective Well-Being of Brazilian Children**. *Child Indicators Research*, *19*(2), 885-899. https://doi.org/10.1007/s12187-025-10318-7
This study investigated the role of bullying victimization and school climate (student-teacher and student-student relationships) as predictors of subjective well-being (SWB) among Brazilian children. Participants included 1,766 children (55.3% girls, mean age = 11.33 years) from public (72%) and private (28%) schools in the states of Rio de Janeiro, Rio Grande do Sul, Santa Catarina, Paraná, and São Paulo. Data were collected through self-report questionnaires using scales from the International Survey of Children's Well-Being (ISCWeB). SWB was measured using the CW-SWBS, while school climate and victimization were assessed using specific questionnaire items. Multiple regression analysis with interaction was conducted, and the results indicated that 31% of the variation in SWB was explained by the predictors. Victimization showed a negative relationship with SWB, while a positive school climate, in student-student and student-teacher relationships, had a positive effect. The interaction between victimization and student-teacher school climate showed that positive relationships can mitigate the negative effects of bullying. The findings highlight the need for interventions to reduce victimization and strengthen social support in schools, promoting a safe and welcoming environment. This information can inform public policies and strategies aimed at preventing violence and promoting child well-being.

Marineau, M.-N. (2025). **Favoriser le bien-être dans un cours asynchrone : une ressource développée pour l'éducation aux adultes**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 76-78. https://doi.org/10.7202/1122424ar
En formation générale des adultes (FGA), l'hétérogénéité des profils est une norme. On peut malgré tout extraire certaines caractéristiques fréquentes. On sait que près de la moitié des personnes apprenantes ont moins de 24 ans et que la proportion entre les hommes et les femmes est relativement équilibrée (Carrefour FGA-FP, 2023). De plus, plusieurs données rappellent les vulnérabilités importantes d'une partie de la clientèle : 60 % sont des élèves à besoins particuliers, 78 % disposent d'un revenu annuel inférieur à 20 000 $ et 36 % ont une problématique liée à l'absentéisme (Carrefour FGA-FP, 2023). De plus, près d'un quart des personnes apprenantes ont déjà été aux prises avec des problématiques liées à la consommation de substances psychoactives.

Norab, L., & Baguio, J. (2026). **Stories from the Classroom: Exploring Teachers' Firsthand Experiences in Handling Bullying**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 235-244. https://doi.org/10.66074/DE21FR09
This study examined the experiences of public elementary school teachers in handling bullying incidents in their classrooms in Tibungco District, Division of Davao City. Using a qualitative phenomenological approach, ten teachers participated in in-depth interviews, and the data were analyzed through thematic analysis to identify recurring patterns across their narratives. The findings revealed three major challenges: student behavioral issues, limited support and resources, and emotional and professional stress. Teachers addressed these challenges through proactive classroom management, collaboration and support-seeking, and emotional regulation and selfcare. The study also identified three professional insights gained from

experience: the importance of early intervention, the value of empathy and understanding, and the role of continuous professional development. These findings highlight the complexity of classroom bullying management and underscore the need for stronger school support systems, clearer anti-bullying protocols, and sustained teacher development to promote safe, inclusive, and supportive learning environments.

OECD. (2026). ***Empowering schools' improvement: Insights from PISA for Schools case studies*** (PISA in Focus N° 132; 132e éd.). https://doi.org/10.1787/50f6b0e5-en

Pelletier, M., Barriault, S., Lahrizi, I., Giguère, É., & Dion, V. (2025). **« Ça fait partie du travail » : risques psychosociaux et invisibilité de la violence envers les éducatrices en milieu scolaire**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 88-110. https://doi.org/10.7202/1123118ar
Cet article examine la violence physique exercée par des élèves envers les éducatrices en service de garde scolaire, un phénomène encore peu documenté. À partir d'une étude qualitative menée auprès de 33 éducatrices oeuvrant dans des écoles primaires publiques au Québec, l'analyse met en lumière l'ampleur de la violence vécue et les facteurs organisationnels qui en favorisent la manifestation et l'invisibilisation. Les résultats révèlent que la surcharge de travail, le manque de reconnaissance, l'isolement professionnel et l'absence de soutien institutionnel contribuent à la banalisation de ces situations. À partir du modèle «demandes-ressources au travail», l'étude propose une lecture organisationnelle de la violence et ouvre la voie à des pistes pour sa prévention dans les établissements scolaires.

Wahyudi, W., Sari, B. I., Sari, M. M. K., H.p, I. P. M., Warsono, W., Wijaya, R., … Ariningtyas, S. A. P. (2026). **Civic Education and Bullying: Strengthening the Civic Disposition in Preventing Bullying in Junior High Schools**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 77-92. https://doi.org/10.7358/ecps-2025-032-wahy
Bullying is a persistent form of violence that disrupts the educational environment and harms students' emotional and academic development. Addressing bullying requires more than just punishment; it involves promoting civic virtues like responsibility, empathy, and respect that help students build inclusive communities. This qualitative case study examined how junior high schools in Surabaya use civic education, specifically the Pendidikan Pancasila (Pancasila Education) subject, to foster civic dispositions and prevent bullying. Data were collected from January to April 2024 through semi-structured interviews, classroom observations, and document analysis across four state junior high schools. Participants included students, teachers, and principals. Interview transcripts and field notes were thematically coded and analyzed using NVivo 15. The findings show that schools have implemented procedures to prevent and address bullying, and that Pancasila Education classes effectively promote civic dispositions and reduce bullying incidents. By incorporating value-based activities such as case discussions, role plays, and anti-bullying declarations, schools encourage students to internalize democratic values and act as defenders rather than perpetrators or bystanders. The study emphasizes the importance of aligning civic education with broader anti-bullying strategies and offers recommendations for improving curriculum and policy.

Évaluation des dispositifs d'éducation-formation

Batifora, F., & Baguio, J. (2026). **Success Stories of ALS Graduates in Building Sustainable Livelihoods: A Qualitative Inquiry**. *International Journal of Transformative Multidisciplinary Studies*, 2(2), 158-167. https://doi.org/10.66074/GT87HY65
Alternative Learning System (ALS) programs offer flexible education for individuals who missed basic schooling, yet evidence linking completion to stable livelihoods remains limited. This qualitative phenomenological study explored the success stories of ten ALS graduates who achieved sustained employment or income-generating activities. Findings reveal that graduates build successful livelihoods by cultivating an entrepreneurial mindset, applying transferable skills, and deliberately managing resources. This process is deeply rooted in educational empowerment and strengthened resilience, which are further sustained through community collaboration, financial discipline, and continuous learning. Ultimately, successful livelihood outcomes depend on combining these personal capabilities with social and structural supports that enhance access to opportunities. To ensure ALS completion translates into durable livelihoods, programs should be refined to actively strengthen financial capabilities, practical enterprise skills, and linkages to local networks.

Bouamoud, H., Hervé, N., & Saoudi, H. (2025). **Futures education: an oscillation between knowledge and opinions**. *Mediteranean Journal of Education*, *5*(2), 162-173. https://doi.org/10.26220/mje.5569
This contribution is based on the joint mobilization of the scenario-building method, socially acute questions (SAQ) didactics and education about future, risks and uncertainties, in designing a teaching device on gene drive as a controversial technoscience. In order to explore its impact, this device has been tested with students of Life and Earth Sciences in Tunisia. The comparative analysis of the answers to two pre and post experiment questionnaires shows a positive effect on the acquisition of scientific knowledge and its influence on the students' opinions. The results also show that students' interest in gene drive is not adversely affected by exposure to controversies, risks and uncertainties related to the application of gene drive. In order to deepen the results found, we intend to study the scenarios built and the opinions expressed during the device.

Li, L., Yang, Y., & Zhou, L. (2026). **Can after-school tutoring improve the academic performance of students from low-income families? Trial evidence from economically backward areas in China**. *Asia Pacific Education Review*, *27*(1), 31-43. https://doi.org/10.1007/s12564-022-09803-3
This study comprised a randomized controlled trial focusing on after-school English tutoring for all Grade 1 junior middle school students from low-income families (LIFs) in an economically backward county in China. In total, 120 randomly selected students from LIFs participated in four months of online after-school English tutoring. The results show that after-school English tutoring can significantly improve the English examination results of students from LIFs by 11 points (based on OLS regression estimation), which is equivalent to 0.3 standard deviations. In terms of result heterogeneity, we found boys may benefit more than girls, and both students with better (the top 40%) and relatively poor learning ability (the other students) can benefit from the extra instruction, but the latter benefits more. The spillover effect of the after-school English tutoring on Chinese scores only existed among students from urban LIFs. An extended analysis showed that

the effects are sustained even after the program ends and that there is no spillover effect among students.

Formation continue

Beaugendre, C., Mansuy, M., & Recotillet, I. (2026). **Préparer à se former : une promesse inachevée**. In P.-Y. Bernard, J. Berthaud, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty8

Conçus pour faciliter l'accès à la formation des publics éloignés de l'emploi, les programmes Prépa reposent sur l'hypothèse qu'un meilleur accompagnement vers la formation renforce l'employabilité et, par ricochet, l'accès à l'emploi. L'évaluation quantitative du dispositif Prépa Projet, mis en œuvre par la Région Bretagne dans le cadre du Plan d'investissement dans les compétences, invite à nuancer cette promesse. L'étude, conduite entre 2021 et 2023 auprès d'environ 4 000 bénéficiaires par an, mobilise une approche contrefactuelle fondée sur l'appariement statistique des bénéficiaires avec des groupes témoins issus des bases administratives FORCE (FORmation, Chômage et Emploi) et du système d'information régional. Les résultats révèlent un impact positif, mais modeste sur l'entrée en formation qualifiante : l'écart varie entre 7 et 12 points de pourcentage dans l'année suivant l'entrée, atteignant 15 points à 18 mois. Cet effet profite surtout aux demandeurs d'emploi de longue durée et aux publics plus âgés, tandis que les jeunes et les non-diplômés en tirent un bénéfice moindre. Parallèlement, l'accès à l'emploi s'avère inférieur à celui de publics comparables non bénéficiaires, en particulier pour les moins de 27 ans. Ces résultats interrogent l'efficacité des dispositifs préparatoires lorsqu'ils s'adressent à des publics hétérogènes et faiblement stabilisés. Ils soulignent les limites de « l'injonction au projet » et la nécessité d'articuler les démarches de préparation à la formation avec des actions d'immersion et de mise en réseau favorisant directement l'insertion professionnelle. En définitive, se préparer à se former ne suffit pas toujours à se préparer à l'emploi.

Bernard, P.-Y. (2026). **Introduction – La formation des publics précaires : aller au-delà d'un débat simplificateur**. In J. Berthaud, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty5

Bernard, P.-Y., & Farvaque, N. (2026). **Préparer les demandeurs d'emploi : pour quoi faire ?** In J. Berthaud, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty9

Depuis les années 1980, de nombreuses actions et structures ont été mises en place pour faire face aux difficultés d'accès à l'emploi de publics spécifiques (jeunes en décrochage scolaire, chômeurs longue durée, titulaires de minima sociaux. En matière de formation, elles ont en commun de se présenter comme une préparation à la qualification, d'où les termes de « préqualification » ou de « prépas ». Ces actions ont été particulièrement mobilisées dans le cadre du Plan d'investissement dans les compétences (PIC). Toutefois, dès les premières expérimentations, les travaux de recherche mettent en avant l'ambigüité de ces formations. De

quelle formation s'agit-il ? Si les premiers dispositifs mettaient l'accent sur des « savoirs de base », ce sont plutôt les compétences psychosociales qui sont aujourd'hui mises en avant. À un niveau macro, l'ampleur des programmes fait apparaitre des enjeux en matière de gestion des flux des publics dits « éloignés de l'emploi », entre occupation en attente d'entrée en qualification et orientation professionnelle. Les programmes issus du PIC et de leurs déclinaisons régionales (PRIC), apportent des inflexions dans ce domaine, notamment sur l'innovation que constituent les parcours « sans couture », mais leurs ambitions se heurtent aux contraintes systémiques, en particulier celles découlant de la segmentation du secteur de la formation, entre secteur qualifiant et secteur préqualifiant.

Bernard, P.-Y., Gosseaume, V., Meslin, K., Roupnel-Fuentes, M., & Walker, J. (2026). **Les sorties en emploi : un bon critère d'évaluation ?** In J. Berthaud (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty4

L'évaluation des dispositifs de formation et d'insertion repose principalement sur les indicateurs de « sorties vers l'emploi », utilisés comme références majeures pour mesurer l'efficacité et orienter le pilotage des politiques publiques. Présentés comme des instruments à la fois simples et objectifs, ces indicateurs se sont peu à peu généralisés dans un contexte marqué par la rationalisation de l'action publique et la mise en concurrence des opérateurs de la formation. Cette focalisation mérite cependant d'être interrogée. En réduisant l'évaluation à l'accès immédiat à l'emploi ou à la formation, les indicateurs de sorties positives tendent à invisibiliser la diversité des parcours, des temporalités et des effets produits par les dispositifs, ainsi qu'une partie du travail d'accompagnement réalisé auprès des personnes éloignées de l'emploi. À partir de résultats d'évaluations menées dans le cadre du Plan d'investissement dans les compétences, cet article propose une analyse critique de ces usages et de leurs limites.

Bernard, P.-Y., Gosseaume, V., Roupnel-Fuentes, M., Walker, J., & Meslin, K. (2026). **Les indéterminations autour d'un dispositif de préqualification**. *Éducation Permanente*, *246*(1), 35-46. https://doi.org/10.3917/edpe.246.0035

En France, un vaste secteur de formation s'est développé pour accompagner des publics en difficulté vers l'emploi ou des formations qualifiantes. Les auteurs font l'hypothèse que ce secteur de la préqualification fonctionnne non pas uniquement comme un sas linéaire vers la qualification mais comme un espace intermédiaire aux fonctions multiples, dont les usages dépendent des contextes territoriaux, de l'organisation des organismes de formation, des trajectoires et caractéristiques des publics.

Berthaud, J., & Bonnard, C. (2026). **Quand l'aide à l'insertion et l'accompagnement social s'invitent dans la formation**. In P.-Y. Bernard, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty7

L'évolution des politiques de l'emploi ont vu ces dernières passer d'une logique d'insertion et de placement à une logique d'intermédiation et d'accompagnement où l'individu est responsable de son employabilité et les professionnels de l'insertion et de la formation sont tenus de remédier à l'inemployabilité des publics éloignés de l'emploi. Avec la mise en place du Plan

d'investissement dans les compétences (PIC), s'est opérée par ailleurs la volonté d'amplifier l'effort de la formation professionnelle vers les publics les plus en marge, notamment les demandeurs d'emploi n'ayant pas recours aux dispositifs de formation et aux ressources publiques. Dans ce cadre, sont apparus des dispositifs s'éloignant d'une action de formation pour viser l'accompagnement en vue de sécuriser les parcours et de préparer des demandeurs d'emploi à la formation, en incluant le travail sur la levée des « freins périphériques ». Ces changements de paradigme ont contribué à modifier et à redéfinir les missions et l'activité professionnelle des acteurs de la formation professionnelle au sein de dispositifs qui se situent désormais à l'interstice entre le champ du travail social et celui de la formation continue et qui s'inscrivent dans une volonté de décloisonnement des compétences et une porosité des champs entre accompagnement et formation. Cet article propose ainsi d'analyser la question de la professionnalité des formateurs engagés dans l'accompagnement des personnes éloignées de l'emploi. Dans le cadre d'un dispositif d'accompagnement vers la qualification financé par le Pacte régional d'investissement dans les compétences (PRIC) et porté par différents organismes de formation dans une région française, il s'agit notamment d'étudier les implications et les répercussions de cette porosité des champs de compétences pour les formateurs et accompagnateurs, au prisme d'un « nouveau » métier, celui de référent de parcours.

Berthaud, J., & Gosseaume, V. (2026). **Entre injonction, affichage et réalité : la difficile construction d'un partenariat effectif**. In P.-Y. Bernard & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15txz

Depuis les années 1980, le partenariat s'est affirmé comme un pilier des politiques d'insertion, soutenu par la territorialisation, la décentralisation et les réformes du service public de l'emploi. Présenté comme une réponse aux parcours fragmentés, il doit garantir décloisonnement et continuité en mobilisant un large réseau d'acteurs. À partir de deux dispositifs, le Prépa Rebond – Dispositif intégré (PRDI) et le Dispositif en amont de la qualification (DAQ), ce chapitre examine comment l'injonction au partenariat se concrétise, quelles tensions elle génère entre acteurs et quels effets elle produit sur les parcours des stagiaires. L'analyse montre la fragilité de l'ambition partenariale : appels à projets, asymétries institutionnelles et engagement inégal des acteurs placent les consortiums entre coordination affichée et concurrence réelle. Les dynamiques territoriales et l'histoire des relations influencent fortement l'implication des structures et la fluidité des parcours. Pour les stagiaires, l'ouverture partenariale reste peu perceptible : l'accompagnement repose surtout sur les référents internes, tandis que les ruptures de suivi, les temporalités décalées et les difficultés à lever certains freins limitent l'idéal d'un parcours « sans couture ». Le partenariat apparaît ainsi comme une construction instable, dépendante des contextes locaux et traversée par des tensions entre injonctions politiques et réalités de terrain.

Bonnard, C., & Berthaud, J. (2026). **Accompagnement, injonction au projet et réponses au besoin des secteurs en tension**. In P.-Y. Bernard, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty2

La construction et l'évaluation du projet de formation et/ou professionnel sont au cœur des dispositifs d'accompagnement et d'accès à la qualification depuis de nombreuses années. Ce

modèle s'inscrit dans une logique d'individualisation, où l'individu doit être « acteur » de son parcours, et d'accompagnement, où le rôle des professionnels de l'accompagnement et de l'insertion est de coconstruire le parcours des personnes dites éloignées de l'emploi. Mais cette « injonction au projet » est susceptible d'accroitre les inégalités face aux dispositifs de formation et d'insertion, entraînant des effets paradoxaux, voire contreproductifs. À travers l'exemple d'un dispositif régional déployé dans le cadre d'un Plan régional d'investissement dans les compétences (PRIC) et du point de vue des professionnels, cet article analyse la place du projet dans l'accompagnement des bénéficiaires et la logique de coconstruction des parcours, les formes d'accompagnement au « projet » et la manière dont les organismes de formation appréhendent le « paradoxe » entre individualisation des parcours et orientation vers les métiers dits en tension.

Bourgain, M., Gayraud, L., Gosseaume, V., & Moncel, N. (2026). **Territoires zéro chômeur : quand la formation n'est ni préalable ni centrale**. *Éducation Permanente*, 246(1), 97-106. https://doi.org/10.3917/edpe.246.0097

L'article présente les résultats d'une recherche conduite sur l'expérimentation « Territoires zéro chômeur de longue durée » qui garantit un CDI à temps choisi et sans sélection à toute personne privée durablement d'emploi. L'expérimentation déplace la centralité de la formation dans l'insertion vers une logique de mise au travail immédiate, accompagnée d'un soutien social renforcé. Elle met en lumière une formation invisible mais réelle, qui se déploie dans le travail, le collectif et l'accompagnement social.

Caillaud, P. (2026). **Les formations qualifiantes postscolaires de premier niveau : entre droit national d'accès et éclatement des compétences institutionnelles**. *Éducation Permanente*, 246(1), 129-138. https://doi.org/10.3917/edpe.246.0129

Les formations qualifiantes postscolaires de premier niveau apparaissent comme le produit d'un ordre juridique national qui reconnaît un droit d'accès et de progression en qualification, soutenu par une architecture de certifications et par des dispositifs mais aussi d'un dispositif institutionnel éclaté, où la réalisation concrète de ce droit reste tributaire d'arbitrages territoriaux et de financements souvent fragilisés ou croisés. Il en résulte un droit dont l'effectivité demeure inégale et qui expose les individus à des différences notables d'accès selon leur territoire de résidence et la capacité de leur région à mettre en œuvre et à financer ce droit.

Farvaque, N., & Messaoudi, D. (2026). **Soutenir les transitions entre préformation et formation qualifiante:Enjeux et apports de l'expérimentation des Parcours intégrés**. *Éducation Permanente*, 246(1), 24-34. https://doi.org/10.3917/edpe.246.0024

Cet article analyse l'expérimentation des Parcours intégrés dans les Hauts-de-France, dispositif mis en œuvre dans le cadre du Pacte régional d'investissement dans les compétences (PRIC). Il vise à articuler formation préqualifiante et qualifiante dans une logique de « sans couture ». Il examine les modèles de mise en œuvre, les publics ciblés et les effets en termes d'accès à la certification. Les résultats montrent des taux de diplomation élevés pour les stagiaires allant au terme du parcours, tout en soulignant les limites liées au temps long, à la fragilité des publics et à l'articulation avec le système d'orientation.

Former les moins qualifiés : les constats ambivalents du PIC. (2026). *Éducation Permanente*, (246). Consulté à l'adresse https://shs.cairn.info/revue-education-permanente-2026-1

Lancé en 2018 et doté d'un budget de 15 milliards d'euros, le Plan d'investissement dans les compétences (PIC) comportait deux objectifs majeurs : renforcer la montée en compétences des publics en difficulté d'insertion sociale et professionnelle ; transformer l'écosystème de la formation professionnelle dans le but de répondre aux besoins des entreprises. Un aspect structurant du PIC visait à privilégier l'accès des publics peu qualifiés à des formations qualifiantes grâce à des actions préparatoires, parfois déployées localement sans véritable stratégie. Le PIC a en outre popularisé la notion de parcours « sans couture » afin de garantir une continuité des trajectoires individuelles. Qu'en est-il réellement de l'effectivité du PIC ? C'est le sens de ce dossier d'Éducation permanente : revenir sur la philosophie générale et sur l'analyse des multiples dispositifs partageant cette ambition de construire une continuité d'accompagnement, depuis le repérage des demandeurs d'emploi jusqu'à leur qualification attendue.

Guigui, D. (2025). ***La littératie numérique d'adultes en formation professionnelle. Tensions et continuités dans les pratiques personnelles et de formation de stagiaires*** (Theses, Université de Lille). Consulté à l'adresse https://theses.hal.science/tel-05533485

Cette thèse porte sur la littératie numérique, abordée à travers deux regards complémentaires : celui des discours institutionnels qui en définissent les contours et celui des pratiques réelles d'apprenants en formation professionnelle. L'objectif est de comprendre ce que recouvre effectivement la compétence numérique lorsqu'on observe les gestes, les choix et les raisonnements concrets d'utilisateurs confrontés à une tâche de mise en forme d'un document sous Word. L'étude repose sur deux corpus : d'une part, des textes produits entre 1994 et 2010 par l'OCDE, l'UNESCO et la Commission européenne ; d'autre part, des observations filmées de jeunes adultes en École de la deuxième chance. L'analyse des discours révèle que la littératie numérique y est construite dans une perspective économique : les compétences sont découpées en items mesurables, orientées vers l'employabilité et la standardisation des savoir-faire. Cette conception instrumentale réduit la complexité des usages réels à des procédures techniques décontextualisées. À l'inverse, les observations empiriques montrent des apprentissages situés, marqués par l'essai, l'erreur et l'ajustement progressif. Les stagiaires développent des stratégies diverses : exploration, répétition, imitation ou raisonnement visuel. L'auteur identifie des schèmes d'action (hiérarchisation, alignement, mise en relief) et des méta-schèmes transversaux (exploration, acquisition, consolidation) qui structurent la progression. Mobilisant la théorie des champs conceptuels (Vergnaud) et la théorie de l'activité (Vygotski, Engeström), l'analyse conduit à redéfinir la compétence numérique comme un processus dynamique de conceptualisation en action, et non comme un état mesurable. L'analyse statistique des trajectoires d'usage permet de dégager plusieurs profils d'utilisateurs, du plus autonome au plus exploratoire, confirmant la diversité des rapports aux outils. Cette recherche propose un modèle d'observation transférable, fondé sur le codage fin des actions et sur l'étude des situations d'activité. Elle ouvre des perspectives pour la formation : évaluer non plus la conformité à un standard, mais la capacité à comprendre, ajuster et transformer ses pratiques.

Lepers, É. (2026). **Former les publics fragiles aux compétences-clés : quelle professionnalité pour le formateur ?** *Éducation Permanente*, *246*(1), 89-96. https://doi.org/10.3917/edpe.246.0089

Le dispositif « service d'intérêt économique général » compétences-clés, instauré dans les Hauts-de-France, propose notamment des formations de remise à niveau des savoirs de base dans l'optique de favoriser l'insertion sociale et professionnelle de ses bénéficiaires. Ces actions sont animées par des formateurs « compétences-clés ». Dans une visée compréhensive, cette contribution s'intéresse aux spécificités de leur professionnalité et aux défis qu'elle représente.

Maillard, F. (2026). **Le CAP, un diplôme pour la qualification des actifs ?** *Éducation Permanente*, *246*(1), 117-128. https://doi.org/10.3917/edpe.246.0117

Destiné dès sa création aux apprentis, aux jeunes travailleurs et aux élèves, le certificat d'aptitude professionnelle est devenu au fil des années l'emblème de la qualification ouvrière avant d'être réduit dans les années 1970 au statut de plus petit diplôme délivré par le ministère de l'Éducation nationale. Instrument de politiques publiques qui l'ont mobilisé pour augmenter le niveau d'éducation, gérer des flux scolaires, puis pour certifier les publics les plus fragiles dans le système éducatif comme sur le marché du travail, il joue encore un rôle notable auprès des actifs. S'il offre encore à ses titulaires certaines garanties de protection sur le marché du travail, celles-ci se sont affaiblies sous l'effet des mesures qu'il a subies, souvent contradictoires, de la hausse généralisée du niveau d'éducation de la population et de la concurrence qu'elle impose pour accéder à l'emploi.

Marineau, M.-N. (2025). **Favoriser le bien-être dans un cours asynchrone : une ressource développée pour l'éducation aux adultes**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 76-78. https://doi.org/10.7202/1122424ar

En formation générale des adultes (FGA), l'hétérogénéité des profils est une norme. On peut malgré tout extraire certaines caractéristiques fréquentes. On sait que près de la moitié des personnes apprenantes ont moins de 24 ans et que la proportion entre les hommes et les femmes est relativement équilibrée (Carrefour FGA-FP, 2023). De plus, plusieurs données rappellent les vulnérabilités importantes d'une partie de la clientèle : 60 % sont des élèves à besoins particuliers, 78 % disposent d'un revenu annuel inférieur à 20 000 $ et 36 % ont une problématique liée à l'absentéisme (Carrefour FGA-FP, 2023). De plus, près d'un quart des personnes apprenantes ont déjà été aux prises avec des problématiques liées à la consommation de substances psychoactives.

Martin, F. (2026). **Quels parcours de formation pour les bénéficiaires d'une remise à niveau ?** *Éducation Permanente*, *246*(1), 80-88. https://doi.org/10.3917/edpe.246.0080

Certains demandeurs d'emploi ont besoin, avant de pouvoir s'inscrire dans un parcours de formation et de retour à l'emploi, d'acquérir des compétences transversales. C'est à leur attention que sont proposées des formations de remise à niveau. En 2023, elles représentent 8 % de l'ensemble des entrées en formation des demandeurs d'emploi. Cette étude est réalisée à partir de données du « Fichier national des allocataires ». Les résultats montrent que les formations de remise à niveau sont variées, de courte durée et qu'elles bénéficient davantage à des demandeurs d'emploi plus âgés, moins diplômés, sans droit ouvert à l'assurance chômage.

Environ un tiers donne lieu à une mise en parcours, majoritairement vers une formation du même type, moins fréquemment vers une formation certifiante.

Miller, M. (2026, mars 10). **« Bénéfice proche de zéro » : la fatigue des discours creux pour les salariés formés au management**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2026/03/06/benefice-proche-de-zero-la-fatigue-des-discours-creux-pour-les-salaries-formes-au-management_6669713_4401467.html

Chaque année, des milliers de cadres sont formés au leadership et au management par leur entreprise. Mais, pour certains, le compte n'y est pas : ces quelques jours ne suffisent pas à traiter les problèmes rencontrés au quotidien.

Mokeddem, L. (2026a). **Il suffit d'innover… Innover : un mythe ou une réalité**. In P.-Y. Bernard, J. Berthaud, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty0

Pour répondre aux objectifs de création de parcours sans rupture, individualisés et modularisés fixés par le Plan d'investissement dans les compétences (PIC), les conseils régionaux ont lancé plusieurs expérimentations. Ces dispositifs expérimentaux ont ainsi permis aux Régions de viser une réponse aux besoins de publics diversifiés, au travers d'actions nouvelles et dites innovantes. Mais quelle forme prend cette innovation ? Qu'a-t-elle apporté en termes de réponses aux besoins des publics, des territoires et des entreprises ? Suffit-il d'innover pour transformer les pratiques et améliorer la construction de parcours individualisés ? Pour répondre à cette question, nous utiliserons des illustrations issues de différentes évaluations réalisées par le cabinet Itinère Conseil pendant la durée du PIC et des Pactes régionaux d'investissement dans les compétences (PRIC) pour confronter le mythe et la réalité. D'une part, nous verrons quelle forme a pris l'innovation proposée par les conseils régionaux et en quoi elle a permis de renouveler les approches. Nous nous appuierons ainsi sur les travaux d'évaluation du PRIC en Bourgogne-Franche-Comté et notamment les blocs de compétences dans le BTP, l'évaluation Prépa Projet Bretagne (volet qualitatif), l'évaluation du PRIC Hauts-de-France et en particulier l'étude de cas portant sur l'expérimentation Parcours Intégrés, l'évaluation de la politique régionale de formation en Nouvelle-Aquitaine, avec un focus sur l'appel à projets « AFEST ». Pour chacune de ces expérimentations, nous regarderons ce que ces formats ont pu apporter de nouveau à l'accompagnement des publics. Nous verrons ensuite que malgré les volontés de transformation, l'innovation « technique » ne garantit pas, seule, l'évolution des pratiques de l'ensemble de l'écosystème (prescripteurs, organismes de formation et entreprises).

Mokeddem, L. (2026b). **L'accès à la formation des personnes en situation de handicap dans l'après-PIC**. *Éducation Permanente*, *246*(1), 70-79. https://doi.org/10.3917/edpe.246.0070

Vingt ans après la loi du 11 février 2005 pour l'égalité des droits et des chances, l'accès à la formation des personnes en situation de handicap reste limité. Si le Plan d'investissement dans les compétences a facilité leur accès via des dispositifs préparatoires souples et individualisés, l'offre qualifiante demeure inadaptée. Dans un contexte de réductions budgétaires, cet article interroge la capacité du droit commun à intégrer ce public. À partir d'évaluations récentes, il

montre comment les dispositifs spécifiques favorisent l'accès à la formation tout en risquant de se substituer au droit commun.

Monette, C., & Longpré, T. (2025). **L'accompagnement en apprentissage du français langue seconde et la réussite de jeunes adultes apprenants issus de l'immigration : du secondaire à la formation générale des adultes : le cas d'une classe de transition**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 60-63. https://doi.org/10.7202/1122419ar

Plusieurs écrits scientifiques démontrent que la réussite éducative dépend d'une combinaison de déterminants personnels, familiaux, pédagogiques et organisationnels (Cyrenne et al., 2014). À cet effet, le Plan d'engagement vers la réussite (PEVR) des centres de services scolaires (CSS) met en lumière la nécessité d'adapter l'offre éducative aux besoins diversifiés des personnes apprenantes. Ajuster les services éducatifs, les pratiques pédagogiques et les ressources favoriserait ainsi l'augmentation des chances de réussite de chacun. C'est dans cette optique qu'une classe de transition entre la formation générale des jeunes (FGJ) et la formation générale des adultes (FGA) a été créée, au CSSRDN dans les Laurentides, afin d'accueillir, de manière transitoire, les jeunes adultes issus de l'immigration (JAII) en provenance des classes de francisation du secondaire. Cette initiative visait à soutenir les JAII qui nécessitent un accompagnement spécifique pour intégrer efficacement le milieu de la FGA.

Mutuale, A., Parayre, S., Serina-Karsky, F., Garcia, A., & Olivier, A. (2026). **Un compagnonnage à la recherche au cycle d'études doctorales : formation de professionnel·les engagé·es au sein d'une communauté d'études**. *L'orientation scolaire et professionnelle*, (55/1), CLIII. https://doi.org/10.4000/15ubm

La Faculté d'Éducation et de Formation (FacEF) de l'Institut Catholique de Paris (ICP) a restructuré son cycle d'études doctorales depuis six ans. L'originalité de la formation doctorale réside dans son organisation. Les doctorant·es ont des rythmes réguliers de formation de deux jours par mois. Bien plus qu'une simple formation de 3ème cycle, le doctorat prend appui sur un compagnonnage à la recherche, attaché à conduire à s'engager dans la recherche aussi bien qu'à développer une socialisation et une éthique de chercheur. Nous émettons l'hypothèse que les doctorant·es qui suivent cette formation se retrouvent, par leur engagement dans le processus de la recherche, capables de travailler avec les incertitudes et de dépasser les vulnérabilités liées au métier. Nos objectifs pour cet article sont d'abord de présenter cette organisation particulière, propice au développement du chercheur et d'une communauté d'études, et ce qui constitue en détail la formation et l'accompagnement des doctorant·es. Ensuite en enquêtant auprès de la soixantaine des doctorant·es, nous reviendrons sur la manière dont est vécue cette préparation au métier de chercheur·e et tenterons de comprendre les forces et les limites de cette formation, ainsi que ses défis.

Napaseuth, M. (2026). **De l'accompagnement professionnel au coaching, un changement de paradigme de l'action publique**. *Éducation Permanente*, *246*(1), 59-69. https://doi.org/10.3917/edpe.246.0059

Cet article analyse les transformations contemporaines du champ de l'insertion socioprofessionnelle à travers l'étude du dispositif expérimental Double A, déployé dans le cadre du Plan d'investissement dans les compétences (PIC) 100 % Inclusion. S'appuyant sur une enquête qualitative pluriannuelle (observations participantes, entretiens et focus groups), la recherche interroge le glissement des postures professionnelles vers une logique de coaching, révélatrice d'un changement de paradigme de l'action publique. L'analyse montre comment l'hybridation des politiques d'activation et la diffusion du New public management imposent une rationalisation gestionnaire des pratiques qui favorise l'émergence d'une injonction à l'autonomie et à l'auto-efficacité, tendant vers une psychologisation du social.

OCDE. (2026). **The Many Faces of Adult Learners: Who learns, why, and who is left behind**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4198* [Report]. Consulté à l'adresse OCDE website: https://doi.org/10.1787/a5a1893a-en

Ce rapport dresse un panorama de la diversité des profils d'apprenant·es adultes dans les pays de l'OCDE. Il analyse les différentes motivations, trajectoires et obstacles rencontrés par les adultes en formation, en lien avec les données de l'enquête PIAAC 2023.

Roupnel-Fuentes, M., & Walker, J. (2026). **Mieux comprendre les représentations de la formation chez les demandeurs d'emploi**. In P.-Y. Bernard, J. Berthaud, & V. Gosseaume (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15tya

Cette contribution veut réinterroger l'idée d'une réticence à se former souvent attribuée aux demandeurs d'emploi. En revenant sur les itinéraires professionnels et personnels et le regard porté par des stagiaires sur un dispositif dit intégré (PRDI) de la région Pays de la Loire, des perceptions et attentes bien distinctes envers la formation professionnelle qualifiante se font jour. Une première façon de percevoir ce dispositif est concentrée sur une demande d'orientation professionnelle particulièrement repérable chez un public jeune avec une faible expérience du marché du travail. Toute autre est la manière d'appréhender la formation chez un public de travailleurs aux expériences professionnelles marquées par des emplois précaires et pour qui la perspective de se former paraît en contradiction avec leur visée première qui est l'accès à un emploi et à une rémunération assurée. Mais au-delà de ces différences, les stagiaires expriment également un souhait commun : celui d'une « professionnalisation formative » qui accole très étroitement leur formation à des perspectives et à une expérience professionnelle concrètes. L'appétence à la formation, bien que le plus souvent ramenée à la seule volonté des stagiaires, est en réalité très influencée par leur passé professionnel, les perspectives futures d'accès à l'emploi, mais aussi par l'environnement formatif qui, à l'échelle territoriale, dispense de conditions plus ou moins favorables à l'envie de se former.

Salma, B., Youssef, N. B., & Marcella, M. (2026). **Knowledge Management and Lifelong Learning in the Workplace The Impact of Savoir Transfer on Continuous Work-based Learning in HEIs – Case of Moroccan Universities**. *African Scientific Journal*, *Vol 03*(N°34). https://doi.org/10.5281/zenodo.19003750

Abstract In an era where knowledge is a "currency" and an indicator of performance, it has become important to make it last. For it to be constant, it has to be conserved at an organizational level, which implies engaging institutional mechanisms. Knowledge Management (KM) allows to store and apply valuable knowledge and skills, transfer it to individuals and groups and allows to create an informal work-based learning space. Learning becomes then continuous, despite age, education or status and throughout the life span. This paper aims to theoretically frame the link between knowledge management and informal lifelong learning (LLL) in the workplace, precisely in the context of knowledge economies. The empirical research focuses on the case of Moroccan Higher Education Institutions (HEIs) to verify if they align with KM enablers and examine if they would provide a favorable environment for knowledge transfer and, by extension, for lifelong learning. To accomplish these objectives, the first part is dedicated to defining the basic concepts of the discussion and displaying their characteristics/correlations based on literature. The second part clearly indicates our positioning towards the matter and explains the steps of the survey's elaborations, whilst the last part discusses responses and their interpretations. The paper concludes with the research limitations and a few proposals to improve the Moroccan participation in KM and LLL. Keywords: Knowledge Economy – Knowledge Management – Morocco – Higher Education Institutions – Education - Work-based Learning – Informal Learning - Lifelong Learning

Santelmann, P. (2026). **Qualifier socialement et professionnellement**. *Éducation Permanente*, *246*(1), 139-150. https://doi.org/10.3917/edpe.246.0139

Les dispositifs d'emploi, d'insertion et de formation des publics peu qualifiés, conçus dès les années 1980 dans une logique d'accès ou de retour rapide à l'emploi, ont montré leurs limites et leur inefficience. La politique mise en œuvre a généré un système de formation continue qui a perdu ses repères promotionnels, culturels et sociaux, sans pour autant s'avérer efficace sur le plan de l'emploi. Les formations qualifiantes de base ne répondent pas à la situation de millions de chômeurs de longue durée ou de bénéficiaires du RSA, de jeunes désocialisés, de migrants en panne d'intégration ou de travailleurs handicapés. Elles ne répondent pas non plus aux enjeux du rapport au travail qui ne cesse de se dégrader. Ce double échec nécessite une refondation de la politique d'insertion et de formation des publics prioritaires de l'action publique.

Semenowicz, P., & Mbiatong, J. (2026). **Coupler préformation et qualification dans un dispositif d'intégration des réfugiés**. *Éducation Permanente*, *246*(1), 47-58. https://doi.org/10.3917/edpe.246.0047

L'article examine un dispositif d'insertion professionnelle des réfugiés couplant préformation et qualification. Ce couplage a pour mérite de connecter la préformation aux logiques opérationnelles de l'entreprise. Pour autant, il ne garantit pas l'obtention d'une qualification par les réfugiés. Le travers de l'intégration de l'étape de préformation au sein du dispositif est qu'elle s'opère en laissant presque inchangée la phase de qualification proprement dite.

Tuchszirer, C. (2026). **Quand la formation professionnelle se fait insertion:Essai de qualification du PIC**. *Éducation Permanente*, *246*(1), 14-23. https://doi.org/10.3917/edpe.246.0014

Introduit en France en 2018, le Plan d'investissement dans les compétences repose sur le pari de la formation professionnelle pour améliorer la qualification des chômeurs et des jeunes en difficulté sur le marché du travail. Cet article veut combler un vide dans les travaux d'évaluation conduits : explorer le cadre doctrinal et les logiques d'action du PIC. A posteriori, il semble que le PIC a reposé sur trois référentiels de l'action publique : la politiques de l'emploi, de la formation professionnelle et de l'insertion. À l'évidence, c'est le modèle de l'insertion qui s'est imposé dans ce plan avec la multiplication des dispositifs préparatoires à la formation qualifiante. Un plan pour former à former qui reporte à plus tard l'enjeu de la qualification. Cet article développe une approche critique de ce choix qui doit beaucoup aux circonstances ayant vu naître ce plan.

Insertion professionnelle

Albandea, I., & Roupnel-Fuentes, M. (2026). **Le diplôme est-il un « sésame pour l'emploi » pour tous les employeurs ?** In P.-Y. Bernard, J. Berthaud, & V. Gosseaume (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty6

Pour répondre aux besoins des entreprises de bénéficier d'une main-d'œuvre formée, le Plan d'investissement dans les compétences (PIC) s'était donné pour objectif de permettre à des demandeurs d'emploi peu ou pas qualifiés d'accéder à une certification ou à une qualification. Mais le diplôme est-il un signal important lors de l'embauche, même pour des emplois peu qualifiés. Est-ce que les employeurs y attachent tous la même importance ? Observe-t-on des différences, de genre, d'âge notamment ? Pour y répondre, seront mobilisées les données recueillies à partir d'un questionnaire et d'entretiens semi-directifs menés auprès d'employeurs qui recrutent dans des métiers de la coiffure, du service dans l'hôtellerie-restauration et de la menuiserie/charpente qui ne requièrent aucun ou seulement que de « petits » diplômes.

Bernard, P.-Y., Gosseaume, V., Meslin, K., Roupnel-Fuentes, M., & Walker, J. (2026). **Les sorties en emploi : un bon critère d'évaluation ?** In J. Berthaud (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty4

L'évaluation des dispositifs de formation et d'insertion repose principalement sur les indicateurs de « sorties vers l'emploi », utilisés comme références majeures pour mesurer l'efficacité et orienter le pilotage des politiques publiques. Présentés comme des instruments à la fois simples et objectifs, ces indicateurs se sont peu à peu généralisés dans un contexte marqué par la rationalisation de l'action publique et la mise en concurrence des opérateurs de la formation. Cette focalisation mérite cependant d'être interrogée. En réduisant l'évaluation à l'accès immédiat à l'emploi ou à la formation, les indicateurs de sorties positives tendent à invisibiliser la diversité des parcours, des temporalités et des effets produits par les dispositifs, ainsi qu'une partie du travail d'accompagnement réalisé auprès des personnes éloignées de l'emploi. À partir de résultats d'évaluations menées dans le cadre du Plan d'investissement dans les compétences, cet article propose une analyse critique de ces usages et de leurs limites.

Berthaud, J., & Bonnard, C. (2026). **Quand l'aide à l'insertion et l'accompagnement social s'invitent dans la formation**. In P.-Y. Bernard, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty7

L'évolution des politiques de l'emploi ont vu ces dernières passer d'une logique d'insertion et de placement à une logique d'intermédiation et d'accompagnement où l'individu est responsable de son employabilité et les professionnels de l'insertion et de la formation sont tenus de remédier à l'inemployabilité des publics éloignés de l'emploi. Avec la mise en place du Plan d'investissement dans les compétences (PIC), s'est opérée par ailleurs la volonté d'amplifier l'effort de la formation professionnelle vers les publics les plus en marge, notamment les demandeurs d'emploi n'ayant pas recours aux dispositifs de formation et aux ressources publiques. Dans ce cadre, sont apparus des dispositifs s'éloignant d'une action de formation pour viser l'accompagnement en vue de sécuriser les parcours et de préparer des demandeurs d'emploi à la formation, en incluant le travail sur la levée des « freins périphériques ». Ces changements de paradigme ont contribué à modifier et à redéfinir les missions et l'activité professionnelle des acteurs de la formation professionnelle au sein de dispositifs qui se situent désormais à l'interstice entre le champ du travail social et celui de la formation continue et qui s'inscrivent dans une volonté de décloisonnement des compétences et une porosité des champs entre accompagnement et formation. Cet article propose ainsi d'analyser la question de la professionnalité des formateurs engagés dans l'accompagnement des personnes éloignées de l'emploi. Dans le cadre d'un dispositif d'accompagnement vers la qualification financé par le Pacte régional d'investissement dans les compétences (PRIC) et porté par différents organismes de formation dans une région française, il s'agit notamment d'étudier les implications et les répercussions de cette porosité des champs de compétences pour les formateurs et accompagnateurs, au prisme d'un « nouveau » métier, celui de référent de parcours.

Carrasco, P., Echeberría Latorre, M. E., Katzkowicz, N., & Querejeta, M. (2025). ***Retornos económicos a la formación universitaria: un análisis de ingresos laborales en Uruguay*** (Working paper N° 25-14). Consulté à l'adresse Instituto de EconomÃa - IECON website: https://EconPapers.repec.org/RePEc:ulr:wpaper:dt-14-25

This study analyzes the evolution of the economic returns to university education in Uruguay (1997–2022) using administrative records on employment and education. We document four main patterns. First, despite the increase in the supply of graduates, the return associated with a university degree showed an upward trend until 2012, stabilizing at around 40% thereafter. Second, there are significant heterogeneities in place: returns are systematically higher for men than for women, greater in the private sector than in the public sector, and differences by field of study, with Medicine, Engineering, and Economics standing out with the highest returns. Third, socioeconomic background is a key driver of returns to schooling. We document significantly lower returns among students coming from public high schools, from outside the capital city - Montevideo-, and who are the first in their family in entering University. Finally, cohort-based analysis reveals similar initial returns across cohorts (20%), but faster wage growth rates among recent graduates, leading to a rapid convergence with those graduating in previous years. Gender differences have reduced among recent cohorts of graduates, yet they persist particularly in certain fields of study.

Deram, J., & Moncel, N. (2026). **Accompagner sans sélectionner : les tensions de Territoires zéro chômeur de longue durée**. *Céreq Bref*, (481), 1-4. Consulté à l'adresse https://shs.cairn.info/revue-cereq-bref-2026-1-page-1

du Mérac, E. R. du, Nilo, G. H., Favella, A., & Lucisano, P. (2026). **The Transition to Work of Education and Pedagogy Graduates: A Mixed-Methods Longitudinal Study from Sapienza University (2008-2018)**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 189-206. https://doi.org/10.7358/ecps-2025-032-ruba

This article presents a mixed-methods longitudinal study on the transition to work of graduates in Education (Bachelor's degree) and Pedagogy (Master's degree) at Sapienza University of Rome between 2008 and 2018. Integrating administrative records (UNI.CO dataset) with narrative reconstructions of 23 career trajectories, the study explores employment outcomes through two indicators: the Employment Index and the Coherence Index. The findings reveal persistent contractual precariousness, high fragmentation in early career paths, and a gradual decline in job-coherence over the observed period. While formal alignment between degrees and job functions remains high, actual employment conditions raise critical concerns. The capability approach and narrative analysis help uncover the subjective and structural factors that shape the work transitions of graduates. Gender, academic performance and study regularity emerge as relevant but not decisive factors. The article concludes by stressing the need for educational policy to recognize the specific challenges faced by graduates in education-related fields and to enhance the quality and stability of their professional opportunities.

Gibbs, C., Kose, E., & Rosales-Rueda, M. (2026). ***More Hours, More Work: Head Start Expansions Boost Maternal Employment*** (Working paper N° 34831). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:34831

Women's employment remains highly sensitive to childcare constraints, making childcare availability a critical lever for supporting mothers' labor force attachment. We study the effects of expanded full-day programming in Head Start, using the 2016 federal funding initiative that targeted grantees with low full-day enrollment. Linking administrative program data, geo-coded center locations, and household data on employment, we estimate a difference-in-differences design by comparing mothers of young children in treated and untreated areas. The policy increased full-day enrollment by 19 percent and raised single mothers' employment (1.9%), hours (2.5%), and earnings (6.5%). Results show that extending program duration meaningfully improves maternal labor market outcomes.

Godefroy, P., & Touzé, S. (2026). ***De l'attrait à la réalité : l'accès à la fonction publique six ans après la sortie des études***. Consulté à l'adresse https://www.cereq.fr/acces-la-fonction-publique-apres-sortie-etudes

En 2023, 13 % des jeunes travaillent dans le secteur public six ans après la fin de leurs études. Un peu moins de la moitié de ces agents publics avaient, dès la sortie de leurs études, une préférence pour ce secteur. Cet attrait pour le public tombe à 5 % chez les jeunes salariés du secteur privé. Parmi ceux qui travaillaient déjà dans le public en 2020, 76 % y travaillent encore,

16 % ont choisi le secteur privé et 8 % sont sans emploi. Parmi ceux qui étaient fonctionnaires, 87 % le sont encore. Parmi ceux qui ont quitté le secteur public, 67 % travaillent dans le privé (en CDI une fois sur deux), 82 % avaient le statut de contractuel et 18 % celui de fonctionnaire en 2020. On distingue deux vagues de jeunes sortis de formation initiale en 2017 entrés dans la fonction publique. Les premiers sont entrés dans les trois ans suivant la fin de leurs études. Parmi eux, 61 % sont diplômés du supérieur et 41 % ont acquis le statut de fonctionnaire avant 2020. Les seconds sont entrés plus tard, entre trois et six ans après la fin de leurs études. Ils sont 52 % à être diplômés du supérieur et 32 % à avoir le statut de fonctionnaire en 2023. En 2023, 91 % des jeunes de la Génération en emploi travaillent à temps plein et 9 % à temps partiel, contre respectivement 84 % et 16 % en 2020. Dans le public, la proportion de jeunes travaillant à temps partiel n'a pas baissé : ils étaient 13 % en 2020, contre 14 % en 2023, en lien avec la forte représentation des femmes dans ce secteur, plus souvent à temps partiel que les hommes.

Rodríguez-Planas, N., & Westergren, K. (2026). ***Inflation and Human Capital Investment Decisions*** (Working paper N° 12473). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12473

This study investigates the impact of inflation on human capital investment decisions. Using a specially designed survey we estimate the causal effect of recent price level increases on the graduation plans of over 1,200 U.S. university students. We find that inflation caused over half of the respondents to alter their plans, with nearly 60 percent of these opting to accumulate less human capital and the remainder increasing their human capital by taking additional courses or pursuing double majors or advanced degrees. A comparison of empirical treatment estimates to predictions derived from our theoretical framework reveals that inflation-driven higher direct costs reduced human capital investments, particularly among those for whom inflation had reduced their ability to pay bills. Conversely, while some students merely postponed graduation because they believed inflation would not persist, higher inflation-induced uncertainty in the post-graduation labor market generally caused greater human capital accumulation, especially among economically vulnerable students and those whose confidence in finding a job after graduation had declined. The study concludes with policy implications, contributing new insights into how macroeconomic shocks affect educational choices.

Semenowicz, P., & Mbiatong, J. (2026). **Coupler préformation et qualification dans un dispositif d'intégration des réfugiés**. *Éducation Permanente*, *246*(1), 47-58. https://doi.org/10.3917/edpe.246.0047

L'article examine un dispositif d'insertion professionnelle des réfugiés couplant préformation et qualification. Ce couplage a pour mérite de connecter la préformation aux logiques opérationnelles de l'entreprise. Pour autant, il ne garantit pas l'obtention d'une qualification par les réfugiés. Le travers de l'intégration de l'étape de préformation au sein du dispositif est qu'elle s'opère en laissant presque inchangée la phase de qualification proprement dite.

Sun, D., Zhao, S., Tao, W., & Xu, K. (2026). **The consistency of the second classroom participation intention and behaviour of college students with financial difficulties: based on the theory of planned behaviour**. *International Journal of Inclusive Education*, *30*(4), 633-651. https://doi.org/10.1080/13603116.2025.2483332

The second classroom, refers to extracurricular activities (e.g. volunteer service), is a vital carrier for deepening well-rounded education in Chinese colleges and universities, plays an increasingly critical role in the high-quality development of the college financial aid. However, in the new era, college students with financial difficulties have higher-level, more diverse, extensive, and richer demands. Hence, this paper aims to investigate the intention and behaviour consistency of students with financial difficulties regarding their participation in second classroom activities. By analysing 473 questionnaires based on the expanded model of the theory of planned behaviour, the following findings were obtained: (1) 89.57% of students with financial difficulties expressed the intention to participate in the second classroom, but only 39.4% of them actually took action; (2) the intention of students participating in the second classroom was significantly positively correlated with their behavioural attitudes, subjective norms, perceived behaviour control and cognitive level; (3) the behaviour of students participating in the second classroom was significantly positively influenced by the individual's intention and perceived behaviour control; (4) the situational factors based on school support could significantly positively regulate the influence of the second classroom participation intention on the actual behaviour of students with financial difficulties.

Tuchszirer, C. (2026). **Quand la formation professionnelle se fait insertion:Essai de qualification du PIC**. *Éducation Permanente*, *246*(1), 14-23. https://doi.org/10.3917/edpe.246.0014

Introduit en France en 2018, le Plan d'investissement dans les compétences repose sur le pari de la formation professionnelle pour améliorer la qualification des chômeurs et des jeunes en difficulté sur le marché du travail. Cet article veut combler un vide dans les travaux d'évaluation conduits : explorer le cadre doctrinal et les logiques d'action du PIC. A posteriori, il semble que le PIC a reposé sur trois référentiels de l'action publique : la politiques de l'emploi, de la formation professionnelle et de l'insertion. À l'évidence, c'est le modèle de l'insertion qui s'est imposé dans ce plan avec la multiplication des dispositifs préparatoires à la formation qualifiante. Un plan pour former à former qui reporte à plus tard l'enjeu de la qualification. Cet article développe une approche critique de ce choix qui doit beaucoup aux circonstances ayant vu naître ce plan.

Marché du travail

Albandea, I., & Roupnel-Fuentes, M. (2026). **Le diplôme est-il un « sésame pour l'emploi » pour tous les employeurs ?** In P.-Y. Bernard, J. Berthaud, & V. Gosseaume (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty6

Pour répondre aux besoins des entreprises de bénéficier d'une main-d'œuvre formée, le Plan d'investissement dans les compétences (PIC) s'était donné pour objectif de permettre à des demandeurs d'emploi peu ou pas qualifiés d'accéder à une certification ou à une qualification. Mais le diplôme est-il un signal important lors de l'embauche, même pour des emplois peu qualifiés. Est-ce que les employeurs y attachent tous la même importance ? Observe-t-on des différences, de genre, d'âge notamment ? Pour y répondre, seront mobilisées les données recueillies à partir d'un questionnaire et d'entretiens semi-directifs menés auprès d'employeurs qui recrutent dans des métiers de la coiffure, du service dans l'hôtellerie-restauration et de la menuiserie/charpente qui ne requièrent aucun ou seulement que de « petits » diplômes.

Aparicio Fenoll, A., & Quaranta, R. (2026). **Do Teachers' Labour Contracts Matter?** *Oxford Bulletin of Economics and Statistics*, *88*(2), 331-342. https://doi.org/10.1111/obes.70014

Previous literature on the effects of tenured and tenure-track versus non-tenure-track professors on student performance at the university level finds mixed results. Our paper is the first to investigate whether student performance at school differs depending on whether tenured/tenure-track or non-tenure-track teachers teach them. We use data on standardised test scores from a representative sample of primary school students in Italy and information on their Italian and mathematics teachers' labour contracts. Controlling for class-fixed effects, subject-fixed effects, and teacher characteristics, we find that students taught by non-tenure-track teachers exhibit, on average, a 0.18 standard deviation lower performance. Hence, job insecurity among primary school teachers is associated with lower student outcomes.

Berthaud, J., & Gosseaume, V. (2026). **Entre injonction, affichage et réalité : la difficile construction d'un partenariat effectif**. In P.-Y. Bernard & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15txz

Depuis les années 1980, le partenariat s'est affirmé comme un pilier des politiques d'insertion, soutenu par la territorialisation, la décentralisation et les réformes du service public de l'emploi. Présenté comme une réponse aux parcours fragmentés, il doit garantir décloisonnement et continuité en mobilisant un large réseau d'acteurs. À partir de deux dispositifs, le Prépa Rebond – Dispositif intégré (PRDI) et le Dispositif en amont de la qualification (DAQ), ce chapitre examine comment l'injonction au partenariat se concrétise, quelles tensions elle génère entre acteurs et quels effets elle produit sur les parcours des stagiaires. L'analyse montre la fragilité de l'ambition partenariale : appels à projets, asymétries institutionnelles et engagement inégal des acteurs placent les consortiums entre coordination affichée et concurrence réelle. Les dynamiques territoriales et l'histoire des relations influencent fortement l'implication des structures et la fluidité des parcours. Pour les stagiaires, l'ouverture partenariale reste peu perceptible : l'accompagnement repose surtout sur les référents internes, tandis que les ruptures de suivi, les temporalités décalées et les difficultés à lever certains freins limitent l'idéal d'un parcours « sans couture ». Le partenariat apparaît ainsi comme une construction instable, dépendante des contextes locaux et traversée par des tensions entre injonctions politiques et réalités de terrain.

Bonnard, C., & Berthaud, J. (2026). **Accompagnement, injonction au projet et réponses au besoin des secteurs en tension**. In P.-Y. Bernard, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty2

La construction et l'évaluation du projet de formation et/ou professionnel sont au cœur des dispositifs d'accompagnement et d'accès à la qualification depuis de nombreuses années. Ce modèle s'inscrit dans une logique d'individualisation, où l'individu doit être « acteur » de son parcours, et d'accompagnement, où le rôle des professionnels de l'accompagnement et de l'insertion est de coconstruire le parcours des personnes dites éloignées de l'emploi. Mais cette « injonction au projet » est susceptible d'accroitre les inégalités face aux dispositifs de formation et d'insertion, entraînant des effets paradoxaux, voire contreproductifs. À travers l'exemple d'un

dispositif régional déployé dans le cadre d'un Plan régional d'investissement dans les compétences (PRIC) et du point de vue des professionnels, cet article analyse la place du projet dans l'accompagnement des bénéficiaires et la logique de coconstruction des parcours, les formes d'accompagnement au « projet » et la manière dont les organismes de formation appréhendent le « paradoxe » entre individualisation des parcours et orientation vers les métiers dits en tension.

Born, P. (2025). **Les sapeurs-pompiers volontaires : entre professionnalisation croissante et risque de désengagement**. *Travail et Apprentissages*, *29*(2), 32-47. https://doi.org/10.3917/ta.029.0032

Bourgain, M., Gayraud, L., Gosseaume, V., & Moncel, N. (2026). **Territoires zéro chômeur : quand la formation n'est ni préalable ni centrale**. *Éducation Permanente*, *246*(1), 97-106. https://doi.org/10.3917/edpe.246.0097

L'article présente les résultats d'une recherche conduite sur l'expérimentation «Territoires zéro chômeur de longue durée» qui garantit un CDI à temps choisi et sans sélection à toute personne privée durablement d'emploi. L'expérimentation déplace la centralité de la formation dans l'insertion vers une logique de mise au travail immédiate, accompagnée d'un soutien social renforcé. Elle met en lumière une formation invisible mais réelle, qui se déploie dans le travail, le collectif et l'accompagnement social.

Francisco, C.-H., Dustan, A., Osuna-Gomez, D., & MarÃa, P.-R. (2026). ***Marginal Admission to Elite High Schools: Long-run Effects on Labor Market Outcomes*** (Working paper N° 18369). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18369

We estimate the long-run effects of marginal admission to elite public high schools on students' labor supply in the context of Mexico City's centralized high school admission system. Using a regression discontinuity approach, we compare students whose placement exam scores are just above and just below the elite admission threshold. We find that five and ten years after the admission exam, marginally admitted students are less likely to be employed in the formal private sector, and, if employed, they earn lower wages. However, these employment and wage gaps close after 15 years. Moreover, we find that marginal admission to elite high schools leads to delayed entry into the formal labor market, and, at least in the short run, students in elite high schools seem to sort into lower-productivity firms and industries.

Frossard, E., Ketelaars, E., & Poizat, G. (2025). **Comprendre l'activité d'un conciliateur de justice novice et son développement professionnel, au prisme de ses préoccupations : une étude longitudinale de cas enchâssés**. *Travail et Apprentissages*, *29*(2), 48-71. https://doi.org/10.3917/ta.029.0048

Godefroy, P., & Touzé, S. (2026). ***De l'attrait à la réalité : l'accès à la fonction publique six ans après la sortie des études***. Consulté à l'adresse https://www.cereq.fr/acces-la-fonction-publique-apres-sortie-etudes

En 2023, 13 % des jeunes travaillent dans le secteur public six ans après la fin de leurs études. Un peu moins de la moitié de ces agents publics avaient, dès la sortie de leurs études, une

préférence pour ce secteur. Cet attrait pour le public tombe à 5 % chez les jeunes salariés du secteur privé. Parmi ceux qui travaillaient déjà dans le public en 2020, 76 % y travaillent encore, 16 % ont choisi le secteur privé et 8 % sont sans emploi. Parmi ceux qui étaient fonctionnaires, 87 % le sont encore. Parmi ceux qui ont quitté le secteur public, 67 % travaillent dans le privé (en CDI une fois sur deux), 82 % avaient le statut de contractuel et 18 % celui de fonctionnaire en 2020. On distingue deux vagues de jeunes sortis de formation initiale en 2017 entrés dans la fonction publique. Les premiers sont entrés dans les trois ans suivant la fin de leurs études. Parmi eux, 61 % sont diplômés du supérieur et 41 % ont acquis le statut de fonctionnaire avant 2020. Les seconds sont entrés plus tard, entre trois et six ans après la fin de leurs études. Ils sont 52 % à être diplômés du supérieur et 32 % à avoir le statut de fonctionnaire en 2023. En 2023, 91 % des jeunes de la Génération en emploi travaillent à temps plein et 9 % à temps partiel, contre respectivement 84 % et 16 % en 2020. Dans le public, la proportion de jeunes travaillant à temps partiel n'a pas baissé : ils étaient 13 % en 2020, contre 14 % en 2023, en lien avec la forte représentation des femmes dans ce secteur, plus souvent à temps partiel que les hommes.

Laverde, M., Mykerezi, E., Sojourner, A., & Sood, A. (2026). ***Match Effects and the Gains from Alternative Job Assignments: Evidence from a Teacher Labor Market*** (Working paper N° 18397). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18397

This paper studies the relative importance of teacher-student match effects and general teacher effectiveness in producing student learning, and quantifies gains from alternative teacher assignments. We estimate a framework that separates these components, allowing match quality to vary with observable student characteristics and unobservable teacher-school factors. Using more than a decade of administrative data from a large urban district, we address endogenous sorting with quasi-random assignment variation induced by differences in driving time between teachers and schools. Match effects are similar in magnitude to general effectiveness. Teacher-acceptable reassignments can raise average test scores by about 0.13 standard deviations.

Merlin, F. (2026). **Ruptures choisies, ruptures subies : le CDI à l'épreuve des secteurs en début de carrière**. *Céreq Bref*. Consulté à l'adresse https://www.cereq.fr/ruptures-choisies-ruptures-subies-le-cdi-lepreuve-des-secteurs-en-debut-de-carriere

Meslin, K., & Roupnel-Fuentes, M. (2026). **Les « éloignés de l'emploi », une catégorie d'action publique en question**. In P.-Y. Bernard, J. Berthaud, & V. Gosseaume (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty3

Dans la loi pour le plein emploi, comme dans le programme Prépa rebond – Dispositif intégré (PRDI) de la région Pays de la Loire, l'objectif est de soutenir l'accès à l'emploi et à la formation des « plus éloignés de l'emploi ». Cette contribution vient interroger l'usage et les contours de cette catégorie qui s'est imposée dans le vocabulaire de l'action publique pour permettre de désigner les publics rencontrant les plus grandes difficultés d'insertion notamment durable sur le marché de l'emploi. En revenant sur la pluralité des caractéristiques et des parcours des personnes désignées comme « éloignées de l'emploi », nous montrerons l'élasticité de cette dénomination et l'hétérogénéité des situations qu'elle peut recouvrir.

Roupnel-Fuentes, M., & Walker, J. (2026). **Mieux comprendre les représentations de la formation chez les demandeurs d'emploi**. In P.-Y. Bernard, J. Berthaud, & V. Gosseaume (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15tya

Cette contribution veut réinterroger l'idée d'une réticence à se former souvent attribuée aux demandeurs d'emploi. En revenant sur les itinéraires professionnels et personnels et le regard porté par des stagiaires sur un dispositif dit intégré (PRDI) de la région Pays de la Loire, des perceptions et attentes bien distinctes envers la formation professionnelle qualifiante se font jour. Une première façon de percevoir ce dispositif est concentrée sur une demande d'orientation professionnelle particulièrement repérable chez un public jeune avec une faible expérience du marché du travail. Toute autre est la manière d'appréhender la formation chez un public de travailleurs aux expériences professionnelles marquées par des emplois précaires et pour qui la perspective de se former paraît en contradiction avec leur visée première qui est l'accès à un emploi et à une rémunération assurée. Mais au-delà de ces différences, les stagiaires expriment également un souhait commun : celui d'une « professionnalisation formative » qui accole très étroitement leur formation à des perspectives et à une expérience professionnelle concrètes. L'appétence à la formation, bien que le plus souvent ramenée à la seule volonté des stagiaires, est en réalité très influencée par leur passé professionnel, les perspectives futures d'accès à l'emploi, mais aussi par l'environnement formatif qui, à l'échelle territoriale, dispense de conditions plus ou moins favorables à l'envie de se former.

Simon, V. (2026). **Des inégalités multiples et cumulatives face au risque de chômage**. In P.-Y. Bernard, J. Berthaud, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15txy

À partir des données de la statistique publique et d'une enquête qualitative menée dans trois régions françaises, dans le cadre des pactes régionaux d'investissement dans les compétences, l'article met en lumière des inégalités multiples et cumulatives face au risque de chômage. Il montre le rôle central du niveau de qualification, de l'origine sociale, du genre, de l'âge et du territoire dans l'exposition au chômage. L'attention est portée sur les publics les plus éloignés de l'emploi et sur les freins sociaux, économiques et institutionnels qui limitent leur accès effectif à la formation. Mobilisant l'approche par les capabilités, l'analyse souligne que la formation ne peut constituer un levier vers l'emploi que si des facteurs de conversion adaptés sont réunis, notamment un accompagnement renforcé, la restauration de la confiance envers les institutions et une meilleure coordination des politiques publiques.

Métiers de l'éducation

Aparicio Fenoll, A., & Quaranta, R. (2026). **Do Teachers' Labour Contracts Matter?** *Oxford Bulletin of Economics and Statistics*, *88*(2), 331-342. https://doi.org/10.1111/obes.70014

Previous literature on the effects of tenured and tenure-track versus non-tenure-track professors on student performance at the university level finds mixed results. Our paper is the first to investigate whether student performance at school differs depending on whether

tenured/tenure-track or non-tenure-track teachers teach them. We use data on standardised test scores from a representative sample of primary school students in Italy and information on their Italian and mathematics teachers' labour contracts. Controlling for class-fixed effects, subject-fixed effects, and teacher characteristics, we find that students taught by non-tenure-track teachers exhibit, on average, a 0.18 standard deviation lower performance. Hence, job insecurity among primary school teachers is associated with lower student outcomes.

Balboa, M. (2025). **Reconnaître, coopérer, transformer : vers une santé au travail enseignant fondée sur l'agir collectif**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 202-222. https://doi.org/10.7202/1123123ar

Cette recherche vise à comprendre les dynamiques de coopération au travail dans la prévention en santé chez les enseignants. À partir d'une révision critique des théories de la coopération, elle explore les interactions possibles entre direction et personnel enseignant. Une observation participante au sein de l'implantation de comités de santé mentale a permis d'analyser les formes concrètes de coopération, y compris conflictuelles, dans deux écoles secondaires québécoises. L'étude de cas révèle que la coopération est un processus traversé par des rapports de pouvoir, des savoirs professionnels convergents, mais contradictoires et des enjeux d'intercompréhension professionnelle. La conclusion de l'étude propose de concevoir la coopération comme un levier stratégique de transformation organisationnelle, conciliant performance, qualité du travail et santé des personnes enseignantes.

Bautista, C. J., & Baguio, J. (2026). **Conveying Outcome of School Culture in Relation to Job Commitment and Satisfaction of Teachers in Public Elementary Schools**. *International Journal of Transformative Multidisciplinary Studies*. Consulté à l'adresse https://hal.science/hal-05492430

Teacher retention relies on sustained commitment and satisfaction. This study investigated how job commitment relates to job satisfaction and the mediating role of school culture among 205 public elementary teachers in Caraga North District, Davao Oriental. Using a quantitative correlational design, the study found that teachers reported high levels of job commitment and satisfaction, with school culture rated very high. Correlation analysis confirmed significant positive relationships among all variables. Mediation analysis revealed that school culture partially mediates the relationship between job commitment and job satisfaction. This indicates that while commitment directly predicts satisfaction, it also operates indirectly by strengthening school culture. Consequently, the findings suggest that school administrators should prioritize fostering a collaborative culture to effectively translate teacher commitment into long-term job satisfaction.

Bedoya, J., de Hoyos, R., & Estrada, R. (2026). **Rule-based civil service: Evidence from a nationwide teacher reform in Mexico**. *Economics of Education Review*, *111*, 102771. https://doi.org/10.1016/j.econedurev.2026.102771

This paper studies the effect of a civil service reform on teacher hiring and student achievement in Mexico. The reform replaced discretionary hiring with a rule-based recruitment system, among other changes to the teacher civil service. We find that teachers hired after the reform had higher prior academic achievement. Two channels likely explain this improvement. First, the reform reduced the prevalence of discretionary hires, who were disproportionately drawn from the lower

end of the achievement distribution. Second, it enhanced the screening efficiency of rule-based hiring, making prior academic achievement a more important determinant of hiring outcomes. Finally, we show that the reform led to an overall improvement in student achievement in mathematics.

Beraud Martin, O., Lefebvre, M., Pochic, S., & Rauzy, M.-L. (2026). **Table ronde. Au-delà du plafond de verre : inégalités et transformations du travail académique**. *Socio-logos . Revue de l'association française de sociologie*, (22). https://doi.org/10.4000/15ts8

La table ronde du colloque « Au-delà du plafond de verre » analysait les inégalités de genre dans l'enseignement supérieur et la recherche en dépassant le simple constat du plafond de verre. Les intervenant·es ont montré que, malgré la féminisation progressive des métiers académiques, les hiérarchies de genre se recomposent sous l'effet de transformations structurelles : précarisation, intensification du travail, injonction à l'excellence et management rationalisé. Ces dynamiques produisent des formes plus diffuses et souvent invisibles de domination, imbriquées à d'autres facteurs comme le statut, la discipline ou l'âge. Les discussions ont également mis en évidence les limites des politiques d'égalité centrées sur les indicateurs sexués, qui peuvent favoriser une vision élitiste de l'égalité en négligeant les inégalités ordinaires. Dépasser le plafond de verre implique ainsi de repenser en profondeur la division sexuée du travail académique, la valorisation des tâches et les rapports de reconnaissance, en réinterrogeant les fondements mêmes du travail scientifique.

Berkouki, A. E. (2026). **Evaluating Teacher Training Effectiveness in Morocco: A Mixed-Methods Analysis of CRMEF Programs and Their Impact on Classroom Practice**. *Social Science and Human Research Bulletin*, *03*. https://doi.org/10.55677/sshrb/2026-3050-0103

This study examines the effectiveness of teacher training programmes in Morocco's Regional Centres for Education and Training Professions (CRMEF) in preparing educators for 21st-century classrooms. The research responds to Morocco's concerning performance in international assessments, with TIMSS 2023 results showing primary students scoring 393 in mathematics and 390 in science, while middle school students scored 378 and 327 respectively. Using a convergent mixed-methods design, we surveyed 384 newly qualified teachers and conducted in-depth interviews with 45 teacher educators across six regions. Results indicate significant gaps between theoretical preparation and practical classroom demands, with only 42% of new teachers feeling adequately prepared for Morocco's multilingual educational context. While CRMEFs excel in subjectmatter knowledge delivery (78% satisfaction), they fall short in preparing teachers for classroom management (38%) and differentiated instruction (35%). Regression analysis revealed that practicum experience quality was the strongest predictor of overall preparedness ($\beta = 0.42$, $p < 0.001$). The study proposes a comprehensive framework for reforming teacher training, emphasising extended practical experience, enhanced mentorship, and better integration of local educational contexts. I. INTRODUCTION 1.1. Background and ContextMorocco's educational system stands at a critical juncture, balancing ambitious modernisation goals with persistent challenges in quality and equity. The Kingdom's Strategic Vision 2015-2030 for educational reform identifies teacher quality as the cornerstone of educational improvement, recognising that no education system can exceed the quality of its teachers (CSEFRS, 2015). This recognition comes at a time when Morocco faces significant educational challenges, as evidenced by its position at 154th out of 218 countries in the Global Education Index 2024, and

concerning trends in student achievement across multiple international assessments. The urgency of addressing teacher preparation quality is underscored by Morocco's substantial investments in education, which consume approximately 26% of the national budget, yet yield outcomes that fall significantly short of regional and international benchmarks. The complexity of Morocco's educational landscape is characterised by multiple intersecting factors that directly impact teacher training needs. The country's unique multilingual education policy, incorporating Modern Standard Arabic, Moroccan Arabic (Darija), Amazigh, French, and increasingly English, demands sophisticated linguistic and pedagogical competencies from teachers that traditional training models may not adequately develop (Boutieri, 2016). This linguistic diversity represents both a cultural asset and a pedagogical challenge, requiring teachers to navigate complex code-switching practices while maintaining educational quality across different linguistic contexts. The 2011 constitutional recognition of Amazigh as an official language, alongside Arabic, has added new dimensions to these challenges, as schools struggle to implement trilingual education policies without adequately prepared teachers. Furthermore, Morocco exhibits stark urban-rural disparities in educational access and quality that profoundly shape the demands placed on teachers. Rural areas, which house approximately 40% of the population, experience teacher shortage rates of up to 60%,

Bilodeau, K., Yvon, F., & Poirel, E. (2025). **L'expérience et le rôle du personnel de direction d'établissement scolaire dans un espace de discussion portant sur la santé mentale des enseignants**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 178-201. https://doi.org/10.7202/1123122ar

Cet article s'inscrit dans le cadre d'un projet pilote de recherche-intervention visant à soutenir la santé mentale du personnel enseignant grâce à des espaces de discussion dans 12 établissements scolaires québécois. Il explore les expériences vécues et le rôle qu'elles ont occupé dans ces espaces. Ancrée dans une perspective psychosociale et organisationnelle, l'étude mobilise deux cadres théoriques complémentaires : la théorie de l'expérience vécue (Cahour et al., 2016), pour la dimension émotionnelle et subjective de la participation des directions, et la théorie des tensions de rôles (Katz et Kahn, 1978; Royal et Brassard, 2010), qui éclaire les contradictions entre rôle formel, rôle attendu et rôle effectif au sein de l'organisation scolaire. Les résultats mettent en évidence des expériences émotionnelles contrastées, allant de la satisfaction à la frustration, et des tensions de rôles récurrentes liées à la position hiérarchique des directions dans un dispositif censé favoriser l'horizontalité et la coopération, d'où la difficulté de maintenir durablement de tels espaces de discussion.

Borraska, G., & Baguio, J. (2026). **Why We Stay: Lived Experiences of Public Elementary School Teachers Working in Hinterland Schools**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 168-179. https://doi.org/10.66074/JU65KI43

Teacher retention in remote schools shapes educational equity, yet persistence drivers remain underexplored in the Philippines. This phenomenological study explored why ten public elementary teachers remain in hinterland schools of Davao City despite profound material, cultural, and geographic constraints. Reflexive thematic analysis of in-depth interviews revealed that teachers face severe logistical and infrastructural challenges, which they navigate through adaptability, robust community support, and personal resilience. Their enduring commitment is deeply rooted in a strong sense of vocational purpose, community service, and opportunities for

ongoing growth. Ultimately, the findings suggest that fostering teacher retention requires policy actions combining material provisions with relationship-based community engagement and continuous professional learning to sustain teacher autonomy, competence, and relatedness.

Buffet, N. (2025). ***Le développement du rapport subjectif à l'activité de travail des directions d'école primaire impliquées dans une forme de travail collectif*** (Theses, Université Clermont Auvergne). Consulté à l'adresse https://theses.hal.science/tel-05547738

In the face of the accelerating pace of contemporary society, educational organizations must adapt to meet the environmental, economic, and social challenges of today and tomorrow (OECD, 2021). Primary school principals play a crucial role in this process, leading change within their institutions (Lessard, 2022; Pont et al., 2008). However, research highlights a gap between, on the one hand, the growing responsibilities assigned to these professionals and, on the other hand, the training—and more broadly the support—they receive to meet these demands while preserving their health at work. Although collective work formats are widely recognized as supportive of professional development (Mons et al., 2021), no study to date has examined the specific contribution of their involvement in a collective work format oriented toward the analysis of activity.This dissertation, based on an intervention-research, investigates the contribution of such a format to the development of primary school principals' subjective relation to their work activity. Framed within a cultural-historical perspective on human development (Vygotski, 1931/2014, 1934/1997, 1932/2017), articulated with activity theory (Leontiev, 1975/2021, 1976), dialogism (Bakhtin, 1936/1984), and Canguilhem's (1966/2013) concept of normativity as a resource for health, it conceives development as a process of reconfiguring the subject's relation to activity, mediated by language, embedded in a social dynamic, and sustaining the subject's normative capacity.Findings unfold across three dimensions. From an epistemological standpoint, the study highlights the development of principals' subjective relation to their work activity through several reconfiguration processes: heightened awareness, identification of new operations and goals, and even the emergence of new motives giving rise to new activities. This development, occurring over a long and sometimes "underground" temporality, is supported by a dialogical dynamic of confrontation and appropriation of meanings attributed to activity. The study underscores the importance of debate, comparison, and the revisiting of discourse objects across varied contexts of enunciation, fostering the opening of a zone of proximal development and the appropriation of shared meanings. These dynamics strengthen principals' capacity to institute new norms within their activity, thereby supporting health at work. From a methodological standpoint, the study demonstrates that drawing on multiple methods of activity analysis and on the diversity of participant profiles enriches the analysis by fostering the emergence and confrontation of varied meanings. It also shows that the collective work format progressively transformed into a genuine work collective, made possible by long-term engagement, a secure dialogical framework, the researcher's posture, and the principals' involvement in the collective process. From a praxeological standpoint, the study opens perspectives for training. It highlights the importance of anchoring training devices in the shared analysis of activity—breaking with top-down and prescriptive approaches—and better integrating its partnership dimensions (work with parents, teaching staff, and local authorities), which remain largely absent from current training. The use of digital resources (e.g., Néopass©), supported by video recordings of recurrent and challenging situations with school partners—such as conducting meetings with parents—emerges as a key lever for developing a renewed training design grounded in real activity.

Busso, M., Montaño, S., Muñoz-Morales, J., & Pope, N. (2024). ***The unintended consequences of merit-based teacher selection: Evidence from a large-scale reform in Colombia*** [Working paper]. https://doi.org/10.1016/j.jpubeco.2024.105238

Teacher quality is a key factor in improving student academic achievement. As such, educational policymakers strive to design systems to hire the most effective teachers. This paper examines the effects of a national policy reform in Colombia that established a merit-based teacher-hiring system intended to enhance teacher quality and improve student learning. Implemented in 2005 for all public schools, the policy ties teacher-hiring decisions to candidates' performance on an exam evaluating subject-specific knowledge and teaching aptitude. The implementation of the policy led to many experienced contract teachers being replaced by high exam-performing novice teachers. We find that though the policy sharply increased pre-college test scores of teachers, it also decreased the overall stock of teacher experience and led to sharp decreases in students' exam performance and educational attainment. Using a difference-in-differences strategy to compare the outcomes of students from public and private schools over two decades, we show that the hiring reform decreased students' performance on high school exit exams by 8 percent of a standard deviation, and reduced the likelihood that students enroll in and graduate from college by more than 10 percent. The results underscore that relying exclusively on specific ex ante measures of teacher quality to screen candidates, particularly at the expense of teacher experience, may unintentionally reduce students' learning gains.

Campos, B. (2026). ***Assurance qualité et professionalisation des enseignants : vers un partenariat université-école***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/assurance-qualite-et-professionnalisation-des-enseignants/82186

Chandara, O., Chetra, K., Linda, S., Kimheng, Y., Sophanim, L., Sotra, M., & Borin, S. (2025). ***Secondary teacher workforce management in Cambodia***. Consulté à l'adresse Global Partnership for Education Knowledge and Innovation Exchange, GPE KIX website: https://www.gpekix.org/sites/default/files/2026-01/secondary-teacher-workforce-management-in-cambodia.pdf

Produced by a team from Cambodia in the context of the KIX EMAP Learning Cycle "Secondary Teacher Workforce Management", held in collaboration with the UNESCO International Institute for Educational Planning (IIEP), this case study presents an analysis of secondary teacher workforce in Cambodia, including teacher requirements, deployment and utilisation, along with policy and practice recommendations.

Dufresne, A., Audy, M.-È., & Pelletier, M. (2025). **Interventions organisationnelles pour prévenir les risques psychosociaux du travail dans les milieux scolaires : une revue de la littérature**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 134-155. https://doi.org/10.7202/1123120ar

Cet article aborde les enjeux de santé mentale du personnel scolaire au Québec, où la détresse psychologique liée au travail est en forte augmentation. La pénurie de main-d'oeuvre et le roulement élevé de personnel en éducation aggravent la charge de travail et nuit à son bien-

être et à sa santé mentale. Une revue rapide de littérature a été réalisée pour recenser les interventions organisationnelles efficaces dans les écoles. Six études internationales ont été retenues, mettant en lumière les risques psychosociaux, tels que la charge de travail élevée, le manque de reconnaissance et d'autonomie décisionnelle. Les résultats soulignent l'importance de cibler les facteurs organisationnels pour améliorer la santé mentale et l'environnement de travail du personnel scolaire.

Edmark, K., & Persson, L. (2026). ***Can workers switch it up? - Organizational forms in the Swedish preschool sector*** (Working paper N° 2026:4). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://EconPapers.repec.org/RePEc:hhs:ifauwp:2026_004

The Swedish preschool sector, which is heavily dominated by a female workforce, is marked by low wages and poor health outcomes. Our study shows that preschools' organizational form is significantly associated with hiring practices, wage-setting, and worker health outcomes. For-profit preschools tend to hire younger, less qualified, and less experienced workers, and pay lower wages even after controlling for observable and unobservable worker characteristics. Non-profit providers hire fewer preschool teachers and younger workers, similarly to the for-profits, but on the other hand tend to hire workers with more experience and higher upper secondary school grades. Wages in non-profits are, on average, higher than in for-profit and municipal preschools. Worker health outcomes are better in non-profit and for-profit preschools compared to municipal preschools. Overall, the results suggest that worker composition, wages and health outcomes differ between employer types. Whether these differences matter for preschool quality is a relevant topic for future research.

Flores Espínola, A., Lomba, C., & Beraud Martin, O. (2026). **La sociologie française dans tous ses états : les évolutions des formations et de l'emploi dans l'enseignement supérieur et la recherche (2000-2024)**. *Socio-logos . Revue de l'association française de sociologie*, (22). https://doi.org/10.4000/15ts6

Cet article propose une analyse des transformations récentes de la sociologie française dans l'enseignement supérieur et la recherche entre 2000 et 2024 en examinant les évolutions de la formation universitaire et de l'emploi académique. Depuis 2013, la discipline connaît une troisième vague de démocratisation caractérisée par une hausse importante des effectifs en licence et une féminisation constante. Cette massification s'accompagne toutefois d'un profil étudiant plus hétérogène, souvent issu de bacs généraux mais aussi de parcours scolaires plus fragiles, et d'une forte proportion de réorientations. À l'inverse, le doctorat en sociologie s'érode, en particulier en raison du recul du nombre de doctorant·es étranger·es et de la persistance d'un fort taux de thèses non financées. Sur le plan de l'emploi, la stagnation des postes titulaires à l'université contraste avec la baisse significative des effectifs de sociologues au CNRS. Malgré une progression de la féminisation des carrières, les écarts persistent dans l'accès aux grades les plus élevés. En parallèle, la précarisation des parcours s'intensifie, traduisant un déséquilibre structurel entre la démocratisation des études et la rareté des débouchés stables. Ainsi, la sociologie française apparaît comme une discipline dynamique, féminisée et ouverte, mais fragilisée par une précarisation croissante de ses conditions d'exercice et de formation.

Foka, M. (2025). **La présélection informelle des directions d'école : comprendre la pratique de la « tape sur l'épaule » dans les écoles de langue française de l'Ontario**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(4), 1287-1312. https://doi.org/10.53967/cje-rce.6895

This qualitative study examines the practice of informal preselection for principal positions in Ontario's French-language schools. Faced with a dwindling pool of candidates for principal positions, an informal strategy known as shoulder tapping is used within the school system to attract candidates for these positions. Our research objective is to identify the actions considered as shoulder tapping in accessing a principal position. It is based on semi-structured interviews with 11 principals and assistant principals and six teachers. The findings suggest three main actions that participants viewed as informal preselection: acknowledging one's competencies, offering advice on how to access the position, and offering informal mentoring. Turner's (1960) theoretical framework of organizational mobility allows the study to explain how these informal practices can both support and limit the upward mobility of individuals within the organization.

Gauthier, C.-A., Côté, F., Proteau, E., Lessard-Mercier, É., & Bolduc, F. (2025). **La santé mentale du personnel professionnel de l'éducation au Québec : revue narrative des risques psychosociaux du travail**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 66-87. https://doi.org/10.7202/1123117ar

Cet article a pour objectif de brosser un portrait de la santé mentale du personnel professionnel de l'éducation (PPE) au Québec: les risques psychosociaux du travail (RPS) et les éléments de contexte pouvant les expliquer. Un bref aperçu de l'historique des professions en éducation et du modèle de financement des services éducatifs complémentaires (SEC) permet de contextualiser les contradictions et les tensions dans le travail du PPE au Québec. Ensuite, nous présentons les résultats d'une revue de littérature narrative effectuée à partir d'un corpus de 38 articles scientifiques et 28 documents issus de la littérature grise afin de mieux comprendre les conditions d'exercice du travail du PPE. Ils démontrent comment la situation actuelle engendre des RPS – la surcharge de travail, le manque de reconnaissance et le manque de soutien des collègues et de la direction – qui peuvent affecter négativement la santé mentale du PPE. L'article conclut par une discussion critique des résultats, ainsi que des recommandations pour réduire les RPS, comme une refonte du financement des SEC, une meilleure intégration du PPE dans les équipes-écoles multidisciplinaires, et la pleine reconnaissance de leur expertise.

Hong, X., Zhang, M., Liu, Q., & Luo, L. (2026). **Early childhood teachers' job satisfaction and turnover intention in China and Singapore: a latent profile analysis**. *Asia Pacific Education Review*, *27*(1), 117-130. https://doi.org/10.1007/s12564-023-09861-1

This study examined the characteristics and profiles of early childhood teachers' job satisfaction and turnover intention in a sample of 1232 Chinese teachers and 1072 Singaporean teachers. We used descriptive statistics and latent profile analysis to conduct the research. The results indicated, first, that the extrinsic and overall job satisfaction of Chinese teachers scored significantly higher than that of Singaporean teachers, whereas the turnover intention of Chinese teachers was significantly lower than that of Singaporean teachers. Second, although Chinese teachers and Singaporean teachers were divided into three profiles regarding job satisfaction and turnover intention, there were significant differences in the proportion of each profile

between the two samples. Third, significant differences were found in teachers' years of experience and education level in the three profiles of all samples. However, the differences in working hours, major, and marital status were only found to have an impact on the profiles of Chinese teachers, and the salary was associated only with Singaporean teacher profiles. Therefore, targeted measures should be implemented to enhance the stability of the teaching workforce both in China and Singapore. Our study builds on and extends existing research on cross-national characteristics of early childhood teachers' job satisfaction and turnover intention.

Huang, Y., & Wang, C. (2026). **Surviving and thriving in "accelerating" academia: toward a job demands-resources model of faculty well-being**. *Asia Pacific Education Review*, *27*(1), 19-29. https://doi.org/10.1007/s12564-022-09769-2

The managerial policies of higher education have caused important structural changes in terms of the casualization of academic labor and the acceleration of academic life, which have been detrimental to university faculty well-being. Despite the emergence of empirical studies adopting the job demands-resources (JD-R) model to examine the antecedents of university faculty well-being, more sophisticated studies focusing on variables critical for university academics in "accelerating" academia are urgently needed, given both the "super-complexity" of changing academic work environments and the heuristic nature of the JD-R model. This questionnaire investigation involved 1498 faculty members from 26 Chinese research universities and revealed that job demands have a significantly positive influence on both emotional exhaustion and organizational commitment. Moreover, the findings highlight the centrality of psychological empowerment in understanding the relations between job demands, job resources, and university faculty well-being.

Hwa, Y.-Y. (2025). ***Entry points in action: Examples of equipping, connecting, informing and empowering middle-tier education officials in India*** (1re éd.). https://doi.org/10.35489/BSG-WhatWorksHubforGlobalEducation-RI_2025/007

Jayani Prishangika, K. A., Perera, R. A. B. U. I., Arambawaththa, A. G. S., Perera, A. R. S., & Lakmali, K. A. (2025). ***Secondary teaching workforce management in Sri Lanka*** (p. 26). Consulté à l'adresse Global Partnership for Education Knowledge and Innovation Exchange, GPE KIX website: https://www.gpekix.org/knowledge-repository/kix-emap-learning-cycle-case-study-secondary-teaching-workforce-management-sri

This Knowledge Report, produced by the Sri Lanka team during the KIX EMAP Learning Cycle on Secondary Teacher Workforce Management, facilitated by IIEP-UNESCO, examines the current status, challenges, and policy directions for managing secondary teachers in Sri Lanka.

Kan, L., Degotardi, S., & Li, H. (2026). **The impact of COVID-19 on the delivery of preservice teacher education: a scoping review**. *Asia Pacific Education Review*, *27*(1), 273-286. https://doi.org/10.1007/s12564-022-09816-y

The COVID-19 pandemic and the ensuing lockdowns have transformed the mode of delivering preservice teacher education from face-to-face to online, causing unexpected challenges and difficulties. This scoping review aims to synthesize the empirical evidence to explore the reported

effects of COVID-19 on preservice early-childhood teacher education programs. The search identified 17 studies in international peer-reviewed journals between February 2020 and February 2022. Four themes of concern emerged: program preparation, program delivery, teaching practicum, and psychological well-being. This study also identified literature gaps in online preservice teacher education and highlighted the need to conduct cross-country comparisons with large sample sizes.

Karbownik, K., Svaleryd, H., Vlachos, J., & Wang, X. (2026). ***Classrooms as Workplaces: How Student Composition Affects Teacher Health*** (Working paper N° 34841). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:34841

Work-related burnout and stress-related sickness absence have become increasingly prevalent, but evidence on which workplace features shape workers' mental health remains limited. Using population-level Swedish register data covering all lower- and upper-secondary teachers from 2006–2024, we show that schools serving more disadvantaged students exhibit substantially higher rates of sickness absence, particularly for stress-related diagnoses. Exploiting within-teacher variation across student cohorts, we separate sorting from exposure and find that a one standard deviation increase in student disadvantage raises overall and stress-related sick leave by 3.6% and 8.7%, respectively. Survey evidence indicates that these effects operate through classroom conditions rather than workload or organizational differences. The findings establish client composition as a distinct and policy-relevant determinant of worker health in contact-intensive occupations.

Knobl, E., Renahan, K., Jiang, A., Altaf, H., Tandon, C., Di Rezze, B., … Campbell, W. (2026). **A scoping review of telehealth in school-based related health services: Characteristics of telehealth use**. *Review of Education*, *14*(1), e70135. https://doi.org/10.1002/rev3.70135

The purpose of the study was to describe the use of telehealth by school-related service providers. We searched five academic databases, followed by a manual search of the reference lists of included articles. Our inclusion criteria required that articles be peer-reviewed, in English, involve the use of telehealth by a health professional providing related services and integrate services into the kindergarten to grade 12 school setting. We published an a priori protocol on Open Science Framework. Two reviewers completed article selection, followed by one reviewer and one verifier completing data extraction. We extracted a description of the articles as well as what, where, when, why, how and for whom telehealth services were provided. We screened 6585 unique sources and included 70 articles. Articles were primarily empirical (77%), from the United States (67%), and published after 2017 (73%). Telehealth related services in schools were provided to students with a range of health conditions and disabilities, most often by speech-language pathologists (40%) and psychologists (40%). These services included assessment, intervention and consultation, and were provided primarily through videoconferencing. Telehealth services were utilized to address staffing shortages, serve rural communities and meet COVID-19 restrictions. Given the heterogeneous student population and geographically limited literature, we recommend additional research to determine in what specific situations telehealth can and should be implemented. Context and implications Rationale for this study: Given recent pandemic-related school closures, a scoping review was warranted to explore telehealth-related service provision within schools. Why the new findings matter: This scoping review included 70

studies, giving insights into what, where, when, how and why telehealth is being used in school-based related services. Implications for school-related service providers: The findings indicate that telehealth for related service provision is frequently provided in schools using videoconferencing via readily available low- to mid-tech equipment. Providers need to consider their professional practice guidelines and relevant legislation when implementing telehealth services within the school setting because these vary by geographic area and discipline, and most of the reviewed research stemmed from the United States and two health professions. Given the variation in student population of the included studies, related service providers need to make clinical decisions for telehealth use for each student and based on the service (assessment, treatment, meeting) being provided.

Lahrizi, I., Viviers, S., & Pelletier, M. (2025). **Santé mentale en péril : situations de travail à risque chez le personnel enseignant au Québec**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 156-177. https://doi.org/10.7202/1123121ar

Cet article examine les situations de travail à risque (STR) qui compromettent la santé mentale du personnel enseignant au Québec. À partir d'une étude menée dans 12 établissements scolaires, il met en avant cinq catégories de STR: surcharge de travail, précarité d'emploi, gestion des comportements en classe, tensions interpersonnelles et confusion des rôles. Ces STR révèlent notamment des dysfonctionnements structurels persistants accentués par un manque de ressources et de reconnaissance. L'article souligne, à la lumière de la récente réforme de la Loi sur la santé et la sécurité du travail (LSST), l'importance de mettre en place des interventions organisationnelles pérennes pour répondre à l'obligation légale de prévention des risques psychosociaux (RPS), telles que des pratiques collaboratives et une gouvernance participative, pour améliorer les conditions de travail. Il plaide pour une approche préventive ancrée dans les réalités du terrain, afin de favoriser la santé mentale du personnel enseignant.

Lai, R., Southam, J., Mageean, L., Roffey, S., & Allen, K.-A. (2026). **Associations Between Teacher-Student Relationship Quality and Middle and Secondary School Teachers' Wellbeing: A Systematic Review**. *Educational Psychology Review*, *38*(1), 4. https://doi.org/10.1007/s10648-025-10107-2

Positive teacher-student relationships have the potential to impact teacher, as well as student, wellbeing. However, in middle and secondary schools, where teachers have contact with more students and less time with each of them, it is less clear how important these relationships are. This study systematically reviewed the literature on the association between positive teacher-student relationships and wellbeing in middle and secondary school teachers. A total of 55 studies were included in the review. Results suggested that positive teacher-student relationships were associated with each of the other aspects of wellbeing outlined in the PERMA model (positive emotions, engagement, meaning, and accomplishment) as well as overall wellbeing. There was wide variation in how teacher-student relationships were measured and defined, with majority of the studies adopting tools and definitions that were formulated for primary school teacher-student relationships, indicating that developing an understanding of what constitutes positive relationships for teachers in middle and secondary school settings through future research would be valuable.

Laverde, M., Mykerezi, E., Sojourner, A., & Sood, A. (2026). ***Match Effects and the Gains from Alternative Job Assignments: Evidence from a Teacher Labor Market*** (Working paper N° 18397). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18397

This paper studies the relative importance of teacher-student match effects and general teacher effectiveness in producing student learning, and quantifies gains from alternative teacher assignments. We estimate a framework that separates these components, allowing match quality to vary with observable student characteristics and unobservable teacher-school factors. Using more than a decade of administrative data from a large urban district, we address endogenous sorting with quasi-random assignment variation induced by differences in driving time between teachers and schools. Match effects are similar in magnitude to general effectiveness. Teacher-acceptable reassignments can raise average test scores by about 0.13 standard deviations.

Lepers, É. (2026). **Former les publics fragiles aux compétences-clés : quelle professionnalité pour le formateur ?** *Éducation Permanente*, *246*(1), 89-96. https://doi.org/10.3917/edpe.246.0089

Le dispositif « service d'intérêt économique général » compétences-clés, instauré dans les Hauts-de-France, propose notamment des formations de remise à niveau des savoirs de base dans l'optique de favoriser l'insertion sociale et professionnelle de ses bénéficiaires. Ces actions sont animées par des formateurs « compétences-clés ». Dans une visée compréhensive, cette contribution s'intéresse aux spécificités de leur professionnalité et aux défis qu'elle représente.

Leroux, M., Lapointe, K., & Lafleur, T. (2025). **Outiller les futures et les nouvelles personnes enseignantes pour mieux cultiver leur bien-être, sans occulter l'importance des conditions d'entrée dans la profession**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 12-39. https://doi.org/10.7202/1123115ar

Puisque plusieurs personnes enseignantes rapportent qu'elles vivent de la détresse psychologique, un nombre grandissant de personnes chercheuses recommandent de mieux les outiller dès la formation initiale, afin de faire face aux défis complexes de la profession. Conséquemment, nous avons invité des stagiaires (n = 44) à mettre en oeuvre des exercices pour assurer leur bien-être lors de leur dernier stage, puis à effectuer un bilan des retombées observées. Un suivi a aussi été réalisé via des entrevues avec quelques stagiaires (n = 5), au cours de leur insertion professionnelle. Le codage thématique des données, à partir des dimensions du modèle de bien-être PERMA+4, révèle que les exercices semblent contribuer à plusieurs de ces dimensions, ce qui offre des pistes prometteuses pour leur apporter un soutien à caractère psychologique.

Llano, L., & Baguio, J. (2026). **Dialogic Communication, Critical Thinking and Collaborative Problem-Solving of Public Elementary School Teachers**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 70-77. Consulté à l'adresse https://hal.science/hal-05492403

Dialogic communication and critical thinking influence how teachers manage classroom demands, yet their link to collaborative problem-solving (CPS) lacks local empirical evidence. This study investigated these relationships among 131 public elementary teachers in Paquibato

District, Davao City, using a quantitative correlational design. Survey data measured dialogic communication (speaking, disclosing, testing, probing), critical thinking (understanding, interpretation, analysis, inference, evaluation), and CPS (social, emotional, behavioral challenges). Results showed moderate dialogic communication but high level of critical thinking and very high level of CPS. Significant positive correlations were found between both independent variables and CPS. Multiple regression indicated that social challenges contributed most significantly to CPS scores. These findings support professional development focused on strengthening teacher dialogue and reasoning to improve collective problem resolution.

Mamprin, C., Clément, L., Rivest, M.-C., Roy, M.-M., & Thiam, M. (2025). **Quand les tâches façonnent le bien-être au travail : l'expérience de personnes enseignantes issues de deux provinces canadiennes**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 40-65. https://doi.org/10.7202/1123116ar

Développer le bien-être enseignant est complexe, car les leviers ciblés, issus de disciplines variées, sont parfois éloignés de la réalité professionnelle. Cette étude examine les retombées d'aspects de la tâche enseignante sur le bien-être au travail à l'aide de deux échantillons (Nouveau-Brunswick [n = 584] et Québec [n = 510]). Les analyses suggèrent que la satisfaction à l'égard de la vie au travail ainsi que le bien-être psychologique peuvent être partiellement expliqués par des aspects de la tâche enseignante. Plusieurs tendances convergentes émergent entre les deux provinces. Elles mettent en lumière les particularités de la relation personne enseignante-élève et l'importance du leadership pour favoriser le bien-être des personnes enseignantes. Cette étude vise à orienter les politiques éducatives en fractionnant ce qui est compris sous l'expression «charge de travail».

Mudrak, J., Zabrodska, K., & Machovcova, K. (2026). **Crafting Cumulative Advantage: A Systemic Approach to the Career Development of Highly Productive Researchers**. *Minerva*, *64*(1), 191-216. https://doi.org/10.1007/s11024-024-09567-7

Despite a meritocratic discourse prevalent in higher education, academic careers appear to be deeply influenced by structural inequalities. In this study, we employed a systemic perspective that merged organizational theories of cumulative advantage and job crafting to explore the career development of highly productive researchers. Our focus was on the dynamic relationship between the researchers' agency and the organizational structure of their workplaces, which facilitated their access to crucial job resources, enhancing their research productivity. Methodologically, we conducted a large-scale qualitative study exploring how academics at public universities perceived their work environments in relation to their career development. The analysis showed that participants "crafted" their jobs to acquire career-related resources, leading to cumulative benefits in later career stages. We identified three main themes across career stages: « crafting dependence » in the early career stage, when participants navigated dependency; « crafting independence » in the mid-career stage, as they established autonomy in their research; and « crafting interdependence » in the advanced stages, where participants occupied central positions at their workplaces, leveraging access to resources that they invested in other people to accumulate further resources and maintain their high research productivity. We discuss these findings from the perspective of individual academic career development as conditions for developing research excellence as well as from an institutional perspective, with implications for the development of inequalities in academic workplaces.

Mukamurera, J., Niyubahwe, A., Leroux, M., Desbiens, J.-F., & Giguère, F. (2025). **Comprendre le processus de décrochage précoce des enseignants pour mieux le prévenir : une relève enseignante à soutenir, une profession à revaloriser**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 16-22. https://doi.org/10.7202/1122411ar

Cet article examine le processus d'abandon de l'enseignement en début de carrière, à partir de l'intention de quitter et de l'incertitude quant à sa poursuite. Les données ont été collectées au Québec, au moyen d'un questionnaire administré en 2023 (n = 730) et d'entrevues réalisées en 2024-2025 (n = 42) auprès d'enseignants qui sont dans leurs premières années d'enseignement. Les résultats indiquent que l'intention de quitter la profession ne relève pas d'un manque de vocation, mais principalement de facteurs systémiques qui engendrent un stress chronique, un sentiment d'impuissance, une perte de sens du travail et un découragement. Une revitalisation des fondements du métier d'enseignant et une amélioration continue des conditions d'entrée et de travail s'avèrent indispensables.

Mutuale, A., Parayre, S., Serina-Karsky, F., Garcia, A., & Olivier, A. (2026). **Un compagnonnage à la recherche au cycle d'études doctorales : formation de professionnel·les engagé·es au sein d'une communauté d'études**. *L'orientation scolaire et professionnelle*, (55/1), CLIII. https://doi.org/10.4000/15ubm

La Faculté d'Éducation et de Formation (FacEF) de l'Institut Catholique de Paris (ICP) a restructuré son cycle d'études doctorales depuis six ans. L'originalité de la formation doctorale réside dans son organisation. Les doctorant·es ont des rythmes réguliers de formation de deux jours par mois. Bien plus qu'une simple formation de 3ème cycle, le doctorat prend appui sur un compagnonnage à la recherche, attaché à conduire à s'engager dans la recherche aussi bien qu'à développer une socialisation et une éthique de chercheur. Nous émettons l'hypothèse que les doctorant·es qui suivent cette formation se retrouvent, par leur engagement dans le processus de la recherche, capables de travailler avec les incertitudes et de dépasser les vulnérabilités liées au métier. Nos objectifs pour cet article sont d'abord de présenter cette organisation particulière, propice au développement du chercheur et d'une communauté d'études, et ce qui constitue en détail la formation et l'accompagnement des doctorant·es. Ensuite en enquêtant auprès de la soixantaine des doctorant·es, nous reviendrons sur la manière dont est vécue cette préparation au métier de chercheur·e et tenterons de comprendre les forces et les limites de cette formation, ainsi que ses défis.

Naimi, R., & Poirel, E. (2025). **La santé mentale et le bien-être des directions d'établissement au Québec à l'épreuve de la période pandémique (COVID-19)**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 111-133. https://doi.org/10.7202/1123119ar

La COVID-19 a profondément bouleversé le rôle des directions d'établissement d'enseignement (DEE) exposées à des directives fluctuantes, des attentes accrues et des risques pour leur santé mentale. Dans cette recherche, des entretiens ont été menés auprès de 20 DEE afin de rendre compte des risques psychosociaux (RPS) auxquelles elles ont été confrontées ainsi que de leur bien-être au travail durant la pandémie. La majorité des personnes participantes ont rapporté une exacerbation des risques psychosociaux, ce qui a contribué à accentuer la dégradation de

leur bien-être au travail déjà fragilisé avant la pandémie en raison des exigences de la fonction. Les résultats montrent aussi que les DEE ont vécu une surcharge émotionnelle et cognitive importante. Toutefois, un soutien social a permis à certains de mieux faire face à cette surcharge. Cette étude met en évidence la nécessité de donner du pouvoir d'agir sur l'organisation du travail pour réduire les risques et préserver la santé mentale des DEE face à de futures crises.

Núñez-Regueiro, F., Watt, H., Richardson, P., Leroy, N., & Suryani, A. (2025). **The teaching motivation paradox: A systematic review and content analysis of candidate teachers' motivations across cultures and time**. *Social Psychology of Education*, *28*(1), 165. https://doi.org/10.1007/s11218-025-10114-9

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

Piseri, F. (2025). **Teaching Careers and Mobility in the Province of Sassari at the Turn of the 20th Century: A Statistical Approach**. *Rivista di Storia dell'Educazione*, *12*(2), 73-89. https://doi.org/10.36253/rse-18094

This paper analyzes the careers, entry pathways, and mobility of primary school teachers active in the province of Sassari who began their service between the late 19th century and 1914. The study is based on a sample of approximately 150 teachers, identified through summary records preserved in the Provveditorato fund at the State Archives of Sassari. Compiled in the 1920s for pension purposes, these documents – though partial, as they only cover surnames from F to Z – provide valuable data on appointments, locations, salaries, and length of service. The sample allows for an investigation into key questions about the teaching profession in early 20th-century Sardinia: the geographic origins of teachers (urban centers vs. rural areas), age at qualification, time to secure permanent appointments, and common patterns of territorial mobility. The analysis also incorporates a gendered perspective, relevant in light of the increasing feminization of the profession. The research focuses on a crucial phase in the legal definition of elementary teachers' status, marked by a generational turnover that coincides with the so-called crisi magistrale (teachers' crisis). The methodology is quantitative, based on the systematic

processing of career summary sheets compiled by Provveditorato staff, rather than detailed prosopographical reconstruction. This approach enables meaningful comparisons with other Italian and international contexts, helping to identify how the teaching profession was configured differently across diverse geographic and socio-economic settings, beyond individual biographies.

Poutanen, M. (2026). **Accelerated Academia: Time Regimes of a University Merger**. *Minerva*, *64*(1), 79-106. https://doi.org/10.1007/s11024-025-09571-5

This article explores a Finnish university merger as a disruption of academic time regimes. Previous research has shown how academic time regimes are drawn ever tighter by increasing pressures for performance, efficiency and competitiveness both on the level of higher education institutions and individual academics. On a policy level, higher education is called upon to do more, to contribute more to economic growth and competitiveness. Public higher education institutions (HEIs) are also reformed to this effect. Accelerating policy initiatives change organizational time regimes in HEIs, encroaching upon individual academic time regimes. Academics experience this as less self-determined professional time available to them and increased imposed organizational time demands, with problematic consequences to meaningful academic self-governance. Our findings add to current discussions on accelerating academia by suggesting an analytical separation of time regimes that impact academia to describe experiences of acceleration. The article draws on survey and interview data from a Finnish university merger to show how organizational changes further disrupt academic time regimes. As a result, academics experience a sense of lost control and agency over their own work, or, following Hartmut Rosa, alienation.

Prévôt, O., & Pileri, A. (2025). **Développer les compétences émotionnelles chez les éducateurs : un défi pour une société inclusive.** In *Connessioni nei contesti di apprendimento*. *Inclusion dans les Cités de l'Éducation / Inclusion in the Cities of Education*. Consulté à l'adresse https://hal.science/hal-05479269

Ragoonaden, K. O., Cherkowski, S., Kutsyuruba, B., Walker, K., Claypool, T., Basch, J., & Godden, L. (2025). **Teacher Education, Well-Being and a Sense of Belonging**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(4), 1313-1344. https://doi.org/10.53967/cje-rce.6959

This article draws from a Canadian project examining the holistic dimensions of well-being in teacher education programs. In keeping with calls to action in research and in the practice of teacher education, conceptualizations offering a wider view of well-being—beyond physical, mental, and emotional health—guided the inquiry. This study presents findings from a questionnaire disseminated to students in three teacher education programs in Western Canada. The results indicated that the teacher education programs addressed the vocational, social, intellectual, and cultural dimensions of well-being. Dimensions relating to emotional, physical, spiritual, and financial well-being were not consistently addressed. Of note was the financial precarity impacting the well-being of a majority of respondents. Since a sense of belonging was identified as an important indicator of well-being, especially for students who identify as Black, Indigenous, and people of colour (BIPOC), these findings may guide teacher education

programs in adopting productive ways to navigate the distinct realities of students in a post-pandemic society.

Schneijderberg, C., Wieczorek, O., & Steinhardt, I. (2026). ***The Handbook of Qualitative and Quantitative Content Analysis: Introduction to Classical, Digital, AI-supported, and Automated Data Analysis***. https://doi.org/10.4324/9781003496397

Translated from German, The Handbook of Qualitative and Quantitative Content Analysis is a comprehensive handbook which offers an application-orientated introduction to qualitative and quantitative content analysis methods. The book provides explanations for beginners from bachelor level onwards on how to select an appropriate qualitative or quantitative content analysis method and how to use the chosen method(s) depending on research interest and amount of data. Part 1 defines the basics of qualitative and quantitative content analysis and empirical research, including research quality conventions and how to do interpretation; Part 2 is a practical guide to classical qualitative content analysis and semi-automated quantitative content analysis; and Part 3 introduces Python alongside automated techniques such as correspondence analysis, semantic network analysis, sentiment analysis, and topic modelling using generative and deep learning algorithms. Each of these sections are enriched with extensive examples and cover a range of software applications, including AntConc, MAXQDA, Python, and VosViewer. This is the ideal resource for anyone interested in content analysis research methods across the social sciences, humanities, and data sciences. The Open Access version of this book, available at https://www.taylorfrancis.com, has been made available under a Creative Commons [Attribution-Non Commercial-No Derivatives (CC BY-NC-ND)] 4.0 license.

Schweickert, C., & Torres, J. M. (2026). ***Alternative pathways into teaching: Broadening access and expanding diversity*** (OECD Education Working Papers N° 342; 342e éd.). https://doi.org/10.1787/80bfc617-en

Scippo, S., Fabiani, D., & Ranieri, M. (2026). **Developing and Validating a Knowledge Test on Flood Risk for Primary Teachers**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 117-135. https://doi.org/10.7358/ecps-2025-032-scip

This article presents the development and psychometric analysis of a test designed to assess knowledge about flood risk among pre-service primary school teachers. The test was developed within the framework of the Return project and administered to 149 finalyear students enrolled in a Primary Education degree program. Following the initial construction of 14 items, item difficulty, discrimination, and reliability were evaluated using Classical Test Theory. After removing underperforming items, a final version of the test was obtained, consisting of 10 items with acceptable levels of difficulty, good discriminative power, and a satisfactory KR20 reliability index. The resulting test represents a valid tool for measuring knowledge levels about flood risk. Future directions include test standardization and the adaptation of the instrument for use with children and in different linguistic and cultural contexts.

Viviers, S. (2025). **Santé mentale du personnel scolaire : regards croisés Chili-France-Québec : entretien croisé avec Patricia Guerrero et Dominique Cau-Bareille**. *Nouveaux cahiers de la recherche en éducation*, *27*(2), 223-233. https://doi.org/10.7202/1123124ar

Un article de la revue Nouveaux cahiers de la recherche en éducation, diffusée par la plateforme Érudit.

Xiu, Q., Liu, P., Yao, H., & Liu, L. (2026). **The relationship between distributed leadership and teacher commitment to change: the mediating roles of professional learning communities and job satisfaction**. *Asia Pacific Education Review*, *27*(1), 5-17. https://doi.org/10.1007/s12564-022-09747-8

This study examined the mediating roles of professional learning communities and job satisfaction in the relationship between distributed leadership and teachers' commitment to change based on responses from 812 middle school teachers in 18 schools in a northern Chinese city. A direct positive relationship between distributed leadership and teachers' commitment to change was noted. This finding contributes to understanding the effects of distributed leadership across cultures and improving educational practices in similar contexts.

Numérique et éducation

Alexandre, M. (2025). **Espaces d'interactions en FAD au collégial**. *Éducation & Formation*, *Numéro thématique*(e-324). Consulté à l'adresse http://revueeducationformation.be/

Arnal, C. (2026). **Capsule vidéo et pédagogie de la rencontre. Repenser la médiation numérique en lycée professionnel. La capsule vidéo comme dispositif de médiation.** *L'autre dans le miroir : Littérature jeunesse et numérique, les nouveaux outils de la rencontre ?* Consulté à l'adresse https://hal.science/hal-05542049
Capsules vidéo et pédagogie de la rencontre : repenser la médiation numérique en lycée professionnel. La thématique du colloque « L'autre dans le miroir : littérature jeunesse et numérique » invite à interroger la rencontre et l'altérité à l'ère du numérique, non seulement dans les représentations littéraires, mais aussi dans les pratiques éducatives et pédagogiques qui façonnent la manière dont les jeunes construisent leur rapport à l'autre et au monde. C'est dans cet esprit que s'inscrit cette proposition de communication, issue d'une recherche doctorale en sciences de l'éducation et de la formation. Elle propose de penser les capsules vidéo pédagogiques comme de nouveaux espaces de rencontre et de médiation dans le contexte spécifique du lycée professionnel.

Bai, Q., Alayrangues, S., Romero, M., & Carre, P. (2026). ***Enseignement des LLM au lycée : une proposition exploratoire***. Consulté à l'adresse Universtié de Poitiers website: https://hal.science/hal-05510753
En 2022, l'arrivée de ChatGPT, un LLM (Large Language Model) basé sur l'architecture Transformer, a bouleversé le monde. Préparer la génération future aux défis liés à l'IA est devenu une priorité. Au niveau de l'enseignement secondaire, malgré l'abondance de littérature sur l'enseignement des techniques basiques de l'IA et de la littératie de l'IA à un niveau macroscopique, il n'existe, à notre connaissance, encore aucun travail qui

identifie les notions liées aux LLM enseignées aux élèves, ni aucun programme complet expliquant le fonctionnement interne des LLM, en particulier le Transformer, au niveau pré-universitaire. Cet article vise à identifier les éléments manquants actuellement nécessaires à cette compréhension. Pour cela, nous proposons un graphe de pré-requis qui identifie les connaissances pertinentes liées à chaque étape de la création d'un LLM. Puis nous proposons une « rapid mapping review » en mettant en correspondance les pratiques existantes avec les pré-requis dans le graphe. Les résultats préliminaires montrent que, si la majorité des programmes se concentrent sur les bases des réseaux de neurones et que certains permettent aux élèves d'explorer la représentation vectorielle des mots ou les distributions probabilistes produites par les LLM, le mécanisme d'attention au cœur de l'architecture Transformer demeure largement inexploré par les enseignants du secondaire, en raison de sa complexité. Cette étude s'inscrit dans une réflexion autour de la conception de séquences pédagogiques voire d'un programme d'étude complet de l'IA générative au niveau lycée.

Ballatore, M. G., & Tabacco, A. (2026). **CIAO! Online Escape Room: Assessment of Basic Mathematical Skills for Incoming Engineering Students**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 223-240. https://doi.org/10.7358/ecps-2025-032-bata
STEM education requires a solid foundation in mathematics, which is often lacking in incoming students. To address these gaps, Politecnico di Torino developed CIAO!/OAIC! (Corso Interattivo di Accompagnamento Online / Online Accompanying Interactive Course), an online preparatory course featuring a virtual escape room as its final self-assessment activity. This escape room, set in the digitalized spaces of the actual university, tests mathematical prerequisites through problem-solving challenges while providing immediate feedback. The study analyzes two implementations: a pilot with time constraints and prize incentives and an updated version with extended access and no external rewards. Results show that removing competitive elements and extending gameplay duration led to increased student engagement and higher success rates. The findings demonstrate that reduced time pressure facilitated deeper learning and knowledge consolidation. Additionally, the study reveals that external incentives did not significantly impact participation rates, suggesting that students' intrinsic motivation to assess their mathematical readiness was sufficient to drive engagement with the platform.

Ben-Rebah, H., Lirtes, N. C., & Carnus, M.-F. (2025). **Le rapport au numérique : un outil heuristique pour différencier en formation à distance**. *Mesure et Évaluation en Éducation*, *48*(1), 119-153. Consulté à l'adresse https://edition.uqam.ca/mee/article/view/3719
Despite the flexibility and accessibility of distance learning (DL), learning management systems (LMS) often remain rigid and disconnected from learners' everyday practices. To address this limitation, we introduce GENeSPRIT, a private workspace generator that enables learners to build and manage their own personal learning environments (PLEs). Grounded in a clinical didactic epistemology, this study investigates how the digital relationship can serve as a lever to differentiate learning practices within an innovative LMS. Findings reveal unique learner profiles, enabling more personalized training. They also suggest heuristic avenues for designing adaptive LMS better suited to student needs.

Bernatchez, J., & Alexandre, M. (2025). **Institutionnalisation de la FAD dans une université canadienne**. *Éducation & Formation*, *Numéro thématique*(e-324), 109-127. Consulté à l'adresse http://revueeducationformation.be/
L'Université du Québec à Rimouski (UQAR) est une université francophone à vocation générale qui œuvre dans l'Est du Québec. La crise sanitaire de 2020 est un événement de rupture qui contribue à une institutionnalisation de la formation à distance (FAD) et à un renforcement de la téléprésence et de la présence à distance. 1) Comment se déploie l'institutionnalisation de la FAD à l'UQAR ? 2) Comment se traduit la volonté institutionnelle de renforcer la téléprésence et la présence à distance ? Pour répondre à ces deux questions, nous apportons d'abord quelques précisions conceptuelles. Sur le plan théorique, notre analyse est inspirée du néo-institutionnalisme. Sur le plan méthodologique, nous avons recours aux techniques d'analyse documentaire (d'articles scientifiques et de documents normatifs principalement produits après 2000) et d'observation participante par opportunité (entre 2005 et 2025). Nous observons à l'UQAR une nouvelle logique institutionnelle basée sur la téléprésence et sur la présence à distance (télétravail, téléenseignement et téléaccompagnement). Cette logique est susceptible de s'ancrer durablement dans la culture institutionnelle. Il s'agit d'un cas particulier qui s'inscrit dans l'espace universitaire canadien, mais qui est susceptible d'être observé aussi dans d'autres espaces nationau

Bresciani, D., Kalil, A., Liu, H., Mayer, S. E., & Shah, R. (2026). **Closing early math gaps by parental education with technology at home**. *Economics of Education Review*, *111*, 102774. https://doi.org/10.1016/j.econedurev.2026.102774
Early math skills strongly predict later academic achievement, and caregiver engagement is central to early skill development. We conducted a six-month randomized controlled trial—About Technology in Math Engagement (TIME)—with 459 Chicago families of children aged 3 to 5 from diverse socioeconomic backgrounds. Families were randomly assigned to receive either math apps on a digital tablet, analog math learning materials, or a business-as-usual control. On average, neither intervention produced detectable improvements in children's math skills. However, pre-registered heterogeneity analyses provide suggestive evidence that children of non-BA parents assigned to the math app group gained 0.17 standard deviations (about five national percentile points; p = 0.10), while children of BA parents showed no detectable gains, closing roughly one-third of the initial education-based skill gap. Restricting the sample to publicly subsidized preschools yields a math app effect of 0.16 SD, closely matching results from our prior study (Mayer et al., 2023), which used a similar design and the same recruitment source. Taken together, these findings suggest that access to low-cost, well-designed digital math resources may hold promise for benefiting disadvantaged children in particular, and thereby reducing early math skill gaps.

Bringula, R., Trillanes, A., & Catacutan-Bangit, A. (2026). **"How about our stance?": college students' stance on using artificial intelligence educational tools**. *Education and Information Technologies*, *31*(4), 1179-1202. https://doi.org/10.1007/s10639-025-13859-0
This descriptive and exploratory computational qualitative study investigated the stance of college students towards their intention to use artificial intelligence educational (AIEd) tools. Toward this goal, 1,971 college students participated in the study. They completed an open-ended online survey form that elicited their stance on using the AIEd tools. Descriptive statistics revealed that over 50% of the students supported using AIEd tools, but they had reservations or preferred certain limitations. The most occurring word in the

corpus is "tool", confirming that the object of discussion was viewed as a tool supporting educational tasks. The corpus contained diverse words expressing the students' stance, with no single word appearing overwhelmingly prominent. Topic modeling revealed that students shared similar positions with teachers regarding the use of AIEd tools. The Support Vector Machine (SVM) prediction model achieved a good weighted F1 and accuracy scores of 77% and 79%, respectively. Additional testing revealed that the model correctly identified over one-half of student stances in a new dataset. Therefore, the students' stances are mostly mixed, their positions are similar to those of the teachers, and the model can reasonably predict the students' stances. Implications are also discussed.

Burley, J., & Eisikovits, N. (2026, mars 9). **Le plus grand danger de l'IA à l'université n'est pas la triche, c'est l'érosion de l'apprentissage lui-même**. https://doi.org/10.64628/AAK.fasudxpcd
Le débat sur l'IA à l'université se focalise sur la tricherie. Mais le véritable enjeu est ailleurs : c'est tout l'écosystème de formation et de production du savoir qui pourrait être fragilisé.

Cervini-Plá, M., & Machado, A. (2025). ***Gender Performance in Online University Education*** (Working paper Nº 25-22). Consulté à l'adresse Instituto de EconomÃa - IECON website: https://EconPapers.repec.org/RePEc:ulr:wpaper:dt-22-25
This paper examines the impact of the exogenous shock of COVID-19, which led to a transition from in-person to online education, on the academic performance of university students, with a particular focus on gender differences. We exploit a unique and comprehensive dataset that includes all evaluation activities and their outcomes, for students enrolled in 2018 and 2019 at the main university in Uruguay. Using difference-in-differences techniques, we find that female students outperformed their male counterparts by passing more courses and improving their grade point average. This effect is observed among women from medium and higher socioeconomic backgrounds and those who enter university immediately after finishing secondary school. Exploring the mechanisms behind these outcomes, we find that women report having greater participation compared to in-person classes, perceive more advantages in staying at home, and recognize more benefits in not commuting to the educational institution.

Colognesi, S. (2025). **Évaluation formative, différenciation et numérique : quelles reconfigurations ?** *Mesure et Évaluation en Éducation*, *48*(1), v-ix. Consulté à l'adresse https://edition.uqam.ca/mee/article/view/3590

Cordier, A. (2026, mars 12). **Protéger les filles, canaliser les garçons ? L'éducation à l'information face aux stéréotypes de genre**. https://doi.org/10.64628/AAK.ccuucjc9y
Pour faire de l'éducation à l'information un levier d'émancipation pour tous les adolescents et adolescentes, il faut dépasser les assignations de genre qui pèsent sur les usages numériques.

Cruces, G., Meijide, D. F., Galiani, S., Gálvez, R., & Lombardi, M. (2026). ***Does Generative AI Narrow Education-Based Productivity Gaps? Evidence from a Randomized Experiment*** (Working paper Nº 34851). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:34851
Does generative artificial intelligence (AI) reinforce or reduce productivity differences across workers? Existing evidence largely studies AI within firms and occupations, where

organizational selection compresses educational heterogeneity, leaving unclear whether AI narrows productivity gaps across individuals with substantially different levels of formal education. We address this question using a randomized online experiment conducted outside firms, in which 1,174 adults ages 25–45 with heterogeneous educational backgrounds complete an incentivized, workplace-style business problem-solving task. The task is a general (not domain specific) exercise, and participants perform it either with or without access to a generative-AI assistant. Unlike prior work that studies heterogeneity within relatively homogeneous worker samples, our design targets the between–education-group productivity gap as the primary estimand. We find that AI increases productivity for all participants, with substantially larger gains for lower-education individuals. In the absence of AI access, higher-education participants outperform lower-education participants by 0.548 standard deviations; with AI access, this gap falls to 0.139 standard deviations, implying that generative AI closes about three quarters of the initial productivity gap. We interpret this pattern as evidence that generative AI narrows effective productivity differences in task execution by relaxing cognitive constraints that are more binding for lower-education individuals, even though underlying skill differences remain, as reflected in persistent education gaps in task performance and in a follow-up exercise without AI assistance.

Domenjoz, J.-C. (2025, novembre 19). **Les médias synthétiques (IA), nouveau défi pour l'éducation aux médias et à l'information**. Consulté à l'adresse Éducation aux médias website: https://educationauxmedias.ch/les-medias-synthetiques-ia-nouveau-defi-pour-education-aux-medias/
Les applications de l'intelligence artificielle (IA) reconfigurent en profondeur l'espace médiatique. Un nouveau paradigme informationnel émerge de la personnalisation algorithmique des contenus et de l'essor des médias synthétiques. Après les médias sociaux, les applications de l'IA générative représentent un nouveau défi pour l'éducation aux médias et à l'information.

Domenjoz, J.-C. (2026, février 5). **Médias d'information : le défi de l'illettrisme informationnel** [Éducation aux médias et à l'information]. Consulté 5 mars 2026, à l'adresse https://educationauxmedias.ch/medias-information-le-defi-de-illettrisme-informationnel/

Du, B., & Wang, Y. (2026). **Effects of generative chatbot use in flipped classrooms on students' higher-order thinking skills: a causal-comparative study**. *Education and Information Technologies*, *31*(4), 1203-1231. https://doi.org/10.1007/s10639-025-13861-6
This study investigated the impact of generative chatbots integrated into pharmacy flipped classrooms on students' higher-order thinking skills (HOTS: critical thinking, problem-solving, creativity) and explored the underlying mechanism. A pretest-posttest design tracked 213 pharmacy students over one semester. Data were collected via validated HOTS questionnaires (administered at pretest and posttest), a post-intervention survey on chatbot usage (metrics: frequency, duration, intensity; patterns: e.g., information retrieval, concept clarification), student interviews, and weekly quiz scores. Multivariate statistics revealed a significant improvement in HOTS from pre-test to post-test ($p < 0.001$, medium effect size). This improvement was supported by two synergistic factors: well-structured teaching designs and students' positive learning attitudes coupled with strong learning abilities. While quantitative chatbot usage metrics showed no significant association with HOTS gains ($p > 0.05$), students' perception of effective

chatbot use was significantly associated with enhanced critical thinking (β = 0.789, p < 0.001) and a moderate effect on problem-solving (β = 0.210, p = 0.008), but not with creativity, likely due to chatbots' limited support for divergent thinking. Notably, qualitative data suggested that learning-oriented deep interaction with chatbots may serve as a mediating mechanism between effective use and HOTS improvement. These findings underscore that the educational value of chatbots derives from the quality, not the quantity, of their use. We recommend designing pharmacy-specific tasks to promote deep cognitive engagement and positioning chatbots as supplementary tools within the flipped classroom framework.

Dupré, F., & Benoit, H. (2026). ***L'usage des outils numériques dans les pratiques d'enseignement inclusif. GTnum #EvalNumInclus***. Consulté à l'adresse https://hal.science/hal-05537412
Infographie issue d'une enquête visant à recueillir des expériences pédagogiques d'enseignants, sur un territoire de deux académies, a été réalisé entre octobre 2023 et février 2024. GTnum #EvalNumInclus.

Dupré, F., & Louge Duprat, M. (2026). ***Contribution du numérique à la pédagogie inclusive : observation et analyse de séances d'enseignement cahier d'expérience***. Consulté à l'adresse https://hal.science/hal-05537399

Evulu Oleko, J. (2026). **La rédaction d'un mémoire à l'ère de l'intelligence artificielle générative**. *La recherche scientifique à l'ère du numérique et de l'IA*. Consulté à l'adresse https://hal.science/hal-05487274
L'intelligence artificielle générative (IAG) est une ramification de l'intelligence artificielle capable de produire de nouveaux contenus et de nouvelles références bibliographiques en réponses à des questions formulées par la personne utilisatrice. Ainsi, il devient crucial à l'heure qu'il est de former les étudiants sur l'utilisation professionnelle des outils de l'IA générative afin d'éviter qu'ils copient-collent les contenus et les références générés par l'IA sans aucune vérification de leur source.

Faire preuve de présence à distance. (2025). *Éducation & Formation*, *Numéro thématique*(e-324). Consulté à l'adresse http://revueeducationformation.be/

Fairet, C., & Grosbois, M. (2025). **Formes de présence dans un dispositif de formation qui intègre le « Wild »**. *Éducation & Formation*, *Numéro thématique*(e-324), 147-167. Consulté à l'adresse http://revueeducationformation.be/
Cette étude longitudinale explore les différentes formes de présence qui peuvent émerger dans un dispositif hybride d'apprentissage de l'anglais (Langue 2), à destination d'adultes professionnels, qui intègre les pratiques et usages situés en dehors de la classe ou « Wild ». Les résultats indiquent que les formes de présence sont plurielles et susceptibles de se transformer, par l'agentivité des apprenants, en une disposition à identifier et créer du lien avec des ressources humaines ou non. Ils révèlent également des formes multiples de présence qui émergent du « Wild » et illustrent comment elles participent à la dynamique d'apprentissage de la L2. Des formes de présence plus spécifiques à l'apprentissage des langues apparaissent également : la présence avec la langue, du fait de sa pratique, et de la présence à la langue dans sa dimension réflexive. Ainsi, la présence se comprend aussi à la lumière du concept d' « apprenance » (Carré,

2020) comme résultante d'une disposition à générer de la présence à soi et au monde, comme soutien à la construction du « territoire de l'apprendre » tout au long de la vie.

Fenoglio, P. (2025). **Vers une didactique des gestes d'inclusion soutenus par le numérique ? Une analyse secondaire de travaux récents sur les compétences enseignantes plurielles pour favoriser l'éducation inclusive au et par le numérique**. *Mesure et Évaluation en Éducation*, *48*(1), 34-66. Consulté à l'adresse https://edition.uqam.ca/mee/article/view/3588
Inclusive education and digital technology are having a major impact on educational practices, bringing into question the teaching skills needed to integrate digital technology in an inclusive perspective. Through a secondary study of recent work, we examine how digital inclusive education renews and/or reconfigures teaching skills. This contribution shows the need to foster a reflective and critical approach to digital inclusion, based on work on postures and representations, as well as technical, legal, collaborative, pedagogical and didactic skills. This approach aims to develop an ability to take diversity into account; versatile handling of differentiation and of variety and flexibility of supports, tasks, assessments, and strategies; to work in partnership with the people involved; digital literacy and citizenship. In this perspective, a didactic of inclusive professional gestures supported by digital technology would be worth developing.

Gasparini, A., Stern, F., Delaval, M., & Müller, A. (2026). **Using smartphones and tablets as experimental tools in the physics classroom: Effects on learning and motivation**. *Physical Review Special Topics: Physics Education Research*, *22*(1), 010129. https://doi.org/10.1103/96gp-gqvj
Tablets and smartphones provide compact and relatively inexpensive tools for measuring many physical quantities, and numerous applications of these "mobile devices as experimental tools" (MDETs) have been published over the last decade, covering a broad range of topics. According to the literature, MDETs can offer educational benefits by creating authentic, real-life contexts for physics learning, enhancing student motivation through the use of familiar technology, and supporting cognitive processes by providing multiple representations (videos, tables, and graphs) of physical phenomena. On the other hand, serious concerns have been raised about potential distractions and cognitive overload. Regarding these conflicting perspectives, few empirical studies on the impact of MDETs in real classroom settings of regular, full-length physics courses are available, and—to the best of our knowledge—none focus on a nonspecialized high-school target group. The purpose of this contribution is to present a study of a mechanics course in such a setting, addressing the tight curricular, material, and practical constraints inherent to it. A quasiexperimental pre- and post-test design comparing a treatment group using MDETs and a control group without (same content, lesson plan, and teacher) was used. The 19-week teaching sequence focused on conceptual learning and motivational outcomes (e.g., interest, self-concept, and curiosity), controlled by several predictor variables. Findings reveal substantial pre- and post-test learning gains for both groups (Cohen's $d = 0.9$) and small gains for perceived relation to reality ($d = 0.29$). However, no significant differences between treatments were found, indicating that the use of MDETs does not outperform conventional approaches under the given constraints. On the other hand, no evidence of negative effects such as distraction or cognitive overload was observed. Moreover, little to no interactions with predictors such as gender or prior knowledge were found. In conclusion,

MDETs show considerable potential as a viable and effective option for integrating technology into physics teaching, offering learning outcomes comparable to those of successful conventional teaching, but not better. Furthermore, no evidence of negative effects from distraction or cognitive overload was found, nor of strong interactions with gender and other predictors. The MDETs approach thus appears suitable for both sexes and different kinds of learners. This leads to suggestions for future utilization of MDETs as a component of physics education, which are discussed as potential perspectives.

Geng, J., Razali, A. B., Ismail, L., & Noordin, N. (2026). **Effectiveness of automated writing evaluation program to enhance EFL undergraduates' writing performance in China**. *Asia Pacific Education Review*, *27*(1), 241-256. https://doi.org/10.1007/s12564-023-09922-5
Automated writing evaluation (AWE) program has huge potential to facilitate English writing instruction and EFL learners' learning. As one of the most massively implemented AWE programs in China, the Pigai program has gained increasing ground in English writing instruction. However, a paucity of research limits to addressing its effects as an assisted teaching tool. Therefore, this study was conducted to ascertain the effect of the AWE-Pigai assisted process-based approach in improving Chinese EFL undergraduates' writing performance and their error correction ability. As such, three intact classes from the first year in English major at a university in China were recruited. They received three different teaching approaches respectively: the Process-based writing approach (PBWA), the combined use of the Pigai program and the PBWA (Pigai + PBWA), and the conventional teaching approach. After a 14-week training program and a month after the intervention, students' writing performance at three different time slots were compared, i.e., pre-, post-, and post-delayed tests. Results indicated that the Pigai + PBWA was able to outperform the other two methods in improving students' writing performance and displayed a better post-delay effect in internalizing students' writing knowledge in their long-term memory. Finally, the pedagogical implications of this study were also discussed.

Gökçe, H., & Nacaroğlu, O. (2026). **The effect of the use of artificial intelligence tools in science education on secondary school students' 21 st century skills competency perceptions and digital literacy**. *Education and Information Technologies*, *31*(4), 1059-1077. https://doi.org/10.1007/s10639-025-13853-6
This study aimed to examine the effect of the use of artificial intelligence (AI) tools in science education on middle school 7th grade students' 21st century skills competency perceptions (21.cSCP) and digital literacy (DL). A one-group pretest-posttest experimental design, one of the quantitative research method designs, was used in the study. The sample of the study consisted of 66 seventh grade students. The 21.cSCP scale and the DL scale were used as quantitative data collection tools. The AI-oriented implementation process lasted a total of 10 weeks. As a result of the data analysis, no significant difference was found between the pre-test scores of the 21.cSCP scale ($M = 131.30$, $SD = 15.33$) and the post-test scores ($M = 130.51$, $SD = 15.83$). On the other hand, there was a significant difference in favor of the post-test between the scores obtained from the overall (Pre-test, $M = 78.59$; $SD = 13.09$; Post-test, $M = 87.46$, $SD = 13.72$) and the sub-dimensions of the DL scale. The eta squared statistic ($\eta 2 = 0.434$) indicates a large effect size. It is recommended that the use of AI in science education and studies that consider experimental design should be expanded.

Gonsalves, C. (2026). **The transparency trap: Generative AI and the rise of interpretive load**. *Review of Education*, *14*(1), e70139. https://doi.org/10.1002/rev3.70139
This commentary interrogates the renewed centrality of 'transparency' in higher education's response to generative artificial intelligence (AI) and introduces interpretive load as a necessary extension to existing assessment theory. While transparency is conventionally framed as a vehicle for fairness and clarity, research demonstrates that written criteria and policies have never been fully legible nor neutral. The advent of GenAI has intensified this paradox: institutions publish increasingly elaborate rules and declarations, yet students face greater uncertainty about how to understand and act on them. Drawing on empirical studies of policy trajectories, workload, academic integrity, cross-cultural perspectives and the sociology of assessment, I argue that contemporary AI policies shift substantial cognitive, emotional, ethical and procedural labour onto students, who must interpret ambiguous norms before they can begin any task. The commentary situates interpretive load within the established architecture of assessment workload, arguing that it constitutes a distinct form of front-end labour produced by institutional and instructional design rather than by students' academic choices. I argue that interpretive load is structurally uneven: linguistic resources, cultural orientations, policy literacy and institutional fluency shape students' capacity to navigate fragmented GenAI rules. Documentary transparency further falters under contradictory institutional imperatives—encouraging innovation while safeguarding originality—and under the technical volatility of detection tools. To address these limitations, I propose a shift from declarative to dialogic transparency: an institutional practice that redistributes interpretation through programme-level translation, teachable disclosure conventions, clearer due-process guarantees and iterative policy-practice feedback loops. I argue that interpretive load represents the next equity frontier in assessment and that redesigning for shared sense-making is now essential for fair and ethical AI-era assessment. Context and implications Rationale for this study: GenAI policies rely heavily on transparency, yet little work examines transparency as a producer of labour and inequality. Why the new findings matter: Introducing interpretive load exposes the hidden cognitive and ethical work created by AI-era policies and reframes transparency as a structural—not merely communicative—challenge. Implications for practitioners, policymakers and researchers: This commentary offers a conceptual lens for redesigning assessment in the AI era. For practitioners, it clarifies why students struggle with ambiguous rules and how dialogic transparency can reduce inequity. For policymakers, it demonstrates the limits of document-centric approaches and the need for due-process clarity, coordinated programme-level norms and iterative revision. For researchers, it identifies interpretive load as an emergent analytic category that connects transparency, workload and equity, opening new directions for empirical study of how institutional design shapes students' interpretive labour.

Gonthier, M.-E., Morin, M., Jolicoeur, E., Deneault, J., & Marin, J. (2025). **Le bien-être numérique : portrait des ressources mises à la disposition des jeunes et des milieux**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 56-59. https://doi.org/10.7202/1122418ar
À l'heure où les écrans influencent largement la vie des enfants et des adolescents, cet article présente un panorama d'initiatives québécoises qui leur sont destinées et qui favorisent un usage plus équilibré et conscient du numérique. Le bien-être numérique, concept central au coeur de l'article, repose sur un équilibre entre les usages en ligne et hors ligne, afin de préserver la santé, la sécurité et l'épanouissement. Plusieurs initiatives

sont présentées : les ateliers du CIEL sur les écrans et les réseaux sociaux, les campagnes et les outils de PAUSE, les ressources éducatives d'HabiloMédias en littératie numérique, la Campagne Respire sur le stress ainsi que les actions de COSMOSS. Toutes poursuivent un objectif commun : accompagner les jeunes vers une utilisation responsable et équilibrée des outils numériques au quotidien.

Greebon, D. (2026). ***Artificial intelligence in education evidence synthesis and use in low- and middle-income countries*** (p. 43) [Working Papers]. https://doi.org/10.53832/be2.0001

Gschwendt, C., Viarengo, M., & Zoellner, T. S. (2026). ***Generative AI and Career Choices*** (Working paper N° 0251). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: https://EconPapers.repec.org/RePEc:iso:educat:0251
The economic impact of technological change will critically depend on how future workers invest in their human capital. Yet, little is known about how future workers themselves evaluate and choose their educational and occupational paths in light of emerging technologies. This paper examines how adolescents currently at the school-to-work transition stage value working with generative artificial intelligence (GenAI) in their future occupations, and how automation risk and opportunities for continuing education shape these preferences. We field a discrete-choice experiment among a nationally representative sample of over 7,000 Swiss adolescents aged around 15. We find that adolescents generally exhibit an aversion to collaborating with GenAI at work, with females consistently more averse than males. However, preferences are nuanced: adolescents welcome greater GenAI collaboration, provided that GenAI usage levels remain moderate and that it is not accompanied by increases in job-automation risk. Finally, continuing education opportunities in occupations improve attitudes towards working with GenAI across genders. Our results challenge simple narratives of technology acceptance or rejection, revealing that adolescents' willingness to work with GenAI depends on how it is implemented â€" its intensity, associated displacement risks, and accompanying skill development - rather than the technology itself. Our findings suggest that the way future workers value GenAI collaboration in their career choices critically depends on its intensity and on the interplay with automation risk and AI-related educational opportunities.

Guigui, D. (2025). ***La littératie numérique d'adultes en formation professionnelle. Tensions et continuités dans les pratiques personnelles et de formation de stagiaires*** (Theses, Université de Lille). Consulté à l'adresse https://theses.hal.science/tel-05533485
Cette thèse porte sur la littératie numérique, abordée à travers deux regards complémentaires : celui des discours institutionnels qui en définissent les contours et celui des pratiques réelles d'apprenants en formation professionnelle. L'objectif est de comprendre ce que recouvre effectivement la compétence numérique lorsqu'on observe les gestes, les choix et les raisonnements concrets d'utilisateurs confrontés à une tâche de mise en forme d'un document sous Word. L'étude repose sur deux corpus : d'une part, des textes produits entre 1994 et 2010 par l'OCDE, l'UNESCO et la Commission européenne ; d'autre part, des observations filmées de jeunes adultes en École de la deuxième chance. L'analyse des discours révèle que la littératie numérique y est construite dans une perspective économique : les compétences sont découpées en items mesurables, orientées vers l'employabilité et la standardisation des savoir-faire. Cette conception instrumentale réduit la complexité des usages réels à des procédures

techniques décontextualisées. À l'inverse, les observations empiriques montrent des apprentissages situés, marqués par l'essai, l'erreur et l'ajustement progressif. Les stagiaires développent des stratégies diverses : exploration, répétition, imitation ou raisonnement visuel. L'auteur identifie des schèmes d'action (hiérarchisation, alignement, mise en relief) et des méta-schèmes transversaux (exploration, acquisition, consolidation) qui structurent la progression. Mobilisant la théorie des champs conceptuels (Vergnaud) et la théorie de l'activité (Vygotski, Engeström), l'analyse conduit à redéfinir la compétence numérique comme un processus dynamique de conceptualisation en action, et non comme un état mesurable. L'analyse statistique des trajectoires d'usage permet de dégager plusieurs profils d'utilisateurs, du plus autonome au plus exploratoire, confirmant la diversité des rapports aux outils. Cette recherche propose un modèle d'observation transférable, fondé sur le codage fin des actions et sur l'étude des situations d'activité. Elle ouvre des perspectives pour la formation : évaluer non plus la conformité à un standard, mais la capacité à comprendre, ajuster et transformer ses pratiques.

Guo, H., Zhou, Z., Ma, F., & Ning, Z. (2026). **Critical thinking and AI-Assisted creativity in engineering education: differences between Undergraduate, Master's, and doctoral students**. *Education and Information Technologies*, *31*(4), 1033-1058. https://doi.org/10.1007/s10639-025-13844-7
As artificial intelligence (AI) becomes integral to engineering education, understanding how students develop AI-assisted creativity, the ability to generate original and valuable outcomes in collaboration with AI tools, is increasingly important. This study explores how critical thinking, creative self-efficacy, and perceived organizational support influence AI-assisted creativity among 729 engineering students (252 undergraduates, 203 master's, and 274 doctoral). Results show that critical thinking directly enhances AI-assisted creativity and indirectly strengthens it through creative self-efficacy, which serves as a key mediator. While perceived organizational support does not directly affect creativity, it amplifies the impact of critical thinking. These relationships differ by educational level: critical thinking has a stronger effect among doctoral students, and organizational support varies in influence between master's and doctoral cohorts, whereas creative self-efficacy remains stable across groups. This research advances theoretical understanding by identifying the key mechanisms through which critical thinking, creative self-efficacy, and perceived organizational support shape AI-assisted creativity.

Haßler, B., & Taruza, T. C. (2025). ***Climate, education, and AI: Challenges and opportunities***. https://doi.org/10.53832/edtechhub.1138
An output of the EdTech Hub, https://edtechhub.org/

Housni, S., Kumps, A., Marchal, P., & Boumazguida, K. (2025). **Mesure des présences dans les communautés en ligne**. *Éducation & Formation*, *Numéro thématique*(e-324), 91-108. Consulté à l'adresse http://revueeducationformation.be/
Cette contribution présente la validation de l'Échelle de Mesure de la Présence à distance en Communautés de pratique en ligne (EMPC). Une phase qualitative (focus group n=12, entretiens n=21, pré-test cognitif n=10) a permis d'élaborer une liste préliminaire d'items. L'analyse factorielle exploratoire (moindres carrés non pondérés, rotation promax) sur 51 sujets a guidé la réduction des items selon des seuils stricts de communautés et de saturations (< .40). L'instrument final (28 items) confirme une structure en trois dimensions : présences collaborative, cognitive et sociale, avec une

fiabilité satisfaisante, offrant un outil pour objectiver l'apprentissage dans ces communautés.

Irwanto, I., Mukarramah, I. S., Théric, V., Bonnet, P., Ayuni, N. P. S., Novianti, T., … Castéra, J. (2026). **The effect of immersive virtual reality on students' interest and motivation in chemistry**. *Journal of Baltic Science Education*, *25*(1), 74. https://doi.org/10.33225/jbse/26.25.74
Integrating immersive virtual reality (IVR) into chemistry education offers valuable potential to enhance student engagement through interactive visualisation. However, empirical studies regarding the effect of this new technology on students' affective factors in school chemistry, particularly in developing countries such as Indonesia, remain limited. This study aimed to explore the effect of IVR on Indonesian upper-secondary school students' interest and motivation in learning chemistry. Employing a quasi-experimental pretest and posttest non-equivalent control group design, the research involved 68 twelfth-grade students who were divided into two groups: an experimental group and a control group, with the experimental group experiencing learning through an IVR app and the control group following conventional teaching methods. The instruments included an interest in chemistry scale and a chemistry motivation scale. The data were analysed using descriptive statistics and Mann-Whitney U tests with a .05 significance level. The results revealed that while both groups demonstrated improvement in their interest and motivation scores, students in the IVR group achieved significantly higher gains. These results highlight that IVR-supported chemistry teaching is a powerful learning tool to foster twelfth-grade students' interest and motivation, offering valuable implications for integrating immersive VR into science classrooms. Keywords: immersive virtual reality, upper-secondary school students, interest in chemistry, chemistry motivation

Jézégou, A., Petit, M., & Daele, A. (Éd.). (2025). **Numéro thématique – Les présences à distance en e-Formation**. *Éducation & Formation*, *Numéro thématique*(e-324), 5-224. Consulté à l'adresse http://revueeducationformation.be/

Jørgensen, T. E., & Phelan, C. (2026). **Adopting AI that serves the needs and values of universities**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4188* [Report]. Consulté à l'adresse European University Association (Transnational) website: https://eua.eu/publications/reports/adopting-ai-that-serves-the-needs-and-values-of-universities.html
As universities' approach to artificial intelligence shapes its adoption across society, they must be guided by care, curiosity and critical thinking in implementing the technology. AI's potential to transform practices in higher education and research has sparked curiosity and deepened appetite for experimentation. But as the sector moves towards embedding these tools in everyday workflows, learners, educators and researchers are raising questions about the compatibility of new AI technologies with university values. In looking to integrate AI responsibly, universities face practical and ethical questions: How can they invest in technologies that improve everyday experiences of work and learning? How can they reconcile AI's climate impact with their ambitions to reach carbon neutrality? And how can they build digital literacy while cultivating a healthy awareness of risk? As such, this report looks at current and persisting questions in five key areas – Ethics, Strategies, Training, Regulation and Sustainability –

considering if and how AI is changing perceptions and practices. Its findings distil the outcomes of a series of activities guided by a dedicated task-and-finish group comprised of representatives of EUA member universities from diverse academic disciplines. Therefore, as university leaders and communities tackle these complex questions, this report can serve as a starting point for reflection on small adjustments that can equip them to approach AI mindfully.

Kandemir, E. N., Esposito, E., Gurgand, L., & Ramus, F. (2026). **A Meta-Analysis of the Impact of Feedback Timing on Learning Outcomes in Computer-Assisted Learning**. *Educational Psychology Review*, *38*(1), 13. https://doi.org/10.1007/s10648-026-10117-8
Despite decades of research, the impact of feedback timing on learning outcomes remains debated. The most recent meta-analysis directly comparing immediate and delayed feedback was published in 1988, preceding the transformation of computer-assisted learning environments. This study reevaluates the effect of feedback timing on learning outcomes within computer-assisted learning environments. Three key aspects were examined: (a) the overall effectiveness of immediate versus delayed feedback, (b) the influence of varying definitions of feedback delay on learning outcomes, and (c) study characteristics and feedback features that may account for prior inconsistencies. A systematic meta-analysis was conducted on 51 studies published from 1988 to 2024, analyzing 160 effect sizes through meta-regression with robust variance estimation. Across the included studies, delays implemented in delayed feedback conditions ranged from 1 second to 7 days in time-based designs and from 1 to 60 intervening items in item-based designs. Results indicate that feedback timing does not significantly influence learning outcomes on average ($$g = 0.03$$, 95% CI [$$-0.08$$, 0.13], $$p =.61$$). Substantial heterogeneity between studies suggests the effect is moderated by key factors. Moderator analyses reveal that educational level, learning domain, and response time constraints significantly influence feedback timing effectiveness, providing a partial explanation for inconsistencies across studies. Yet, partial confounding of moderators limits the ability to fully disentangle their individual contributions. These findings suggest that while feedback timing alone is not a decisive factor, its impact is context-dependent. Although approximately half of the effects involved multi-hour or $$ge$$10-item delays, there were relatively few studies involving delays of one day or longer. As a result, the reviewed studies provide limited evidence concerning the common multi-day delays typical of many classroom settings.

Kharazi, S., Sala, A., Bostelmann, G., & Kotseva, B. (2026). **Banning mobile phones in schools. A comprehensive analysis of media coverage across countries**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4203* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/fr/publication-detail/-/publication/75ea4a20-0d41-11f1-8870-01aa75ed71a1
This study presents a comprehensive analysis of the media coverage surrounding the topic of mobile phones ban in schools. The report encompasses a thorough quantitative examination of a large dataset comprising over 21,000 articles from 3,239 mainstream and 326 unverified media sources. The research explores reporting trends about mobile phone bans in schools across the 27 EU member states, as well as 111 non-EU countries . The query for collecting articles was translated into 24 official EU languages, in addition to Arabic, Chinese, Georgian, Russian, and Ukrainian. The research investigates the overall trends in reporting from 01 January 2024 to 15 March 2025, as well as the timeline

distribution and heatmap intensities of framing dimensions and persuasion techniques per source country and across top 30 clusters. Furthermore, top shared articles from unverified sources on Facebook are analysed, providing insight into the role of social media in shaping public opinion on mobile phone bans in educational settings. The findings of this study have significant implications for policymakers, highlighting the complexities of public discourse and the influence of media on opinions regarding mobile phone regulation in schools. By contributing to a deeper understanding of the mobile phone ban debate, our research informs the development of effective policies to promote a healthier and more focused learning environment for students.

Kordoni, A. (2025). **Enhancing Language Learning Through VR: a Focus on creative writing skills**. *21st Century Learning*. Consulté à l'adresse https://hal.science/hal-05422727
This presentation introduces an action research project conducted at Sorbonne University Abu Dhabi, focused on integrating Virtual Reality (VR) technology into language learning. The project specifically targets A2-level French as a Foreign Language (FFL) learners, aiming to enhance their creative writing skills through immersive experiences. The VR workshop is structured to maximize student engagement and creativity by immersing them in interactive virtual environments. These environments provide dynamic and contextual settings that stimulate language exploration and narrative development. Following the VR immersion, students are encouraged to describe their observations, express emotions, and craft stories in French, thus reinforcing their language skills in a highly interactive manner. The VR settings offer rich opportunities for practicing various aspects of writing, including descriptive writing, dialogue construction, and the development of narrative structures. The results of both quantitative and qualitative surveys evaluating the course will be presented, offering valuable insights into the effectiveness of VR as a tool for enhancing language learning. These findings will help inform further exploration of VR's potential in language education and contribute to the continuous improvement of the project.

Kostanca ¨Çuko, & Tadlaoui-Brahmi, A. (2025). **Du potentiel de l'évaluation formative à la différenciation : enjeux, défis et perspectives face à la numérisation des pratiques éducatives**. *Mesure et Évaluation en Éducation*, *48*(1), 1-10. Consulté à l'adresse https://edition.uqam.ca/mee/article/view/3508

Kotaman, H., Balcı, A., Tutkun, C., & Bayram, Z. (2026). **The effect of augmented reality-enriched stories on altruistic sharing behavior**. *Education and Information Technologies*, *31*(4), 1163-1177. https://doi.org/10.1007/s10639-025-13847-4
This study aims to determine the effect of reading augmented reality (AR)-enriched stories related to sharing on children's altruistic sharing behavior. In recent years, AR applications have been increasingly utilized in early childhood education to enhance engagement and motivation; however, there is limited knowledge about their impact on children's social and moral development. Addressing this gap, the present study focuses on how interactive, immersive storytelling environments can foster prosocial behaviors, particularly altruistic sharing, in preschool children. A total of 300 children aged 4–6 from 21 kindergarten classrooms participated in the study. The classrooms were randomly assigned to one of three groups: a group that received an AR-enriched sharing storybook, a group that received a non-AR digital sharing storybook, and a group that received a digital storybook unrelated to sharing (control group). The sharing behavior of the participating children was measured before and after the story sessions using a

standardized sticker-sharing protocol. Each child was read the story individually, according to their assigned group. The difference between children's post-story and pre-story sharing behaviors was calculated, and the sharing differences among the three groups were compared using ANOVA. As a result, it was found that the children who listened to the AR-enriched story about sharing showed a significantly greater increase in sharing behavior compared to the other two groups. These findings highlight the potential of AR-supported storybooks as effective pedagogical tools for enhancing altruistic and prosocial behaviors in early childhood education.

Lämsä, J., de Mooij, S., Baars, M., Molenaar, I., & Järvelä, S. (2026). **Self-Regulated Learning, Multimodal Data, and Analysis Grid: Where Are We Now and Where Are We Going?** *Educational Psychology Review*, *38*(1), 5. https://doi.org/10.1007/s10648-025-10113-4
This special issue examines advances in the measurement and support of self-regulated learning (SRL), emphasizing the integration of multimodal data and artificial intelligence (AI) in educational contexts. SRL is a goal-directed process in which learners plan, monitor, and control their learning, influenced by the interplay of cognition, affect, metacognition, and motivation (CAMM). Traditional methods in educational psychology, such as self-reports and interviews, often fall short of capturing the dynamic and recursive nature of SRL. Recent research employs multimodal data and process-oriented approaches to better understand the complex interactions among CAMM processes. The self-regulated learning, multimodal data, and analysis grid (SMA) is used as a framework for mapping and analyzing these processes across diverse data streams. The special issue includes three review papers and two empirical studies that illustrate the benefits and challenges of integrating multiple data sources and analytical techniques, while emphasizing the need for reliable and valid measures to enable personalized support for SRL. Collectively, the studies provide a multidisciplinary perspective on the current state and future directions of SRL research, advocating for innovative, theory-driven approaches that leverage existing technological capabilities to empower agentic learners in digital environments.

Lee, S. M. S., Gao, L., Tan, C. Y., & An, Q. (2026). **Parents' perspectives of technology-mediated parent–school communication: A review**. *Review of Education*, *14*(1), e70137. https://doi.org/10.1002/rev3.70137
As parents are important stakeholders in students' education, knowing parents' perspectives on technology-mediated parent–school communication can prevent parent–school miscommunication. However, there are limited reviews examining parents' perspectives on technology-mediated parent–school communication. Therefore, this review aims to fill in the research gap to investigate parents of K-12 students' perspectives of technology-mediated parent–school communication in terms of: (1) their usage of technology, and (2) the effect on parental involvement and students' learning outcomes. Fifty-one studies were included as the result of the literature search from articles in databases and manual searches. This review suggested that parents preferred to use email, but preferred phone calls or face-to-face to discuss students' negative behaviour. Parents found technology beneficial for its instantaneity and convenience, were concerned about the lack of technological access and cultural barriers, overcommunication, and privacy and security of students' information, and may be enabled by technological training. This review also indicated that technology-mediated parent–school communication mostly enhanced parental involvement, may

enhance parent–school communication during COVID-19 which may promote parental involvement, and mostly enhanced students' learning (e.g., motivation, engagement, grades). This provided evidence from parents' perspective on the mixed findings in the literature. To foster equity, schools should promote inclusive and culturally sensitive communication using technological affordances. Schools should also implement policies for the use of technological platforms to communicate with parents. Furthermore, this review hinted that when parents communicate with teachers, parental involvement and students' learning may be enhanced by visible learning. Context and implications Rationale for this study: There are few reviews investigating parents' perspectives of technology-mediated parent–school communication. Why the new findings matter: The findings on parents' usage of technology may prevent parent–school miscommunication. The findings that technology-mediated parent–school communication mostly enhanced parental involvement and students' learning offered evidence from the parents' perspective for the mixed findings. Implications for practitioners and policy makers: The implications for researchers are that this review extends technology-mediated parent–school communication literature by suggesting that when parents communicate with teachers, parental involvement and students' learning may be enhanced by visible learning. The implications for practitioners are that to foster equity, schools should promote inclusive and culturally sensitive communication using technological affordances. Schools should also implement policies for the use of technological platforms to communicate with parents. Schools can also address parents' concerns, build on parents' preferred use of technology, benefits, and enablers of technology to achieve deep levels of parental involvement and students' learning outcomes.

Lehdahda, R. (2026). ***Communication et vie scolaire au maroc à L'ère numérique***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/communication-et-vie-scolaire-au-maroc-a-l-ere-numerique/82116

Les activités dans les cours hybrides. (2025). *Éducation & Formation*, *Numéro thématique*(e-324). Consulté à l'adresse http://revueeducationformation.be/

Li, L. L., Mao, G., Zhang, L., & Ying, J. (2026). **The role of peer learning in enhancing prompt literacy: effects on speech writing quality and critical thinking disposition in AI-assisted contexts**. *Education and Information Technologies*, *31*(4), 1233-1255. https://doi.org/10.1007/s10639-025-13849-2
Peer learning, grounded in Vygotsky's social constructivism, fosters students' collaborative learning and cognitive development. While extensively studied in traditional settings, its role in AI-assisted environments is underexplored. This study investigated the effects of peer learning through prompt sharing on students' prompt literacy, critical thinking disposition, and speech writing quality in AI-assisted contexts. Second-year English as a foreign language (EFL) students were randomly assigned to a control group (CG) receiving traditional instruction and an experimental group (EG) incorporating peer learning through prompt sharing. A mixed-methods approach employed validated scales to measure changes in prompt literacy, critical thinking disposition, and speech writing quality, followed by semi-structured interviews for qualitative insights. The results indicated that the peer learning approach significantly enhanced students' prompt literacy. However, no marked differences were found

between the two groups in speech writing quality or critical thinking disposition. Qualitative data revealed positive perceptions of peer learning through prompt sharing, suggesting potential indirect benefits on critical engagement. Rooted in social constructivism, this study underscores the value of hybrid pedagogies that integrate collaborative methods with AI instructional scaffolding. The implications extend to curriculum design, teacher professional development, and the ethical integration of AI across diverse global contexts, promoting equitable development of digital competencies.

Li, X.-Z., Kang, X., Bai, X.-X., Han, C., & Yao, J. (2026). **Augmented reality as a tool for cultural heritage education: comparing interactive guides and traditional methods**. *Education and Information Technologies*, *31*(4), 1109-1135. https://doi.org/10.1007/s10639-025-13827-8
The integration of augmented reality (AR) technology in cultural heritage tourism offers new opportunities to enhance educational experiences. However, limited research has focused on evaluating its actual impact on learning outcomes and user experiences in the context of historical towns. This study aims to develop and assess an interactive AR-based mobile guide system and compare its effectiveness with traditional paper-based maps in facilitating cultural learning. Employing a quasi-experimental design, 73 participants were divided into an experimental group using the AR system and a control group using traditional maps to investigate Qiantong Ancient Town, China. The study utilized pre- and post-tests, experience questionnaires, behavioral intentions surveys, and the Technology Acceptance Model (TAM) to evaluate learning outcomes, user experience, and technology acceptance. Results indicate that the AR guide system significantly improved cultural learning outcomes, enhanced participants' experiences in education, entertainment, aesthetics, and escapism, and positively influenced their behavioral intentions and willingness to recommend. The findings suggest that AR technology can provide an engaging and effective medium for cultural heritage education and tourism, serving as a valuable reference for future research and practice. This study highlights the importance of integrating innovative technologies in cultural heritage tourism to foster deeper cultural appreciation and sustainable development.

Liu, H., Fang, X., Cui, Q., & Chiu, T. K. F. (2026). **A systematic mapping review on how generative artificial intelligence impacts social and emotional learning: A case of large language model chatbots**. *Review of Education*, *14*(1), e70141. https://doi.org/10.1002/rev3.70141
Large language model (LLM) chatbots have rapidly emerged as powerful tools in education, offering new avenues to support social and emotional learning (SEL). Literature lacks synthesis studies related to SEL competencies and how LLM chatbots are used to foster them, that is, affordances. Therefore, this systematic mapping review categorizes and synthesizes current literature on the utilization of LLM chatbots for SEL development in higher education. Following PRISMA, we screened and analysed 43 peer-reviewed studies, identifying 15 competencies across six SEL domains (cognitive, emotional, social, values, perspectives and identity), and 19 LLM chatbot affordances across 7 genres. Findings show that cognitive competencies (e.g., critical thinking, metacognition) and identity competencies (e.g., self-efficacy, agency) are most frequently targeted, whereas values and perspective domains remain underrepresented. The most common affordances were immediate personalized feedback, information retrieval and interactive question and answer. We also addressed

five ethical risks (transparency, privacy, equality, beneficence and affect/identity safety). We proposed an SEL development framework for higher education students using LLM chatbots. By focusing on these specific competencies and affordances, researchers can contribute to the advancement of SEL through the innovative use of LLM chatbots. We encourage researchers to conduct more studies to expand this framework by adding, removing or revising the competencies and affordances. Context and implications Rationale for this study: While large language model (LLM) chatbots are increasingly used in education, no comprehensive review existed to synthesize how their specific affordances map into the development of distinct social and emotional learning (SEL) competencies. A review is needed to address this critical gap for designing effective, ethically aware educational interventions in education. Why the new findings matter: This review provides the first structured framework linking 19 LLM affordances to 15 SEL competencies. The framework reveals a significant imbalance in development focus (e.g., cognitive overvalues) and a widespread lack of essential ethical safeguards, which is crucial for maximizing benefits and minimizing risks. Implications: For researchers, it provides a foundational SEL–LLM framework and agenda to explore underrepresented domains (e.g., values). Practitioners (educators, instructional designers) can use the affordance-competency map to design targeted SEL interventions. Policy-makers should prioritize ethical guidelines and support the development of specialized, equitable LLM tools for SEL.

Marineau, M.-N. (2025). **Favoriser le bien-être dans un cours asynchrone : une ressource développée pour l'éducation aux adultes**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 76-78. https://doi.org/10.7202/1122424ar
En formation générale des adultes (FGA), l'hétérogénéité des profils est une norme. On peut malgré tout extraire certaines caractéristiques fréquentes. On sait que près de la moitié des personnes apprenantes ont moins de 24 ans et que la proportion entre les hommes et les femmes est relativement équilibrée (Carrefour FGA-FP, 2023). De plus, plusieurs données rappellent les vulnérabilités importantes d'une partie de la clientèle : 60 % sont des élèves à besoins particuliers, 78 % disposent d'un revenu annuel inférieur à 20 000 $ et 36 % ont une problématique liée à l'absentéisme (Carrefour FGA-FP, 2023). De plus, près d'un quart des personnes apprenantes ont déjà été aux prises avec des problématiques liées à la consommation de substances psychoactives.

Moorhouse, B. L. (2026). **Teachers' professional digital competence after a period of online teaching: the case of Hong Kong primary school English-language teachers**. *Asia Pacific Education Review*, *27*(1), 327-336. https://doi.org/10.1007/s12564-023-09885-7
This article reports on a qualitative study that explored the effects a period of online teaching necessitated by COVID-19 has had on primary school Hong Kong English-language teachers' professional digital competence—the ability to successfully use technology for teaching. In-depth interviews were conducted with sixteen teachers approximately one year after they returned to in-person teaching. Findings suggest that the period of online teaching had a profound effect on the primary school teachers' use of technology, technological self-efficacy, and their professional digital competence. Teachers reported regularly using technology in their in-person teaching, and they believed they had the necessary abilities needed to use technology to help them achieve their pedagogical goals. They attributed their increased use of technology and developed competencies to the experiences they gained teaching online during the

pandemic. The study has implications for the professional development of teachers to become professionally competent technology users.

Moslemi Nezhad Arani, S., & Atasoy, A. (2026). **Exploring learners' psychology and engagement in mobile language applications through self-determination theory**. *Education and Information Technologies*, *31*(4), 983-1010. https://doi.org/10.1007/s10639-025-13834-9
As mobile apps continue to reshape how languages are learned, educators and learners need clear evidence about what drives app choice and sustained use. Using a netnographic approach, we analyzed 20,000 English-language user reviews from five widely used language-learning applications (Babbel, Duolingo, Memrise, Mondly, and Quizlet). Reviews first filtered by an AI-assisted API and then thematically coded in ATLAS.ti. The analysis yielded 34 themes that cluster around practical selection drivers and day-to-day engagement. Users tended to choose and stay with apps that supported competence through clear progression and level scaffolding, immediate corrective feedback, pronunciation guidance, and meaningful practice; supported autonomy through flexible pacing, customizable paths, offline access, and transparent pricing; and supported relatedness through community challenges, peer interaction, and access to tutors. Additional selection factors included content breadth and quality, L1 support and translation options, spaced repetition, microlearning sessions, reminders, certification, accessibility, privacy controls, ad intrusiveness, technical stability, and responsive support. Demotivators included bugs and crashes, confusing navigation, limited speaking practice, aggressive monetization, and weak grammar explanations. Framed by Self-Determination Theory, the pattern is consistent: apps that nurture autonomy, competence, and relatedness receive higher ratings and stronger intentions to persist. We close with design implications for app teams and practical guidance for instructors who recommend apps.

Núñez-Regueiro, F., Falcon, S., & Bressoux, P. (2025). **Modeling demands-resources fit in teacher education using open-ended data: a methodological-substantive synergy**. *Education and Information Technologies*. https://doi.org/10.1007/s10639-025-13764-6
This study explores the effectiveness of large language models (LLMs) in automatically encoding a large set of open-ended responses to obtain data for use in applied statistics. As a case study, we focus on demands-resources fit processes and engagement in teacher education. To probe the validity of LLMs in investigating these processes, we compare results from measures obtained via ordinary Likert-type items (scale measures), and measures obtained from automatically encoding open-ended questions (LLM measures) for the same sample of student teachers (N = 499, 82% female, Mage=23.5 years). Results demonstrate the reliability of LLMs in processing and quantifying large amounts of open-ended data quickly and as accurately as scale measures. Moreover, results concur to reveal an "optimal margin" of demands-resources fit in student teacher engagement. Accordingly, study resources surpassing study demands maximizes engagement, whereas insufficient resources minimize it, and moderate levels of both demands and resources lead to intermediate engagement. By contrast, high or low levels of both demands and resources are suboptimal for engagement. Taken together, these findings demonstrate that LLM-derived statistics offer an efficient and reliable approach to extracting data from open-ended responses, enabling the large-scale analysis of qualitative insights while preserving their richness. This method facilitates the integration of qualitative and quantitative approaches, enhancing the study of

individual behavior, and holds significant potential for enhancing digital education frameworks by supporting adaptive learning systems and digital assessment practices.

Núñez-Regueiro, F., Marsh, H. W., Pekrun, R., Lüdtke, O., & Guo, J. (2025). **The Reciprocal Effects Model is Robust to Alternative Modeling Specifications: A Response to Sorjonen et al., 2025**. *Educational Psychology Review*, *37*(3), 79. https://doi.org/10.1007/s10648-025-10059-7

In a recent commentary, Sorjonen et al. (2025) reanalyzed simulated data based on Marsh et al. (2024), proposing several alternative models to account for reciprocal effects between academic self-concept (ASC) and achievement (ACH). Their contribution is a welcome addition to the ongoing dialogue on longitudinal modeling, expanding the range of theoretically grounded tests of reciprocal processes. While valuable, the models they proposed relied on specifications that, iour view, raised some concerns about model validity or did not fully capture the temporal structure central to Marsh et al.'s (2024) extended reciprocal effects model (REM), which posits contemporaneous skill-development effects (of ACH on ASC) and lagged self-enhancement effects (of ASC on ACH). In addition to responding to Sorjonen et al., we present a generalizable framework for comparing longitudinal models that differ in their assumptions about change processes, temporal structure, and measurement design. Using this comparative framework, we reanalyzed both the simulated data constructed by Sorjonen et al. and the original PALMA dataset used in Marsh et al. (2024). Although Sorjonen et al. questioned the evidence, our reanalyses provide converging support for the extended REM and, in particular, for an effect of academic self-concept on achievement. The extended REM provided the most probable approximation of the data structure and was robust to several alternative modeling specifications. We provide open-access scripts to replicate results and implement the proposed comparative modeling framework in various research settings (see OSF repository: https://osf.io/84bzp/).

Omarchevska, Y., Schuetze, B. A., Richter, J., Schanze, S., Ulrich, N., & Scheiter, K. (2026). **From Passive to Metacognitive: The Role of Mode of Engagement in Enabling Lasting Learning Using Digital Media**. *Educational Psychology Review*, *38*(1), 23. https://doi.org/10.1007/s10648-026-10120-z

The current study presents a theory-driven, person-centered analysis of the relationship between different modes of cognitive and metacognitive engagement and immediate and delayed knowledge in chemistry. In a classroom study with high ecological validity, we inferred cognitive and metacognitive engagement from log files of secondary school students' (N = 235) activities completed within the context of a digital chemistry textbook. We used the ICAP framework to classify cognitive engagement as either passive, active, or constructive, and we extend the framework to include metacognitive engagement. A latent profile analysis identified six distinct latent profiles, characterized by different distributions of student cognitive and metacognitive engagement while learning with the digital textbook: Disengaged; Low Metacognition; Disfavors Active; Moderate Engagement; Metacognitive, but not Constructive; and High Overall Engagement. We found that these profiles were predictive of immediate (one week later) and delayed (six to eight weeks later) chemistry knowledge, even after controlling for prior knowledge. Post-hoc tests indicated that "High Overall Engagement" and "Metacognitive, but not Constructive" were the best performing profiles in both immediate and delayed learning outcomes. Interestingly, profile membership was not predicted by self-reported chemistry self-concept or interest, measured prior to learning with the digital textbook. Our findings

provide a novel extension of the ICAP framework and highlight the role of metacognitive engagement for lasting learning in digital learning environments.

Payn, M. (2025). **Les enjeux et les justifications de décisions pour l'éducation numérique et la pédagogie différenciée**. *Mesure et Évaluation en Éducation*, *48*(1), 11-33. Consulté à l'adresse https://edition.uqam.ca/mee/article/view/3509
This article analyzes the discourse of decision-makers in the field of digital education in a given territory regarding digital school equipment. Explaining the school's mission, differentiated pedagogy and its approach within humanist ideology, the author uses discourse analysis to identify the conditions under which decisions are made. He attempts to characterize the postures adopted by these individuals in this specific decision-making space, as well as the justifications given for these decisions and the underlying ideology. The results show that market issues outweigh those of technique and pedagogy. This impediment requires differentiated pedagogy practitioners and researchers alike to adopt a critical stance that goes beyond technophilia or -phobia with regard to the values conveyed in the technological discourses and digital artifacts they are presented with.

Prakash, A., & Rajendran, R. (2026). **Evaluating the effectiveness of immersive VR on performance and user experience in STEM learning: a media-comparison study**. *Education and Information Technologies*, *31*(4), 1079-1107. https://doi.org/10.1007/s10639-025-13848-3
The integration of Virtual Reality (VR) in education has been gaining traction, yet questions remain about its necessity given the effectiveness of traditional computer simulations. While existing research explores VR's educational impact, gaps persist: limited direct comparisons with computer simulations, over-reliance on low-end VR systems, and insufficient examination of their relative effectiveness in STEM learning. This study addresses these gaps by comparing fully immersive 6 DoF VR simulations with non-immersive computer simulations in teaching the STEM concept of electromagnetic induction (EMI). Sixty undergraduate computer science students participated, equally divided between the two conditions. Results revealed comparable learning gains across platforms, though the VR group showed significant within-group improvement from pre- to post-test. Moreover, the VR group reported significantly higher engagement, interest, and motivation, as well as more positive affective states, without increased cognitive load. Theoretically, this study contributes to the discourse on media affordances by illustrating how immersive features in VR enhance affective and motivational dimensions of learning, even when cognitive outcomes remain comparable. Practically, these findings suggest that while VR may not always outperform in terms of knowledge gains, its potential to enhance learner engagement and emotional experience makes it a valuable tool for teaching abstract STEM concepts. This evidence supports the thoughtful integration of immersive technologies into instructional design and offers actionable insights for educators and developers seeking to enrich curricula and learning experiences with VR.

Présences à distance en télésupervision. (2025). *Éducation & Formation*, *Numéro thématique*(e-324), 76-89. Consulté à l'adresse http://revueeducationformation.be/
L'intégration des technologies numériques dans les formations s'accélère, et la télésupervision apparaît comme une solution prometteuse pour accompagner les stagiaires. Les stages visent à intégrer les apprentissages, développer des compétences

et préparer l'entrée dans le monde du travail ; la télésupervision soutient ces objectifs. Dans un collectif de stage, l'utilisation de dispositifs numériques permet des interactions en ligne malgré la dispersion géographique. Comme la supervision se fait de plus en plus à distance, Petit et al. (2025, 2023, 2021) identifient des pratiques d'accompagnement favorables à une perception de présence à distance, à partir d'entrevues menées auprès de 11 superviseurs. L'analyse, fondée sur le modèle Community of Inquiry (Garrison et al., 2000), révèle des regroupements propres aux stages. Pour faciliter le transfert des connaissances et l'appropriation de la notion de présence à distance en stage, l'article propose une modélisation des présences en télésupervision. Son originalité réside dans un modèle tripartite, doté d'indicateurs et d'une temporalité, applicable à divers contextes de stage.

Rafiee, M., al-Thabhawee, A., Al-Asadi, S., & Abbasian-Naghneh, S. (2026). **Conceptualising the influence of E-learning effectiveness determinants: a controlled investigation using structural equation modelling**. *International Journal of Inclusive Education*, *30*(4), 764-786. https://doi.org/10.1080/13603116.2025.2493158

Rana, A., Vaidya, P., & Hu, Y.-C. (2026). **Transformative role of large language models in education and comparative analysis with traditional technologies**. *Education and Information Technologies*, *31*(4), 1137-1162. https://doi.org/10.1007/s10639-025-13854-5
This systematic review analyzes 85 peer-reviewed studies to conceptualize the transformative role of Large Language Models (LLMs) in educational ecosystems. Grounded in constructivist and sociomatrical learning theories, the paper synthesizes pedagogical, epistemological, and ethical implications of LLM adoption. By synthesizing and analyzing existing research and case studies, we explore how LLMs facilitate personalized learning, enhance content creation and delivery, and provide educators and students with unparalleled access to information and resources. Additionally, the article examines the broader implications of LLM adoption, including concerns around educational equity, data privacy, and the development of critical thinking skills. It offers a comprehensive analysis of the opportunities and challenges presented by LLMs in education and provides insights into future research and practice in this rapidly evolving field. This research examines the impact of LLM-based technologies on education and shows significant improvements across various categories. Using the PRISMA 2020 framework and (Braun & Clarke, Qualitative Research in Psychology, 3(2), 77–101, 2006) thematic analysis, the review synthesizes 85 peer-reviewed studies published between 2019 and 2024. Findings reveal that LLM-based learning environments enhance educational performance across multiple dimensions—most notably a 30.11% improvement in adoption cost efficiency and a 20.11% increase in learning outcomes—while also redefining teacher–student dynamics through AI-mediated personalization. The paper concludes by proposing an integrative ethical and sociotechnical model for implementing LLMs in education, emphasizing transparency, inclusivity, and epistemic accountability.

Ratinho, E., Figueiredo, M., Estêvão, D., Faísca, L., & Martins, C. (2026). **Gamification on Mathematics Engagement and Motivation in Secondary School and Higher Education: A Systematic Review and Meta-Analysis**. *Educational Psychology Review*, *38*(1), 16. https://doi.org/10.1007/s10648-025-10108-1
This systematic review and meta-analysis examined the effects of gamification on students' motivation and engagement in mathematics at the secondary and higher

education levels. A literature search (April 2025) followed by an updated search (November 2025) across ten databases identified 45 studies for qualitative synthesis and 11 for meta-analysis. The review followed PRISMA 2020 guidelines with a pre-registered protocol, and study quality was appraised with the Mixed Methods Appraisal Tool. Meta-analytic results using a three-level Correlated and Hierarchical Effects model with robust variance estimation showed a significant small-to-moderate positive effect on motivation (g = .383, 95% CI [.11, .66], p = .0218). Motivation was assessed more consistently than engagement that could not be included in the meta-analysis due to the lack of validated measures. The systematic review indicates that gamification supports motivation and engagement, with only four studies reporting negative effects. Most interventions used digital platforms (e.g., Kahoot!; Classcraft) and common game elements such as points, leaderboards and instant feedback. Overall, gamification appears promising for enhancing motivation and engagement in mathematics when designs are aligned with students' needs, balancing competition with mastery and cooperation. Therefore, educators should limit excessive competition and prioritize personal progress and cooperative tasks that foster social interaction. Future studies should employ validated measures, larger samples, and examine both motivation and engagement to strengthen the evidence base and guide effective implementation in education.

Représentations de la présence à distance par les enseignants universitaires : éléments de compréhension en période postpandémique. (2025). *Éducation & Formation*, *Numéro thématique*(e-324). Consulté à l'adresse http://revueeducationformation.be/

Roche, L., & Rolland, C. (2026). ***L'usage de la vidéo 360° en éducation et en formation***. Consulté à l'adresse https://www.peterlang.com/document/1704430

Ruiz Recio, M. I., Molina-Ayuso, Á., & Adamuz-Povedano, N. (2026). **Integrating computational thinking into secondary school mathematics teaching: A literature review**. *Review of Education*, *14*(1), e70142. https://doi.org/10.1002/rev3.70142
Computational thinking (CT) has established itself as a fundamental skill for the 21st century, driving its integration into various disciplines, especially mathematics. This systematic review of the literature aimed to analyse how the integration of CT has been conceptualized and implemented in mathematics teaching in the context of secondary education. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol guidelines, a search of scientific databases was conducted, resulting in the selection of 30 relevant articles, coded with high inter-rater reliability (Fleiss's Kappa = 0.88). The results present a synthesis of the methodological approaches, technological tools and variables evaluated in the articles analysed, revealing a consensus on the positive impact of CT on problem-solving and algorithmic thinking. However, the analysis shows that this success is not only attributed to technological tools, but to their implementation within active pedagogical frameworks, mainly problem-based learning. This brings us to draw a key conclusion: the need for a transition in research towards a more holistic approach, such that the effective implementation of CT depends on the synergy between active pedagogy, the intentional and studied choice of tools, and explicit consideration of the socio-emotional dimension of learning. Context and implications Rationale for this study: This review identifies the key characteristics of research on computational thinking and mathematics learning in K-12 education. Its primary goal is to support researchers in developing empirical work on

computer-related skills—such as algorithms, decomposition and pattern recognition—within the context of mathematical thinking. Why the new findings matter: Nowadays, it is possible to find bibliographic references to reviews on computational thinking in K-12, on computational thinking and specific methodologies such as problem-based learning in K-12, about computational thinking enhancing STEAM and engineering education, teaching and assessing abstraction in K-12 computational thinking education or computational thinking in higher education. However, no review has focused on analysing works that address general mathematics learning with the development of computational thinking skills in K-12 education. Therefore, this work represents an important contribution to the current paradigm of including these skills in the development and learning of students in K-12 education. Implication: This review highlights the research requirements of the current computational thinking paradigm for its effective inclusion in K-12 education and the potential it may offer for enhancing mathematics learning. Thus, the discussions and conclusions reached in this literature review may be of great interest to researchers in this field who wish to carry out empirical experiences to connect the development of computational thinking skills and mathematics learning in K-12 education. It may also be an interesting argument for policy decisions that seek to promote the development of this educational field in order to support investment related to educational innovation in this field.

Shao, H., & Yu, Z. (2026). **Inclusive approaches to liberal arts education in the context of the creative economy: integrating access, engagement, and technological literacy**. *International Journal of Inclusive Education*, *30*(4), 704-731. https://doi.org/10.1080/13603116.2025.2490594

Song, B., & Xiong, D. (2026). **A comparative study of the effects of social media and language learning apps on learners' vocabulary performance**. *Asia Pacific Education Review*, *27*(1), 131-142. https://doi.org/10.1007/s12564-023-09871-z
In the past decade, numerous studies have examined the effects of social media or language learning apps on student vocabulary learning. However, the comparison of the impact of social media and language learning apps was found only in a few studies, with little attention paid to applications widely used in China. Therefore, two social media apps (QQ and WeChat) and one language-learning app (Baicizhan) were selected to examine their effects on vocabulary learning. During an eight-week experiment, a total of 72 participants were assigned to three groups that used different apps as their vocabulary learning assistants, and each group received instructions via QQ, WeChat, and Baicizhan, respectively. The analytical results showed significant differences between the group on pretest and post-test scores, indicating measurable improvements in vocabulary learning in all three groups. The language-learning app, Baicizhan, was found to be the most effective of the three apps for vocabulary learning. Additionally, the questionnaire results indicated that Baicizhan was more effective than the two social media apps, QQ and WeChat, and preferred by the students for vocabulary learning.

Tadlaoui-Brahmi, A. (2025). **La reproduction des inégalités de sexe et les pratiques différenciatrices en éducation à la citoyenneté numérique : une étude empirique**. *Mesure et Évaluation en Éducation*, *48*(1), 96-118. Consulté à l'adresse https://edition.uqam.ca/mee/article/view/3693

This article explores the mechanisms of reproduction and transformation of gender relations in digital citizenship education within the Swiss French-speaking school context. The ethnographic study, conducted in eight primary school classes (pupils aged 8 to 12), analyses the distribution of interactions and differentiated relationships to digital knowledge. Observations reveal a preferential recognition of boys as legitimate holders of technical skills, who occupy a central place in exchanges during sessions devoted to computer science. Girls are more subject to regulations focusing on the expressive and relational dimensions of their online practices, particularly on social networks. Pedagogical interactions, whether or not they stem from an explicit differentiating intention, perpetuate certain gendered assignments by structuring access to speech and the recognition of skills. The analysis thus calls for attention to the discrete processes of reproducing inequalities in the development of digital citizenship.

Tijou, I., Webber, L., & Sun, A. (2026). **Creating feedback with ImPACT: Improving consistency in feedback through the design of principles of good feedback and creating common QuickMarks**. *Review of Education*, *14*(1), e70132. https://doi.org/10.1002/rev3.70132
Consistency in feedback is recognised as a crucial element for student assessment literacy and electronic feedback can facilitate this. The present project aimed to develop and refine common ways to communicate key feedback messages as part of transparency in assessment to enhance students' learning using QuickMarks (QMs; part of Turnitin) and support teachers' feedback literacy. Development of the QM sets required construction of good practice principles outlining what constituted good feedback: Improvement focus, Parsimony/Generality, Accessibility, Clarity and Consistency and Tone (acronym ImPACT). The project took place in two phases across two institutions. In both phases, psychology teaching staff were asked to provide either all or their perceived most important QMs. Content analyses identified topics fed back on, and these were used to develop QM sets using ImPACT. In phase 1, teaching staff reported use of common QMs facilitated marking efficiency and encouraged balance between positive and developmental feedback. Phase 2 used the same method to develop common QMs, but also aligned QMs to course learning outcomes in a different university. Student feedback was primarily positive and demonstrated acceptability and use of QMs, although students needed support to act on feedback. Our findings suggest common QMs can facilitate a continuing dialogue between teaching staff and students, improving transparency and supporting feedback literacy. Encouraging adherence to the use of the common set of QMs amongst teaching staff is still needed. Adopting ImPACT principles and common QMs could address challenges in education such as lack of transparency in feedback and enabling elements of personalisation in feedback. Context and implications Rationale for this study: The rationale for this study was to improve consistency in feedback thereby improving the transparency of the assessment process. Why the new findings matter: The paper describes a set of good practice principles that clarify what good feedback consists of and that developing and using a common set of feedback according to these principles is useful and acceptable to teaching staff and students. Implications for educational researchers and policy makers: This has implications to support teaching staff to develop their feedback literacy, and, in turn, support students to develop theirs. Led to the development of ImPACT principles, a set of guidelines that can be further tested to establish whether they describe effective feedback in Higher Education.

Tkach, K., Marzucchi, A., Rizzo, U., & Borghesi, M. (2026). ***The relationship between green and digital skill supply and industrial dynamics*** (Working paper N° 0726). Consulté à l'adresse SEEDS, Sustainability Environmental Economics and Dynamics Studies website: https://EconPapers.repec.org/RePEc:srt:wpaper:0726
We contribute to the literature on the green, digital and twin transitions by providing novel evidence on their implications for industrial dynamics. In particular, we investigate whether the local supply of skills in the green, digital and twin domains is related to firm entry and exit at the NUTS3 level in Italy. We exploit a recently created dataset on the near-universe of Italian university programme descriptions to capture the skills provided through higher education. We find that the supply of green, digital and twin skills enhances opportunities for firm entry. We rule out the possibility that this effect simply reflects the supply of high-skilled labour in general. The supply of green skills may induce higher industrial renewal, being it also correlated with higher exit rates.

Tømte, C. E., Wollscheid, S., Pedersen, C., Vennerød-Diesen, F. F., & Bugge, M. M. (2026). **A systemic and longitudinal examination on professional development initiatives followed by the implementation of 1:1 coverage of digital device in primary and secondary schools**. *Education and Information Technologies*, *31*(4), 1011-1031. https://doi.org/10.1007/s10639-025-13841-w
The Nordic countries were early adopters of digital technologies in education. Thus, implementations of 1:1 digital device coverage in schools have been widely studied in this context. However, the studies tend to apply cross-sectional data and focus primarily on short-term effects. There is also a lack of studies which follow the same sample of schools over several years combining the perspectives of both students, teachers, school leaders, and school districts. The purpose of the paper is to examine how a school district in Norway supported professional development with 1:1 digital device coverage, the roles of school leaders in the implementation, and teachers' perceptions of pedagogical change. The study uses longitudinal mixed-methods data over six years, from 2017 to 2023, including surveys (n = 448, n = 110), interviews (n = 58), and observations of meetings (n = 76). Key findings reveal a shift from a 'one-size-fits-all' approach to a model tailored to individual schools' needs. Over time, school leaders became facilitators of pedagogical change, enhancing teachers' digital competence. Teachers increasingly recognised the pedagogical possibilities and constraints of 1:1 digital device coverage. Insights provide a comprehensive understanding of the complexities and impacts of 1:1 digital device coverage on stakeholders, including teachers, school leaders, and school owners, and how their competencies develop and interconnect over time.

Uslu, B., & Bozkurt, A. (2026). **Regulations of AI Technologies and Their Impact on Higher Education: Global Perspectives, Institutional Cases and Emerging Challenges**. *Higher Education Quarterly*, *80*(2), e70108. https://doi.org/10.1111/hequ.70108
This paper focuses on the evolving landscape of artificial intelligence (AI) regulation and its implications for higher education, emphasising the intersection of technological innovation, ethical considerations, and governance. Tracing AI's trajectory from foundational theories to mainstream adoption, it describes emerging opportunities alongside critical risks related to privacy, bias, accountability, and intellectual property. Through comparison of global regulatory frameworks such as the EU AI Act and national strategies in Australia, China, Canada, the United States, and the United Kingdom, this letter highlights converging principles and persistent gaps in policy enforcement. Particular attention is given to the challenges of integrating AI responsibly within higher

education institutions, where issues of academic integrity, authorship, and pedagogical transformation need comprehensive oversight. Accordingly, the paper suggests coordinated institutional strategies, robust legal structures, and ethical safeguards to enhance the effectiveness of AI-integrated university practices while preserving trust, equity, and human-centred values in an increasingly digital academic environment.

Vallières, A. (2025). **Les jeux vidéos narratifs pour engager autrement : entre fiction et action**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 23-27. https://doi.org/10.7202/1122412ar
Les jeux vidéo narratifs combinant interactivité, immersion et récit, offrent un fort potentiel d'engagement pour les élèves du secondaire. Loin d'être de simples divertissements, ils peuvent être envisagés comme des oeuvres littéraires contemporaines, particulièrement en cours de français. Plus particulièrement, les jeux à récit complet et évolutifs permettent aux joueurs et aux joueuses de faire des choix significatifs influençant le déroulement de l'histoire, favorisant ainsi l'agentivité et l'immersion, deux vecteurs puissants d'engagement. En impliquant cognitivement et émotionnellement les élèves et en stimulant leur esprit critique, ces jeux encouragent une participation active au récit. Dans ce texte, nous présentons plus en détails et avec des exemples comment les jeux vidéos narratifs permettent cet engagement similaire à celui que l'on retrouve dans la littérature traditionnelle, tout en mobilisant les caractéristiques du médium vidéoludique.

Vanluydt, E., van den Eijnden, R., Vonk, L., Putrik, P., van Amelsvoort, T., Delespaul, P., … Huijts, T. (2026). **Disconnect To Reconnect: How Variations between Types of Smartphone Bans Influence Students' Well-being and Social Connectedness in Dutch Secondary Education**. *Journal of Youth and Adolescence*, *55*(3), 551-569. https://doi.org/10.1007/s10964-025-02313-6
Smartphone bans are gaining popularity in education, with approximately 40% of countries currently implementing such policies. Some schools apply smartphone restrictions to the classroom only (partial bans), while others extend the restrictions to the whole school grounds (full bans), hoping to foster student well-being and strengthen social connectedness at school. However, there is currently no empirical evidence that stricter policies are more effective in achieving these intended benefits. The current study examined how variations in type of ban affect adolescents' screentime, problematic social media use, well-being, social connectedness at school, and bullying. The sample consisted of Dutch adolescents from 24 schools (9 partial-ban schools and 15 full-ban schools) who participated in the 2024–2025 EPoSS Study (N = 1398; Mage = 16.2; SD = 1.2; 51.5% were female; 38.3% were in partial-ban schools and 61.7% in full-ban schools). No significant differences were found for any of the well-being or bullying outcomes. However, full bans were associated with lower student-teacher connectedness and, for girls, reduced school belonging. These findings indicate that stricter bans do not yield the intended benefits for students' well-being or bullying and may even undermine students' social connectedness at school.

Velez, G., Xu, L. Z., & Fitzgerald, J. (2026). **From AI as a Relational Breaker to a Relational Broker: Comment on Bauer et al. (2025)**. *Educational Psychology Review*, *38*(1), 15. https://doi.org/10.1007/s10648-025-10106-3
Relationships are fundamental to who we are as people, to our schools and communities, and to how young people learn and develop. As artificial intelligence (AI) enters K–16 classrooms, it affects not only instruction but also the deep-rooted human connections

that have sustained learning across many generations. Recently in this journal, (Bauer et al., Educational Psychology Review 37, 2025) argue that successful AI integration involves moderating factors like students' literacy, educators' technological skills, and pedagogical approaches. Building on their focus on cognition, this commentary suggests that we should consider extending these moderating factors to consider how AI compels us to reimagine and refocus on human relationships, those within students themselves and between students and teachers, schools, families, and communities. Rooted in educational psychology literature on relationships, we argue that AI may be a relationship breaker until educators make it a broker. Reliance on AI in education can change how students and teachers see themselves, who they trust, and what kinds of connections endure in an increasingly machine-mediated educational landscape. We review ways in which AI is changing educational relationships at each level, from the intrapersonal (students with themselves), interpersonal in schools (students with teachers), and in the larger learning ecosystem (with families and communities). Considering these levels offers further areas for research and policy beyond the cognitive ones outlined by Bauer et al.

Wodon, Q. (2026). ***Digitalization and the use of artificial intelligence in higher education in Africa: an exploratory study*** (p. 112). Consulté à l'adresse UNESCO International Institute for Capacity-Building in Africa, IICBA ; International Centre for Higher Education Innovation website: https://curated-library.iiep.unesco.org/fr/node/58436

Zhao, Y. (2025). **Présence socio-affective en e-Formation**. *Éducation & Formation*, *Numéro thématique*(e-324), 55-74. Consulté à l'adresse http://revueeducationformation.be/
Cette étude porte sur la présence socio-affective en e-Formation, dans le cadre d'une télécollaboration franco-chinoise hors cadre institutionnel, un contexte et un partenariat interculturels encore peu documentés. Au plan empirique, elle s'appuie sur une « expérimentation-formation » réunissant seize étudiants français et chinois, géographiquement éloignés et répartis en quatre groupes restreints pour réaliser ensemble une série d'activités collectives à l'aide d'outils numériques de communication. L'objectif était de déterminer si les interactions sociales médiatisées entre ces étudiants généraient une présence socio-affective. Les résultats indiquent que l'émergence de cette présence varie entre les trois groupes étudiés (un quatrième ayant été dissous) et selon plusieurs facteurs : le volume d'échanges et les modes d'interaction, la réactivité des messages, les différences au sein du groupe, la tolérance et la considération mutuelle vis-à-vis de ces différences, ainsi qu'un climat d'échange propice aux interactions. Au regard de ces résultats, des implications sont proposées pour l'intégration et l'étude de la présence socio-affective dans de tels dispositifs, et la portée de ces résultats est discutée au regard des spécificités du dispositif et des limites de cette étude, qui ouvrent plusieurs perspectives de recherche.

Orientation scolaire et professionnelle

Ballatore, M. G., & Tabacco, A. (2026). **CIAO! Online Escape Room: Assessment of Basic Mathematical Skills for Incoming Engineering Students**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 223-240. https://doi.org/10.7358/ecps-2025-032-bata

STEM education requires a solid foundation in mathematics, which is often lacking in incoming students. To address these gaps, Politecnico di Torino developed CIAO!/OAIC! (Corso Interattivo di Accompagnamento Online / Online Accompanying Interactive Course), an online preparatory course featuring a virtual escape room as its final self-assessment activity. This escape room, set in the digitalized spaces of the actual university, tests mathematical prerequisites through problem-solving challenges while providing immediate feedback. The study analyzes two implementations: a pilot with time constraints and prize incentives and an updated version with extended access and no external rewards. Results show that removing competitive elements and extending gameplay duration led to increased student engagement and higher success rates. The findings demonstrate that reduced time pressure facilitated deeper learning and knowledge consolidation. Additionally, the study reveals that external incentives did not significantly impact participation rates, suggesting that students' intrinsic motivation to assess their mathematical readiness was sufficient to drive engagement with the platform.

Blanden, J., Cassagneau-Francis, O., Macmillan, L., & Wyness, G. (2026). ***Degrees of choice*** [Working paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://EconPapers.repec.org/RePEc:cep:cepcnp:724

Bolder applications mean that private school pupils end up at better universities than their exam results predict

Bouchet, C. (2025). **Does General Education Lead to Higher Educational Attainment? Nuanced Insights From French Retrospective Longitudinal Data**. *Journal of Disability Policy Studies*. https://doi.org/10.1177/10442073251370993

This article used regression analysis of retrospective longitudinal data from the 2011 French Employment Survey to estimate the effect on educational attainment of different school settings across facilities and subgroups of children with disabilities. Controlling for impairments and sociodemographics, educational achievement was significantly lower for individuals who attended a special classroom, a special school, or, more markedly, did not attend any school as compared to those who attended only a general education classroom. However, interaction effects revealed that it was primarily for those with a cognitive impairment and those from higher socioeconomic backgrounds that special school outcomes were lower than general education outcomes. There was little or no difference for those with a major hearing impairment, a major mobility impairment, or disadvantaged backgrounds. These results call for careful attention to the diversity of facilities and audiences when evaluating the direct and indirect effects of educational policies on people with disabilities.

Corbière Naminzo, E. ***Lutter contre les effets discriminatoires de Parcoursup***. , Pub. L. No. 447 (2025-2026) (2026). https://www.senat.fr/dossier-legislatif/ppl25-447.html

Proposition de loi visant à lutter contre les effets discriminatoires de Parcoursup

Costalat-Founeau, A.-M., & Pigeyre, F. (2026). **Introduction - Construction identitaire professionnelle des doctorant·es et vulnérabilité**. *L'orientation scolaire et professionnelle*, (55/1), 3. https://doi.org/10.4000/15ubg

La thèse de doctorat constitue un parcours tout à fait particulier dans l'itinéraire des jeunes chercheurs et chercheuses. À la fois dispositif d'apprentissage de la recherche validé par le titre de docteur·e et première étape dans un parcours professionnel de recherche et/ou d'enseignement supérieur, le parcours doctoral présente différents enjeux pour celles et ceux qui s'y engagent. La réalisation du doctorat que l'on peut caractériser de « transition biographique » entraîne des phases ide...

Delicat Moundoube, N. (2025). ***Choix de l'enseignement privé confessionnel : motivations et stratégies des familles au Gabon*** (Theses, Université de Bordeaux). Consulté à l'adresse https://theses.hal.science/tel-05551343

Choisir une l'école pour son enfant peut sembler, à première vue une pratique souhaitable. Toutefois, elle peut également être perçue comme une question vive (Ben Ayed, 2011). Elle est vive parce que certains chercheurs considèrent ces pratiques de choix comme l'expression d'un « consumérisme scolaire » (Ballion, 1982) ou d'une « relation étroite avec la ségrégation scolaire » (Van Zanten, 2009, p. 25). C'est en sens que nous nous sommes intéressés aux choix de l'enseignement privé confessionnel des familles au Gabon. Considérant que le paysage scientifique gabonais abordant les processus de choix scolaires est à ce jour, relativement vierge, cette thèse a donc pour visée d'éclaircir la question et donner une intelligibilité à la construction de jugements de qualité d'une bonne école confessionnelle. Le problème posé par la présente recherche est celui de la hiérarchisation de l'offre scolaire confessionnelle au Gabon à Libreville en particulier. Problème qui nous conduit à formuler la question de recherche suivante : pourquoi et comment choisir une école pour son enfant, en prévision de l'offre scolaire confessionnelle, à Libreville ? S'inscrivant dans une posture interprétative compréhensive, cette thèse s'inspire de la sociologie interactionniste de Van Zanten (2009) sur les choix scolaires, de la sociologie de la famille (de Singly, 2010 et Déchaux, 2010), tout en portant une attention particulière aux poids des capitaux dans la sociologie de la reproduction sociale selon la perspective de Bourdieu (1979) et de Bourdieu et Passeron (2011). Basée sur quarante-cinq entretiens semi-dirigés qui ont été conduits auprès de parents résidant dans trois communes de la capitale (Libreville, Akanda Owendo). L'analyse inductive des données révèle une variabilité importante des processus de choix familiaux, élaborés en fonction de conditions, de ressources différenciées, de perceptions subjectives et contraintes objectives. En effet, celles-ci sont fortement indexées en fonction de l'offre de services éducatifs dans les secteurs de résidence des familles et conditionnées par la position socioéconomique des parents, du statut de l'enfant dans la famille et de son lien avec les différents chefs de famille.

Deschenaux, F., Courcy, J., Magnan, M.-O., & Supeno, E. (2025). **Une analyse des espèces de capitaux mobilisées dans le choix d'une école secondaire pour des parents qui n'ont pas fréquenté l'université**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(4), 1258-1286. https://doi.org/10.53967/cje-rce.6869

In Quebec, regular public schools, public schools with specific programs, and private schools coexist. The sociological analysis of these school markets requires consideration of the choices made by parents to understand the practices and discourse of social actors, as well as the structural factors that influence them. Indeed, not all parents have the same advantages when it comes to seeking information and to choosing a school for their children. This article aims to explore how parents living in disadvantaged environments, who did not attend university,

mobilize their symbolic capital (according to Pierre Bourdieu's definition) to choose a secondary school for their children, across different cities in the province of Quebec (Montreal, Sherbrooke, Quebec City, and Rimouski). The study is based on 24 semi-structured interviews conducted with parents in the process of choosing a secondary school for their children. The thematic analysis of the interviews shows that most parents without a university degree nevertheless are able to navigate and leverage the capital they possess in order to make an informed school choice for their children. Through the parents' discourse, it becomes clear that values guide their choices, sometimes independently of financial means.

Farvaque, N., & Messaoudi, D. (2026). **Soutenir les transitions entre préformation et formation qualifiante:Enjeux et apports de l'expérimentation des Parcours intégrés**. *Éducation Permanente*, *246*(1), 24-34. https://doi.org/10.3917/edpe.246.0024

Cet article analyse l'expérimentation des Parcours intégrés dans les Hauts-de-France, dispositif mis en œuvre dans le cadre du Pacte régional d'investissement dans les compétences (PRIC). Il vise à articuler formation préqualifiante et qualifiante dans une logique de « sans couture ». Il examine les modèles de mise en œuvre, les publics ciblés et les effets en termes d'accès à la certification. Les résultats montrent des taux de diplomation élevés pour les stagiaires allant au terme du parcours, tout en soulignant les limites liées au temps long, à la fragilité des publics et à l'articulation avec le système d'orientation.

Friedrich, T., & Louvet, E. (2026). **Les doctorant·es, une population à risque face à leur avenir professionnel ? Impact du soutien social et de la charge de travail sur les intentions d'abandon et les choix de carrière**. *L'orientation scolaire et professionnelle*, (55/1), 7. https://doi.org/10.4000/15ubh

Le soutien social, notamment celui de l'encadrant·e, ainsi que la charge de travail, sont régulièrement mis en avant dans la littérature comme étant des facteurs importants dans le vécu du doctorat. L'objectif de notre recherche est d'étudier l'impact respectif de ces deux facteurs sur la satisfaction des doctorant·es, leur intention de terminer leur thèse et leurs choix de carrière. Nous avons réalisé une enquête en ligne auprès de 120 doctorant·es en sciences humaines et sociales et en sciences de la vie et de la santé. Nous avons mesuré trois sources de soutien social (encadrant·e, communauté scientifique et pairs), la charge de travail via la pression temporelle, la satisfaction quant au parcours doctoral, l'intention d'abandonner la thèse, et l'intention de quitter le monde de la recherche. Nos résultats mettent en évidence l'impact primordial du soutien social de l'encadrant·e sur la satisfaction quant au parcours doctoral, mais aussi sur les intentions de terminer la thèse et de poursuivre une carrière dans le monde de la recherche. Ce facteur apparaît comme nettement plus déterminant que la charge de travail, souvent mise en avant comme facteur de risque par les doctorant·es. Ces résultats sont discutés en termes d'implication pour optimiser l'accompagnement des doctorant·es.

Gani, D. (2026, mars 12). **Parcoursup : une charge d'orientation largement portée par les mères**. Consulté 12 mars 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/03/12/parcoursup-une-charge-dorientation-largement-portee-par-les-meres/

Fin des saisies sur la plateforme pour près de 950 000 lycéens concernés par Parcoursup, fin des saisies mais pas du stress pour autant de parents et surtout de mères.

Giudicelli, É., Syssau, A., & Blanc, N. (2026). **Approche dispositionnelle et affective de l'intention d'abandonner en doctorat**. *L'orientation scolaire et professionnelle*, (55/1), 65. https://doi.org/10.4000/15ubj

Cette étude s'intéresse aux profils des doctorants qui souhaitent abandonner leur thèse et ceux qui souhaitent au contraire persévérer. Très peu d'études se sont intéressées à l'influence de la personnalité sur la motivation des doctorants. Dans cet objectif, une étude longitudinale a été réalisée auprès de 81 doctorants en sciences humaines et sociales de 2020 (T1) à 2021 (T2). Les doctorants ont été soumis à un questionnaire de personnalité, une mesure de leur sentiment d'auto-efficacité en matière de compétences de recherche, et une mesure de leur niveau d'anxiété et de dépression. L'objectif était de déterminer si l'intention d'abandon (vs. de persistance) déclarée par les doctorants pouvait être mise en lien avec des profils de personnalités, tout en considérant aussi leur vécu émotionnel et leur sentiment d'auto-efficacité. Les résultats ont montré l'intérêt de discriminer les doctorants selon leurs intentions de persister ou d'abandonner, afin de mieux comprendre l'expérience du parcours doctoral. Les dimensions de la personnalité impliquées significativement dans l'intention d'abandonner ne sont pas les mêmes que celles impliquées dans l'intention de persister. De plus, que les doctorants souhaitent abandonner ou persister, il apparaît que l'expérience du doctorat tend à se dégrader avec le temps, mais que les raisons de cette dégradation diffèrent selon le groupe de doctorants considéré. Dans l'ensemble, cette étude met en lumière que l'approche de l'intention d'abandonner ou de persister des doctorants gagnerait à être personnalisée. Des pistes destinées aux universités, écoles doctorales et directeurs de thèse sont à cet égard fournis pour alimenter la réflexion sur l'encadrement des doctorants.

Godefroy, P., & Touzé, S. (2026). ***De l'attrait à la réalité : l'accès à la fonction publique six ans après la sortie des études***. Consulté à l'adresse https://www.cereq.fr/acces-la-fonction-publique-apres-sortie-etudes

En 2023, 13 % des jeunes travaillent dans le secteur public six ans après la fin de leurs études. Un peu moins de la moitié de ces agents publics avaient, dès la sortie de leurs études, une préférence pour ce secteur. Cet attrait pour le public tombe à 5 % chez les jeunes salariés du secteur privé. Parmi ceux qui travaillaient déjà dans le public en 2020, 76 % y travaillent encore, 16 % ont choisi le secteur privé et 8 % sont sans emploi. Parmi ceux qui étaient fonctionnaires, 87 % le sont encore. Parmi ceux qui ont quitté le secteur public, 67 % travaillent dans le privé (en CDI une fois sur deux), 82 % avaient le statut de contractuel et 18 % celui de fonctionnaire en 2020. On distingue deux vagues de jeunes sortis de formation initiale en 2017 entrés dans la fonction publique. Les premiers sont entrés dans les trois ans suivant la fin de leurs études. Parmi eux, 61 % sont diplômés du supérieur et 41 % ont acquis le statut de fonctionnaire avant 2020. Les seconds sont entrés plus tard, entre trois et six ans après la fin de leurs études. Ils sont 52 % à être diplômés du supérieur et 32 % à avoir le statut de fonctionnaire en 2023. En 2023, 91 % des jeunes de la Génération en emploi travaillent à temps plein et 9 % à temps partiel, contre respectivement 84 % et 16 % en 2020. Dans le public, la proportion de jeunes travaillant à temps partiel n'a pas baissé : ils étaient 13 % en 2020, contre 14 % en 2023, en lien avec la forte représentation des femmes dans ce secteur, plus souvent à temps partiel que les hommes.

Goulpier, J. (2026). **« Le profil adapté » et l'organisation locale de l'application Parcoursup**. *Sociologos . Revue de l'association française de sociologie*, (22). https://doi.org/10.4000/15ts5

Cet article analyse la sous-représentation persistante des femmes dans les filières scientifiques universitaires à travers le prisme du dispositif Parcoursup. Il montre comment ce système, présenté comme neutre et méritocratique, contribue à la reproduction des inégalités de genre. Du côté des candidates, les mécanismes institutionnels instrumentalisent la socialisation de genre et façonnent ainsi des dispositions à la prudence, à la conformité et à l'auto-sélection, orientant les filles vers des choix perçus comme légitimes et sécurisés. Du côté des formations, les critères de classement et les algorithmes locaux, fondés sur une conception élitiste du mérite et sur la valorisation des disciplines masculinisées, renforcent ces logiques différenciées. Loin d'être un simple outil technique, Parcoursup agit comme un dispositif de réfraction des inégalités, réactualisant au sein de l'institution universitaire des rapports de genre hérités de la socialisation. En soulignant l'imbrication entre dispositions individuelles et cadres institutionnels, l'article invite à repenser la prétendue neutralité des dispositifs d'orientation et à interroger les critères mêmes de la réussite scolaire dans une perspective d'égalité réelle.

Gschwendt, C., Viarengo, M., & Zoellner, T. S. (2026). ***Generative AI and Career Choices*** (Working paper N° 0251). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: https://EconPapers.repec.org/RePEc:iso:educat:0251

The economic impact of technological change will critically depend on how future workers invest in their human capital. Yet, little is known about how future workers themselves evaluate and choose their educational and occupational paths in light of emerging technologies. This paper examines how adolescents currently at the school-to-work transition stage value working with generative artificial intelligence (GenAI) in their future occupations, and how automation risk and opportunities for continuing education shape these preferences. We field a discrete-choice experiment among a nationally representative sample of over 7,000 Swiss adolescents aged around 15. We find that adolescents generally exhibit an aversion to collaborating with GenAI at work, with females consistently more averse than males. However, preferences are nuanced: adolescents welcome greater GenAI collaboration, provided that GenAI usage levels remain moderate and that it is not accompanied by increases in job-automation risk. Finally, continuing education opportunities in occupations improve attitudes towards working with GenAI across genders. Our results challenge simple narratives of technology acceptance or rejection, revealing that adolescents' willingness to work with GenAI depends on how it is implemented â€" its intensity, associated displacement risks, and accompanying skill development - rather than the technology itself. Our findings suggest that the way future workers value GenAI collaboration in their career choices critically depends on its intensity and on the interplay with automation risk and AI-related educational opportunities.

Huang, Y., & Costalat-Founeau, A.-M. (2026). **Construction identitaire en situation de vulnérabilité : le cas d'un doctorant chinois en France**. *L'orientation scolaire et professionnelle*, (55/1), 123. https://doi.org/10.4000/15ubl

Pour les étudiants internationaux, une mobilité à l'étranger est souvent perçue comme un atout pour leur formation universitaire et leur développement professionnel. Réaliser un doctorat

favorise également un développement intellectuel, personnel et professionnel, malgré les troubles anxieux et dépressifs souvent rapportés. Cette étude explore les stratégies d'adaptation d'un doctorant chinois en France, appartenant à un groupe psychologiquement vulnérable en raison de sa double insertion en tant qu'étudiant et membre d'un groupe culturel non dominant. L'objectif est de comprendre comment ce doctorant surmonte sa vulnérabilité tout en poursuivant ses projets académiques et professionnels. Nous avons utilisé la méthodologie qualitative l'Investigateur Multistade de l'Identité Sociale (IMIS) pour identifier les réseaux de représentations qui activent la dynamique identitaire et le système capacitaire. Les résultats, basés sur une étude de cas, mettent en lumière la dynamique de la production des stratégies d'adaptation au cours de l'interaction entre le sujet et son environnement. Ils montrent que l'achèvement de la thèse peut se transformer à la fois en source de stress et de motivation pour réaliser ses projets de vie. Cette étude pourrait contribuer à la réflexion sur le développement de dispositifs individualisés d'accompagnement doctoral dans un contexte interculturel, visant à mieux soutenir les transitions de vie et de carrière, tout en tenant compte des spécificités socioculturelles et du bien-être des étudiants.

L. Accou, L. J. (2025). ***Ecosystème des espaces éducatifs et des pratiques d'orientation scolaire et professionnelle en Haïti : Leviers de réussite éducative des élèves*** (Theses, Université de Lille). Consulté à l'adresse https://theses.hal.science/tel-05544850

Over the past twenty years, the educational success of Haitian students has become a major concern, depending on the complex interactions within the educational ecosystem. In line with De Rosnay's (1975) concerns about the fragmented nature of education, this thesis analyzes the interactions between students, educational spaces, and school and vocational guidance practices as key levers for academic achievement. Facing the structural challenges of the Haitian education system, marked by persistent inequalities, this research proposes a fundamental paradigm shift: a holistic ecosystemic model combining multiple theoretical perspectives to provide a comprehensive view of the educational ecosystem. This model leads to the concept of "Rooted Pedagogy", an original notion aimed at reconnecting students to their ecological, cultural, and community roots, illustrated through concrete initiatives such as interdisciplinary projects, school gardens, school-community partnerships, and integrating cognitive justice and territorial anchoring. Inspired by the Edenic metaphor (Genesis 2:8-9), Rooted Pedagogy fosters harmony between knowledge, well-being, and respect for life, reconciling three paradigms: educational systems ecology (Bronfenbrenner), society-environment interdependence (Bookchin), and the "One Education" approach. This approach transcends traditional dichotomies (human/nature, subject/object) to nurture "Citizen-Gardeners", learners grounded in their territory while contributing to its regeneration. The educational ecosystem is thus redefined to include school buildings, guidance practices, social and natural environments, teachers, students, parents, museums, libraries, arts, material and immaterial heritage, public and private institutions, agricultural and industrial zones, and recreational and religious spaces, creating a living learning environment. The mixed-methods research (quantitative and qualitative) analyzed a sample of 25 schools and 6,000 students, revealing perceptions, strengths, and limitations of infrastructure and guidance practices. The results highlight inequalities and deficiencies hindering learning while offering actionable recommendations for teachers, schools, and policymakers (MENFP, DGS, PTF, FNE, ONAPE, INFP). Finally, the study draws on the intersection of three theoretical models: Bronfenbrenner (nested social systems), Bookchin (human-environment interactions), and One Education (integrated,

interdisciplinary approach), enriched by the metaphorical model of the Original Garden of Eden School, to propose a comprehensive, integrated, and sustainable educational framework. Rooted Pedagogy thus emerges as an original contribution to research on the Haitian educational ecosystem, promoting contextualized, sustainable, and holistic education.

Mahieu, C. (2026). **Doctorantes en emploi : expériences de supervision et besoins de soutien dans un parcours sous contrainte**. *L'orientation scolaire et professionnelle*, (55/1), 37. https://doi.org/10.4000/15ubi

Le doctorat est une formation difficilement conciliable avec une activité professionnelle. Les doctorants en reprise d'études en maintiennent pourtant souvent une. Cela induit un risque d'épuisement et d'abandon des études. Ils ont peu d'opportunités de rencontrer des pairs et de se socialiser au monde académique en dehors de leur superviseur de thèse. Des difficultés avec lui peuvent avoir une influence négative sur l'engagement en doctorat. L'étude porte sur l'expérience de l'encadrement doctoral de 11 femmes en reprise d'études tout en maintenant un emploi. Elle mobilise une méthodologie qualitative par entretiens individuels. Après une analyse thématique, les résultats montrent l'importance d'une supervision éthique et d'un soutien psychologique. Des interviewées ont rencontré des difficultés avec leur supervision de thèse et se sont orientées vers d'autres ressources pour réussir à progresser dans leur travail de thèse. Une visite annuelle en service de santé étudiante permettrait de réaliser une prévention du burn-out académique. Enfin, une recherche évaluative sur les formations à l'encadrement doctoral proposées dans les écoles doctorales donnerait la possibilité de proposer des pistes d'amélioration.

Martin, F. (2026). **Quels parcours de formation pour les bénéficiaires d'une remise à niveau ?** *Éducation Permanente*, *246*(1), 80-88. https://doi.org/10.3917/edpe.246.0080

Certains demandeurs d'emploi ont besoin, avant de pouvoir s'inscrire dans un parcours de formation et de retour à l'emploi, d'acquérir des compétences transversales. C'est à leur attention que sont proposées des formations de remise à niveau. En 2023, elles représentent 8 % de l'ensemble des entrées en formation des demandeurs d'emploi. Cette étude est réalisée à partir de données du « Fichier national des allocataires ». Les résultats montrent que les formations de remise à niveau sont variées, de courte durée et qu'elles bénéficient davantage à des demandeurs d'emploi plus âgés, moins diplômés, sans droit ouvert à l'assurance chômage. Environ un tiers donne lieu à une mise en parcours, majoritairement vers une formation du même type, moins fréquemment vers une formation certifiante.

McAlpine, L., Castelló, M., & Pyhältö, K. (2026). **Considering-Mobility: Expanding Our View of PhD Graduate Life-Career Decision-Making**. *Higher Education Quarterly*, *80*(2), e70111. https://doi.org/10.1111/hequ.70111

Globally more than half of PhD graduates work beyond academia and they change jobs with greater frequency than in academia. We have been researching this post-PhD mobility for some time, and recently, in beginning a study, we became intrigued by transcript excerpts that were not actual mobility but still referenced mobility. On examining these more closely, we realised they represented assessing options/possibilities without actual moving. This unexpected

phenomenon led us to expand our analysis to compare experiences of considering mobility and actual mobility. Strikingly, in considering mobility compared to actual mobility, life-career goals predominated, and assessments of personal and structural factors were often present—not the case with actual mobility. These findings fundamentally expand our understanding of life-career thinking: first, they position considering mobility as an ongoing internal dialogue assessing personal and structural factors around life-career intentions. Second, given no visible action results from the effort, these assessments emphasise the centrality of 'thinking' in individual's agency—efforts to influence their life-career options. As to policy and practice, this new evidence of intentionality has implications for helping individuals enhance their career thinking—important in today's world of self-authored careers.

Mizzi, A. (2025). ***Le " moment " Parcoursup. " Double-enquête " sur l'orientation post-bac*** (Theses, Université de Bordeaux). Consulté à l'adresse https://theses.hal.science/tel-05489347

En France, les ratés successifs de la procédure Admission Post-Bac (APB) qui organisait depuis 2009 l'accès aux études supérieures conduiront en 2018 à une réforme « Orientation et réussite des étudiants (ORE) » donnant lieu à une nouvelle application web chargée d'accueillir et gérer les vœux des bacheliers : Parcoursup. D'un côté, elle vise à mettre en avant le mérite en supprimant le tirage au sort. De l'autre, elle répond à des diagnostics sur une université française en perte de vitesse et vise à lui donner un nouveau souffle en lui rendant les clefs de son recrutement. Dans un contexte de massification scolaire et d'emprise du diplôme, les lycéennes et lycéens se trouvent en concurrence pour l'accès aux études supérieures et doivent se montrer stratèges. Ce travail s'adosse à une « double-enquête » qui repose sur une méthodologie combinant des entretiens semi-directifs avec les responsables des commissions, des observations non-participantes des commissions, une analyse secondaire des données statistiques en libre-accès, mais surtout un suivi qualitatif d'une cohorte de 27 candidats en amont, au cœur et en aval de la procédure et des périodes d'attente à laquelle oblige la procédure. Le terrain est la région Nouvelle-Aquitaine dans laquelle des établissements scolaires ont été sélectionnés selon des critères de représentativité (filières, recrutement social, territoires). La thèse assimile Parcoursup à un « moment », soit une temporalité cruciale dans laquelle se joue l'épreuve de l'orientation pour les lycéens. Elle se décline en une dimension temporelle, mais également morale : elle génère un sentiment d'injustice chez les candidats et leurs familles, qui en subissent les conséquences émotionnelles. Parcoursup est un moment où les sélectionneurs et les sélectionnés, sont confrontés à des instants qui remettent en question leur estime de soi ainsi que les principes de justice (mérite et égalité). L'application de la réforme ORE s'opérationnalise localement de manières très éclectiques suivant des logiques très contextualisées d'une CEV à l'autre, ce qui donne à voir une confusion dans la manière dont le verdict va être reçu par les candidats. Par-delà l'apparente individualisation du rapport à la plateforme, l'attente et le verdict de Parcoursup présentent une dimension sociale, et les stratégies des candidats s'inscrivent dans des contextes de compétition et requièrent des ressources émotionnelles.

Núñez-Regueiro, F. (2025). **Le désajustement élève-école : la question de l'orientation scolaire et professionnelle**. In A. K. Pierre-Yves Bernard (Éd.), *Des ruptures de scolarité au retour d'équilibre* (p. 53-57). Consulté à l'adresse https://hal.science/hal-05447724

Les parcours de décrochage scolaire peuvent être compris comme résultant d'un désajustement persistant entre les caractéristiques individuelles des élèves et les caractéristiques

de leur environnement socio-éducatif (Dupéré et al., 2015 ; Núñez-Regueiro, 2017). Différentes formes de désajustement peuvent avoir lieu, entraînant une diversité de profils de rupture pour lesquels l'orientation scolaire et professionnelle joue un rôle sans doute central.

Pétrus, C. (2025). ***La mobilité en formation : une épreuve de l'incertain constitutive du devenir professionnel en travail social*** (Theses, Université de Toulouse). Consulté à l'adresse https://theses.hal.science/tel-05547398

This thesis examines mobility within the training of social educators as a formative ordeal of uncertainty that is central to professional becoming in social work. It investigates how movements geographical, institutional, and symbolic contribute to processes of professional socialization and identity construction. Drawing on a qualitative design based on narrative interviews and field observations, the study conceptualizes mobility not as an institutional mandate but as a biographical, liminal, and formative experience. These transitional situations, marked by uncertainty and encounters with otherness, constitute sites of identity transformation characterized by tension, bifurcation, and adjustment.Anchored in theories of professional socialization (Hughes, Dubar), the anthropology of liminality (Van Gennep, Turner), and biographical approaches (Delory-Momberger, Pineau), the analysis demonstrates how experiences of uncertainty stimulate reflective and narrative work, thereby rendering mobility a meaningful and structuring dimension of professional development. Participants' accounts show that mobility whether voluntary or imposed functions as an existential trial that generates learning, reflexivity, and identity reconfigurations. Mobility thus emerges as a pedagogical and political laboratory for professional subjectivation, fostering creativity, self-understanding, and transformation.Methodologically, the thesis adopts a qualitative, phenomenological, and hermeneutic approach attentive to the meanings that individuals attribute to their training experiences. Phenomenological narratives illuminate how situations are interpreted and made sense of within their social and institutional contexts. Engagement between the practitioner-researcher and participants supports a dialogical and reflexive interpretive process, positioning knowledge production as a shared endeavour embedded in professional practice.

Robinot, F., & Moiteaux, B. (2026). **Les vœux en apprentissage dans Parcoursup : quels profils de candidats ?** *Note d'Information du SIES*, (2026-02). Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-voeux-en-apprentissage-dans-parcoursup-quels-profils-de-candidats-100946

Un quart des candidats sur Parcoursup ont formulé au moins un vœux en apprentissage, ils proviennent plus souvent de la filière professionnelle, de réorientation ou de reprise d'études.

Sanou, S. (2026). **Construction identitaire et représentations d'avenir professionnelles des doctorant·es**. *L'orientation scolaire et professionnelle*, (55/1), 175. https://doi.org/10.4000/15ubn

Thèse de doctorat en psychologie soutenue le 18 décembre 2024 Au Cnam Paris, Inetop, sous la direction de Valérie Cohen-Scali, Professeure des Universités (Cnam) et Anne-Marie Costalat-Founeau, Professeure émérite, Université de Montpellier III Composition du Jury Valérie Cohen-Scali, Professeure des Universités, Cnam Paris : Directrice Anne-Marie Costalat-Founeau,

Professeure émérite, Université de Montpellier III : Co-directrice Sandrine Gaymard, Professeure des Universités, Université d'A...

Snadrou, D., & Haoucha, M. (2024). **Understanding the Crucial Role of Brand Image in the Students' Higher Education Institution Choice: A Review of the Literature of Higher Education Branding**. *Journal of Marketing and Case Studies*. https://doi.org/10.5171/2024.224523

This article provides an extensive literature review on the topic of branding in Higher Education, along with an exploration of the numerous aspects that influence students' choice of a Higher Education Institution (HEI). Within the competitive higher education landscape, branding has evolved into a vital part of HEI identity, image, and competitiveness, with a considerable impact on student decision-making. This review investigates the main concepts associated with branding and brand image in the educational context, beginning with the general branding concept and progressing to branding applied in this particular field, while taking into account the applicability and challenges of its transposition, before delving into the various perspectives of brand image, notably, the rational and emotional dimensions. By bringing together the existing body of knowledge concerning branding in higher education institutions, this article provides a better understanding of the impact of branding on the educational sector while also offering some insight into the appealing nature of the brand image throughout the students' decision to enroll in a HEI.

Politique de l'éducation et système éducatif

Agence pour l'enseignement français à l'étranger. (2026). ***Rapport d'activité 2024-2025 de l'Agence pour l'enseignement français à l'étranger (AEFE)***. Consulté à l'adresse Agence pour l'enseignement français à l'étranger website: https://www.vie-publique.fr/files/rapport/pdf/302340.pdf
Le rapport d'activité de l'Agence pour l'enseignement français à l'étrange (AEFE) présente le bilan de l'année scolaire 2024-2025, placée sous le thème de la francophonie pour les équipes éducatives. Au-delà de cette thématique, le document permet de découvrir les traits saillants de l'action de l'opérateur public au bénéfice de la qualité de l'enseignement français à l'étranger.

Alexandre, M. (2025). **Espaces d'interactions en FAD au collégial**. *Éducation & Formation*, *Numéro thématique*(e-324). Consulté à l'adresse http://revueeducationformation.be/
Allyn, A. M. (2024). ***Mixité du savoir : une ethnologie de l'éducation en pays Guin-Mina du sud-est Togo*** (Theses, Université de Strasbourg). Consulté à l'adresse https://theses.hal.science/tel-05020373
This thesis examines the historical and social conditions of the mixed knowledge among the Guin Mina. How do they perceive their relationship with the school instruction and domestic education of a family and community nature ? The statement of this problem is based on three observations : 1. Domestic education differs from school instruction in content, purpose, and method. However, they are not opposed. It is based on their distinction, not on their opposition, that the report drawn up by the guin-mina interlocutors is based. 2. The purpose of domestic education is to learn to be by appropriating the physical, social and representative environment within the relationships of the kinship system. 3. The Guin-Mina has a privileged historical relationship

with the school that gives him economic, social and political possibilities. Thus, between the requirement of the domestic education and the need for school knowledge, there is a place of the mixity or the complementarity of knowledge.

Anauati, M. V., Tommasi, M., Fernández, P., Adrogué, C., & Orlicki, E. (2026). ***Progressivity, Sorting, and the Measurement of In-Kind Public Transfers: The Case of Education*** (Working paper N° 177). Consulté à l'adresse Universidad de San Andres, Departamento de Economia website: https://EconPapers.repec.org/RePEc:sad:wpaper:177
Conventional benefit-incidence analyses often find public education spending to be progressive, particularly at basic and secondary levels. However, in systems with substantial private provision, measured progressivity may partly reflect income-based sorting between public and private schools rather than redistributive features of public spending itself. This paper refines the interpretation of standard progressivity measures by explicitly accounting for such sorting. Focusing on public secondary education in Argentina, we exploit cross-provincial variation in private school participation to decompose observed progressivity into a mechanical component driven by differential take-up and a structural component reflecting spending design and unit costs. Using a transparent counterfactual reweighting approach, we show that income-based sorting plays a quantitatively important and heterogeneous role across provinces, in some cases inflating and in others attenuating measured progressivity. Once sorting effects are accounted for, cross-provincial differences in progressivity are substantially reduced and provincial rankings change meaningfully. These findings underscore the importance of enrollment patterns for the measurement of the distributive incidence of in-kind public spending and provide a simple adjustment that can be readily incorporated into standard fiscal incidence analyses.

Bari, Md. A., Khan, G. D., Yoshida, Y., & Kusakabe, T. (2026). **Promoting the itemized educational spending of rural coastal households in Bangladesh through unconditional cash and food assistance**. *Asia Pacific Education Review*, *27*(1), 381-392. https://doi.org/10.1007/s12564-024-09936-7
The vulnerable households in the rural coastal regions of Bangladesh have been suffering from chronic poverty because of a lack of resources to invest in the human capital development, such as education and training. The unconditional cash and food (UCF) assistance programs in Bangladesh have been designed to combat chronic poverty. This study examines the impact of the UCF assistance receipt on the itemized educational spending: the total spending on education, school tiffin, educational stationery, uniforms, admission fees, examinations, textbooks, education-related Internet, and education-related transportation by the households. A Fuzzy regression discontinuity design (RDD) is used as an identification strategy, in which the assignment variable is the land ownership by the households. The RDD method is based on the idea that the households just below and above the cutoff of the assignment variable are locally randomized, therefore free from any selection bias. The results consistently show that the UCF assistance increases the spending on all educational items, except for textbooks and education-related transportation. This study suggests that the UCF assistance can be used as a policy tool to accelerate the sustainable development goal of inclusive quality education for rural coastal areas by increasing the itemized spending on education.

Beaugendre, C., Mansuy, M., & Recotillet, I. (2026). **Préparer à se former : une promesse inachevée**. In P.-Y. Bernard, J. Berthaud, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le*

Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs. https://doi.org/10.4000/15ty8
Conçus pour faciliter l'accès à la formation des publics éloignés de l'emploi, les programmes Prépa reposent sur l'hypothèse qu'un meilleur accompagnement vers la formation renforce l'employabilité et, par ricochet, l'accès à l'emploi. L'évaluation quantitative du dispositif Prépa Projet, mis en œuvre par la Région Bretagne dans le cadre du Plan d'investissement dans les compétences, invite à nuancer cette promesse. L'étude, conduite entre 2021 et 2023 auprès d'environ 4 000 bénéficiaires par an, mobilise une approche contrefactuelle fondée sur l'appariement statistique des bénéficiaires avec des groupes témoins issus des bases administratives FORCE (FORmation, Chômage et Emploi) et du système d'information régional. Les résultats révèlent un impact positif, mais modeste sur l'entrée en formation qualifiante : l'écart varie entre 7 et 12 points de pourcentage dans l'année suivant l'entrée, atteignant 15 points à 18 mois. Cet effet profite surtout aux demandeurs d'emploi de longue durée et aux publics plus âgés, tandis que les jeunes et les non-diplômés en tirent un bénéfice moindre. Parallèlement, l'accès à l'emploi s'avère inférieur à celui de publics comparables non bénéficiaires, en particulier pour les moins de 27 ans. Ces résultats interrogent l'efficacité des dispositifs préparatoires lorsqu'ils s'adressent à des publics hétérogènes et faiblement stabilisés. Ils soulignent les limites de « l'injonction au projet » et la nécessité d'articuler les démarches de préparation à la formation avec des actions d'immersion et de mise en réseau favorisant directement l'insertion professionnelle. En définitive, se préparer à se former ne suffit pas toujours à se préparer à l'emploi.

Bédard, M. (2025). **Des leviers fondamentaux pour soutenir l'engagement scolaire au secondaire : trois orientations proposées par le Conseil supérieur de l'éducation**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 12-15. https://doi.org/10.7202/1122410ar
Cet article présente certains faits saillants de l'avis du Conseil supérieur de l'éducation, Soutenir l'engagement scolaire des élèves au secondaire : arrimer qualité, diversité et accessibilité (CSE, 2025a). Il se concentre sur le thème de l'engagement dans les parcours scolaires et fait état de trois orientations pour le soutenir, que formule le Conseil. L'avis repose sur une revue d'écrits scientifiques relative à la motivation et à l'engagement scolaires, ainsi qu'aux parcours réels des élèves. Il s'appuie aussi sur la consultation de plus d'une centaine de personnes et sur les délibérations réalisées au sein du Conseil.

Bedoya, J., de Hoyos, R., & Estrada, R. (2026). **Rule-based civil service: Evidence from a nationwide teacher reform in Mexico**. *Economics of Education Review*, *111*, 102771. https://doi.org/10.1016/j.econedurev.2026.102771
This paper studies the effect of a civil service reform on teacher hiring and student achievement in Mexico. The reform replaced discretionary hiring with a rule-based recruitment system, among other changes to the teacher civil service. We find that teachers hired after the reform had higher prior academic achievement. Two channels likely explain this improvement. First, the reform reduced the prevalence of discretionary hires, who were disproportionately drawn from the lower end of the achievement distribution. Second, it enhanced the screening efficiency of rule-based hiring, making prior academic achievement a more important determinant of hiring outcomes. Finally, we show that the reform led to an overall improvement in student achievement in mathematics.

Benet Rivière, J. (2025). **Les trois fonctions sociales d'un diplôme professionnel délivré par le ministère de l'Agriculture. L'exemple du baccalauréat professionnel élevage canin et félin**. *Pour. La revue du Groupe Ruralités, Éducation et Politiques*, *3*(253), p.38-49. Consulté à l'adresse https://hal.science/hal-05198818
À partir de l'observation des situations d'enseignement et d'interactions réalisées pendant ma thèse au sein de l'équipe de moniteurs d'une maison familiale rurale (MFR) préparant les élèves au baccalauréat professionnel Élevage canin et félin, cet article se propose de dégager les trois fonctions sociales d'un diplôme professionnel délivré par le ministère de l'Agriculture : 1. Une fonction de socialisation professionnelle agricole qui consiste à préparer les élèves à intégrer le monde agricole et à construire un sentiment d'appartenance agricole ; 2. Une fonction de socialisation scolaire orientée dans une logique de remédiation visant à permettre l'obtention d'un diplôme en mobilisant une « passion personnelle » ; 3. Une fonction de socialisation au sens plus large symbolisée par le travail relationnel entrepris par les moniteurs pour redonner confiance aux élèves et les engager dans les interactions avec les humains. Dans le prolongement des analyses de Fabienne Maillard sur l'hétérogénéité des fonctions sociales d'un diplôme professionnel du secteur administratif (1993), il s'agit donc de déconstruire l'idée selon laquelle ces diplômes exercent uniquement un rôle de préparation à des métiers, ici dans le secteur canin et félin.

Bennetot Pruvot, E., & Estermann, T. (2026). ***Strategies for the financial sustainability of European Universities alliances*** [Report]. Consulté à l'adresse European University Association (Transnational) website: https://eua.eu/publications/briefings/strategies-for-the-financial-sustainability-of-european-universities-alliances.html
Aligning institutional purpose, sustainable funding and effective leadership are essential for European Universities alliances – as well as other cooperation formats – to become stable and durable components of Europe's higher education landscape. Indeed, the focus of the alliances debate has recently shifted from the challenges of implementation to their long-term financial sustainability. There is growing awareness across the sector that alliances cannot remain dependent on short-term project grants and need to gain a clearer understanding of costs, value and funding responsibilities. As such, this briefing analyses survey evidence and develops a conceptual framework that can support a structured and strategic discussion about the future of alliances. It puts forward a comprehensive model for the financial sustainability of alliances, building on EUA's broader work on funding principles, leadership, governance and institutional transformation. This framework highlights institutional purpose and added value as the foundation of sustainable cooperation. It also identifies four key pillars that shape the financial and organisational viability of alliances: A clear understanding of the full costs, Income diversification, Efficiency and effectiveness, and Leadership and governance. In addition, this briefing situates European Universities alliances within the wider public funding landscape, drawing on EUA's work on funding models and allocation principles, in order to spark a more structured reflection on how responsibilities should be shared across national and European levels. This broader perspective is essential, as the financial sustainability of alliances cannot be understood in isolation from the structural conditions of higher education funding in Europe.

Bernard, P.-Y., Gosseaume, V., Meslin, K., Roupnel-Fuentes, M., & Walker, J. (2026). **Les sorties en emploi : un bon critère d'évaluation ?** In J. Berthaud (Éd.), *Le Plan*

d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs. https://doi.org/10.4000/15ty4
L'évaluation des dispositifs de formation et d'insertion repose principalement sur les indicateurs de « sorties vers l'emploi », utilisés comme références majeures pour mesurer l'efficacité et orienter le pilotage des politiques publiques. Présentés comme des instruments à la fois simples et objectifs, ces indicateurs se sont peu à peu généralisés dans un contexte marqué par la rationalisation de l'action publique et la mise en concurrence des opérateurs de la formation. Cette focalisation mérite cependant d'être interrogée. En réduisant l'évaluation à l'accès immédiat à l'emploi ou à la formation, les indicateurs de sorties positives tendent à invisibiliser la diversité des parcours, des temporalités et des effets produits par les dispositifs, ainsi qu'une partie du travail d'accompagnement réalisé auprès des personnes éloignées de l'emploi. À partir de résultats d'évaluations menées dans le cadre du Plan d'investissement dans les compétences, cet article propose une analyse critique de ces usages et de leurs limites.

Bernard, P.-Y., Gosseaume, V., Roupnel-Fuentes, M., Walker, J., & Meslin, K. (2026). **Les indéterminations autour d'un dispositif de préqualification**. *Éducation Permanente*, *246*(1), 35-46. https://doi.org/10.3917/edpe.246.0035
En France, un vaste secteur de formation s'est développé pour accompagner des publics en difficulté vers l'emploi ou des formations qualifiantes. Les auteurs font l'hypothèse que ce secteur de la préqualification fonctionnne non pas uniquement comme un sas linéaire vers la qualification mais comme un espace intermédiaire aux fonctions multiples, dont les usages dépendent des contextes territoriaux, de l'organisation des organismes de formation, des trajectoires et caractéristiques des publics.

Bernatchez, J., & Alexandre, M. (2025). **Institutionnalisation de la FAD dans une université canadienne**. *Éducation & Formation*, *Numéro thématique*(e-324), 109-127. Consulté à l'adresse http://revueeducationformation.be/
L'Université du Québec à Rimouski (UQAR) est une université francophone à vocation générale qui œuvre dans l'Est du Québec. La crise sanitaire de 2020 est un événement de rupture qui contribue à une institutionnalisation de la formation à distance (FAD) et à un renforcement de la téléprésence et de la présence à distance. 1) Comment se déploie l'institutionnalisation de la FAD à l'UQAR ? 2) Comment se traduit la volonté institutionnelle de renforcer la téléprésence et la présence à distance ? Pour répondre à ces deux questions, nous apportons d'abord quelques précisions conceptuelles. Sur le plan théorique, notre analyse est inspirée du néo-institutionnalisme. Sur le plan méthodologique, nous avons recours aux techniques d'analyse documentaire (d'articles scientifiques et de documents normatifs principalement produits après 2000) et d'observation participante par opportunité (entre 2005 et 2025). Nous observons à l'UQAR une nouvelle logique institutionnelle basée sur la téléprésence et sur la présence à distance (télétravail, téléenseignement et téléaccompagnement). Cette logique est susceptible de s'ancrer durablement dans la culture institutionnelle. Il s'agit d'un cas particulier qui s'inscrit dans l'espace universitaire canadien, mais qui est susceptible d'être observé aussi dans d'autres espaces nationau

Berthaud, J., & Gosseaume, V. (2026). **Entre injonction, affichage et réalité : la difficile construction d'un partenariat effectif**. In P.-Y. Bernard & M. Roupnel-Fuentes (Éd.), *Le Plan*

d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs. https://doi.org/10.4000/15txz
Depuis les années 1980, le partenariat s'est affirmé comme un pilier des politiques d'insertion, soutenu par la territorialisation, la décentralisation et les réformes du service public de l'emploi. Présenté comme une réponse aux parcours fragmentés, il doit garantir décloisonnement et continuité en mobilisant un large réseau d'acteurs. À partir de deux dispositifs, le Prépa Rebond – Dispositif intégré (PRDI) et le Dispositif en amont de la qualification (DAQ), ce chapitre examine comment l'injonction au partenariat se concrétise, quelles tensions elle génère entre acteurs et quels effets elle produit sur les parcours des stagiaires. L'analyse montre la fragilité de l'ambition partenariale : appels à projets, asymétries institutionnelles et engagement inégal des acteurs placent les consortiums entre coordination affichée et concurrence réelle. Les dynamiques territoriales et l'histoire des relations influencent fortement l'implication des structures et la fluidité des parcours. Pour les stagiaires, l'ouverture partenariale reste peu perceptible : l'accompagnement repose surtout sur les référents internes, tandis que les ruptures de suivi, les temporalités décalées et les difficultés à lever certains freins limitent l'idéal d'un parcours « sans couture ». Le partenariat apparaît ainsi comme une construction instable, dépendante des contextes locaux et traversée par des tensions entre injonctions politiques et réalités de terrain.

Blanden, J., Cassagneau-Francis, O., Macmillan, L., & Wyness, G. (2026). ***Degrees of choice*** [Working paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://EconPapers.repec.org/RePEc:cep:cepcnp:724
Bolder applications mean that private school pupils end up at better universities than their exam results predict

Bosseldal, I., Blennow, K., & Malmström, M. (2026). **Who can I be now? The complexity of students in policy enactment**. *Journal of Education Policy*, *41*(2), 199-219. https://doi.org/10.1080/02680939.2024.2435360
This paper aims to contribute to the field of policy enactment studies with a deepened understanding of the significance of the students when a pedagogical vision is enacted. The paper is based on a single case study using observations, surveys, interviews, and document studies. Informed by policy enactment theory, we analyse the students' role in enacting the vision at the newly established Newschool, which emphasises entrepreneurship and challenge-based learning. The analysis shows that the student intake and population is of paramount importance for enacting the vision. The first generation of students was not particularly interested in the vision, which affected its enactment. Some were more interested in friendship projects, and others in getting good grades. Still, the students do enact the vision as policy narrators, entrepreneurs, receivers, survivors, and critics. However, the students oscillate between different policy roles depending on the context, which indicates that role positioning is complex. The longitudinal ethnographic approach and the different methods of the study were important for reaching multifaceted interpretations of various incidents at the school. An implication for school practitioners is that preconceived ideas about ideal students might hinder visionary work should the students not be those expected.

Bourgain, M., Gayraud, L., Gosseaume, V., & Moncel, N. (2026). **Territoires zéro chômeur : quand la formation n'est ni préalable ni centrale**. *Éducation Permanente*, *246*(1), 97-106. https://doi.org/10.3917/edpe.246.0097

L'article présente les résultats d'une recherche conduite sur l'expérimentation « Territoires zéro chômeur de longue durée » qui garantit un CDI à temps choisi et sans sélection à toute personne privée durablement d'emploi. L'expérimentation déplace la centralité de la formation dans l'insertion vers une logique de mise au travail immédiate, accompagnée d'un soutien social renforcé. Elle met en lumière une formation invisible mais réelle, qui se déploie dans le travail, le collectif et l'accompagnement social.

Brintseva, O. (2026). **The Impact of War on Ukrainian Universities: A Difference-in-Differences Analysis and Post-War Recovery Strategies**. *Higher Education Quarterly*, *80*(2), e70113. https://doi.org/10.1111/hequ.70113
The full-scale Russian invasion and the ongoing war have a significant impact on the Ukrainian higher education system, which is primarily related to material losses caused by damage and destruction of universities and infrastructure, decreased funding, the departure of some students and university teachers abroad, decreased research productivity, and educational losses due to studying in difficult conditions. This study compares data from the pre-war year (2021) with the period following the onset of the full-scale invasion (2022–2024) across affected and unaffected institutions in order to evaluate the war's effects on Ukrainian universities using a Difference-in-Differences approach. The results indicate significant losses in conflict-affected regions, with universities experiencing declines in public funding, student numbers, increased faculty attrition, and reduced academic productivity. The study suggests cluster-based strategies for the post-war recovery of Ukrainian universities, given the diversity of institutional profiles, needs, and capacities.

Busso, M., Montaño, S., Muñoz-Morales, J., & Pope, N. (2024). ***The unintended consequences of merit-based teacher selection: Evidence from a large-scale reform in Colombia*** [Working paper]. https://doi.org/10.1016/j.jpubeco.2024.105238
Teacher quality is a key factor in improving student academic achievement. As such, educational policymakers strive to design systems to hire the most effective teachers. This paper examines the effects of a national policy reform in Colombia that established a merit-based teacher-hiring system intended to enhance teacher quality and improve student learning. Implemented in 2005 for all public schools, the policy ties teacher-hiring decisions to candidates' performance on an exam evaluating subject-specific knowledge and teaching aptitude. The implementation of the policy led to many experienced contract teachers being replaced by high exam-performing novice teachers. We find that though the policy sharply increased pre-college test scores of teachers, it also decreased the overall stock of teacher experience and led to sharp decreases in students' exam performance and educational attainment. Using a difference-in-differences strategy to compare the outcomes of students from public and private schools over two decades, we show that the hiring reform decreased students' performance on high school exit exams by 8 percent of a standard deviation, and reduced the likelihood that students enroll in and graduate from college by more than 10 percent. The results underscore that relying exclusively on specific ex ante measures of teacher quality to screen candidates, particularly at the expense of teacher experience, may unintentionally reduce students' learning gains.

Cathcart, S., Priestley, M., Priestley, A., & Rushton, E. A. C. (2026). **Unravelling agency: A critical review of conceptualisations of agency for educational research, policy and practice**. *Review of Education*, *14*(1), e70131. https://doi.org/10.1002/rev3.70131

Agency is a concept that is increasingly prevalent in educational research, policy and practice at local, national and international levels. However, agency is frequently ambiguously defined and subject to inadequate conceptualisation; this leads to conflation and confusion in its application. Arguably, few concepts across the social sciences are as frequently invoked, yet as inconsistently understood, as agency. This review critically maps literature which conceptualises agency across three broad categories: (1) psychological approaches, (2) sociological approaches and (3) emergent approaches. Thematic analysis was undertaken across 51 studies with a focus on the ways in which the authors of each item explicitly and/or implicitly conceptualised agency. Findings suggest that tensions remain across the literature, including conceptual slippage and ontological incoherence in the language of agency. We argue that the emergent approach, in particular the ecological approach to agency, has affordances including providing a coherent rationale for resisting common conceptual confusions and conflations. We provide a series of reflective questions to support researchers, policy makers and practitioners to critically engage with the conceptualisations and understandings of agency which are inherent in their thinking and work. In summary, this paper provides a framework to enable educational researchers, practitioners and policymakers to foster clearer and more critically informed discussions of agency in education. Context and implications Rationale for this study: Agency is a prevalent concept in educational research, policy and practice. However, agency is frequently ambiguously defined and conceptualised, causing confusion in its application. Why the new findings matter: This critical review of literature which conceptualises agency identified three broad categories: psychological, sociological and emergent approaches. Implications for researchers, policy makers and practitioners: The emergent approach provides a coherent rationale which resists common conceptual confusions. We provide a series of reflective questions to support researchers, policy makers and practitioners to critically engage with the conceptualisations and understandings of agency which are inherent in their thinking and work.

Charles, M., Aisha, N., Kaahwa, Y. T., Sserwadda, L., Kaweesi, M., Mugenyi, D. K., & Mugagga, A. M. (2026). **Role of Higher Education Institutions' Capacity Building Programs in Promoting Transnational Education in Uganda: A Case of Makerere University**. *Higher Education Quarterly*, *80*(2), e70101. https://doi.org/10.1111/hequ.70101
The study on The Role of Higher Education Institutions' capacity-building programs in Promoting Transnational Education (TNE) in Uganda focuses on both host and home institutions. The research aimed to assess the impact of TNE, investigate challenges affecting its sustainability, and suggest strategies for improvement. A qualitative exploratory design was adopted, wherein data were collected from university administrators, lecturers, and student leaders at Makerere University. Their responses were coded, transcribed, and analysed thematically. Findings revealed that TNE plays a significant role in expanding access to higher education by offering students international learning opportunities, enhancing academic advancement, and providing global exposure, thereby improving education quality. However, challenges such as inadequate funding and regulatory inconsistencies hinder the long-term sustainability of TNE programs. The study concludes that Transnational Education is instrumental and fundamental in transforming the host university's infrastructure and technology, on top of promoting quality education. The study recommends increased government funding for local universities, through grants, subsidies, and policy incentives, to improve their competitiveness in the TNE space. Additionally, the National Council for Higher Education

(NCHE) should establish clear regulatory frameworks to harmonise TNE policies, ensuring quality education and supporting the sustainability of both host and home institutions in Uganda.

Charles, N. (2026, mars 7). **Enseignement supérieur : le piège de la massification low cost**. https://doi.org/10.64628/AAK.vfgnw776e
En France, la massification de l'enseignement supérieur a contribué à renforcer la tyrannie du diplôme initial. Comment lutter contre cette irréversibilité des parcours ?

Charousset, P., & Grenet, J. (2026). **Baisse démographique et dynamiques public-privé : vers une ségrégation scolaire accrue dans les grandes villes ?** *Notes IPP*, 1-8. Consulté à l'adresse https://www.ipp.eu/wp-content/uploads/2026/03/Note-124-IPP-projections-demo-Paris-public-prive.pdf
Depuis 2010, la France connaît une baisse marquée de la natalité. Celle-ci entraîne une diminution des effectifs scolaires dans l'élémentaire depuis 2016 et dans le secondaire depuis 2021. Particulièrement prononcé à Paris, ce choc démographique touche aussi le reste du territoire et soulève des enjeux majeurs de répartition des ressources éducatives. Dans les grandes villes, où l'enseignement privé sous contrat est fortement implanté, la baisse des effectifs tend à déséquilibrer la répartition des élèves entre secteurs public et privé. Faute d'ajustement symétrique des capacités d'accueil, le privé maintient globalement ses effectifs, tandis que le public absorbe l'essentiel de la baisse, ce qui augmente mécaniquement la part du privé. Les chercheurs ont réalisé des projections à horizon 2035 qui mettent en lumière un net risque d'accroissement des mécanismes de ségrégation à Paris.

Corbière Naminzo, E. ***Lutter contre les effets discriminatoires de Parcoursup***. , Pub. L. No. 447 (2025-2026) (2026).
proposition de loi visant à lutter contre les effets discriminatoires de Parcoursup

Cour des comptes. (2026). **L'éducation artistique et culturelle au bénéfice des élèves de l'enseignement scolaire**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4191* [Report]. Consulté à l'adresse Cour des comptes (France) website: https://www.ccomptes.fr/sites/default/files/2025-02/20250214-Education-artistique-et-culturelle.pdf
Ce rapport de la Cour des comptes évalue la politique d'éducation artistique et culturelle (EAC) dans l'enseignement scolaire. La politique d'EAC, dont le fondement législatif remonte à la loi de refondation de l'école de 2013 et qui a été réaffirmée depuis 2017, mobilise près de 3 milliards d'euros de l'État en 2023 et entre 520 et 650 millions d'euros des collectivités territoriales (principalement les communes). Le rapport analyse le déploiement de l'application Adage à partir de 2020 et la création de la part collective du pass Culture en 2021. La Cour examine les conditions d'accès des élèves à l'EAC, les partenariats entre les ministères de l'éducation et de la culture, et les dispositifs de suivi et d'évaluation de cette politique visant l'égalité d'accès à la culture, la démocratisation culturelle et l'émancipation de l'élève.

Demilly, S. ***Renforcer l'activité physique à l'école***. , Pub. L. No. 448 (2025-2026) (2026).
Proposition de loi visant à renforcer l'activité physique à l'école. https://www.senat.fr/dossier-legislatif/ppl25-448.html

Denecheau, B. (2026, mars 2). **Enfants non scolarisés : en France, plus de situations qu'on ne l'imagine**. https://doi.org/10.64628/AAK.sttccu5ge
En France, une part non négligeable d'enfants n'est pas scolarisée ou ne bénéficie que d'un accès intermittent à l'école.

ERICC consortium, Pacifico, A., Akogun, O., & Homonchuk, O. (2026). ***Localisation and education in conflict and protracted crisis contexts*** (p. 955397 Bytes). p. 955397 Bytes. https://doi.org/10.6084/M9.FIGSHARE.30887726
The global humanitarian and development aid systems continue to be shaped by entrenched power asymmetries. Decision-making authority over education sector response priorities and programme design often remains concentrated among donors and international agencies, while voices from the Global South are more often positioned as downstream implementers rather than strategic actors. Frequently, global commitments to localisation modify the language around partnerships between the Global North and South, but the underlying distribution of power remains unchanged. This gap between intention and practice raises a key question: What changes are required to genuinely shift power to local actors and strengthen local education responses in conflict and crisis settings? This report consolidates contributions from the Education Research in Conflict and Crisis (ERICC) consortium to respond to this question. This synthesis draws on empirical research from seven contexts of protracted crises: Bangladesh, Jordan, Lebanon, Myanmar, Nigeria, South Sudan and Syria, drawing on ERICC studies (n=27) and interviews with ERICC country research teams (n=6) to identify the following actionable implications for the global agenda on localisation. The findings are organised around four mutually reinforcing themes:**Recognise and resource existing community-led education efforts,** rather than building parallel systems. **Shift financing and resource governance** from highly fragmented, short-term, inequitable funding toward predictable, locally controlled mechanisms that enable schools and communities to plan, adapt and sustain provision. **Realign power, incentives and accountability** away from one-way upward reporting toward shared decision-making and community-facing accountability.**Commit to long-term trust-based partnerships** grounded in transparency, mutual respect and solidarity.

European Commission (Transnational). (2026). **How to promote mental health and wellbeing at school as key for better learning? The role of social and emotional education Peer Learning Activity (PLA) : report**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4202* [Report]. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4202
Mental health and wellbeing have significant potential in addressing longstanding problems in schools, such as: school disengagement; absenteeism; persisting inequalities; violence and harassment; hence improving wellbeing at school is becoming a major issue in public education policy. Moreover, they are closely intertwined and the crucial importance of healthy and safe learning environments for learning and school success has been acknowledged at European level for example through the Pathways to School Success Council Recommendation and the Guidelines for wellbeing and mental health at school.

Faul, M. V., & Joyner, A. (2025). ***Education and the humanitarian-development-peace nexus at 10***. Consulté à l'adresse Network for international policies and cooperation in education and training, NORRAG website: https://resources.norrageducation.org/resource/986/policy-insights-education-and-the-humanitarian-development-peace-nexus-at-10
This Policy Insights collection examines how the Humanitarian-Development-Peace (HDP) Nexus can inform—and has informed—education programming in diverse geographies, offering rich perspectives the reality of implementing a nexus approach, 10 years since the term entered the policy discourse. Bringing together over 40 contributions from more than 80 authors from diverse geographies, half of whom are from the Global South, the publication offers rich perspectives on successes and ongoing challenges in practice and policy. It takes account of the impact of dramatic funding cuts in international aid during 2025, and aligns with new strategic directions set by the Inter-agency Network for Education in Emergencies (INEE) which supports quality, safe, and relevant education for all persons affected by emergencies as it marks its 25th anniversary.

Foka, M. (2025). **La présélection informelle des directions d'école : comprendre la pratique de la « tape sur l'épaule » dans les écoles de langue française de l'Ontario**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(4), 1287-1312. https://doi.org/10.53967/cje-rce.6895
This qualitative study examines the practice of informal preselection for principal positions in Ontario's French-language schools. Faced with a dwindling pool of candidates for principal positions, an informal strategy known as shoulder tapping is used within the school system to attract candidates for these positions. Our research objective is to identify the actions considered as shoulder tapping in accessing a principal position. It is based on semi-structured interviews with 11 principals and assistant principals and six teachers. The findings suggest three main actions that participants viewed as informal preselection: acknowledging one's competencies, offering advice on how to access the position, and offering informal mentoring. Turner's (1960) theoretical framework of organizational mobility allows the study to explain how these informal practices can both support and limit the upward mobility of individuals within the organization.

Gachoki, C., & Mutisya, M. (2025). ***Unlocking the Power of Education Data: Policy Solutions to Bridge Foundational Learning Gaps in Kenya***. https://doi.org/10.53832/unlockingdata.1032
An output of the Unlocking data, https://unlockingdata.africa/

Gerdovci Cancel, Y. (2026). ***Transition of adolescents and young people from education to decent and productive work: Latin America and the Caribbean***. Consulté à l'adresse UNICEF Regional Office for Latin America and the Caribbean website: https://www.unicef.org/lac/en/reports/transition-adolescents-young-people-education-decent-productive-work
Over the past decade, countries across Latin America and the Caribbean (LAC) have made notable strides in expanding access to education and improving overall educational attainment. However, progress has been uneven, and significant barriers remain for many children and adolescents who continue to face challenges in accessing and completing quality education. Learning outcomes also vary widely, and education systems often struggle to equip students with the skills needed to navigate the transition from education to work. In a labour market that increasingly values digital, green and

transferable skills, as well as literacy in emerging technologies, too many young people still lack the competencies essential for success. This document offers UNICEF country offices practical guidance, evidence and tools to inform programme design and partnerships. By sharing innovations and promising initiatives from countries in the region and beyond, the document seeks to help country offices develop integrated strategies that support adolescents and young people as they move from learning to earning.

Gillborn, S., & Delahunty, T. (2026). **The psychological complex in contemporary education policy**. *Journal of Education Policy*, *41*(2), 156-179. https://doi.org/10.1080/02680939.2025.2478400
This paper brings together work in critical psychology and network governance to build a distinctive critique of how education policy mobilises the psychological complex to reinscribe deficit accounts of children and young people. While contemporary work in the critical analysis of the global educational policy assemblage has uncovered the undercurrents of scientism working to frame mainstream discourses, this paper excavates the manifestation of this through the 'psy-complex', which works to construct specific, narrow visions of possibilities and pupil subjectivities. To achieve this, the paper draws on critical psychological research to interrogate the dominance of, and position awarded to, psychology in the research report that informs the education inspection framework used by Ofsted to inspect schools in England. The discourses and assumptions produced and reproduced through this resource are of profound influence in wider constructions of, understandings of, and responses to educational contexts. We argue that the framework draws on the psy-complex to reinscribe deficit accounts of children and young people while perpetuating systemic inequities. We call for a more critical approach to research in psychology and education within which cultural, social, and historical contexts of inequality in education and childhood are deployed in explanations of educational inequalities.

Graveleau, S. (2026, mars 3). **« J'aurais été perdue à l'université » : les classes préparatoires regagnent du terrain**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2026/03/03/j-aurais-ete-perdue-a-l-universite-les-classes-preparatoires-regagnent-du-terrain_6669344_4401467.html
Après plusieurs années de baisse des effectifs, les classes préparatoires retrouvent des couleurs depuis deux ans. Elles sortent peu à peu du cliché de la machine à broyer les étudiants.

Grégoire, O. ***Enseignement d'éducation à l'alimentation obligatoire à l'école***. Pub. L. No. 2091 (2025). https://www.senat.fr/dossier-legislatif/ppl25-405.html
Proposition de loi d'expérimentation pour l'instauration d'un enseignement d'éducation à l'alimentation obligatoire à l'école

Hansen, L., & Kolleck, N. (2026). **"Never let a good crisis go to waste"? Transnational NGO networks' power in citizenship education**. *Journal of Education Policy*, *41*(2), 243-267. https://doi.org/10.1080/02680939.2024.2431970
Citizenship education (CE) has garnered increasing attention within educational practice, policy, and research. While the involvement of state actors and businesses in CE debates has been examined, the role of non-governmental organizations (NGOs) remains relatively understudied. Concurrently, there is a discernible trend towards the formation of transnational networks linking NGOs across Europe. Despite their growing

presence, little is understood regarding their impact on the CE landscape. This study investigates the actions of five transnational NGO networks in Europe, employing a nuanced power perspective to assess their activities. Utilizing qualitative content analysis and discourse analysis, we scrutinise documents published by these networks. Our findings reveal that these networks strategically wield relational, structural, and notably, discursive power. They form discourse coalitions, employing shared narratives to amplify their collective influence. One salient narrative emerging from the data portrays CE as a solution to societal crises, a narrative leveraged by the networks to enhance the legitimacy of NGOs as educational actors and expand their influence. This study illuminates the potential impact of NGOs on CE policy and practice, underscoring the necessity for further research in this realm

Hwa, Y.-Y. (2025). ***Entry points in action: Examples of equipping, connecting, informing and empowering middle-tier education officials in India*** (1re éd.). https://doi.org/10.35489/BSG-WhatWorksHubforGlobalEducation-RI_2025/007

Jain, C., & Bergmann, J. (2026). ***Pour une prise de décisions éducatives fondée sur les données : le rôle des acteurs de niveau intermédiaire dans les pays à revenu faible et intermédiaire***. Consulté à l'adresse UNICEF Innocenti - Global Office of Research and Foresight website: https://www.unicef.org/innocenti/fr/media/12571/file/UNICEF-Innocenti-DMS-SCALE-Evidence-Review-Report-2026-FR.pdf

Jeangirard, É. (2026). **Le Baromètre français de la Science Ouverte 2025**. *Note Flash du SIES*, (04). Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2026-02/nf-sies-2026-04-39514.pdf
Les sections de technicien supérieur (STS) et assimilés accueillent 221 600 étudiants sous statut scolaire à la rentrée 2025, un effectif en hausse de 1,8 % par rapport à la rentrée précédente.

K, A. N. H., & Rahangdale, N. (2026). ***Strengthening State Open Schools: A Need for a Dedicated and Focused Policy for School Dropouts*** [Working paper]. Consulté à l'adresse National Institute of Public Finance and Policy website: https://EconPapers.repec.org/RePEc:npf:wpaper:26/443
India's school dropout problem is increasingly concentrated at the secondary stage. While participation at the elementary level is near universal, retention declines sharply after Grade 8, with fewer than two-thirds of students continuing to Grade 10 and less than half completing secondary education. Age-specific estimates show that over one-fifth of adolescents aged 14–17 are out of school, with exclusion concentrated in a small number of high-population states and disproportionately affecting girls and first-generation learners. This paper examines the role of India's open schooling system—centred on the National Institute of Open Schooling (NIOS) and State Open Schools (SOS)—in addressing secondary-stage exclusion. Using UDISE+ data, age-cohort out-of-school estimates, audited financial accounts of NIOS, and state-level institutional evidence, the paper finds a mismatch between the role envisaged for open schooling under the National Education Policy 2020 and its current institutional and financing arrangements. NIOS operates largely through fee-based financing, limiting accessibility for economically vulnerable learners, while State Open Schools show uneven capacity due to weak integration with state education planning. The paper argues that open schooling should be treated as core public infrastructure for secondary education rather

than a residual pathway. It concludes that public financing, stronger scheme convergence, and decentralised state-led delivery are necessary to strengthen secondary completion and support inclusive labour market outcomes.

Karsgaard, C., & Shultz, L. (2025). **Education as a Petro-Pipeline: Beyond the Limits of Education Research in the Face of Climate Change**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(4), 1225-1257. https://doi.org/10.53967/cje-rce.7101
Considering the key cause of climate-harming carbon emissions is the increased use of fossil fuels, we might expect research in education to engage in petrocriticism—a critical way of reading the world that deconstructs how fossil-fuelled cultural expectations and practices, or "petroculture," functions in education. To trace the intersection of fossil fuels and education, this article conducts a systematic literature review of both existing and emerging scholarship, engaging in a petrocritical reading of research themes to reveal the extent to which petroculture is naturalized and/or confronted. By examining both dominant research patterns and the notable silences, we conclude by making recommendations for how education scholarship can respond to climate science and contribute to a more livable future through research that takes up (a) petrocriticism, (b) mitigation and decarbonization, and (c) transformation toward alternatives.

Klipfel, J., & Silhol, J. (2026). **Un quart des sélectionnés aux JO d'hiver 2026 étaient étudiants en 2025**. *Note d'Information du SIES*, 1-5. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/un-quart-des-selectionnes-aux-jo-d-hiver-2026-etaient-etudiants-en-2025-100928
Un quart des sportifs représentant la France aux JO d'hiver de Milan 2026 étaient étudiants lors de l'année universitaire 2024-2025 ; sélectionnés aux JO ou non, les athlètes-étudiants sont plus jeunes, plus favorisés socialement et ont un meilleur profil scolaire que les autres étudiants.

La modernisation des systèmes éducatifs africains : Étude comparée et solutions. (2026). Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/la-modernisation-des-systemes-educatifs-africains/82044

Landolt, L., & Bauer, I. (2026). **Learnings of policy enactment: student perspectives on social justice in Zurich's selective secondary school admissions**. *Journal of Education Policy*, *41*(2), 220-242. https://doi.org/10.1080/02680939.2025.2511636
How does school policy enactment shape students' understandings of social justice? This paper addresses this question by offering a novel perspective on student voice and social justice within selective school admissions policy. Drawing on an ethnography with eight students aged 13–15 affected by a selective secondary school admissions policy to Zurich's Gymnasia, this paper strengthens calls within education policy studies to emphasize student voice. Using a theoretical lens shaped by Ball's policy enactment theory and Fraser's theory of social justice, it places student voice within the enactments of four groups of policy actors involved in this school transition: headmasters, teachers, parents, and students. Our findings show how policy actors' enactments of this selective admissions policy institutionalized a normative ideal of parental engagement that assumes socioeconomically privileged, German-speaking parents with knowledge about the Swiss education system. Influenced by reflections on their own and peers' familial backgrounds, students incorporated these enactments into personal

understandings of social justice, which involved both compliance with and critique of this policy. We highlight students' awareness of the structural and institutional influences shaping their educational trajectories and challenge the widespread notion of meritocracy within student narratives. We argue that these students' perspectives provide inspiration for reflecting on students' experiences navigating selective transitions elsewhere.

Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs. (2026). In P.-Y. Bernard, J. Berthaud, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. Consulté à l'adresse https://books.openedition.org/cereq/6886
Le Plan d'investissement dans les compétences (PIC) a fait de la formation un levier central pour favoriser l'accès à l'emploi des personnes les plus éloignées du marché du travail et répondre aux besoins de recrutement des entreprises. Déployé à grande échelle, il a donné lieu à une multiplicité de dispositifs, d'expérimentations et d'innovations pédagogiques. Mais quels effets concrets ces dispositifs produisent-ils sur les parcours des stagiaires, les pratiques des professionnels et l'organisation du système de formation ? À partir d'enquêtes de terrain et d'évaluations conduites dans différents territoires, cet ouvrage analyse les publics visés, interroge les catégories d'action publique, examine les modalités d'accompagnement et met en regard les objectifs affichés avec les réalités de mise en œuvre. Il montre la diversité des situations, les contraintes institutionnelles, ainsi que les décalages persistants entre intentions, usages et résultats.

L'école au coeur de la transition écologique : outils et perspectives pour l'éducation du XXIe siècle. (2026). Consulté à l'adresse https://esf-scienceshumaines.fr/education/522-lecole-au-coeur-de-la-transition-ecologique.html
« Face à l'urgence et à l'ampleur des défis écologiques, l'École joue un rôle fondamental dans la préparation de la société de demain et il lui faut prendre la mesure des exigences nouvelles qui s'imposent à elle. C'est ce que Corine Martel et Sylvain Wagnon proposent dans cet ouvrage. Il est nécessaire d'apprendre les «écogestes», mais aussi d'en comprendre le sens et la portée puisqu'il s'agit d'être solidaire avec tous les humains et de donner un avenir à notre planète. Il est essentiel d'aborder les questions écologiques à travers le prisme des différentes disciplines scolaires, à condition de voir comment tout cela «fait système» pour avoir une vision globale et claire des enjeux civilisationnels. Et il en est ainsi de toutes les questions du quotidien scolaire: les dépenses d'énergie et l'alimentation, la production des déchets et le cycle de l'eau, la végétalisation des cours de récréation… mais aussi l'ensemble des pratiques pédagogiques, la transmission des savoirs, le développement de l'entraide. C'est toute l'École, en lien étroit avec les partenaires de son territoire, qui doit s'engager collectivement pour incarner une nouvelle manière d'habiter le monde. Corine Martel et Sylvain Wagnon s'appuient sur des résultats de recherche et donnent de nombreux exemples d'initiatives et de propositions concrètes. Ils nous fournissent un véritable tableau de bord pour que l'École soit non seulement «au cœur» mais aussi en tête de la transition écologique. »--Quatrième de couverture

Lemistre, P. (2026). ***Postface – Programme(s) investissement dans les compétences : une politique publique à réévaluer ?*** https://doi.org/10.4000/15tyf

Dans cette postface, nous tentons une mise en perspective théorique d'un point de vue sur le dispositif du Plan d'investissement dans les compétences (PIC) et surtout sur les représentations qui motivent ce type de politique publique et leur modalité d'évaluation souhaitée, ceci en nous appuyant sur les contributions de l'ouvrage et en mettant la focale sur le rôle de la formation. En cela si nous partageons « le point de départ » de Pierre-Yves Bernard formulé en in

Li, M., & Yang, R. (2026). **English-medium journals as a bridge: A study of Frontiers of Education in China**. *Asia Pacific Education Review*, *27*(1), 61-74. https://doi.org/10.1007/s12564-023-09836-2
International scholarly relations have been hegemonic in form and Euro-American in content. In academic publishing, inequalities have been widely sustained. This case is even worse in the human and social sciences. Despite a wealth of literature on such a longstanding theme, little research has focused on actual measures to combat the hegemony. Empirical studies have been especially lacking. Against the backdrop of a rising Chinese power, establishing English-medium learned journals is proactively designated to project China's contemporary scholarship globally. Through content and citation analyses and interviews with three editors, this article empirically examines Frontiers of Education in China, China's first English-medium journal in education to investigate how China engages with the international community in educational research. Reporting both interrogation and reproduction of the Anglo–American hegemony, the study calls for substantial cross-cultural intellectual dialogue and epistemological pluralism.

Lièvre, A. (2026a). **Les effectifs des inscriptions en section de technicien supérieur sous statut scolaire en 2025-2026**. *Note Flash du SIES*, (03). Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-effectifs-des-inscriptions-en-section-de-technicien-superieur-sous-statut-scolaire-en-2025-2026-100953
Les sections de technicien supérieur (STS) et assimilés accueillent 221 600 étudiants sous statut scolaire à la rentrée 2025, un effectif en hausse de 1,8 % par rapport à la rentrée précédente.

Lièvre, A. (2026b). **Les effectifs en classes préparatoires aux grandes écoles à la rentrée 2025-2026**. *Note Flash du SIES*, (2026-02). Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-effectifs-en-classes-preparatoires-aux-grandes-ecoles-la-rentree-2025-2026-100950
Les classes préparatoires aux grandes écoles accueillent 87 100 étudiants à la rentrée 2025, soit un effectif stable cette année, après une forte hausse à la rentrée 2024.

Liu, X., Luo, J. H., Yun, T., & Lan, X. (2026). **Enhancing Academic Integrity: Drivers, Barriers, and Governance Pathways in China**. *Higher Education Quarterly*, *80*(2), e70107. https://doi.org/10.1111/hequ.70107
In recent years, the rapid growth in global research output has been accompanied by an increasing challenge of research integrity. This study, taking China as an example, systematically examines the drivers, barriers, and governance strategies of research integrity through policy text analysis and in-depth interviews, revealing a complex network of problems composed of institutional pressure, alienation of evaluation systems, and technical challenges. It finds the culture of 'publish or perish' resulting from a quantitative assessment system, uneven distribution of research resources, and lack of

enough academic ethics education to be the main barriers to research integrity. Although the government has established a multi-level governance system, policy implementation still faces challenges. With the rapid development of AI technology, new forms of academic misconduct pose challenges to the traditional regulatory model. Based on the research findings, this paper proposes suggestions to promote research integrity, ranging from passive compliance to active self-discipline.

Lugnier, M., & Marsollier, C. (s. d.). ***Les compétences psychosociales : une exigence pour soutenir la promesse émancipatrice de l'École républicaine***. Consulté à l'adresse IGÉSR website: https://www.education.gouv.fr/sites/default/files/document/les-comp-tences-psychosociales-une-exigence-pour-soutenir-la-promesse-mancipatrice-de-l-cole-r-publicaine-481052.pdf

Maillard, F. (2026). **Le CAP, un diplôme pour la qualification des actifs ?** *Éducation Permanente*, *246*(1), 117-128. https://doi.org/10.3917/edpe.246.0117
Destiné dès sa création aux apprentis, aux jeunes travailleurs et aux élèves, le certificat d'aptitude professionnelle est devenu au fil des années l'emblème de la qualification ouvrière avant d'être réduit dans les années 1970 au statut de plus petit diplôme délivré par le ministère de l'Éducation nationale. Instrument de politiques publiques qui l'ont mobilisé pour augmenter le niveau d'éducation, gérer des flux scolaires, puis pour certifier les publics les plus fragiles dans le système éducatif comme sur le marché du travail, il joue encore un rôle notable auprès des actifs. S'il offre encore à ses titulaires certaines garanties de protection sur le marché du travail, celles-ci se sont affaiblies sous l'effet des mesures qu'il a subies, souvent contradictoires, de la hausse généralisée du niveau d'éducation de la population et de la concurrence qu'elle impose pour accéder à l'emploi.

Manginlaud, C., & Baguio, J. (2026). **Awareness and Practices in the Implementation of the Child Protection Policy among Public Elementary School Teachers**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 117-123. https://doi.org/10.66074/HY87GT65
This study examined the relationship between teachers' awareness of the Child Protection Policy and their practices in implementing it in public elementary schools in Caraga District, Division of Davao Oriental. A descriptive-correlational design used survey data from 125 teachers selected through simple random sampling. Overall awareness was very extensive and overall practices were also very extensive. Awareness and practices showed a moderate positive and significant relationship. Multiple regression indicated that awareness domains explained 33.6% of the variance in practices, with the legal and policy framework and behavioral management as significant predictors, while responsibilities of schools was not. Findings highlight the need for sustained policy-oriented capacity building, school-level support systems, and consistent monitoring to translate awareness into protective classroom practices. Targeted refreshers on reporting pathways and childfriendly routines can strengthen everyday implementation and sustain safe school climate.

Mary, K., Nafaa, N., Giband, D., & Delage, A. (2025). **Les nouveaux fronts pionniers de l'éducation : développement exponentiel des privatisations et émergence des édupreneur-es**. *L'éducation en débats : analyse comparée*, (Numéro spécial). Consulté à l'adresse https://hal.science/hal-05424011

Mazereau, P., & Tardif Bourgoin, F. (2025). ***Mutations et hybridation des formations en travail social: les nouveaux cadres normatifs interrogés***. Consulté à l'adresse https://champsocial.com/book-mutations_et_hybridation_des_formations_en_travail_social_les_nouveaux_cadres_normatifs_interroges,1376.html#couv

Mello, M., & Garcia, J. (2026). ***Pentecostal Mayors, Sexual Education, and Teenage Pregnancy*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2602.19388
A growing literature documents how religious institutions shape behavior through social influence, but less is known about what happens when religious movements gain political power and use the tools of government to advance their agenda. We use a regression discontinuity design on close mayoral elections in Brazil to show that mayors from parties institutionally tied to Pentecostal denominations increase teenage fertility 3 per 1,000 higher (a 40% increase). This effect appears for cohorts exposed to middle school during the administration. Consistent with a school-based mechanism, we find that the likelihood that municipal schools offer sexual education programs falls by 12.5 percentage points, with no changes in state schools outside mayoral control. We also find elevated STD rates, and higher middle school dropout rates, while slightly older cohorts show no effects. Results are not explained by changes in contraceptive availability in public clinics, pointing to sexual education as the primary mechanism. We also find no effects from other right-wing parties, indicating the importance of institutional links to Pentecostal parties.

Merryweather, J. (2025). ***L'éducation dans les processus du plan national d'adaptation*** (p. 1-6). Consulté à l'adresse International Institute for Sustainable Development website: https://napglobalnetwork.org/wp-content/uploads/2026/02/education-nap-processes-FR.pdf?_gl=1*1mwcg4*_ga*MTk4MzY4NTc5NC4xNzczNzMzNTI2*_ga_21P6MVJ3RC*czE3NzM3MzM1MjUkbzEkZzEkdDE3NzM3MzM1NjQkajIxJGwwJGgw
L'intégration du secteur de l'éducation dans le processus du plan national d'adaptation (PNA) est essentielle : ce secteur est profondément touché par les changements climatiques, ce qui met en péril l'éducation de millions d'enfants chaque année. Il constitue également un pilier fondamental du renforcement des capacités d'adaptation des individus et des communautés. Élaboré par Save the Children et le Réseau mondial des PNA, ce rapport analyse l'inclusion du secteur de l'éducation, des enfants et des jeunes dans les processus des PNA, sur la base d'une analyse de 62 documents multisectoriels soumis à la CCNUCC au 30 juin 2025. Il a également Il présente des études de cas sur les expériences de différents pays et formule des recommandations pour améliorer l'intégration du secteur de l'éducation dans les processus des plans nationaux d'action.

Milana, M., & Tronca, L. (2026). **Exploring the contribution of NGOs to European education governance through social network analysis**. *Journal of Education Policy*, *41*(2), 268-288. https://doi.org/10.1080/02680939.2024.2440871
At the European level, interest groups contribute to public policy shaping and decision-making within and across political domains. However, the role of non-governmental organisations (NGOs), which respond to neither normative nor utilitarian rationality, as an interest group involved in European education governance needs further research. This study focuses on NGO1, a Brussels-based meta-organisation with a vested interest in

education. Adopting a structural interactionist approach and using Social Network Analysis, the study depicts how the organisations involved in NGO1's networks interacted over 2019–2023, defining its network governance. The results highlight how this meta-organisation is at the centre of a network governance structure that connects it to crucial EU institutions while supporting the emergence of some of its member organisations. This means that NGO1 can be helpful to its constituency: (i) to reinforce collaborative relations among themselves, creating, moreover, highly cohesive subgroups, potentially capable of exerting pressure on NGO1's stance and agenda-setting; and (ii) to team up with NGO1, perhaps under its coordination, for direct collaborations with EU institutions and lobbying concerning the EU agenda. The analytical strategy applied in this study could be used to extend the examination of other Brussels-based meta-organisations and their contribution to European Education Governance.

Mirabel Yuh, N., Pambe Miong, R. H., Fotsoh, C., & Mbah Okwen, P. (2025). ***Strengthening Foundational Literacy and Numeracy in Cameroon***. https://doi.org/10.53832/unlockingdata.1037
An output of the Unlocking data, https://unlockingdata.africa/

Miškolci, J., Vaďurová, H., & Gajzlerová, L. (2026). **Comparative critical policy analysis of inclusive education in Czech Republic and Slovakia 30 years post-Czechoslovakia**. *Journal of Education Policy*, *41*(2), 289-310. https://doi.org/10.1080/02680939.2025.2474930
Inclusive education not only stands as a well-established domain within educational sciences but also serves as a crucial concept in international educational policies. The Czech Republic and Slovakia, both sharing the communist legacy of ideology-driven and segregated education, endeavoured to enhance the inclusivity of their educational policies by amending their Schools Acts, redefining the concept of special educational needs, and implementing the system of support measures in 2015 and 2023, respectively. This study employs critical policy analysis to examine inclusive education policies in these countries, focusing on legislative texts, national strategies, curricula, and ministerial reports. Despite the pro-inclusive intentions underpinning the policy reforms, both deficit (medical) and expertocratic (professionalism) discourses persist in the current educational policies of both countries. Furthermore, the intertwining of deficit-based perception with neoliberal discourse exacerbates the issue of inclusion, as schools grapple with pressures to conform to competitive standards and economic efficiency.

Mitchell, R., Agbaire, J., Paulson, J., & Tikly, L. (2025). **Endogenous systems leadership of education provision during crises in low- and middle-income countries: A conceptual framework**. *PROSPECTS*. https://doi.org/10.1007/s11125-025-09732-0
Abstract This article advances the case for an 'endogenous systems leadership' approach to the provision of inclusive and equitable quality education for all in times of crisis. It draws on theoretical work which addresses complexity in education systems, systems leadership in education, coloniality within education, and international partnerships in low- and middle-income countries (LMICs) to propose an endogenous systems leadership framework. This is developed and illustrated with reference to three UNESCO International Institute for Educational Planning (IIEP) case studies on the leadership of education during crisis, in Burkina Faso, Jordan, and Kenya, respectively. The framework incorporates the recognition of education as a complex system and responds to the need to democratize governance for inclusive and equitable provision.

The article identifies opportunities for national and international actors in LMICs to deliver on such an approach through heuristics to inform dialogue and decision-making in relevant policy, practitioner, and research communities.

Mokeddem, L. (2026). **Il suffit d'innover… Innover : un mythe ou une réalité**. In P.-Y. Bernard, J. Berthaud, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty0
Pour répondre aux objectifs de création de parcours sans rupture, individualisés et modularisés fixés par le Plan d'investissement dans les compétences (PIC), les conseils régionaux ont lancé plusieurs expérimentations. Ces dispositifs expérimentaux ont ainsi permis aux Régions de viser une réponse aux besoins de publics diversifiés, au travers d'actions nouvelles et dites innovantes. Mais quelle forme prend cette innovation ? Qu'a-t-elle apporté en termes de réponses aux besoins des publics, des territoires et des entreprises ? Suffit-il d'innover pour transformer les pratiques et améliorer la construction de parcours individualisés ? Pour répondre à cette question, nous utiliserons des illustrations issues de différentes évaluations réalisées par le cabinet Itinère Conseil pendant la durée du PIC et des Pactes régionaux d'investissement dans les compétences (PRIC) pour confronter le mythe et la réalité. D'une part, nous verrons quelle forme a pris l'innovation proposée par les conseils régionaux et en quoi elle a permis de renouveler les approches. Nous nous appuierons ainsi sur les travaux d'évaluation du PRIC en Bourgogne-Franche-Comté et notamment les blocs de compétences dans le BTP, l'évaluation Prépa Projet Bretagne (volet qualitatif), l'évaluation du PRIC Hauts-de-France et en particulier l'étude de cas portant sur l'expérimentation Parcours Intégrés, l'évaluation de la politique régionale de formation en Nouvelle-Aquitaine, avec un focus sur l'appel à projets « AFEST ». Pour chacune de ces expérimentations, nous regarderons ce que ces formats ont pu apporter de nouveau à l'accompagnement des publics. Nous verrons ensuite que malgré les volontés de transformation, l'innovation « technique » ne garantit pas, seule, l'évolution des pratiques de l'ensemble de l'écosystème (prescripteurs, organismes de formation et entreprises).

Molénat, X. (2026, mars 10). **Tout comprendre à la situation financière des universités en trois minutes**. Consulté 11 mars 2026, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/tout-comprendre-a-la-situation-financiere-des-universites-en-trois-minutes/00117995
Le déficit de nombreuses facs devrait encore se creuser en 2026. Les personnels de l'enseignement supérieur et de la recherche sont appelés à se mobiliser ce 10 mars contre le sous-financement chronique.

Muijs, D. (2025). ***Turning data into wisdom: effective and ethical data use in educational planning*** (p. 20). Consulté à l'adresse Regional Centre for Educational Planning Sharjah (United Arab Emirates) website: https://curated-library.iiep.unesco.org/fr/node/58428
In an era of increasing digitization, educational institutions are becoming progressively data-rich but not necessarily data-wise. The effective use of data is critical to improving educational equity, planning, and personalized learning. However, the challenges of data overload, poor data quality, lack of educator data literacy, and ethical concerns undermine its potential. This paper explores how education systems can convert raw data into actionable wisdom using the DIKW model (Data-Information-Knowledge-Wisdom), highlighting the importance of context, human judgment, and ethical

practices. Through examples and research insights, it proposes frameworks for ethical, inclusive, and impactful data use.

Niemi, H. (2025). ***Policy and planning through education data for equity and quality of learning***. Consulté à l'adresse Regional Centre for Educational Planning Sharjah (United Arab Emirates) website: https://rcepunesco.ae/cms/WorkingPapers/Data-Driven_Learning_by_Hannele_Niemi_WP_EN.pdf
The policy brief highlights how evidence and data can effectively inform policy and planning. After a brief history of EBP (Evidence-based Policy), it considers the recent global demands in education and discusses the importance of contextualizing data for successful implementation. The educational planning for improvements is reflected in the frameworks of enhancement-led and communicative evaluation concepts. There are three functions of data: (1) revealing the current state of education, (2) anticipating future developments and identifying necessary improvements, and (3) involving partners for cooperation at all levels of the educational ecosystem. The purpose of the data for enhancement-led evaluations is to improve education. The EBP data is part of quality assurance, especially in quality enhancements; both quantitative and qualitative methods are needed to deepen and contextualize reasons for challenges and opportunities in education. Making a transformation in education towards equity and quality of learning requires trustworthy data at different levels of the education ecosystem (macro, meso, and micro levels). Cooperation and information sharing across these levels and with other societal partners are essential for achieving sustainable improvements in both national and local educational settings. In conclusion, five recommendations are presented to advance quality and excellence in education.

Nkansah, E., Nyathi-Mohohlwane, N., Opare-Kumi, J., & Trupin, R. (2025). ***Evidence use for policy planning and implementation from Ghana and South Africa*** (1re éd.). https://doi.org/10.35489/BSG-WhatWorksHubforGlobalEducation-RI_2025/006

OECD. (2026a). ***Empowering schools' improvement: Insights from PISA for Schools case studies*** (PISA in Focus No 132; 132e éd.). https://doi.org/10.1787/50f6b0e5-en

OECD. (2026b). ***Reimagining Teaching in an Accelerating World***. https://doi.org/10.1787/d0edfe8c-en

OECD. (2026c). ***Teaching relationship skills: Evidence from classrooms to inform policy*** (Teaching in Focus No 47; 47e éd.). https://doi.org/10.1787/d882368e-en

O'Flynn, T., & Schultz, W. (2026). ***Global horizon scan: an overview of disruptors and transformers impacting education systems*** (p. 1-68). Consulté à l'adresse Global Partnership for Education KIX ; International Development Research Centre website: https://www.gpekix.org/sites/default/files/2026-01/GPE%20KIX%20global%20horizon%20scan%20report_final.pdf

Olsen, B., & Curtiss Wyss, M. (2025). ***Unlocking the potential of middle-tier education governance for scaling impact in low- and middle-income countries***. Consulté à l'adresse Center for Universal Education at Brookings (USA), CUE website: https://www.brookings.edu/articles/unlocking-the-potential-of-middle-tier-education-governance-for-scaling-impact-in-low-and-middle-income-countries/

Poucet, B., Cahon, J., & Maillard, A. (2026). **Les sciences de l'éducation : genèse, devenir, finalités. L'exemple de l'Université de Picardie Jules Verne (1974-2024)**. In *https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=2150*. Consulté à l'adresse https://www.septentrion.com/fr/book/?gcoi=27574100057080
Cette étude socio-historique explore pour la première fois la naissance et l'implantation des sciences de l'éducation dans une université de taille moyenne, à Amiens. Elle ouvre également une réflexion épistémologique : s'agit-il d'une discipline à part entière ou d'un carrefour entre plusieurs champs du savoir ? Au-delà de la mémoire, nourrie par les témoignages des pionniers de 1974, l'ouvrage retrace la manière dont la discipline s'est construite et organisée. Il en déploie les trois dimensions essentielles : l'enseignement (UFR de sciences humaines et sociales, IUFM, formation continue), la recherche (à travers divers laboratoires) et la diffusion des savoirs (notamment via la revue Carrefours de l'Éducation). En plaçant l'expérience amiénoise dans une perspective nationale et internationale, ce volume propose ainsi une véritable plongée dans l'histoire et les enjeux d'une discipline ou d'un carrefour de disciplines en quête de légitimité et d'identité.

Robson, J., Puttick, S., & Finnegan, W. (2026). **Rethinking education and training for the climate: individuals, systems, narrative skills and economic transformation**. *Oxford Review of Education*, *52*(2), 161-176. https://doi.org/10.1080/03054985.2025.2604227
Education and training (E&T) for the climate is gaining prominence in educational discourse. However, there is a danger that approaches focus on individual responsibility and changing the behaviours of learners rather than critically understanding and changing the system-level drivers of the climate crisis. Picking up litter is much more likely to be discussed than extractive economics. Therefore, we argue that the purpose of E&T for the climate should be radically rethought, empowering learners to become agents of system-level economic change, placing the prosperity of people and planet at its core. Here, we present a theoretical, normatively driven vision for E&T's role in economic transformation, drawing critically on our previous research to argue for narrative and 'narrative skills' as central to this change. Humans are inherently narrative beings, and narrative enables us to make sense of the world around us and craft new futures as a collective endeavour. Narratives are drivers of social change and have underpinned key economic transformations over the last three centuries. We build on these ideas and draw together philosophical, sociological, and economic accounts of narrative to argue that E&T for the climate is enhanced through deeper engagement with narrative.

Ruiz, M. Á. R., & Gómez, M. O. (2026). **Policies of Early Childhood Education and Care (ECEC) in Andalusia (Spain): Development, Trends and Privatization Effects**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 39-58. https://doi.org/10.7358/ecps-2025-032-rior
This article analyses the consequences of the development of the Early Childhood Education for 0 to 3 years old model implemented in Andalusia (Spain), whose enrolment achievements have been based on extensive reliance on private providers. The analysis is based on in-depth interviews and statistical data from official sources. The findings show how reliance on a privatized model generates economic and territorial barriers to access, as well as affecting the quality of services and schooling conditions. These are negatively affected by the economic constraints of private schools, worse working conditions and difficulties in training and coordination. As a result, schools prioritize basic welfare aspects over educational projects and pedagogical innovation.

Sane, M. V. L. (2026a). ***Leadership pour l'apprentissage en Afrique : méta-analyses recentes, pratiques efficaces et... 21 responsabilites***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/leadership-pour-l-apprentissage-en-afrique/82246
S'appuyant sur les méta-analyses internationales et africaines les plus robustes, cet ouvrage propose une grille opérationnelle du leadership éducatif, articulant curriculum, évaluation et développement professionnel au plus près des classes, avec des preuves d'impact claires et actionnables. Au-delà des slogans, il détaille 21 responsabilités concrètes pour structurer le travail des chefs d'établissement, inspecteurs, formateurs et équipes pédagogiques: clarifier les objectifs d'apprentissage, rendre visibles les critères, organiser des routines courtes de feedback, outiller les enseignants avec des artefacts simples mais exigeants, et piloter à l'aide de tableaux de bord frugaux centrés sur la progression réelle des élèves. Ce que le lecteur y trouvera : • Une synthèse critique des preuves (effets, conditions, limites) • Des protocoles prêts à l'emploi pour la classe, l'établissement et le réseau • Des indicateurs sobres, alignés sur les seuils de maîtrise • Des outils de passage à l'échelle par paliers (PDIA, amélioration continue)

Sane, M. V. L. (2026b). ***L'éducation africaine à l'épreuve des résultats : strategies, pratiques et perspectives***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/l-education-africaine-a-l-epreuve-des-resultats/82248
Dans un contexte de pressions démographiques, de contraintes budgétaires et d'injonctions à la qualité, cet ouvrage propose une feuille de route opérationnelle pour améliorer durablement les apprentissages en Afrique subsaharienne. Il articule des preuves empiriques, des cadres de gestion publique et des outils de pilotage afin de passer d'intentions à des résultats mesurables et équitables. Structuré en cinq chapitres, il pose d'abord la problématique et la quête de résultats (chap. 1), puis établit le cadre conceptuel de la gestion axée sur les résultats et son ancrage africain (chap. 2). Il détaille la planification stratégique et la budgétisation axées sur les résultats (chap. 3), précise les conditions de mise en œuvre et de suivi-évaluation continus (chap. 4), et conclut par les mécanismes de redevabilité et d'apprentissage organisationnel pour ancrer l'amélioration dans la durée (chap. 5). À chaque étape : indicateurs frugaux, tableaux de bord, boucles de rétroaction et exemples contextualisés. Ce livre s'adresse aux décideurs et cadres des ministères de l'Éducation, responsables d'académies et d'inspections, partenaires techniques et financiers, chefs d'établissement, formateurs, chercheurs et étudiants en sciences de l'éducation et en politiques publiques. Un guide utile pour concevoir, financer, mettre en œuvre et évaluer des politiques éducatives centrées sur l'équité et les résultats.

Skerritt, C. (2026). **Little-p policy production: exploring policy making in schools through the analytic of policy enactment**. *Journal of Education Policy*, *41*(2), 180-198. https://doi.org/10.1080/02680939.2025.2515570
The research literature on how policies are performed in schools is characterised by either implementation or enactment studies, depending on the onto-epistemic grounding of researchers and the thinking tools they use. Policy making as the preserve of politicians and civil servants in ministries is privileged while policy making initiated in schools receives insufficient attention. Locally driven internal institutional policies made in schools by members of school communities can be understood as 'little-p policies' and in this paper, I empirically illustrate examples of little-p policy practices in policy making. In doing so I hope to advance policy enactment research by not only promoting its utility as an

analytic to policy researchers but by encouraging enactment studies to now tend to little-p policies, the trajectories of policies, and a wider range of policy actors.

Thune, T., & Borlaug, S. B. (2026). **Becoming Similar, but Drifting Apart: Partnerships Between Universities and Public Research Organizations**. *Minerva*, *64*(1), 107-132. https://doi.org/10.1007/s11024-024-09563-x
Many national research and innovation systems include higher education institutions and public research organizations (PRO) with different mandates and tasks. This paper investigates what happens to the relationship between a university and a PRO when they are increasingly pushed towards fulfilling similar tasks and functions. We investigate this through a historical case study of the relationship between a university and a PRO within the field of science and technology and draw on concepts from the institutional logics and institutional complexity literatures to frame the study. We find that in the early phase of the relationship, institutional complexity was handled through a strategy of "structural differentiation" where the university outsourced the commercial logic to the PRO, but in practice the two operated as integrated organizations. In the later phases, growing external demands and internal developments led to a "blending" strategy where the university reincorporated the commercial science logic. This had a fundamental impact on the relationship between the two organizations in terms of increased competition and blurring of roles, which led to increased structural and operational separation. Our study underlines the importance of considering wider, and often unintended, ramifications of policies on the research and innovation system as a whole.

Twabi, H., Kadzamira, E., Chiwaya, P., & Saddick, L. (2025). ***Unlocking the Power of Foundational Learning Data in Malawi: Strengthening Data Use and Knowledge Generation for Policy Impact***. https://doi.org/10.53832/unlockingdata.1033
An output of the Unlocking data, https://unlockingdata.africa/

UNESCO. (2026). **Lead with Youth — 2026 GEM Youth Report**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4199* [Report]. Consulté à l'adresse https://www.unesco.org/gem-report/fr/publication/2026youthreport
Ce rapport fournit la première évaluation mondiale de référence sur la manière dont les gouvernements impliquent les organisations de jeunes et d'étudiant·es dans l'élaboration des politiques éducatives. Fondé sur des enquêtes adressées aux gouvernements et aux organisations de jeunesse, il révèle un décalage entre l'existence de mécanismes de consultation et l'influence réelle des jeunes sur les politiques éducatives. Seul un gouvernement sur trois est tenu par la loi ou par une politique publique de consulter les jeunes dans l'élaboration des politiques éducatives. Le rapport a été publié à l'occasion de la Journée internationale de l'éducation (24 janvier 2026).

UNICEF & SEAMEO (Southeast Asian Ministers of Education Organization). (2025). ***SEA-PLM 2024 main regional report. Children's learning in six Southeast Asian countries***. Consulté à l'adresse UNICEF website: https://www.unicef.org/eap/media/20691/file/SEA-PLM-2024-Main-Regional-Report.pdf

Wang, S., & Xie, M. (2026). **Cultivating diversity and inclusion: a transformative approach to legal education in contemporary China**. *International Journal of Inclusive Education*, *30*(4), 681-703. https://doi.org/10.1080/13603116.2025.2490593

Ward, M., & Powell, L. (2026). **The lived experiences of primary and secondary education for autistic university students**. *International Journal of Inclusive Education*, *30*(4), 732-748. https://doi.org/10.1080/13603116.2025.2490596

Weisser, R. A. (2026). **Run, graduate, run: Internationally mobile students' reactions to changing political landscapes in Europe**. *Public Choice*, *206*(3), 455-487. https://doi.org/10.1007/s11127-025-01313-1
Over the last decades, Europe has attracted an increasing number of internationally mobile students. The related influx of talent into European labour markets constituted an important factor in the knowledge economy. This research addresses the question of whether changing political landscapes in Europe, such as increasing support for right-wing parties, could translate into a diminishing attractiveness of European economies. To this end, international graduates' staying behaviour in 27 European destination countries is compared based on bilateral stay rates for 144 countries of origin from 2009 to 2019. International graduates are found to display a notable sensitivity concerning the electorate's preferences: If the potential median voter is located on the right of the political spectrum, the number of international graduates willing to stay declines by about one quarter. This effect is stronger in election years when voters' political preferences become more salient. Further results suggest that international graduates are also more prone to leaving if the political centre erodes or one of the political fringes becomes too dominant. Eventually, this amounts to a considerable loss for European economies since international graduates have acquired destination country-specific human capital and are easily integrated into host societies.

Wider, W., Tanucan, J. C. M., Tee, M., Jiang, L., Udang, L. N., Fauzi, M. A., … Muna, F. (2026). **Research trends in inclusive education for students with disabilities: a bibliometric analysis**. *International Journal of Inclusive Education*, *30*(4), 804-826. https://doi.org/10.1080/13603116.2025.2495819

Xie, Y., & Yusuf, A. (2026). **Advancing scientific literacy: A systematic review of trends, pedagogies and challenges in the 21st century**. *Review of Education*, *14*(1), e70140. https://doi.org/10.1002/rev3.70140
This study synthesized the current evidence on how SL is being advanced through pedagogical strategies, identified global and regional publication trends, and uncovered challenges educators and policymakers encounter in promoting SL. We conducted a systematic review of 54 peer-reviewed articles retrieved from Scopus, Web of Science, IEEE, Wiley and ScienceDirect. All studies were screened and analysed using the EPPI Reviewer tool to ensure rigour and consistency. Findings revealed distinct publication and regional trends, with the majority of studies focused on secondary education and concentrated in North America and Asia. Prominent pedagogical approaches included inquiry-based learning, problem- and project-based learning, socio-scientific issues, explicit instruction on the nature of science (NOS) and technology integration. However, advancing SL continues to face several challenges, including rigid curricula, inadequates 10763 teacher preparation and limited access to resources. Three key gaps emerged from the review: limited focus on SL in primary education, a lack of qualitative and mixed-methods studies, and a striking underrepresentation of research from Africa, South America and Oceania. We recommend that future studies adopt broader methodological frameworks and focus on underexplored educational levels and regions to ensure more equitable and globally relevant SL research. Context and

implications Rationale for this study: Despite growing interest in scientific literacy (SL), existing reviews often focus narrowly on single pedagogical approaches or regions. This study was undertaken to provide a structured synthesis of trends, strategies and challenges shaping SL research in the early 21st century, with attention to methodological and contextual gaps. Why the new findings matter: The findings show that progress in SL is constrained by the lack of instructional strategies and systemic constraints related to curriculum design, teacher preparation and resource availability. This highlights the need to move beyond isolated innovations toward more coherent and context-sensitive implementation. Implications for researchers and educational institutions: Researchers are encouraged to adopt more qualitative, mixed-method and context-responsive designs, particularly in underrepresented regions and primary education. Educational institutions should align curricula, professional development and resource provision to support sustained implementation of inquiry-oriented and socio-scientific approaches.

Yang, Y., & Chia, Y.-T. (2026). **Reflection on China's higher vocational education entrance examination: lessons from the imperial examination in modern China**. *Asia Pacific Education Review*, *27*(1), 313-324. https://doi.org/10.1007/s12564-023-09881-x
The higher vocational education entrance examination is crucial not only for improving China's vocational education system but also for promoting economic development. Although China has placed an unprecedented emphasis on reforming the higher vocational education entrance examination in recent years, this reform is still fraught with many challenges. Very few studies have attempted to draw lessons from history for China's current reform of the higher vocational education entrance examination. This study fills this gap by examining the connections between the imperial examination and China's vocational education during the late Qing Dynasty and early Republic period to shed light on China's current reform of higher vocational education entrance examination. The institutional logics theory has provided useful tools for this study. Drawing lessons from the past, this study makes the following suggestions: (1) the need to transform a social environment dominated by academic and official oriented institutional logics into a one that is more influenced by the logics of craftsmanship spirit; (2) the need to readjust the examination content for the higher vocational education entrance examination; and (3) the need to establish a national unified higher vocational education entrance examination system to ensure students' equity and fairness. This study calls for more research on the imperial examination to shed light on the reform of China's contemporary higher vocational education entrance examination.

You, Y., & Yang, X. (2026). **Modernizing education with Chinese characteristics? The Chinese academic discourse on education modernization (1985–2021)**. *Asia Pacific Education Review*, *27*(1), 89-101. https://doi.org/10.1007/s12564-023-09853-1
Academic work in China has proliferated in response to the persistent and recently intensified policy interest in education modernization, which, however, has received little scholarly attention. This paper explores the Chinese academic discourse on education modernization from 1985 to 2021. Three main patterns have emerged from the literature: (1) localizing Western modernization theory; (2) innovating a "new Chinese culture" through synthesizing the Chinese and Western merits; and (3) interpreting the "Chinese road" to education modernization. By comparison with the historical intellectual discourse, this paper illustrates that a unilinear notion of time, a dichotomous view of "China–West," and deeply rooted nationalism have conjointly characterized the

contemporary academic discourse, enabling Chinese scholars to envision the progress of education and justify what policymakers desire in education. Thus, the current construction of education modernization with Chinese characteristics has been continuously underpinned by the Western modernist framework, while imagining education inspired by Chinese cultural resources has been restricted.

Zembylas, M. (2026). **Neuroliberalism in global education policy: towards a critical framework of neuroliberal governance in education**. *Journal of Education Policy*, *41*(2), 139-155. https://doi.org/10.1080/02680939.2024.2406376
This paper takes on the recent surge of neuroscience in global education policy and argues that the concept of neuroliberalism provides an insightful perspective through which to understand and critically analyze the contemporary mobilization of neurosciences within education. In particular, the paper unpacks the notion of neuroliberal governance as a context for examining emerging forms of behavioral government in education, and proposes a critical framework to enhance a research agenda on the implications of neuroliberalism in education policy and practice. The discussion explores the challenges for education scholars engaged in research and analysis that aims to bring the consequences of neuroliberal governance into view. In its account of what a critical neuroliberal framework might offer, the paper suggests that analyzing the ethical and political implications of neuroliberal governance in education is essential for unpacking the policy enthusiasm for neuroscience and its global reach.

Zheng, J., & Wu, H. (2026). **Revival of "internationalization" in mainland Chinese universities with Christian roots? Historical and empirical inquiries in overseas experienced talent recruitment**. *Asia Pacific Education Review*, *27*(1), 173-185. https://doi.org/10.1007/s12564-023-09889-3
Given that the recruitment of overseas returnees has become a strategic approach to facilitate the internationalization of higher education (HE) in mainland China, this paper adopts historical and empirical approaches to explore this phenomenon. By examining two Chinese universities with pre-1949 Christian roots, it intends to identify successful historical experiences with recruiting talent and current challenges and problems with this strategy concerning HE internationalization. Data were collected through historical files, policy documents, interviews, and observations. The research found that the role of the current wave of talented overseas returnees has not been fully operative in HE development for institutional and macrolevel reasons, such as utilitarianism and an unhealthy academic culture, which dominate academic communities at the local level and beyond.

Pratiques enseignantes

Agarwal, R., & Gaule, P. (2026). ***Developing Math Talent Worldwide: Evidence from a Global RCT*** (Working paper N° 18381). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18381
Exceptional talent accounts for a disproportionate share of innovation, yet many individuals with exceptional ability may never realize their potential. Whether expanding access to advanced training generates learning gains remains an open question. We study this using a randomized controlled trial with 620 highly gifted students from 44 countries, nominated by national Olympiad organizations. Participants were randomly assigned either to an 18-week advanced

combinatorics course by Art of Problem Solving or to independent study using equivalent materials. Assignment to the course increased final-exam performance by 0.16 standard deviations. Engagement varied widely: roughly half of assigned students participated minimally, and baseline characteristics explain little of this variation (RÂ² â‰ˆ 0.10). Using random assignment as an instrument for engagement, we estimate learning gains of 0.66 standard deviations among fully engaged students. Among those who later competed in the International Mathematical Olympiad, students assigned to the course performed better on combinatorics problems. Overall, access to advanced training yields large gains when engagement is sustained, but access alone does not reliably induce engagement.

Araya, F., Blanchard, P., Cardenas, J.-C., Failache, E., & Perazzo, I. (2025). ***Otra forma de enseñar microeconomía: evaluación de impacto del proyecto CORE-ECON en la FCEA*** (Working paper N° 25-16). Consulté à l'adresse Instituto de EconomÃa - IECON website: https://EconPapers.repec.org/RePEc:ulr:wpaper:dt-16-25
Taking advantage of a random assignment to a conventional introductory microeconomics course or to a course based on the CORE Project (Curriculum Open-Access Resources in Economics) in Uruguay, we provide causal evidence on the effects of CORE on students 'academic experience, study practices and academic performance. Consistent with the project 's objectives, our results show that students assigned to CORE are 18% more likely than those in the traditional course to believe that the course contributed to their academic and professional formation. Furthermore, assignment to CORE reduces the probability of students paying for private microeconomics tutoring outside of school and increases both class attendance and the probability of study in group. Lastly, we do not observe systematic differences in course pass rates. We also find no significant differences in the simultaneous calculus course or an advanced microeconomics course. Therefore, we find no evidence of disadvantages in subsequent related courses of using CORE-based courses.

Aubert-Lacombe, P. (2025). **Peut-on encore faire lire à l'université ? : L'arpentage comme réponse pédagogique à l'usage des intelligences artificielles génératives**. *Enseigner, apprendre, accompagner : perceptions croisées des transformations à l'ère du numérique*. Consulté à l'adresse https://hal.science/hal-05311289
Les intelligences artificielles génératives peuvent résumer en quelques instants un texte scientifique et réduire considérablement les efforts des étudiants pour se familiariser à ce matériel indispensable de la recherche. C'est notamment le cas pour les étudiants marqués par une insertion fragile dans les études supérieures et contraints par la nécessité de concilier un emploi salarié avec leur formation universitaire.Dans ce contexte, comment maintenir un apprentissage des savoir-faire universitaires par la lecture critique ? Pour offrir des pistes de solution aux bouleversements que connait l'enseignement supérieur, cette contribution entreprend une réflexion autour du recours à l'arpentage pour renouveler les interactions pédagogiques entre les enseignants-chercheurs et les étudiants. Ce projet repose sur l'hypothèse que le recours aux intelligences artificielles génératives est – dans une mesure probablement modérée, mais significative – une réponse à un sentiment d'illégitimité éprouvé par les étudiants, lié à la fois à leur représentation de leur capacité à juger un texte scientifique et à la charge importante de travail personnel qu'ils doivent supporter. Pour examiner l'intérêt de recourir à l'arpentage pour revaloriser les rapports socioaffectifs des étudiants à la lecture, cette analyse croise des notes ethnographiques et les réponses d'une centaine d'étudiants de première année de licence à un questionnaire autoadministré. La collecte de ces données fait suite à l'expérimentation de

vingt- quatre sessions d'arpentage durant des séances de travaux dirigés dont la structure est détaillée dans le texte. On trouvera parmi ces éléments les codes librement accessibles d'une application ad hoc développée pour faciliter le déroulement des séances. Les résultats de l'enquête mettent en avant l'intérêt de l'arpentage pour renforcer le sentiment de légitimité des étudiants au moment de juger des textes scientifiques. Toutefois, cette étude démontre également que les intelligences artificielles génératives ne peuvent pas simplement être écartées des stratégies pédagogiques. Elles doivent être pleinement intégrées dans la relation d'apprentissage, y compris lorsque l'on a recours à des méthodes aussi participatives que l'arpentage.

Barbachoux, C. (2026). ***De la reproduction à la reconstruction conceptuelle : vers un " Constructive Victory Learning Model " en éducation Le rôle des " Instants Victoire "***. Consulté à l'adresse https://hal.science/hal-05542291
Contemporary educational systems remain largely organized around a transmissive model of teaching in which academic success is frequently measured by students' ability to reproduce taught knowledge or procedures. However, the correct reproduction of content does not necessarily guarantee deep conceptual understanding. This article proposes an alternative pedagogical perspective based on the idea that meaningful learning emerges through the active reconstruction of conceptual structures by learners. We introduce the concept of an Instant of Victory, defined as the cognitive moment in which a learner resolves a conceptual tension and reconstructs the coherent structure of a concept or principle through their own intellectual activity. Building on this notion, the article proposes a theoretical framework called the Constructive Victory Learning Model (CVLM). This model conceptualizes learning as a cognitive dynamic composed of four phases: cognitive tension, intellectual exploration, the Instant of Victory, and conceptual reconstruction. The model highlights the constructive role of error, inquiry, and problem-based situations in the emergence of understanding. It also suggests important pedagogical implications for the design of learning environments, the role of the teacher, and assessment practices that prioritize conceptual production and intellectual discovery rather than mere reproduction of knowledge.

Bédard, D. (2025). **Des conditions pour apprendre et comprendre à l'école : un outil d'analyse, de compréhension et d'interprétation**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 29-33. https://doi.org/10.7202/1122413ar
Ce texte s'adresse à tout acteur de la scène pédagogique au secondaire, mais en particulier aux personnes enseignantes. À titre d'auteur de ce texte, je m'appuie sur différentes sources bibliographiques (voir les références), mais aussi sur mes expériences à titre d'enseignant (au secondaire et à l'université), de conseiller pédagogique (au collégial) et de chercheur (à l'université).

Ben-Rebah, H., Lirtes, N. C., & Carnus, M.-F. (2025). **Le rapport au numérique : un outil heuristique pour différencier en formation à distance**. *Mesure et Évaluation en Éducation*, *48*(1), 119-153. Consulté à l'adresse https://edition.uqam.ca/mee/article/view/3719
Despite the flexibility and accessibility of distance learning (DL), learning management systems (LMS) often remain rigid and disconnected from learners' everyday practices. To address this limitation, we introduce GENeSPRIT, a private workspace generator that enables learners to build and manage their own personal learning environments (PLEs). Grounded in a clinical didactic epistemology, this study investigates how the digital relationship can serve as a lever to

differentiate learning practices within an innovative LMS. Findings reveal unique learner profiles, enabling more personalized training. They also suggest heuristic avenues for designing adaptive LMS better suited to student needs.

Berkouki, A. E. (2026). **Evaluating Teacher Training Effectiveness in Morocco: A Mixed-Methods Analysis of CRMEF Programs and Their Impact on Classroom Practice**. *Social Science and Human Research Bulletin*, *03*. https://doi.org/10.55677/sshrb/2026-3050-0103
This study examines the effectiveness of teacher training programmes in Morocco's Regional Centres for Education and Training Professions (CRMEF) in preparing educators for 21st-century classrooms. The research responds to Morocco's concerning performance in international assessments, with TIMSS 2023 results showing primary students scoring 393 in mathematics and 390 in science, while middle school students scored 378 and 327 respectively. Using a convergent mixed-methods design, we surveyed 384 newly qualified teachers and conducted in-depth interviews with 45 teacher educators across six regions. Results indicate significant gaps between theoretical preparation and practical classroom demands, with only 42% of new teachers feeling adequately prepared for Morocco's multilingual educational context. While CRMEFs excel in subjectmatter knowledge delivery (78% satisfaction), they fall short in preparing teachers for classroom management (38%) and differentiated instruction (35%). Regression analysis revealed that practicum experience quality was the strongest predictor of overall preparedness ($\beta = 0.42$, $p < 0.001$). The study proposes a comprehensive framework for reforming teacher training, emphasising extended practical experience, enhanced mentorship, and better integration of local educational contexts. I. INTRODUCTION 1.1. Background and ContextMorocco's educational system stands at a critical juncture, balancing ambitious modernisation goals with persistent challenges in quality and equity. The Kingdom's Strategic Vision 2015-2030 for educational reform identifies teacher quality as the cornerstone of educational improvement, recognising that no education system can exceed the quality of its teachers (CSEFRS, 2015). This recognition comes at a time when Morocco faces significant educational challenges, as evidenced by its position at 154th out of 218 countries in the Global Education Index 2024, and concerning trends in student achievement across multiple international assessments. The urgency of addressing teacher preparation quality is underscored by Morocco's substantial investments in education, which consume approximately 26% of the national budget, yet yield outcomes that fall significantly short of regional and international benchmarks. The complexity of Morocco's educational landscape is characterised by multiple intersecting factors that directly impact teacher training needs. The country's unique multilingual education policy, incorporating Modern Standard Arabic, Moroccan Arabic (Darija), Amazigh, French, and increasingly English, demands sophisticated linguistic and pedagogical competencies from teachers that traditional training models may not adequately develop (Boutieri, 2016). This linguistic diversity represents both a cultural asset and a pedagogical challenge, requiring teachers to navigate complex code-switching practices while maintaining educational quality across different linguistic contexts. The 2011 constitutional recognition of Amazigh as an official language, alongside Arabic, has added new dimensions to these challenges, as schools struggle to implement trilingual education policies without adequately prepared teachers. Furthermore, Morocco exhibits stark urban-rural disparities in educational access and quality that profoundly shape the demands placed on teachers. Rural areas, which house approximately 40% of the population, experience teacher shortage rates of up to 60%,

Besite, D., & Baguio, J. (2026). **Sustainable Development Practices and Shared Vision Management of Teachers in Public Elementary Schools**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 78-84. Consulté à l'adresse https://hal.science/hal-05492416
This study investigated the relationship between sustainable development practices and shared vision management among 157 public elementary teachers in Paquibato District, Davao City. Using a quantitative descriptive-correlational design, the study assessed five sustainability domains and five shared vision indicators. Teachers reported moderate overall sustainable development practices, rating economic and social aspects highest, while shared vision management was rated high. Correlation analysis showed a positive association between the variables. However, the regression analysis yielded non-significant results, suggesting a need for clearer reporting in predictive models. Despite this, the findings indicate that sustainability practices and shared vision generally align in this setting. Practical implications include strengthening whole-school sustainability routines and linking institutional vision to concrete, communityrelevant sustainability priorities.

Bezeau, D., Savard, M., & Lemieux, W. (2025). **L'évaluation certificative en éducation physique et à la santé : pratiques et défis déclarés des enseignants**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(4), 1404-1428. https://doi.org/10.53967/cje-rce.6623
Summative assessment in physical education is an important issue. This study attempts to better understand the summative assessment process in physical and health education (PHE) and to identify its main challenges. Data to meet these objectives were collected from PE teachers through individual interviews (n = 11) and look-alike interviews (n = 10). The description of the participants' assessment process highlights a diversity of practices, strategies and tools mobilized in the planning, information gathering, interpretation and grading phases, but also several important challenges experienced by PHE teachers.

Bibat, D. M., & Baguio, J. (2026). **Success Stories of Best Pedagogical Practices of Elementary Teachers in Teaching Reading to Indigenous Learners**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 148-157. https://doi.org/10.66074/de09fr87
Indigenous learners often face persistent barriers to early literacy, including linguistic mismatch, limited culturally aligned materials, and low access to sustained support outside school. This study examined the success stories of elementary teachers who teach reading to indigenous learners in Sta. Maria East District, Division of Davao Occidental, Philippines. A qualitative phenomenological approach guided the inquiry. Ten public elementary teachers with at least three years of experience in reading instruction for indigenous learners participated through in depth interviews. Reflexive thematic analysis identified best pedagogical practices, the meaning teachers attach to these practices, and teacher generated insights to improve reading instruction. Findings highlight culturally responsive instruction that affirms learners' language and identity, the use of contextualized and visual learning materials, and strong family and community involvement. Teachers described meaning making through cultural affirmation, professional growth through adaptation, and fulfillment that follows learner progress. Teachers also recommended cross curricular reading integration, targeted training in cultural pedagogy, and stronger school community partnerships. The findings support literacy interventions that respect indigenous knowledge systems while strengthening foundational reading skills through locally grounded practice.

Binocal, C. M., & Baguio, J. (2026). **Professional Expertise and Knowledge Sharing Behavior of Public Elementary School Teachers**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 107-116. https://doi.org/10.66074/JU09KI87
This study examined the relationship between professional expertise and knowledge sharing behavior among public elementary school teachers in Mati Central District, Division of Mati City. Using a descriptive-correlational design, 198 teachers completed standardized questionnaires measuring professional expertise and knowledge sharing behavior. Descriptive statistics showed very extensive professional expertise and very extensive knowledge sharing behavior. Pearson correlation indicated a high, significant positive relationship between professional expertise and knowledge sharing behavior. Multiple linear regression further showed that all four domains significantly predicted knowledge sharing behavior, with the model explaining 51.8% of variance. Findings underscore the value of strengthening teachers' expertise to sustain collaborative knowledge exchange in public elementary schools. School leaders should institutionalize mentoring and learning communities systematically.

Bosseldal, I., Blennow, K., & Malmström, M. (2026). **Who can I be now? The complexity of students in policy enactment**. *Journal of Education Policy*, *41*(2), 199-219. https://doi.org/10.1080/02680939.2024.2435360
This paper aims to contribute to the field of policy enactment studies with a deepened understanding of the significance of the students when a pedagogical vision is enacted. The paper is based on a single case study using observations, surveys, interviews, and document studies. Informed by policy enactment theory, we analyse the students' role in enacting the vision at the newly established Newschool, which emphasises entrepreneurship and challenge-based learning. The analysis shows that the student intake and population is of paramount importance for enacting the vision. The first generation of students was not particularly interested in the vision, which affected its enactment. Some were more interested in friendship projects, and others in getting good grades. Still, the students do enact the vision as policy narrators, entrepreneurs, receivers, survivors, and critics. However, the students oscillate between different policy roles depending on the context, which indicates that role positioning is complex. The longitudinal ethnographic approach and the different methods of the study were important for reaching multifaceted interpretations of various incidents at the school. An implication for school practitioners is that preconceived ideas about ideal students might hinder visionary work should the students not be those expected.

Briole, S. (2026). **From teacher quality to teaching quality: Instructional productivity and teaching practices**. *Economics of Education Review*, *111*, 102759. https://doi.org/10.1016/j.econedurev.2026.102759
This paper estimates the causal effects of math instructional time on student achievement using within-student variation across math topics in the TIMSS 2011 data. Based on the assessment's detailed measurement of math skills, it shows that each weekly hour of math instruction in a given topic increases student test scores in that topic by 4.3% of a SD. However, the productivity of instructional time varies significantly based on the implementation of teaching practices that prioritize student active participation: teachers emphasizing these practices are more than twice as productive as other teachers. This result holds true regardless of student gender, social origin, and is observed internationally in 42 countries.

Calpo, G., & Baguio, J. (2026). **Commitment and Compliance with the Code of Ethics for Professional Teachers in Public Elementary Schools**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 131-138. https://doi.org/10.66074/KI43LO21
This study examined the relationship between teachers' commitment and compliance with the Code of Ethics for Professional Teachers in public elementary schools in Panabo North District, Division of Panabo City. A descriptive correlational design guided the inquiry. The study involved 132 teachers selected through simple random sampling from a population of 210. Data came from an adapted Commitment to the Code of Ethics Scale and a Teachers' Compliance with the Code of Ethics Scale. Descriptive statistics showed very extensive commitment and very extensive compliance. Correlation analysis indicated a high positive relationship between commitment and compliance. Multiple regression results showed that the domains of profession commitment, commitment to students, and commitment to achieve excellence significantly predicted compliance. Findings support school actions that strengthen professional commitment as a vital strategy for ensuring ethical standards are maintained.

Chandran, M. (2026). **Teaching as social practice: Negotiating social divide in an urban middle school for the poor in India**. *Review of Education*, *14*(1), e70136. https://doi.org/10.1002/rev3.70136
This paper interrogates the social divide between teachers and their students from poor and socially marginalised groups in a government-aided urban middle school. This divide stems from intersecting caste and class differences, influencing teacher beliefs about educability of marginalised students contributing to adverse schooling experiences and poor outcomes. Inequities in education provisioning in the contemporary urban and policy contexts provide the backdrop for the study to examine micro processes in a school where a shift has occurred in teachers' social positioning relative to their students. Using an interactionist approach, the paper interrogates how middle-class teachers negotiate their relationships with students from the margins of the transforming urban landscape. Contrasting experiences of teachers with former students belonging to social groups similar to their own and current ones from marginalised groups yield important insights concerning their notions on moral discipline, educability and worth. Prevailing assumptions that education serves as the pathway for social mobility are challenged by emerging questions about the consequence of schooling, unsettling settled notions about the 'civilising' processes of schooling, curriculum and pedagogies. Dominant conceptions that position teachers solely as mediators of social reproduction prove inadequate in explaining their experiences in this school context. The paper proposes examination of teachers' roles as forms of social practice to better understand complexities and contradictions in teachers' narratives and roles and their evolving responses to their students 'at risk' of exiting school.

Chang, A. K. (2026). **The Value of Relational Teacher Autonomy**. *Educational Theory*, *76*(2), 193-205. https://doi.org/10.1111/edth.70066
Autonomy is an ideal both defended and condemned by theorists and empirical scholars alike. I begin this article by suggesting that at least part of this ongoing debate can be explained by the fact that autonomy—and teacher autonomy, in particular—is a slippery concept. While some scholars characterize autonomy in ways that highlight teachers' control, others prioritize rational independence or even creativity and emotion. Such ambiguity makes it difficult to know what we are evaluating as a potential good that is worth defending for teachers, as well as to articulate the reasons we might have to preserve it. This article seeks to closely interrogate the

concept of teacher autonomy through analyzing a normative case study. I first demonstrate how teacher autonomy can and should be understood as more than rational choice or control. Drawing on David Enoch's distinction between "autonomy as sovereignty" and "autonomy as non-alienation," as well as on Doris Santoro's notion of a teacher's "moral center," I propose an account of teacher autonomy that prioritizes non-alienation. However, the subsequent analysis reveals that this account on its own falls short of capturing all the ways in which a teacher's autonomy might be at stake. I suggest this is due to the deep relationality that characterizes how values are both constructed and expressed through teaching. That is, because teaching is a shared practice, teachers' values and commitments are often formed and enacted in relation with others. I argue that this has implications for the way we evaluate and advocate for the autonomy of teachers.

Chanudet, M., Fanjat, J., Mettouchi, M., & Roditi, E. (2025). **Une analyse quantitative des apprentissages mathématiques des élèves : vers une mise en relation avec les pratiques d'enseignement**. In F. V. & S. Dumont (Éd.), *Actes du colloque EMF 2025*. Consulté à l'adresse https://hal.science/hal-05519514

Dans la continuité de la recherche PRAESCO, nous présentons une recherche portant sur les apprentissages d'élèves de CM2 dans différents domaines mathématiques, et visant, in fine, à mettre en relation ces apprentissages avec l'enseignement reçu. Nous nous focalisons sur la méthodologie élaborée pour étudier les apprentissages des élèves en fonction de différents éléments tels que les contenus mathématiques, les connaissances initiales des élèves relatives à ces contenus ou encore de potentiels effet-classe liés en particulier au contexte d'enseignement ou aux pratiques de l'enseignant de la classe.

Choi, K. M., Mun, J., & Hand, B. (2026). **Bridging Reasoning in Mathematics and Science: a Document Analysis of Applying and Reasoning in the TIMSS Assessment Framework and the Case for Utilization of Resources**. *Educational Psychology Review*, *38*(1), 22. https://doi.org/10.1007/s10648-025-10115-2

This study explores the cognitive relationship between mathematics and science reasoning by analyzing the Trends in International Mathematics and Science Study (TIMSS) assessment frameworks. While mathematics and science share the terminology of applying and reasoning, the extent to which these constructions operate similarly across disciplines remains unclear. Drawing on Bailin's (2002) notion of reasoning as practice and Hammer et al.'s (2005) concept of utilization, we examine whether procedural knowledge (represented in the applying domains) is hypothesized to mediate the development of reasoning within and across disciplines. Using qualitative document analysis, we compare descriptions of Mathematics Reasoning (MR), Science Reasoning (SR), Mathematics Applying (MA), and Science Applying (SA) in the TIMSS frameworks. The analysis revealed minimal direct alignment between mathematics reasoning and science reasoning; however, it identified structural commonalities and hierarchical relationships among the components of reasoning and applying. These findings suggest a follow-up hypothesis that procedural knowledge (the Applying domain) may mediate the development of domain-specific reasoning, which requires future empirical validation using student performance data. The results point to the potential of procedural knowledge, engaged through applying tasks, to function as a cognitive bridge between domain-specific reasoning processes. However, this remains an exploratory hypothesis grounded in the semantic structure within the TIMSS framework documents and does not directly examine learner-level performance or instructional effects. Thus, the present study should be understood as providing an exploratory

contribution that hypothetically proposes a structure for cross-domain reasoning development rather than confirming causal pathways of reasoning growth. This insight contributes to a more nuanced understanding of how reasoning is supported within and across STEM domains, and it offers a conceptual foundation for designing instruction that strengthens reasoning through discipline-specific procedural engagement.

Choi, Y., Han, J., & Kim, H. (2026). **Exploring key service-learning experiences that promote students' learning in higher education**. *Asia Pacific Education Review*, *27*(1), 287-302. https://doi.org/10.1007/s12564-023-09833-5
Service-learning has gained popularity as a new effective pedagogical approach in higher education across Asian countries in recent years. Yet, there are relatively few qualitative studies on students' service-learning experiences in the unique educational context of each Asian country. This study explored critical experiences in service-learning programs that promote undergraduate students' learning and examined how students incorporate their learning into other learning contexts by conducting in-depth interviews with students who actively engaged in extracurricular service-learning programs at a Korean university. The qualitative findings of this study demonstrated that students' learning process and reflection were promoted by seven critical experiences: (a) understanding and providing benefits that recipients really need, (b) designing and planning a project by themselves, (c) solving a real-world problem, (d) collaborating with diverse people, (e) undertaking a specific role of responsibility, (f) recognizing and managing uncomfortable feelings, and (g) reflecting on their interest and abilities. Additionally, this study revealed that students had expanded their learning and reflection of their service-learning experiences into multidimensional learning contexts by (a) connecting with formal academic courses and (b) engaging in new on- and off-campus activities. This study contributes to broadening the global knowledge base of the service-learning field and it furthermore provides practical implications for policymakers and educators in higher education to design and improve service-learning programs.

Chow, W. S. E. (2026). **In-service teachers' views on implementing inclusive practices in Hong Kong classrooms: Challenges and support needs**. *Asia Pacific Education Review*, *27*(1), 353-364. https://doi.org/10.1007/s12564-023-09912-7
Most students with disabilities who previously attended segregated special schools are now enrolled in regular schools in Hong Kong. The number of students with disabilities attending regular schools has increased. Hence, teachers are critical in implementing inclusive practices that include students with disabilities. It is essential that these teachers feel supported and prepared to teach students with disabilities for inclusive education to be successful. A qualitative study comprising focus group interviews with 16 in-service primary and secondary school teachers was conducted to identify the perceived challenges they face and their support needs for implementing inclusive practices. Despite the comprehensive legislation and policies and sufficient funding, teachers felt they needed more support in the form of human resources, teaching in classrooms, collaboration, and knowledge about including students with disabilities. This paper discusses the necessity for enhancing professional learning and teachers' understanding of inclusion.

Colognesi, S. (2025). **Évaluation formative, différenciation et numérique : quelles reconfigurations ?** *Mesure et Évaluation en Éducation*, *48*(1), v-ix. Consulté à l'adresse https://edition.uqam.ca/mee/article/view/3590

Coret, M., Kaheraoui, M., & Volteau, S. (2026). **Analyse des interactions entre professeurs des écoles stagiaires à partir de leurs annotations d'un écrit d'élève**. *Journée d'étude "Lire et corriger les écrits des élèves : regards croisés sur l'annotation"*. Consulté à l'adresse https://hal.science/hal-05509307
Notre intervention analyse les annotations produites par des professeurs des écoles stagiaires sur une même copie de cycle 3 (extraite du corpus E-CALM) et les interactions en petits groupes où ces annotations sont mises en discussion. L'analyse des 1 097 annotations (dont 1 022 portant sur la langue) et des échanges enregistrés, met en évidence la nette priorité donnée à l'orthographe et au codage, malgré des discours valorisant la dimension textuelle et la fonction formative. Les discussions font émerger des tensions récurrentes (langue vs texte, correction immédiate vs révision, lisibilité et effets du codage sur le travail des élèves) et des dilemmes évaluatifs, tout en révélant des écarts entre principes affichés et pratiques effectives. L'étude met en avant l'intérêt du dispositif pour accéder aux conceptions des stagiaires sur la production d'écrits, la révision-correction et les modèles d'enseignement, et en propose un usage direct en formation.

Couturier, C. (2025). ***Explorations théoriques et pratiques des pédagogies actives dans l'enseignement supérieur Accompagner, penser, impulser le changementTome 1 - Note de synthèse*** (Accreditation to supervise research, Université d'Artois). Consulté à l'adresse https://univ-artois.hal.science/tel-05491547
Active teaching methods can provide a promising alternative to improve the engagement and success of higher education students. They bring about profound changes in practices, which now appear essential to adapt to societal transformations. This summary note first aims to define what higher education pedagogy is, to characterize the specificities of the so-called adult student population, as well as its diversity from the perspective of cognitive maturation. It then focuses on the historical roots of higher education pedagogy in the Anglo-Saxon world and in France through the progressive education movement advocated by Célestin Freinet. The study then addresses theoretical aspects related to what it means to learn, a complex process whose detailed understanding appears essential for designing teaching. The next three chapters focus on supporting change (experience reports rooted in the disciplines), understanding change (practices reported by teachers during and after the lockdowns), and driving change, particularly through the implementation of the Competency-Based Approach. Finally, eight guiding principles are detailed, aimed at steering support efforts and allowing for the questioning of the numerous elements that make up the different dimensions of higher education teaching practices.

Decelles, S. (2025). **Donner du sens à l'école : trois dimensions pour favoriser l'engagement des élèves : entrevue avec Nadia Rousseau**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 45-51. https://doi.org/10.7202/1122416ar
Un article de la revue Apprendre et enseigner aujourd'hui, diffusée par la plateforme Érudit.

Deneault, C., Riehl, E., & Zou, J. (2026). ***Disparate Impacts of Teacher Certification Exams*** (Working paper N° 34860). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:34860
We use Texas administrative data to assess the long-standing claim that teacher certification exams discriminate against underrepresented minority (URM) candidates. In a regression discontinuity design, we find that failing a certification exam delays entry into teaching and costs

the average candidate $10,000 in forgone earnings. These costs fall disproportionately on URM candidates both because they are more likely to fail and because their earnings losses from failing are 50 percent larger on average. To examine whether these disparities are justified by racial/ethnic differences in teaching quality, we develop a new measure of disparate impact and estimate it using a policy change that increased the difficulty of Texas' elementary certification exam. The harder exam reduced the URM share of new teachers but had no significant benefits for teaching quality or student achievement. Taken together, our findings show that certification exams have a disparate impact in the sense that they impose much larger economic costs on URM teaching candidates than on white candidates with similar potential teaching quality.

Dersch, A.-S., Thacker, I., & Eitel, A. (2026). **Should we Tell Teachers That They Are (In)Correct? How Personalized Refutation Text Promotes or Hampers Conceptual Change**. *Educational Psychology Review*, *38*(1), 17. https://doi.org/10.1007/s10648-026-10116-9
In-service and student teachers often hold math-gender misconceptions of female learners' lower levels of mathematical talent. Such misconceptions are related to the math-gender stereotype that shapes how teachers interact with students and can contribute to the underrepresentation of women in mathematical fields. One method for reducing these misconceptions is refutation texts, which explicitly state and refute a misconception before providing an alternate explanation. Since refutation texts alone may not be sufficient to incite conceptual change among teachers, we presented them with an adaptive personalized feedback, which can enhance conceptual change effects. Yet, teachers' identity may be related to math-gender misconceptions, which might cause worldview backfire effects where teachers double down on their original stance due to identity threat induced by an attempted refutation. In a randomized 2×2-pre-post-design with 336 in-service and student teachers, we investigated whether (1) expository texts, (2) personalized expository texts, (3) common refutation texts, or (4) personalized refutation texts were most effective for conceptual change. We found that personalized refutation texts initiated the strongest conceptual change for teachers who had held misconceptions at pre-test, but triggered the most backfire among those who did not. Findings suggest that personalized refutation texts effectively enhance teachers' conceptual change when misconceptions are present. However, if misconceptions are not prevalent, personalized refutation text may lead to familiarity backfire; by repeatedly naming a misconception, it gains familiarity and becomes more credible than the intended refutation information. Hence, we recommend that personalized (refutation) interventions be adapted to individuals' prior knowledge and misconceptions.

Diakhate, A. (2026). ***Enseigner autrement dans les grands groupes : une approche par la pédagogie de projet***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/enseigner-autrement-dans-les-grands-groupes/82244
Cet ouvrage explore la problématique de l'enseignement dans les classes surchargées ou grands groupes, phénomène devenu très fréquent dans les systèmes éducatifs, particulièrement en Afrique. Assane Diakhaté y propose une réflexion innovante articulée autour de la pédagogie de projet, présentée comme une réponse pertinente à la massification scolaire et à la recherche de qualité éducative. S'appuyant sur les fondements théoriques de Freinet, Dewey, Piaget, Vygotsky, Freire et Meirieu, l'auteur montre que le grand groupe peut devenir un espace d'apprentissage collaboratif, où la contrainte du nombre se transforme en ressource éducative. À travers une expérimentation menée à l'école Unité 26 de Dakar, il illustre comment la mise en

œuvre de projets collectifs (reboisement, assainissement, production de journaux, etc.) favorise l'autonomie, la coopération et la socialisation des élèves. L'approche replace l'élève au centre du processus d'apprentissage, valorisant la diversité et l'entraide. Diakhaté en conclut que la pédagogie de projet, loin d'être une simple adaptation méthodologique, constitue une véritable philosophie éducative et citoyenne, capable de concilier massification et qualité, et de former des apprenants responsables, créatifs et acteurs de transformation sociale.

Dumais, C., Soucy, E., Robitaille, C., & Gouveia, M. (2025). **Développer la compétence à communiquer oralement : réponse aux besoins des élèves du secondaire**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 34-38. https://doi.org/10.7202/1122414ar
Pour les élèves du secondaire, il n'est pas toujours facile de communiquer oralement dans une variété de situations du quotidien. Comment peut-on les aider à améliorer leur compétence à communiquer oralement en répondant à leurs réels besoins en communication orale ? C'est la question à laquelle une équipe d'enseignantes du secondaire et de chercheurs a voulu répondre dans le cadre d'une recherche participative. Cet article fait succinctement état des résultats de cette recherche. Il présente également des pistes d'action concrètes ainsi que des ressources afin d'enseigner autrement la communication orale en classe de français, d'anglais et d'adaptation scolaire, de façon à amener les élèves à s'engager dans le développement de leur compétence à communiquer oralement.

Dupas Amory, T. (2024). ***Essais sur l'homogénéité dans l'enseignement et la pratique du management : une ethnographie multi-située sur l'isomorphisme hégémonique*** (Theses, Université Panthéon-Sorbonne - Paris I). Consulté à l'adresse https://theses.hal.science/tel-05149221
This thesis is a contribution to the study of homogeneity in management education and practice. It is part of the ambition to 'write differently' in management and organization studies. Theoretically, the thesis draws on the social theory of hegemony to explore the homogeneity of different discursive, cognitive and interactional phenomena. Methodologically, it goes beyond the common practice of ethnography, which consists of carrying out research in a single organisation, by opting for a multi-sited ethnography. The result is four essays. Discourses on ecological and social transformation, 'business case study' thinking, the entry of 'transclasses' into business schools, or management practices in a consulting firm that advocates change - it covers a wide range of topics from different perspectives. The result is a series of social science texts that help to define the contours of the moral and cognitive careers of managers, as well as the inertia associated with the practice of management.

Dupré, F., & Benoit, H. (2026). ***L'usage des outils numériques dans les pratiques d'enseignement inclusif. GTnum #EvalNumInclus***. Consulté à l'adresse https://hal.science/hal-05537412
Infographie issue d'une enquête visant à recueillir des expériences pédagogiques d'enseignants, sur un territoire de deux académies, a été réalisé entre octobre 2023 et février 2024. GTnum #EvalNumInclus.

Faire preuve de présence à distance. (2025). *Éducation & Formation*, *Numéro thématique*(e-324). Consulté à l'adresse http://revueeducationformation.be/

Fairet, C., & Grosbois, M. (2025). **Formes de présence dans un dispositif de formation qui intègre le « Wild »**. *Éducation & Formation, Numéro thématique*(e-324), 147-167. Consulté à l'adresse http://revueeducationformation.be/
Cette étude longitudinale explore les différentes formes de présence qui peuvent émerger dans un dispositif hybride d'apprentissage de l'anglais (Langue 2), à destination d'adultes professionnels, qui intègre les pratiques et usages situés en dehors de la classe ou « Wild ». Les résultats indiquent que les formes de présence sont plurielles et susceptibles de se transformer, par l'agentivité des apprenants, en une disposition à identifier et créer du lien avec des ressources humaines ou non. Ils révèlent également des formes multiples de présence qui émergent du « Wild » et illustrent comment elles participent à la dynamique d'apprentissage de la L2. Des formes de présence plus spécifiques à l'apprentissage des langues apparaissent également : la présence avec la langue, du fait de sa pratique, et de la présence à la langue dans sa dimension réflexive. Ainsi, la présence se comprend aussi à la lumière du concept d' « apprenance » (Carré, 2020) comme résultante d'une disposition à générer de la présence à soi et au monde, comme soutien à la construction du « territoire de l'apprendre » tout au long de la vie.

Fariñas, P. B., & Baguio, J. (2026). **Behind Every Trophy: Best Practices of Award-Winning Elementary School Sports Coordinators**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 275-285. https://doi.org/10.66074/5T6Y7U8I9
This phenomenological study examined the best practices of award-winning elementary school sports coordinators in mentoring student-athletes and improving sports program management in Mati Central District, Division of the City of Mati, Philippines. Ten coordinators participated in in-depth semi-structured interviews, and the data were analyzed using thematic analysis within a phenomenological frame. Results identified three bestpractice themes: structured training and skill development, motivation and mentorship, and adaptive strategies in sports program management. Coordinators' meaningmaking centered on personal fulfillment and purpose, professional growth and skill enhancement, and relationship-building with students. Coordinators also highlighted strategic planning and organization, fostering student motivation and engagement, and collaboration with stakeholders as key directions for improving program effectiveness. Across themes, coordinators described sports coordination as a leadership-intensive, relational, and adaptive practice that extends beyond competitions into values formation, teamwork, and student development. Findings offer evidence-based guidance for school leaders, sports coordinators, and policymakers seeking to strengthen elementary sports programs in resource-constrained settings.

Fathi, Z., Zarei, P., Fong, C. J., Saha, A. K., & Sharmeen, S. (2026). **The Caring Professor: A Meta-Analysis of Associations between Faculty-Student Relationships and Postsecondary Student Success**. *Educational Psychology Review*, *38*(1), 8. https://doi.org/10.1007/s10648-025-10100-9
Faculty-student relationships (FSRs) are broadly recognized as meaningful predictors of students' success in higher education as evidenced by various theoretical models. Strong FSRs meet basic psychological needs (autonomy, competence, relatedness), provide emotional support, support identity development, and help students engage with their campus community. Although prior syntheses have focused on teacher-student relationships in K–12 (primary and secondary) settings, less is known about the importance of FSRs in higher education. This meta-analysis integrated 128 effect sizes drawn from 36 studies to explore the associations between FSRs and several measures of academic outcomes: students' achievement (grade point average [GPA]

and grades) and persistence. Results showed a significant overall positive correlation between FSRs and students' academic outcomes (r = .18), with the strongest correlation for persistence (r = .33). Moreover, effects based on FSR measures including a dimension of care had higher correlations with students' GPA. These results highlight the important role of supportive and responsive FSRs in fostering achievement and persistence. We discuss implications for educational practice (such as professional development for faculty members) and future research (such as a more expansive set of outcomes or mediators).

Fenoglio, P. (2025). **Vers une didactique des gestes d'inclusion soutenus par le numérique ? Une analyse secondaire de travaux récents sur les compétences enseignantes plurielles pour favoriser l'éducation inclusive au et par le numérique**. *Mesure et Évaluation en Éducation*, *48*(1), 34-66. Consulté à l'adresse https://edition.uqam.ca/mee/article/view/3588
Inclusive education and digital technology are having a major impact on educational practices, bringing into question the teaching skills needed to integrate digital technology in an inclusive perspective. Through a secondary study of recent work, we examine how digital inclusive education renews and/or reconfigures teaching skills. This contribution shows the need to foster a reflective and critical approach to digital inclusion, based on work on postures and representations, as well as technical, legal, collaborative, pedagogical and didactic skills. This approach aims to develop an ability to take diversity into account; versatile handling of differentiation and of variety and flexibility of supports, tasks, assessments, and strategies; to work in partnership with the people involved; digital literacy and citizenship. In this perspective, a didactic of inclusive professional gestures supported by digital technology would be worth developing.

Ferrarini, J.-L., & Vidal, Y. (2026). ***Innovation pédagogique et accompagnement des équipes dans la transformation des licences en APC à l'USMB (projet @SPIRE)***. Consulté à l'adresse Université Savoie Mont Blanc website: https://hal.science/hal-05471042
Ce document présente le bilan d'étape et la méthodologie de l'Axe 1 du projet NCU @SPIRE, porté par l'Université Savoie Mont Blanc (USMB) dans le cadre du plan France 2030. Consacré à l'innovation pédagogique, ce volet vise à accompagner les équipes enseignantes de Licence dans la transformation de leurs maquettes vers l'Approche Par Compétences (APC). Le document détaille le dispositif de soutien mis en œuvre, articulé autour d'une collaboration entre conseillers pédagogiques, ingénieurs pédagogiques et pilotes de formation. Il décrit les étapes structurantes du processus, allant de la définition des profils diplômés à la production de référentiels de compétences, d'audits de formation et de Situations d'Apprentissage et d'Évaluation (SAÉ). Des outils méthodologiques, tels qu'un guide pratique de l'APC et des matrices de suivi, ont été déployés pour faciliter ce travail collaboratif. L'analyse s'appuie sur des indicateurs de déploiement et une enquête réalisée en décembre 2023 auprès de 141 chargés d'enseignement. Les résultats mettent en évidence une hétérogénéité dans l'avancement selon les filières et une appropriation variable de la démarche par les équipes. Si les cadres théoriques sont globalement posés, la modification profonde des pratiques pédagogiques reste partielle. Le bilan conclut que le passage à l'APC est un processus long, nécessitant 18 à 24 mois de conception, un pilotage institutionnel fort et une adaptation constante aux contextes disciplinaires.

Flores, P. G., & Baguio, J. (2026). **Stories of Service: Exploring the Lived Experiences of Volunteer Teachers in Regional Literacy Intervention Programs**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 265-274. https://doi.org/10.66074/Q1W2E3R4T
This phenomenological study examined the lived experiences of volunteer elementary school teachers participating in a regional literacy intervention program in Mati Central District, Division of the City of Mati, Philippines. Ten public elementary school teachers participated in in-depth semi-structured interviews, and the data were analyzed through reflexive thematic analysis. Findings revealed three major challenges: lack of learner engagement and motivation, limited resources and materials, and managing large class sizes with diverse learner needs. They described three coping strategies: creative instructional approaches, resource improvisation, and differentiated attention to learners' needs. They also identified three major insights: professional growth, personal fulfillment, and strengthened community engagement. Across themes, volunteer teachers described service as both demanding and meaningful, requiring constant adaptation, creativity, and relational work with learners and families. The study highlights the need for stronger resource support, targeted training, and community-linked program design to improve volunteer teacher effectiveness and literacy outcomes in underserved contexts.

Gambou, A. (2025). ***Histoire des paradigmes de l'éducation: essai pour repenser les enjeux de la pédagogie***. Consulté à l'adresse https://www.editions-hermann.fr/livre/histoire-des-paradigmes-de-l-education-alfred-r-gambou

Gao, X., Li, E., Bautista, A., Lee, K., & Sun, J. (2026). **Scoping review of kindergarten research involving the Classroom Assessment Scoring System (CLASS) in Mainland China**. *Asia Pacific Education Review*, *27*(1), 365-380. https://doi.org/10.1007/s12564-024-09934-9
Like many countries, Mainland China is committed to improving process quality in kindergartens (children aged 3 to 6), specifically the quality of teacher–child interactions. The Classroom Assessment Scoring System (CLASS; Pianta, 2008, in Classroom Assessment Scoring System™: Manual K-3, Paul H Brookes Publishing, Baltimore) is a widely used tool to assess and potentially improve interactional quality. While CLASS has been increasingly used by researchers in China, much of the literature has been published in the Chinese language and, thus, is inaccessible to international readers. To overcome this barrier, this scoping review analyzes existing empirical research involving CLASS in Chinese kindergartens. Publications in English and Chinese were considered. Fifty-five peer-reviewed articles published between 2008 and 2023 were included. Most studies were conducted in public kindergartens in urban areas and developed regions of China, adopting quantitative research designs with relatively small sample sizes. We identified six different types of research purposes. Many of the available studies did not follow established CLASS procedures. We conclude that the evidence available for enhancing teacher–child interactional quality and supporting policy reforms in China remains somewhat weak. We encourage Chinese researchers and policymakers to implement CLASS in large-scale teacher performance evaluations and professional development studies.

Gascon, M., & Baguio, J. (2026). **Success Stories of Gamification Practices in Teaching Vocabulary Development to Non-Reading Learners: Elementary School Teachers in Focus**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 256-264. https://doi.org/10.66074/9Z8Y7X6W5

This phenomenological study examined success stories of gamification practices used by public elementary school teachers to support vocabulary development among nonreading learners in Malungon 4 District, Division of Sarangani, Philippines. Ten teachers who had at least three years of experience with gamified vocabulary instruction participated in in depth semi structured interviews. The analysis used reflexive thematic analysis to identify patterned meanings across accounts. Results showed three gamification practices: engagement through play, multisensory learning through gamification, and inclusive gamification strategies. Teachers made sense of gamification through perceived benefits, challenges in implementation, and adaptive strategies based on learner feedback. They offered insights that emphasized improvement in game design, accessibility for nonreaders, and future development through adaptive tools and institutional support. Teachers described gamification as a practical route to repeated exposure, safer participation, and more confident vocabulary use, yet they also stressed constraints tied to resources, time, and device access. Findings inform teacher development, school level planning, and literacy support policies that seek to widen access to vocabulary learning for learners who do not yet read.

Gonsalves, C. (2026). **The transparency trap: Generative AI and the rise of interpretive load**. *Review of Education*, *14*(1), e70139. https://doi.org/10.1002/rev3.70139
This commentary interrogates the renewed centrality of 'transparency' in higher education's response to generative artificial intelligence (AI) and introduces interpretive load as a necessary extension to existing assessment theory. While transparency is conventionally framed as a vehicle for fairness and clarity, research demonstrates that written criteria and policies have never been fully legible nor neutral. The advent of GenAI has intensified this paradox: institutions publish increasingly elaborate rules and declarations, yet students face greater uncertainty about how to understand and act on them. Drawing on empirical studies of policy trajectories, workload, academic integrity, cross-cultural perspectives and the sociology of assessment, I argue that contemporary AI policies shift substantial cognitive, emotional, ethical and procedural labour onto students, who must interpret ambiguous norms before they can begin any task. The commentary situates interpretive load within the established architecture of assessment workload, arguing that it constitutes a distinct form of front-end labour produced by institutional and instructional design rather than by students' academic choices. I argue that interpretive load is structurally uneven: linguistic resources, cultural orientations, policy literacy and institutional fluency shape students' capacity to navigate fragmented GenAI rules. Documentary transparency further falters under contradictory institutional imperatives—encouraging innovation while safeguarding originality—and under the technical volatility of detection tools. To address these limitations, I propose a shift from declarative to dialogic transparency: an institutional practice that redistributes interpretation through programme-level translation, teachable disclosure conventions, clearer due-process guarantees and iterative policy-practice feedback loops. I argue that interpretive load represents the next equity frontier in assessment and that redesigning for shared sense-making is now essential for fair and ethical AI-era assessment. Context and implications Rationale for this study: GenAI policies rely heavily on transparency, yet little work examines transparency as a producer of labour and inequality. Why the new findings matter: Introducing interpretive load exposes the hidden cognitive and ethical work created by AI-era policies and reframes transparency as a structural—not merely communicative—challenge. Implications for practitioners, policymakers and researchers: This commentary offers a conceptual lens for redesigning assessment in the AI era. For practitioners, it clarifies why students struggle with ambiguous rules and how dialogic transparency can reduce

inequity. For policymakers, it demonstrates the limits of document-centric approaches and the need for due-process clarity, coordinated programme-level norms and iterative revision. For researchers, it identifies interpretive load as an emergent analytic category that connects transparency, workload and equity, opening new directions for empirical study of how institutional design shapes students' interpretive labour.

Haberstroh, C., Stacey, T., Beedle, A., Campbell-Allen, R., Vincent, H., & Singh, C. (2026). **Transparency when assessing critical thinking: A case study of student co-creation for the midwifery curriculum**. *Review of Education*, *14*(1), e70128. https://doi.org/10.1002/rev3.70128
This paper examines how student participation can contribute to transparent assessment practices in the context of assessing students' critical thinking skills. Critical reading and writing are key components of assessment in higher education, but the standards are often tacit and implicit. To demystify these learning processes, the academic literacies literature has suggested the integration of academic skills support within university curricula. The paper brings together the literature on assessment transparency, academic literacies and student partnership to answer the question of how student partnership in the context of academic skills development can support transparency in the assessment of critical thinking skills. This study analyses qualitative data from focus groups and student-staff partners' reflective narratives. The data is situated within a case study that aimed to embed academic skills within the curriculum of a midwifery undergraduate programme at a research-intensive university. We propose that student partnership in the design and delivery of academic skills sessions offers a promising way to enhance students' view into educators' expectations and standards, and that vice versa, transparency is also enhanced by educators being better able to understand the ways in which students develop those skills. Context and implications Rationale for this study and why the new findings matter: The paper provides a novel articulation of assessment transparency processes that emerge through academic literacies support when provided in partnership with students in Higher Education. With a narrative review and case study, we discuss how academic literacies support can be designed to enable students and educators to make meaning of academic standards together. Implications for Higher Education practitioners and researchers: For higher education research, the findings showcase an opportunity of connecting separate research strands on assessment transparency, student-staff partnership, and academic literacies. Our study's results highlight the potential of embedded academic literacies provision as a space for productive dialogue between students and educators, where educators and students enact standards together. For higher education practitioners, the findings highlight how student-staff partnership projects have a role to play to meet institutional priorities around assessment transparency. Our approach to co-creating video resources can serve as a practical example for educators wishing to enhance transparency of their assessment of critical thinking.

Hatu, A. (2025). ***Étude des gestes professionnels d'enseignants auprès d'élèves en difficulté en mathématiques en cycle 2 en éducation prioritaire*** (Theses, Université de Bordeaux). Consulté à l'adresse https://theses.hal.science/tel-05545813
This research investigates the professional gestures of first-grade teachers working in French priority education areas, focusing on the teaching of the decimal and positional number system, especially numbers from 60 to 79. Its main goal is to understand how scaffolding practices support or hinder learning among struggling pupils, through the analysis of classroom sessions, teaching materials, and comparative case studies. The theoretical framework combines mathematics education theories on number sense, semiotic registers (Duval, 1993), learning obstacles

(Bachelard, Brousseau), and professional gestures (Bucheton & Soulé, 2009). Three first-grade classes were observed, each using a different resource (Maths au CP, Haut les Maths, and the Heuristic Mathematics Method). The methodology integrates qualitative analysis (a priori and a posteriori studies of teaching sessions, detailed coding of teacher talk and scaffolding gestures) with quantitative processing (frequency and typology of interventions), and introduces an original tool—the "tree of possibilities» (Blanchouin et al., 2022) —to visualize and compare teaching choices and their learning effects. The results highlight three key levers in the acquisition of place-value understanding; The explicit coordination of semiotic registers (verbal, symbolic, iconic) ; The richness and function of teachers' language gestures ; The didactic use of errors and obstacles as learning opportunities. Findings reveal notable contrasts between teachers: while some successfully turn pupils' mistakes into shared conceptualization moments, others maintain a strong guidance that limits students' cognitive autonomy. Language appears as a decisive mediation tool for conceptual understanding and regulation. The study also sheds light on the specific conceptual challenges faced by pupils regarding the decimal and positional system. Methodologically, the research offers an innovative combination of didactic and interactional analysis supported by visual modeling. Practically, it contributes to teacher education by identifying key components of effective scaffolding and by proposing training directions: anticipating obstacles, coordinating registers, developing explicit language-based mediation, and transforming student errors into teaching resources. Keywords: professional gestures, numbers, scaffolding, semiotic registers of representation, students experiencing difficulties, priority education.

Hirons, M. (2026). **Building communities of hope is the central task of climate educators in the 21st century**. *Oxford Review of Education*, *52*(2), 281-296. https://doi.org/10.1080/03054985.2025.2603288
Interwoven crises of climate change, inequality and biodiversity loss threaten to throw increasingly wide shadows of doubt, despair and hopelessness as societies grapple with how to address these key challenges. Teaching and learning on climate change against this background requires sensitivity to this context and calls for pedagogies of hope. In this paper, I aim to offer provocation and encouragement to educators by exploring what this means by examining and synthesising the literature on three interconnected threads. First, I argue that fostering communities that are both critical and creative is vital for enabling students to engage generatively with climate change. Second, I reflect on interdisciplinarity as a necessary but deeply challenging component of climate education and caution against the risks of interdisciplinary 'overreach' that can leave students uninterested and teachers feeling powerless. Finally, I foreground relational pedagogies which put relationships and community at the heart of teaching, and centre issues of trust, reciprocity, and respect, while also making space for doubt, confusion and anxiety. Overall, I posit that building communities of hope is the central role of climate educators. Not, that hope is enough by itself, but hope is necessary; without hope the struggle for sustainability will be feeble and fragile.

Iordanou, K., Metallidou, P., Misailidi, P., Vogazianos, P., Koutselini, M., Papaleontiou-Louca, E., … Rebelo, P. V. (2026). **Teachers' Personal and Teaching Epistemic Practices: A Four-Country Survey and Interview Exploration of Argumentation Implementation**. *Higher Education Quarterly*, *80*(2), e70106. https://doi.org/10.1111/hequ.70106
Three hundred and eighteen in-service teachers from Greece, Cyprus, Romania and Hungary participated in a professional training program aimed at promoting their metacognitive and

epistemic thinking and practices, with argumentation as a prominent teaching practice. Pre-program survey results revealed that teachers' personal and teaching epistemic practices were underdeveloped, with particularly low engagement in the latter. Personal epistemic practices predicted teaching ones. Cultural differences emerged, with Greek and Cypriot teachers reporting higher engagement in both epistemic practices than Romanian and Hungarian teachers. In-depth interviews with six Greek and Cypriot teachers who implemented argumentation post-program indicated that argument-based practices improved students' epistemic understanding, particularly in appreciating multiple perspectives, evaluating sources and using evidence. Teachers acknowledged receiving limited preparation for promoting students' epistemic understanding and argumentation skills. These findings highlight the need for higher education programs to develop pre- and in-service teachers' epistemic practices. Implications for higher education and policymakers are discussed.

Jalop, M. N., & Baguio, J. (2026). **Hidden Realities of Teachers with Multiple Ancillary Functions: Elementary Teachers in Focus**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 245-255. https://doi.org/10.66074/A1B2C3D4E
This phenomenological study examined the lived experiences of elementary school teachers who performed multiple ancillary functions in addition to their teaching responsibilities in Tibungco District, Division of Davao City. Ten public elementary school teachers participated in in-depth interviews, and the narratives were analyzed using thematic analysis. The findings identified three major challenge themes: workload overload, time constraints, and emotional strain. Teachers described how non-teaching assignments, documentation tasks, and multiple school coordinatorships consumed instructional time, extended work into personal hours, and contributed to emotional exhaustion. Three coping themes also emerged: task prioritization, peer support, and mindset adaptation. Participants managed their workload through scheduling and urgency-based task sequencing, collaborative support from co-teachers, and positive reframing of ancillary duties as part of professional growth and service. The study further revealed three key insight themes: support systems, role clarification, and professional development, highlighting teachers' calls for non-teaching personnel, clearer task boundaries, and targeted capacity-building. These findings provide evidence for school leaders and policymakers seeking to reduce administrative overload, strengthen teacher wellbeing, and protect instructional quality in public elementary schools.

Jin, H. (2026). **What Does it Mean to be a Student? Exploring the Experience of "Studenting" as Referring and Hosting**. *Educational Theory*, *76*(2), 274-292. https://doi.org/10.1111/edth.70062
This article follows the "Biestian" concept of "teaching as pointing," and expands on it by adding the role and perspective of the student in educational interactions or contacts, which are largely underdeveloped or marginalized in Biesta's theory of education. I explore the nature and experience of "being a student" with a reconstruction of the concept of "studenting" as the starting point. This article then posits two imageries that may be used to depict the experience of studenting: studenting as referring and studenting as hosting. I will elaborate on these two imageries with references to child psychology and the culture of hospitality, respectively. The host-guest analysis also yields the possibility of the teacher being (and acting as) a host in relation to the student-as-guest. Finally, I will draw some possible pedagogical implications from my overall analysis and discussion to concretize what has been said in this article.

Joxe, L. (2025). **Dépendance, vulnérabilité, et harcèlement à l'université. L'encadrement du doctorat au prisme du care.** *Revue canadienne pour l'étude de l'éducation des adultes*, *37*(2), 29-47. Consulté à l'adresse https://hal.science/hal-04564996
While both institutional and individual factors can explain the abandonment of a PhD, a number of studies highlight the existence of conflictual relationships between doctoral students and supervisors, and even physical and psychological harassment on the part of the supervisor. Using a monograph based in France, this article examines a dysfunctional doctoral supervision situation through the prism of care. Such an approach first reveals the multiple factors of dependence of a PhD student, then the power of the supervisor who can help to make this dependence disappear through care work or, on the contrary, reinforce or even abuse it through a lack of attention, known as "discare", and, finally, the ambivalent importance of academic and friendly relays, known as "substitute care". This monograph points to the social reproduction to which the French doctoral institution contributes, by selecting the most advantaged doctoral students from among those suffering from discare, and leaving out the most vulnerable.

Kandemir, E. N., Esposito, E., Gurgand, L., & Ramus, F. (2026). **A Meta-Analysis of the Impact of Feedback Timing on Learning Outcomes in Computer-Assisted Learning**. *Educational Psychology Review*, *38*(1), 13. https://doi.org/10.1007/s10648-026-10117-8
Despite decades of research, the impact of feedback timing on learning outcomes remains debated. The most recent meta-analysis directly comparing immediate and delayed feedback was published in 1988, preceding the transformation of computer-assisted learning environments. This study reevaluates the effect of feedback timing on learning outcomes within computer-assisted learning environments. Three key aspects were examined: (a) the overall effectiveness of immediate versus delayed feedback, (b) the influence of varying definitions of feedback delay on learning outcomes, and (c) study characteristics and feedback features that may account for prior inconsistencies. A systematic meta-analysis was conducted on 51 studies published from 1988 to 2024, analyzing 160 effect sizes through meta-regression with robust variance estimation. Across the included studies, delays implemented in delayed feedback conditions ranged from 1 second to 7 days in time-based designs and from 1 to 60 intervening items in item-based designs. Results indicate that feedback timing does not significantly influence learning outcomes on average ($$g = 0.03$$, 95% CI [$$-0.08$$, 0.13], $$p =.61$$). Substantial heterogeneity between studies suggests the effect is moderated by key factors. Moderator analyses reveal that educational level, learning domain, and response time constraints significantly influence feedback timing effectiveness, providing a partial explanation for inconsistencies across studies. Yet, partial confounding of moderators limits the ability to fully disentangle their individual contributions. These findings suggest that while feedback timing alone is not a decisive factor, its impact is context-dependent. Although approximately half of the effects involved multi-hour or $$ge$$10-item delays, there were relatively few studies involving delays of one day or longer. As a result, the reviewed studies provide limited evidence concerning the common multi-day delays typical of many classroom settings.

Khanal, K. (2026). **Integrating Perceptions of Intercultural Aspects of ELT into Nepali Classrooms**. *SiRad: Pelita Wawasan*, 33-40. https://doi.org/10.64728/sirad.v2i1.art3
Around the world, intercultural competency is becoming more widely acknowledged as a crucial element of English language teaching (ELT). Language proficiency is frequently prioritized over the rich cultural aspects of English-speaking communities in Nepal, where classrooms are multilingual and culturally diverse. This study investigates how Nepalese educators and learners

view the incorporation of the target culture into EFL lessons. Data were gathered from ten EFL teachers and 20 high school students in Kathmandu, using a mixed-methods approach. The results show that although both teachers and students appreciate the inclusion of the target culture, effective cultural instruction is hampered by real-world issues like out-of-date textbooks, inadequate training, and little exposure in the classroom. It is suggested that in order to improve intercultural communicative competence, teachers be trained in cultural pedagogy, intercultural materials be incorporated into textbooks and experiential learning be encouraged.

Kirk, D. S. (2025). **Moving Pedagogy Outside: Reading a Graduate English Course with the Concepts of Fort Pedagogy, Indigenous Métissage, and the wâhkôhtowin Imagination**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(4), 1429-1451. https://doi.org/10.53967/cje-rce.6979
Where do we learn? What are our experiences of relationships in those contexts? Could teaching a course outside activate the wâhkôhtowin imagination? Can walking begin to repair relationships? Donald suggests that it can; and yet, another of the concepts Donald discusses, that of fort pedagogy, cautions us to listen and not claim. Is it possible for me, a White descendent of European immigrants, to learn from the wâhkôhtowin imagination without re-enacting fort pedagogy? In this article, I examine possibilities for anti-colonial pedagogy as I reflect on a student's learning experiences—my own—from my dual positionality as PhD student and English literature instructor. Thinking alongside Indigenous Métissage (Donald, 2009, 2012), fort pedagogy (Donald, 2009), and the wâhkôhtowin imagination (Donald, 2021), I examine my experiences in an innovative graduate English course taught largely outside and consider ways pedagogy can shift relationships to place and to one another.

Kostanca ¨Çuko, & Tadlaoui-Brahmi, A. (2025). **Du potentiel de l'évaluation formative à la différenciation : enjeux, défis et perspectives face à la numérisation des pratiques éducatives**. *Mesure et Évaluation en Éducation*, *48*(1), 1-10. Consulté à l'adresse https://edition.uqam.ca/mee/article/view/3508

Koubeissy, R. (2025). **Quelles pratiques enseignantes pour favoriser l'inclusion scolaire des élèves nouveaux arrivants dans des classes d'accueil au primaire ?** *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(4), 1345-1371. https://doi.org/10.53967/cje-rce.6691
This article focuses on teaching practices that promote the academic inclusion of newly arrived immigrant students who attend elementary welcoming classes in Quebec. Data was collected through comprehensive interviews with four teachers working in different schools. For a better understanding of the teachers' practices, we carried out a cross-sectional analysis based on two themes: the teachers' perceptions of reception classes and inclusion, and the practices mobilized to promote student inclusion. The findings reveal, among other things, that the teachers share a positive perception of welcoming classes and of inclusion, and that they are aware of the importance of (re)cognizing their students' realities and experiences. However, they express a sense of frustration regarding the challenges they face, most notably the isolation of their classes and students and the forms of exclusion they themselves experience. These findings give a dual meaning to inclusion: include in order to promote students' learning and include to counter the school exclusion faced by these students.

Kraft, M., Papay, J. P., James, J. K., & Monti-Nussbaum, M. (2026). ***Is Teacher Effectiveness Fully Portable? Evidence from the Random Assignment of Transfer Incentives*** (Working paper N° 34845). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:34845
We examine how performance changes when teachers transfer across very different school contexts. The Talent Transfer Initiative program created a rare natural experiment to study such transfers by randomly assigning low-achieving schools the ability to offer high-performing teachers at higher-achieving schools a $20,000 transfer stipend. Forecast tests show that these high-performing teachers' prior value added is only moderately predictive of their effectiveness in low-achieving schools. Using a difference-in-differences framework, we estimate that incentivized-transfer teachers' value added dropped by 0.12 student standard deviations. This decline appears to be driven by lower match quality, negative indirect school effects, and the loss of student-specific human capital.

Lai, R., Southam, J., Mageean, L., Roffey, S., & Allen, K.-A. (2026). **Associations Between Teacher-Student Relationship Quality and Middle and Secondary School Teachers' Wellbeing: A Systematic Review**. *Educational Psychology Review*, *38*(1), 4. https://doi.org/10.1007/s10648-025-10107-2
Positive teacher-student relationships have the potential to impact teacher, as well as student, wellbeing. However, in middle and secondary schools, where teachers have contact with more students and less time with each of them, it is less clear how important these relationships are. This study systematically reviewed the literature on the association between positive teacher-student relationships and wellbeing in middle and secondary school teachers. A total of 55 studies were included in the review. Results suggested that positive teacher-student relationships were associated with each of the other aspects of wellbeing outlined in the PERMA model (positive emotions, engagement, meaning, and accomplishment) as well as overall wellbeing. There was wide variation in how teacher-student relationships were measured and defined, with majority of the studies adopting tools and definitions that were formulated for primary school teacher-student relationships, indicating that developing an understanding of what constitutes positive relationships for teachers in middle and secondary school settings through future research would be valuable.

Lämsä, J., de Mooij, S., Baars, M., Molenaar, I., & Järvelä, S. (2026). **Self-Regulated Learning, Multimodal Data, and Analysis Grid: Where Are We Now and Where Are We Going?** *Educational Psychology Review*, *38*(1), 5. https://doi.org/10.1007/s10648-025-10113-4
This special issue examines advances in the measurement and support of self-regulated learning (SRL), emphasizing the integration of multimodal data and artificial intelligence (AI) in educational contexts. SRL is a goal-directed process in which learners plan, monitor, and control their learning, influenced by the interplay of cognition, affect, metacognition, and motivation (CAMM). Traditional methods in educational psychology, such as self-reports and interviews, often fall short of capturing the dynamic and recursive nature of SRL. Recent research employs multimodal data and process-oriented approaches to better understand the complex interactions among CAMM processes. The self-regulated learning, multimodal data, and analysis grid (SMA) is used as a framework for mapping and analyzing these processes across diverse data streams. The special issue includes three review papers and two empirical studies that illustrate the benefits and challenges of integrating multiple data sources and analytical techniques, while emphasizing the need for reliable and valid measures to enable personalized

support for SRL. Collectively, the studies provide a multidisciplinary perspective on the current state and future directions of SRL research, advocating for innovative, theory-driven approaches that leverage existing technological capabilities to empower agentic learners in digital environments.

Lee, Y. (2026). **Inquiry in the Asia–Pacific: reflections on contextuality and interdependence**. *Asia Pacific Education Review*, *27*(1), 1-3. https://doi.org/10.1007/s12564-026-10111-3

León, J., Núñez-Regueiro, F., & Santana-Monagas, E. (2025). **Reciprocal relations between teacher engaging messages and student motivation**. *Revista de Psicodidáctica (English ed.)*, 500165. https://doi.org/10.1016/j.psicoe.2025.500165
Effective teaching practices are crucial for student success and the quality of education. One such practice that has recently gained attention is the use of engaging teacher messages, which have shown promising results. This study investigates the reciprocal relationship between teacher engaging messages and student motivation using a random intercept cross-lagged panel model. Participants were 1048 (Mean age = 16.33, SD = 1.25) high school students from 16 different secondary schools, 949 of whom participated in at least one measurement wave and were accounted for in the analyses participated in the study. Rooted in self-determination theory, the study found that messages highlighting the benefits of studying had a positive impact on changes in student motivation to learn, and that teacher engaging messages were not impacted by changes in student motivation. These findings suggest that effective teacher engaging messages, such as gain-framed autonomous messages, are partly independent from students' motivation and can therefore be promoted to enhance student outcomes and the overall quality of education.

Lepore, T., Lu, J., Starowicz, R., & Hlusko, L. J. (2026). **Student perception of accessibility and disability in college evolutionary biology courses: a qualitative study using reflexive thematic analysis**. *International Journal of Inclusive Education*, *30*(4), 597-632. https://doi.org/10.1080/13603116.2025.2481888
Inclusive educational environments are crucial to building equitable and inclusive academic communities. In four different undergraduate evolutionary biology courses, we implemented a science communication project centred in Universal Design for Learning (UDL), with the goal of increasing student awareness of inclusive educational tools and practices. For all four project implementations, we surveyed students on their conceptualisation of accessibility and its relationship to science communication before and after they created their own pieces of science communication. Using the qualitative data from the paired surveys, we conducted data familiarisation and interpretation through reflexive thematic analysis to craft our themes and narrative. We utilised a non-positivist qualitative research mindset and a critical disability theory framework. Students reflected on concepts of accessibility, disability, and meaning-making around knowledge and privilege of access. Our results demonstrate that the UDL framework for the science communication project enhanced student attentiveness to accessibility. Our qualitative survey approach to pedagogical assessment shows that evolutionary biology course design can meaningfully contribute to the development of inclusive classrooms for disabled and non-disabled students alike.

Les activités dans les cours hybrides. (2025). *Éducation & Formation*, *Numéro thématique*(e-324). Consulté à l'adresse http://revueeducationformation.be/

Mamparo, C. A., & Baguio, J. (2026). **Multidisciplinary Teaching Strategies and Cultural Responsiveness of Teachers in Public Elementary School**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 63-69. Consulté à l'adresse https://hal.science/hal-05492406
Multidisciplinary instruction connects subject areas, which in diverse classrooms requires leveraging learners' cultural resources. This correlational quantitative study examined the relationship between multidisciplinary teaching strategies and cultural responsiveness among 132 public elementary teachers in Manay South District, Davao Oriental, Philippines. Findings revealed that teachers reported high levels of both strategies and responsiveness. Statistical analysis revealed a strong positive relationship, with multidisciplinary teaching significantly predicting cultural responsiveness. The findings suggest that efforts to strengthen teachers' capacity for integrated instruction can align with and reinforce culturally responsive practices in multilingual and diverse elementary settings.

Manginlaud, C., & Baguio, J. (2026). **Awareness and Practices in the Implementation of the Child Protection Policy among Public Elementary School Teachers**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 117-123. https://doi.org/10.66074/HY87GT65
This study examined the relationship between teachers' awareness of the Child Protection Policy and their practices in implementing it in public elementary schools in Caraga District, Division of Davao Oriental. A descriptive-correlational design used survey data from 125 teachers selected through simple random sampling. Overall awareness was very extensive and overall practices were also very extensive. Awareness and practices showed a moderate positive and significant relationship. Multiple regression indicated that awareness domains explained 33.6% of the variance in practices, with the legal and policy framework and behavioral management as significant predictors, while responsibilities of schools was not. Findings highlight the need for sustained policy-oriented capacity building, school-level support systems, and consistent monitoring to translate awareness into protective classroom practices. Targeted refreshers on reporting pathways and childfriendly routines can strengthen everyday implementation and sustain safe school climate.

Martinez Sainz, G., Ioannidou, O., Pignoloni, F., Stainforth, K., Rebel, M., Sousa de Sena, Í., & Cocco, C. (2026). **Game-based learning as a pedagogical tool towards climate change learning and participation**. *Oxford Review of Education*, *52*(2), 255-280. https://doi.org/10.1080/03054985.2025.2608045
This paper describes the theoretical principles underpinning the pedagogical affordances of experiential learning through digital games, such as Minecraft, in order to engage primary school children in climate change challenges. It discusses the instructional value of an online interactive game for exploring possible climate change scenarios based on real-world data. The paper describes the instructional design of a series of school-based workshops, targeting students' understanding of complex environmental systems and the interconnectedness of human actions and climate outcomes. The proposed design defines the expected learning outcomes of a game-based learning approach to sustainability, including problem-solving, collaboration, and climate literacy, as well as climate action skills. Participatory approaches through iterative cycles of collaboration and feedback were used in the co-construction of the instructional design. Stakeholders included children, teachers and teacher educators who collaborated with the research team of interdisciplinary voices relevant to climate change education, such as educationalists, environmental scientists, computer scientists, architects and urban planners. The instructional design aims to highlight novel ways of utilising digital technologies to foster local,

actionable, tangible and engaging actions among children. In doing so, it provides a blueprint for educators interested in engaged digital pedagogies for teaching and learning about climate change.

Mayeur-Guillou, A., Paillet, V., Schmitt, P., Andreu, S., Bret, A., Cannes, F.-X., … Vezon Persem, É. (2025). ***Évaluation des aptitudes physiques – sixième 2025 - Premiers résultats*** (Document de travail N° 2026-E03). Consulté à l'adresse DEPP website: https://www.education.gouv.fr/sites/default/files/document/%C3%89valuations%20des%20aptitudes%20physiques%20%E2%80%93%20sixi%C3%A8me%202025%20%E2%80%93%20Premiers%20r%C3%A9sultats-480020.pdf

Mercier, C., Alvarez, L., & Felder, J. (2025). **Documenter la participation des élèves dans la construction et dans la régulation de leur environnement personnel d'apprentissage. Des pratiques enseignantes à une proposition d'évaluation**. *Mesure et Évaluation en Éducation*, *48*(1), 67-95. Consulté à l'adresse https://edition.uqam.ca/mee/article/view/3672
This article contributes to a better understanding of the teaching and learning processes associated with providing students with a computer to help them overcome learning difficulties from the perspective of pedagogical differentiation. The study draws on the concepts of affordance and instrumental genesis to analyse the challenges involved. Testimonies from specialist teachers show that students often play a secondary role in the deployment of standardised tools. Based on this observation, we propose an instrument for assessing the student's role in managing their Personal Learning Environment (PLE). Although conceptual, this instrument suggests three key dimensions: support for identifying affordances, managing the PLE as a learning objective, and fostering student agency. Finally, we discuss the implications of such an approach for digital deployment in educational contexts.

Michaux-Colin, F. (2024). ***L'investissement des enseignants du second degré dans l'éducation aux médias et à l'information : une pratique discrète au cœur de l'identité professionnelle*** (Theses, Université Paris Cité). Consulté à l'adresse https://theses.hal.science/tel-05486181
This thesis examines the motivations of secondary school teachers in the French education system to engage in media and information education (EMI). This education is a cross-disciplinary education taking care of a social issue and aims to change pupils' behaviour through an active approach (Barthes and Alpe, 2018). The French national education system has chosen not to link this education to a specific school subject, which means that responsibility for its practice is diffuse. Teachers involved in EMI take a voluntary and individual approach. In order to gain a better understanding of the significance of this commitment for the teachers involved, we opted for a comprehensive approach based on semi-directive interviews with teachers from different disciplines, whether or not they are involved in EMI. Analysis of the interviews confirms the fundamental importance given to EMI as news media education (Tilleul and Fastrez, 2022). This analysis provides an initial categorisation of their motivations: to develop students' use of media, to implement professional expertise, to take on transmission and educational functions. Little defined or spelled out, and even invisible to some, the majority of those involved in EMI see to it through action. The success of the project, the satisfaction of the pupils and the feeling that they have made progress in their learning or their use of the media are the driving forces behind their continued commitment, and validate the relevance of the teacher's pedagogical and didactic choices and the social value of their teaching. Their commitment enables them to invest their personal values and convictions in their professional environment, and to align their

representations with their professional practice. Most of the teachers who said they are not involved in EMI don't know what the acronym means. Some are actually involved without knowing it. Others do not feel the need to get involved because their pupils' skills are considered sufficient, or claim a lack of time or legitimacy.

Monette, C., & Longpré, T. (2025). **L'accompagnement en apprentissage du français langue seconde et la réussite de jeunes adultes apprenants issus de l'immigration : du secondaire à la formation générale des adultes : le cas d'une classe de transition**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 60-63. https://doi.org/10.7202/1122419ar

Plusieurs écrits scientifiques démontrent que la réussite éducative dépend d'une combinaison de déterminants personnels, familiaux, pédagogiques et organisationnels (Cyrenne et al., 2014). À cet effet, le Plan d'engagement vers la réussite (PEVR) des centres de services scolaires (CSS) met en lumière la nécessité d'adapter l'offre éducative aux besoins diversifiés des personnes apprenantes. Ajuster les services éducatifs, les pratiques pédagogiques et les ressources favoriserait ainsi l'augmentation des chances de réussite de chacun. C'est dans cette optique qu'une classe de transition entre la formation générale des jeunes (FGJ) et la formation générale des adultes (FGA) a été créée, au CSSRDN dans les Laurentides, afin d'accueillir, de manière transitoire, les jeunes adultes issus de l'immigration (JAII) en provenance des classes de francisation du secondaire. Cette initiative visait à soutenir les JAII qui nécessitent un accompagnement spécifique pour intégrer efficacement le milieu de la FGA.

Moorhouse, B. L. (2026). **Teachers' professional digital competence after a period of online teaching: the case of Hong Kong primary school English-language teachers**. *Asia Pacific Education Review*, *27*(1), 327-336. https://doi.org/10.1007/s12564-023-09885-7

This article reports on a qualitative study that explored the effects a period of online teaching necessitated by COVID-19 has had on primary school Hong Kong English-language teachers' professional digital competence—the ability to successfully use technology for teaching. In-depth interviews were conducted with sixteen teachers approximately one year after they returned to in-person teaching. Findings suggest that the period of online teaching had a profound effect on the primary school teachers' use of technology, technological self-efficacy, and their professional digital competence. Teachers reported regularly using technology in their in-person teaching, and they believed they had the necessary abilities needed to use technology to help them achieve their pedagogical goals. They attributed their increased use of technology and developed competencies to the experiences they gained teaching online during the pandemic. The study has implications for the professional development of teachers to become professionally competent technology users.

Morin, O. (2025). **Enseigner au Nunavik : la bienveillance et l'adaptation de l'enseignant en insertion professionnelle comme levier de la motivation des élèves**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 67-69. https://doi.org/10.7202/1122421ar

Sous l'angle du vécu de l'enseignant allochtone en insertion professionnelle, cet article explore son rôle sur la motivation et l'engagement des élèves au secondaire en milieu nordique, ici au Nunavik. En s'appuyant sur le récit de leur parcours d'insertion, des réflexions et des pistes de solutions émergent pour faire face à ces défis vécus. L'adaptation

personnelle, professionnelle et sociale agit comme levier favorisant l'engagement de l'élève dans sa réussite éducative.

Murillo, A., & Gatel-Labie, J.-F. (2026a). **Quand les enseignant.es de l'enseignement secondaire se forment et s'approprient l'outil " plan de travail " : Quelles différenciations ?** In *Transmission des savoirs. De la formation à la différenciation. Enjeux et inspirations pour mieux soutenir le développement des compétences du personnel scolaire* (p. 245-267). https://doi.org/10.33055/alphil.00664
This study investigates how teachers in French agricultural education develop and implement work plans for their pupils, tools so far mainly used in primary education. Our research is based on 15 interviews with teachers. In the pre-appropriation phase of the tool, their training sources include personal experience, teaching resources (mostly found on the « edusphere »), exchange with colleagues and in-service training. Initial appropriation of the tool shows that teachers who start using work plans perceive them as a tool for pedagogical differentiation, although their uses vary widely. Teachers observe benefits in terms of organization and relationships with students, but we also highlight risks of passive differenciation.

Murillo, A., & Gatel-Labie, J.-F. (2026b). **Quand les enseignant.es de l'enseignement secondaire se forment et s'approprient l'outil " plan de travail " : Quelles différenciations ?** In *Transmission des savoirs. De la formation à la différenciation. Enjeux et inspirations pour mieux soutenir le développement des compétences du personnel scolaire* (p. 245-267). https://doi.org/10.33055/alphil.00664
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Mutuale, A., Parayre, S., Serina-Karsky, F., Garcia, A., & Olivier, A. (2026). **Un compagnonnage à la recherche au cycle d'études doctorales : formation de professionnel·les engagé·es au sein d'une communauté d'études**. *L'orientation scolaire et professionnelle*, (55/1), CLIII. https://doi.org/10.4000/15ubm
La Faculté d'Éducation et de Formation (FacEF) de l'Institut Catholique de Paris (ICP) a restructuré son cycle d'études doctorales depuis six ans. L'originalité de la formation doctorale réside dans son organisation. Les doctorant·es ont des rythmes réguliers de formation de deux jours par mois. Bien plus qu'une simple formation de 3ème cycle, le doctorat prend appui sur un compagnonnage à la recherche, attaché à conduire à s'engager dans la recherche aussi bien qu'à développer une socialisation et une éthique de chercheur. Nous émettons l'hypothèse que les doctorant·es qui suivent cette formation se retrouvent, par leur engagement dans le processus de la recherche, capables de travailler avec les incertitudes et de dépasser les vulnérabilités liées au métier. Nos objectifs pour cet article sont d'abord de présenter cette organisation particulière, propice au développement du chercheur et d'une communauté d'études, et ce qui constitue en détail la formation et l'accompagnement des doctorant·es. Ensuite en enquêtant auprès de la soixantaine des doctorant·es, nous reviendrons sur la manière

dont est vécue cette préparation au métier de chercheur·e et tenterons de comprendre les forces et les limites de cette formation, ainsi que ses défis.

Napaseuth, M. (2026). **De l'accompagnement professionnel au coaching, un changement de paradigme de l'action publique**. *Éducation Permanente*, *246*(1), 59-69. https://doi.org/10.3917/edpe.246.0059
Cet article analyse les transformations contemporaines du champ de l'insertion socioprofessionnelle à travers l'étude du dispositif expérimental Double A, déployé dans le cadre du Plan d'investissement dans les compétences (PIC) 100 % Inclusion. S'appuyant sur une enquête qualitative pluriannuelle (observations participantes, entretiens et focus groups), la recherche interroge le glissement des postures professionnelles vers une logique de coaching, révélatrice d'un changement de paradigme de l'action publique. L'analyse montre comment l'hybridation des politiques d'activation et la diffusion du New public management imposent une rationalisation gestionnaire des pratiques qui favorise l'émergence d'une injonction à l'autonomie et à l'auto-efficacité, tendant vers une psychologisation du social.

Norab, L., & Baguio, J. (2026). **Stories from the Classroom: Exploring Teachers' Firsthand Experiences in Handling Bullying**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 235-244. https://doi.org/10.66074/DE21FR09
This study examined the experiences of public elementary school teachers in handling bullying incidents in their classrooms in Tibungco District, Division of Davao City. Using a qualitative phenomenological approach, ten teachers participated in in-depth interviews, and the data were analyzed through thematic analysis to identify recurring patterns across their narratives. The findings revealed three major challenges: student behavioral issues, limited support and resources, and emotional and professional stress. Teachers addressed these challenges through proactive classroom management, collaboration and support-seeking, and emotional regulation and selfcare. The study also identified three professional insights gained from experience: the importance of early intervention, the value of empathy and understanding, and the role of continuous professional development. These findings highlight the complexity of classroom bullying management and underscore the need for stronger school support systems, clearer anti-bullying protocols, and sustained teacher development to promote safe, inclusive, and supportive learning environments.

Núñez-Regueiro, F., Falcon, S., & Bressoux, P. (2025). **Modeling demands-resources fit in teacher education using open-ended data: a methodological-substantive synergy**. *Education and Information Technologies*. https://doi.org/10.1007/s10639-025-13764-6
This study explores the effectiveness of large language models (LLMs) in automatically encoding a large set of open-ended responses to obtain data for use in applied statistics. As a case study, we focus on demands-resources fit processes and engagement in teacher education. To probe the validity of LLMs in investigating these processes, we compare results from measures obtained via ordinary Likert-type items (scale measures), and measures obtained from automatically encoding open-ended questions (LLM measures) for the same sample of student teachers (N = 499, 82% female, Mage=23.5 years). Results demonstrate the reliability of LLMs in processing and quantifying large amounts of open-ended data quickly and as accurately as scale measures. Moreover, results concur to reveal an "optimal margin" of demands-resources fit in student teacher engagement. Accordingly, study resources surpassing study demands maximizes engagement, whereas insufficient resources minimize it, and moderate levels of both demands

and resources lead to intermediate engagement. By contrast, high or low levels of both demands and resources are suboptimal for engagement. Taken together, these findings demonstrate that LLM-derived statistics offer an efficient and reliable approach to extracting data from open-ended responses, enabling the large-scale analysis of qualitative insights while preserving their richness. This method facilitates the integration of qualitative and quantitative approaches, enhancing the study of individual behavior, and holds significant potential for enhancing digital education frameworks by supporting adaptive learning systems and digital assessment practices.

Núñez-Regueiro, F., Juhel, J., & Wang, M.-T. (2025). **Does need satisfaction reflect positive needs-supplies fit or misfit? A new look at autonomy-supportive contexts using cubic response surface analysis**. *Social Psychology of Education*, *28*(1), 43. https://doi.org/10.1007/s11218-024-09959-3
According to self-determination theory (SDT), teachers' autonomy-supportive behavior fosters students' autonomy and competence needs. However, individual differences in students' needs for autonomy support have been overlooked. Specifically, it is unclear whether variations in students' needs influence how effectively a teacher's support contributes to need satisfaction, and whether matching or exceeding the students' needs is most beneficial. This study addresses these gaps by extending SDT in two ways. Theoretically, it introduces a phenomenology of needs-supplies fit, where need satisfaction depends on the interplay between students' needs for autonomy support and teacher supplies. Methodologically, it introduces cubic response surface analysis (RSA) to model this fit. We tested these extensions using cross-sectional data from 389 French secondary school students (M(age) = 14.3 years, grades 6 through 12, 58% female), who self-reported their need satisfaction (autonomy and competence) and supplies and needs in teacher autonomy support. Results from cubic RSA highlighted asymmetric processes, which were overlooked by simpler methods (e.g., quadratic RSA). Matching levels of teacher supplies and student needs positively related to need satisfaction, but this relation reversed at low and high levels of fit. Additionally, misfit effects were asymmetrical: while moderate misfit had minimal impact, extreme excess supplies was related to high satisfaction, whereas extreme deficient supplies to low satisfaction. Overall, supplies exceeding students' needs appeared more beneficial than those merely matching them, but this depended on need levels. These findings underscore the importance of tailoring autonomy-supportive behaviors to individual students' needs, as this can enhance or diminish the beneficial impact of such support.

Núñez-Regueiro, F., Marsh, H. W., Pekrun, R., Lüdtke, O., & Guo, J. (2025). **The Reciprocal Effects Model is Robust to Alternative Modeling Specifications: A Response to Sorjonen et al., 2025**. *Educational Psychology Review*, *37*(3), 79. https://doi.org/10.1007/s10648-025-10059-7
In a recent commentary, Sorjonen et al. (2025) reanalyzed simulated data based on Marsh et al. (2024), proposing several alternative models to account for reciprocal effects between academic self-concept (ASC) and achievement (ACH). Their contribution is a welcome addition to the ongoing dialogue on longitudinal modeling, expanding the range of theoretically grounded tests of reciprocal processes. While valuable, the models they proposed relied on specifications that, iour view, raised some concerns about model validity or did not fully capture the temporal structure central to Marsh et al.'s (2024) extended reciprocal effects model (REM), which posits contemporaneous skill-development effects (of ACH on ASC) and lagged self-enhancement effects (of ASC on ACH). In addition to responding to Sorjonen et al., we present a generalizable framework for comparing longitudinal models that differ in their assumptions about change processes, temporal structure, and measurement design. Using this comparative framework, we reanalyzed both the simulated data constructed by Sorjonen et al. and the

original PALMA dataset used in Marsh et al. (2024). Although Sorjonen et al. questioned the evidence, our reanalyses provide converging support for the extended REM and, in particular, for an effect of academic self-concept on achievement. The extended REM provided the most probable approximation of the data structure and was robust to several alternative modeling specifications. We provide open-access scripts to replicate results and implement the proposed comparative modeling framework in various research settings (see OSF repository: https://osf.io/84bzp/).

Núñez-Regueiro, F., Santana-Monagas, E., & Juhel, J. (2024). **How Needs-Supplies Fit Processes With Teachers, Peers, and Parents Relate to Youth Outcomes: A Theoretical and Methodological Extension of Self-Determination Theory**. *Journal of Youth and Adolescence*, *54*, 176-195. https://doi.org/10.1007/s10964-024-02049-9
According to self-determination theory (SDT), relationships that support the needs for autonomy, competence, and relatedness are essential to youth development. It is yet unknown whether adolescents differ in what constitutes "optimal" supplies of support. This research proposes methodological extensions to analyze how the degree of fit or misfit between needs versus supplies in support (i.e., from teachers, parents, and peers) relates to engagement in class, academic achievement, and well-being. Data were collected on 389 adolescents (M(age) = 14.3, SD(age) = 2.1, 58% female, low to high SES). Extending SDT's contention that "the more supplies the better", results suggest that the impact of supplies actually depends on the level of needs, and that commensurate (for parents) or surplus supplies (for teachers, peers) are most optimal. Therefore, while some youth require strongly supportive relationships to experience optimal development, others require much lower support, and may even suffer from higher support.

OECD. (2026a). ***Empowering schools' improvement: Insights from PISA for Schools case studies*** (PISA in Focus N° 132; 132e éd.). https://doi.org/10.1787/50f6b0e5-en

OECD. (2026b). ***Reimagining Teaching in an Accelerating World***. https://doi.org/10.1787/d0edfe8c-en

OECD. (2026c). ***Teaching relationship skills: Evidence from classrooms to inform policy*** (Teaching in Focus N° 47; 47e éd.). https://doi.org/10.1787/d882368e-en

Palmero, G. J., & Baguio, J. (2026). **Navigating the Balance: Teachers' Experiences in Meeting Curriculum Demands and Providing Individualized Support for Students in DepEd Schools**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 180-190. https://doi.org/10.66074/HY43GT21
Public elementary teachers frequently navigate a tension between strict curriculum coverage and the need to support struggling learners. This qualitative phenomenological study explored how ten public school teachers in Davao City, Philippines, manage this conflict and its impact on their teaching practice and wellbeing. Reflexive thematic analysis revealed that educators face significant challenges stemming from curriculum rigidity, competing duties, and limited resources. To maintain instructional responsiveness, teachers utilize differentiated instruction, collaborative problem-solving with families, and strategic time management to carve out space for remediation. Although balancing these intense demands causes considerable stress and fatigue, teachers also experience a profound sense of purpose and develop adaptive teaching skills

when their students succeed. Ultimately, findings suggest that fostering inclusive classrooms and safeguarding teacher wellbeing requires systemic curriculum flexibility, workload regulation, and targeted resource support.

Payn, M. (2025). **Les enjeux et les justifications de décisions pour l'éducation numérique et la pédagogie différenciée**. *Mesure et Évaluation en Éducation*, *48*(1), 11-33. Consulté à l'adresse https://edition.uqam.ca/mee/article/view/3509
This article analyzes the discourse of decision-makers in the field of digital education in a given territory regarding digital school equipment. Explaining the school's mission, differentiated pedagogy and its approach within humanist ideology, the author uses discourse analysis to identify the conditions under which decisions are made. He attempts to characterize the postures adopted by these individuals in this specific decision-making space, as well as the justifications given for these decisions and the underlying ideology. The results show that market issues outweigh those of technique and pedagogy. This impediment requires differentiated pedagogy practitioners and researchers alike to adopt a critical stance that goes beyond technophilia or -phobia with regard to the values conveyed in the technological discourses and digital artifacts they are presented with.

Persson, R. (2026). ***Measuring teacher collaboration in Swedish schools: A validation study using survey data from primary school teachers*** (Working paper N° 25/3). Consulté à l'adresse Stockholm School of Economics, Center for Educational Leadership and Excellence website: https://EconPapers.repec.org/RePEc:hhb:hastel:2025_003
This working paper evaluates the measurement properties of teacher collaboration items from a survey distributed by LegiLexi to Swedish primary school teachers (N = 2,124). Nine items capturing the frequency and quality of professional interactions with teacher teams, school leaders, and broader school climate were examined using descriptive statistics, principal component analysis, confirmatory factor analysis, internal consistency estimates, and intraclass correlations. A two-factor confirmatory model distinguishing horizontal collaboration (teacher team) from vertical collaboration (principal/school leaders), with correlated uniquenesses for parallel item content, provided excellent fit to the data ($\chi^2(5) = 7.37$, $p = .195$, CFI = .999, RMSEA = .016). The two factors were moderately correlated ($r = .36$), confirming empirically distinct dimensions. Preliminary school-level correlations with student literacy outcomes from LegiLexi reading assessments were explored. The results establish a measurement foundation for future research on teacher collaboration and student reading outcomes in Swedish primary schools.

Piard, J., & Moyon, M. (2026). **Enhancing Student Motivation in Laboratory Courses: Research-Based Blended Learning versus Traditional Instruction**. *Journal of Chemical Education*. https://doi.org/10.1021/acs.jchemed.5c00926
Although motivation is one of several factors supporting that support effective learning, it can be constrained in traditional chemistry laboratory courses that follow a cookbook approach. To address this issue, a new chemistry laboratory course was designed, based on research-based blended learning and Course-Based Undergraduate Research Experience principles (RBBL-CURE). The course was grounded in evidence-based recommendations and explicitly structured according to the MUSIC (eMpowerment, Usefulness, Success, Interest, Caring) model of motivation introduced by Jones in 2009. Students experienced both the RBBL-CURE and traditional laboratory work (TLW) format, allowing within-student comparisons of motivation. Student motivation was assessed using the MUSIC model inventory across its five components.

Compared to TLW, the RBBL-CURE format led to significant increases in empowerment ($p < 0.001$), interest ($p = 0.04$), and caring ($p < 0.001$), while maintaining high scores for usefulness and success. The results of this study suggest that RBBL-CURE laboratory courses can offer highly motivating experiences and may, in turn, foster student engagement, with important implications for instructional design in laboratory-based science education.

Potvin, P., Lefebvre, M., Houle, N., Hasni, A., & Ahr, E. (2026). **Trends in K-12 science education research on students' interest, motivation and attitude towards science and technology: A systematic, reproductive and comparative review of 12 more years (2013–2024)**. *Review of Education*, *14*(1), e70133. https://doi.org/10.1002/rev3.70133
This study presents a systematic, reproductive and comparative review of research on students' interest, motivation and attitude (I/M/A) towards science and technology (S&T) at K-12 levels, covering the period 2013–2024. As a follow-up to a previous systematic review (2000–2012), it describes and synthesizes findings from 170 peer-reviewed articles indexed in ERIC, applying the same methodology to ensure comparability. The review examines the geographical origins of studies, theoretical constructs, measurement instruments and reported correlational and causal relationships that predict I/M/A. Findings indicate an increase in methodological rigour, diversification of theoretical frameworks and a broader geographic representation of recent studies. However, persistent challenges remain, including the fragmentation of conceptual constructs and limited consensus on effective interventions to enhance I/M/A. The analysis also highlights trends such as the rise of structural equation modelling, the growing role of informal learning settings and the emphasis on contextualized and enquiry-based interventions. While research efforts have multiplied, future studies may benefit from adopting more unified frameworks to enable cumulative knowledge building. This review informs future research directions and educational policies aimed at fostering sustained student engagement in science and technology. Context and implications Rationale for this study: This study updates a previous systematic review on students' interest, motivation and attitude (I/M/A) towards science and technology by analysing a new corpus (2013–2024) using the same methodology. Why the new findings matter: It identifies emerging research trends, evolving constructs and geographic shifts in the field. Implications for researchers, policymakers and practitioners: These findings offer a clearer understanding of how I/M/A research is diversifying and maturing. They highlight the growing use of advanced methods and the need for conceptual coherence. Researchers can build more unified frameworks; policymakers may consider curricular developments that foster I/M/A; practitioners can better align strategies with validated results and constructs.

Présences à distance en télésupervision. (2025). *Éducation & Formation*, *Numéro thématique*(e-324), 76-89. Consulté à l'adresse http://revueeducationformation.be/
L'intégration des technologies numériques dans les formations s'accélère, et la télésupervision apparaît comme une solution prometteuse pour accompagner les stagiaires. Les stages visent à intégrer les apprentissages, développer des compétences et préparer l'entrée dans le monde du travail ; la télésupervision soutient ces objectifs. Dans un collectif de stage, l'utilisation de dispositifs numériques permet des interactions en ligne malgré la dispersion géographique. Comme la supervision se fait de plus en plus à distance, Petit et al. (2025, 2023, 2021) identifient des pratiques d'accompagnement favorables à une perception de présence à distance, à partir d'entrevues menées auprès de 11 superviseurs. L'analyse, fondée sur le modèle Community of Inquiry (Garrison et al., 2000), révèle des regroupements propres aux stages. Pour faciliter le transfert des connaissances et l'appropriation de la notion de présence à distance en stage,

l'article propose une modélisation des présences en télésupervision. Son originalité réside dans un modèle tripartite, doté d'indicateurs et d'une temporalité, applicable à divers contextes de stage.

Rafiee, M., al-Thabhawee, A., Al-Asadi, S., & Abbasian-Naghneh, S. (2026). **Conceptualising the influence of E-learning effectiveness determinants: a controlled investigation using structural equation modelling**. *International Journal of Inclusive Education*, *30*(4), 764-786. https://doi.org/10.1080/13603116.2025.2493158

Représentations de la présence à distance par les enseignants universitaires : éléments de compréhension en période postpandémique. (2025). *Éducation & Formation*, *Numéro thématique*(e-324). Consulté à l'adresse http://revueeducationformation.be/

Rohmah, G. N., Fitriyah, U., & Hanifiyah, L. (2026). **Interculturality in EFL Education as a Gateway to Religious Moderation: Voices from Religion-Based School Teachers**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 137-154. https://doi.org/10.7358/ecps-2025-032-rohm
This study investigates EFL teachers' conceptions of Intercultural Language Learning (IcLL) in Indonesian Madrasah Aliyah and examines how they link intercultural learning with the promotion of religious moderation. Using a qualitative narrative inquiry design, data were generated through a preparatory questionnaire and semi-structured interviews with five English teachers. Thematic analysis, informed by Bennett's Developmental Model of Intercultural Sensitivity (DMIS), was used to interpret teachers' intercultural orientations and classroom practices. The findings show that teachers view IcLL as fundamental to language learning and as a strategic medium for cultivating open, tolerant, respectful learners while reinforcing religious moderation. Most teachers are positioned between minimisation and acceptance, with some evidence of emerging adaptation. However, the enactment of IcLL remains uneven and dependent on school context, teacher training, and the availability of culturally rich materials.

Saban, A. (2026). **Encadrement doctoral en contexte CIFRE : risques psychosociaux et facteurs protecteurs dans la relation tripartite**. *L'orientation scolaire et professionnelle*, (55/1), 93. https://doi.org/10.4000/15ubk
Les doctorats CIFRE impliquent une configuration tripartite où les doctorant·es naviguent entre logiques académiques et industrielles, sous la supervision conjointe d'encadrant·es universitaires et professionnel·les. Cette revue systématique, conduite selon le protocole PRISMA sur 25 études, examine l'influence de cet encadrement bicéphale sur les risques psychosociaux. Les résultats révèlent que l'absence de supervision régulière, les discordances d'attentes et la position d'intermédiaire captif constituent des facteurs de vulnérabilité majeurs. À l'inverse, la clarté mutuelle des objectifs, le soutien à l'autonomie et le lien émotionnel authentique opèrent comme facteurs protecteurs. Nous proposons un modèle de « fondations doctorales pédagogiques » articulant zones décisionnelles graduées, mécanismes de résolution des conflits et transformation du Comité de Suivi en instance tripartite de gouvernance. Ces dispositifs visent à repositionner les doctorant·es comme agents de leur formation plutôt que comme intermédiaires vulnérables entre deux mondes institutionnels divergents.

Saenen, L., Stevens, R., Hermans, K., Struyven, K., & Emmers, E. (2026). **From principles to practice: Universal design in higher education—A systematic review**. *Review of Education*, *14*(1), e70129. https://doi.org/10.1002/rev3.70129

Inclusive education aims to ensure equal opportunities for all learners, and Universal Design (UD) offers practical and actionable principles to support this goal. As higher education increasingly embraces both physical and digital inclusive learning environments, there is a growing need to understand how UD is implemented and evaluated in these contexts. This systematic literature review, conducted according to PRISMA guidelines, synthesizes findings from 16 empirical studies and reviews published between 2013 and 2023. The review identifies a variety of inclusive actions, such as offering multimodal learning materials, designing flexible assessments and integrating accessible technologies. These approaches illustrate the adaptability of UD principles and their relevance across disciplines and modalities. The study confirms that UD can be an effective, holistic framework for designing inclusive higher education environments. However, clear causal links between specific UD-informed actions and their corresponding outcomes are still lacking, making it difficult to assess which principles drive particular results. Furthermore, not all UD principles are addressed equally, with more emphasis placed on easily implementable aspects while others remain underexplored. These gaps point to a need for greater integration of UD across institutional levels, as well as for interdisciplinary collaboration. This review not only maps current practices but also identifies critical contextual and methodological blind spots and offers a future research agenda. It further proposes nine priority components for advancing inclusive higher education through UD, supporting teachers, researchers and policymakers alike. Context and implications Rationale for this study: why the new findings matter: Despite strong policy ambitions, inclusive higher education continues to fall short in practice. While Universal Design (UD) is frequently promoted as a promising framework to address learner diversity, empirical insight into how UD is actually implemented and evaluated in higher education remains limited and fragmented. This review matters because it goes beyond advocacy by systematically examining which UD-informed actions are implemented, how they are interpreted, often through Universal Design for Learning (UDL), and what kinds of outcomes are reported. By revealing uneven application of UD principles and persistent conceptual ambiguity between UD and UDL, the study clarifies why current evidence is difficult to compare and why causal claims about effectiveness remain weak. In doing so, it addresses a critical gap between inclusive aspirations and actionable, evidence-informed design in higher education. Implications for research: For research, the findings highlight the urgent need for greater conceptual and methodological clarity. The dominance of UDL terminology, combined with inconsistent operationalisation of UD principles, limits the ability to establish causal links between specific design actions and learning outcomes. Future studies should therefore adopt clearer and more transparent frameworks that explicitly connect implemented strategies to underlying UD principles. In addition, the strong North American focus in the existing literature points to the need for more geographically and culturally diverse research to strengthen the external validity of findings. Longitudinal and comparative designs are particularly needed to move beyond descriptive accounts and to build a cumulative evidence base on the effectiveness of UD in higher education. Implications for practice and policy: For practice, this review identifies flexible assessment practices, multimodal learning resources and user-friendly digital tools as consistently associated with positive learning experiences and engagement. At the same time, it exposes important blind spots, notably the underuse of UD principles related to physical accessibility and spatial design, which are often assumed rather than deliberately addressed. For policy, the findings underscore that sustainable implementation of UD cannot rely on individual teacher initiative alone. Institutional support

structures, targeted professional development, interdisciplinary collaboration and clear frameworks defining shared responsibilities between teachers and students are essential. Together, these implications stress the need to embed UD structurally within higher education systems, rather than treating inclusion as a series of ad-hoc adjustments.

Sane, M. V. L. (2026). ***Leadership pour l'apprentissage en Afrique : méta-analyses recentes, pratiques efficaces et... 21 responsabilites***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/leadership-pour-l-apprentissage-en-afrique/82246
S'appuyant sur les méta-analyses internationales et africaines les plus robustes, cet ouvrage propose une grille opérationnelle du leadership éducatif, articulant curriculum, évaluation et développement professionnel au plus près des classes, avec des preuves d'impact claires et actionnables. Au-delà des slogans, il détaille 21 responsabilités concrètes pour structurer le travail des chefs d'établissement, inspecteurs, formateurs et équipes pédagogiques: clarifier les objectifs d'apprentissage, rendre visibles les critères, organiser des routines courtes de feedback, outiller les enseignants avec des artefacts simples mais exigeants, et piloter à l'aide de tableaux de bord frugaux centrés sur la progression réelle des élèves. Ce que le lecteur y trouvera : • Une synthèse critique des preuves (effets, conditions, limites) • Des protocoles prêts à l'emploi pour la classe, l'établissement et le réseau • Des indicateurs sobres, alignés sur les seuils de maîtrise • Des outils de passage à l'échelle par paliers (PDIA, amélioration continue)

Shao, H., & Yu, Z. (2026). **Inclusive approaches to liberal arts education in the context of the creative economy: integrating access, engagement, and technological literacy**. *International Journal of Inclusive Education*, *30*(4), 704-731. https://doi.org/10.1080/13603116.2025.2490594

Shimray, C., & Padmanabhan, J. (2026). **Teachers' perspectives on effective climate change education in India**. *Oxford Review of Education*, *52*(2), 190-210. https://doi.org/10.1080/03054985.2026.2618589
School education in India is guided by a national curriculum framework, which is generally adopted or adapted by different stakeholders. The National Curriculum Framework for School Education 2023 (NCF-SE 2023) brought out in accordance with the National Education Policy 2020 under the direction of the Ministry of Education, Government of India, strongly advocates for climate change education by listing the associated competencies to be developed in students. Keeping in view the role of teachers as facilitators for any classroom transaction, and that the effectiveness of the teaching–learning process depends on their expertise, it is imperative to understand the perspectives of teachers, based on which strategies can be adopted on how the climate change curriculum can be effectively taught. This study presents the perspectives of teachers teaching at the middle and secondary stage of school education in different parts of India. The findings cover teachers' beliefs about climate change, awareness about the curricular goals for environmental education with respect to NCF-SE 2023, confidence and preparedness to teach climate change, and requirements for effective teaching, which reveal the critical and urgent need for professional development.

Su, F., Zou, D., & Wang, L. (2026). **Learning-by-doing in a professional learning community: technological pedagogical and content knowledge development of Hong Kong university teaching staff**. *Asia Pacific Education Review*, *27*(1), 225-240. https://doi.org/10.1007/s12564-023-09918-1

To prepare teachers for blended teaching, this study proposed ongoing teacher professional development activities that utilize the learning-by-doing approach within a professional learning community with the objective of developing the technological, pedagogical, content knowledge (TPACK) of teachers. The study explored the TPACK of 11 teachers and their perceptions of blended teaching through interviews and questionnaires. Analyses of interview data demonstrated that teachers perceived the technological benefits (e.g., supporting citywide resources) but noted that the teacher professional development training required high levels of self-regulation skills. The questionnaire results indicated significant improvements in TPACK, TCK, and TPCK but not for other dimensions of TPACK. Lastly, the study presented discussions and implications accordingly.

Tadem, I. P., & Baguio, J. (2026). **From Secondary to Primary: Lived Experiences of Non-Elementary Education Graduates Teaching Elementary Learners**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 191-200. https://doi.org/10.66074/LO21JU09
This phenomenological study explored the lived experiences of non-elementary education graduates who taught elementary learners in Tibungco District, Division of Davao City. Ten teachers participated in in-depth, semistructured interviews, and the transcripts were analyzed through reflexive thematic analysis to surface shared meanings across participants. Three clusters of challenges emerged: sustained behavior management demands that required close attention and consistent routines, constant parental monitoring that interrupted instruction and increased pressure, and the need to adapt curriculum and teaching approaches to younger learners. Teachers responded through coping practices that included proactive routines and positive reinforcement, clear boundary-setting for parent communication, and childcentered instructional adjustments such as chunking content, using visuals, and integrating brief interactive activities. Participants also described insights that reflected professional growth in flexibility, stronger appreciation of developmental differences, and strengthened resilience. Findings highlight how out-offield deployment across year levels reshapes teacher identity and daily practice, and they point to the need for targeted induction, mentoring, and professional development that supports elementary pedagogy and home-school partnership protocols.

Tadlaoui-Brahmi, A. (2025). **La reproduction des inégalités de sexe et les pratiques différenciatrices en éducation à la citoyenneté numérique : une étude empirique**. *Mesure et Évaluation en Éducation*, *48*(1), 96-118. Consulté à l'adresse https://edition.uqam.ca/mee/article/view/3693
This article explores the mechanisms of reproduction and transformation of gender relations in digital citizenship education within the Swiss French-speaking school context. The ethnographic study, conducted in eight primary school classes (pupils aged 8 to 12), analyses the distribution of interactions and differentiated relationships to digital knowledge. Observations reveal a preferential recognition of boys as legitimate holders of technical skills, who occupy a central place in exchanges during sessions devoted to computer science. Girls are more subject to regulations focusing on the expressive and relational dimensions of their online practices, particularly on social networks. Pedagogical interactions, whether or not they stem from an explicit differentiating intention, perpetuate certain gendered assignments by structuring access to speech and the recognition of skills. The analysis thus calls for attention to the discrete processes of reproducing inequalities in the development of digital citizenship.

Tahesse, H., & Bouanani, M. (2025). **L'hybridation pédagogique à l'université marocaine face aux différents profils et besoins des personnes étudiantes : place à la différenciation et à l'évaluation**. *Mesure et Évaluation en Éducation*, *48*(1), 154-175. Consulté à l'adresse https://edition.uqam.ca/mee/article/view/3714
Our study, based on the ADDIE model, aims to analyze the needs of Moroccan students for integrating hybrid learning into their educational process. An online survey was conducted to gather a broad range of responses. The results reveal differences according to specialties (humanities, sciences and technologies, and management) and confirm the initial hypotheses. Statistical correlations show links between student characteristics and their level of digital skills. These findings suggest adopting a differentiated pedagogy in hybrid teaching, based on the use of learning platforms, to better meet learners' needs.

Taylor, H. E., Van Boxtel, J. M., Bueno, S. A., & Foster, E. A. (2026). **Integrating high-leverage practices into special education teacher preparation programmes: promoting access and equity for all learners**. *International Journal of Inclusive Education*, *30*(4), 749-763. https://doi.org/10.1080/13603116.2025.2490986

Tocchioni, V., Morabito, M. F., & Petrucci, A. (2026). ***Students enrolled in STEM disciplines in Italy: The role played by field of study and gender in course switching*** (Working paper N° 2026_03). Consulté à l'adresse Universita' degli Studi di Firenze, Dipartimento di Statistica, Informatica, Applicazioni « G. Parenti » website: https://EconPapers.repec.org/RePEc:fir:econom:wp2026_03
Ongoing technological change has led to a steadily growing demand for Science, Technology, Engineering and Mathematics (STEM) graduates worldwide. Not only do STEM disciplines have a low attractiveness in some contexts, such as in the U.S. and Italy; it is also a matter of persistence in pursuing STEM studies, affected by high rates of course switches in several countries. Using administrative microdata from the Italian Ministry for Universities and Research and selecting students enrolled in a STEM discipline between 2010 and 2014, our aim is to explore how the studentâ€™s gender, the field of study, and the gender composition of the course can help identify at-risk students likely to switch away from STEM fields, often delaying and/or compromising their academic journeys. Overall, the findings show that the propensity to abandon STEM programmes is very high, especially among students enrolled in Soft STEM fields. We find that (female and male) students in female-dominated programmes tend to have a lower probability of switching to enroll in another STEM course compared to those in male-dominated programmes. These findings emphasise that institutional contexts and course-level gender composition matter for STEM persistence, calling for university-level strategies aimed at fostering more inclusive and supportive learning environments.

Trémoureux, J. (2025). ***Les déterminants de la réussite en licence dans une université de proximité : remédiation pédagogique et effets socio-territoriaux de la pratique étudiante*** (Theses, Le Mans Université). Consulté à l'adresse https://theses.hal.science/tel-05549579
Au cours du XXème siècle, la recherche en éducation a mis en lumière les enjeux d'une démocratisation partielle de l'enseignement supérieur. L'ouverture de nouveaux établissements universitaires dans les années 1960-70 a permis une massification de l'accès aux études supérieures. Toutefois, cette expansion s'est accompagnée d'une hausse du taux d'échec, particulièrement notable entre les années 1960 et 1990. Ce n'est qu'à partir des années 2000 que l'on observe une stabilisation progressive de ce phénomène, témoignant de l'évolution des pratiques pédagogiques et des politiques de remédiation adaptées à un public de plus en plus

diversifié. Celles-ci se manifestent notamment par le recours à des financements extrabudgétaires compétitifs. Dans ce cadre, le Programme d'investissements d'avenir (PIA), à travers son volet Nouveaux Cursus et Rythme (NCU), soutient le projet Thélème, porté conjointement par les universités du Mans et d'Angers, et dédié à la remédiation universitaire. Cette thèse s'inscrit dans une démarche d'évaluation du PIA NCU Thélème pour le volet manceau, en adoptant une double perspective. D'une part, elle examine la mise en œuvre du projet en s'intéressant à l'offre de remédiation ainsi qu'à la gouvernance de cette dernière. Cette analyse s'appuie sur une enquête ethnographique enrichie par des entretiens semi-directifs, dont les résultats montrent que la mise en œuvre en pratique du projet Thélème à Le Mans Université (LMU), confrontée à des rationalités d'acteurs variées, freine son déploiement à grande échelle. D'autre part, en adoptant cette fois-ci une perspective relative à l'articulation sociale de l'offre de remédiation, la thèse explore la réception du projet et son impact sur les parcours et la réussite des étudiants. Le suivi d'une cohorte de 1989 étudiants sur une période de trois ans, par des questionnaires et des entretiens semi-directifs, depuis leur première inscription en licence en 2019-2020 jusqu'en 2021-2022, constitue le cœur de cette approche. Les résultats indiquent que, bien que des dispositifs de remédiation – comme le tutorat ou la possibilité scinder la première année de licence sur deux ans – aient un effet direct sur la probabilité de réussite aux examens, leur influence, au regard des déterminants classiques de la réussite étudiante, reste relativement faible sur le plan académique. Ces deux axes d'analyse convergent autour d'un objet d'étude commun : l'université de proximité, façonnée par des réalités historiques, géographiques et sociales spécifiques. Cet environnement constitue le cadre dans lequel évoluent les étudiants enquêtés. En toile de fond de l'évaluation du PIA NCU, la thèse met en lumière le rôle que joue Le Mans Université dans la démocratisation de l'accès à l'enseignement supérieur, en dessinant les contours d'un profil étudiant majoritairement d'origine local, caractérisé par une décohabitation tardive et une origine sociale populaire. Ces caractéristiques façonnent non seulement l'expérience universitaire, mais aussi les défis auxquels le projet Thélème est confronté pour soutenir efficacement la réussite étudiante.

Utami, N. A. B. (2026). **Exploring physical education teachers' perspectives on inclusive education in Bandung, Indonesia**. *International Journal of Inclusive Education*, *30*(4), 666-680. https://doi.org/10.1080/13603116.2025.2490591

This study aims to examine the perspectives of physical education (PE) teachers on teaching students with disabilities in inclusive classrooms. Indonesia's vast diversity, comprising numerous islands, local languages, cultures, religions and ethnicities, poses significant challenges to achieving inclusiveness in education. This diversity presents a crucial challenge for the role of inclusive education within the country. The participants were 16 PE teachers from several schools in Bandung, Indonesia. The study employed an adaptation theory framework with the lens of a social justice perspective and a qualitative research methodology. Primary data were gathered through semi-structured and in-depth interviews. The results indicated two themes that influenced teachers' perspectives: (1) Regulation: The current changing regulation created confusion among PE teachers, as they did not receive training on the changes. (2) Local wisdom: PE teachers held beliefs rooted in their local culture for teaching students with disabilities. To bridge the gap between the regulations and local wisdom, there is a role of community that facilitated discussions among PE teachers and enabled the sharing of experiences in teaching students with disabilities.

Wang, X., Kong, Q., & Ouyang, M. (2026). **Teacher-Student Relationships, Empathy, and Prosocial Behaviors: Examining Between- and Within-Person Relations**. *Journal of Youth and Adolescence*, *55*(3), 624-640. https://doi.org/10.1007/s10964-025-02236-2

Adolescents start to understand complex abstract concepts related to empathy and then engage in more costly prosocial behaviors. Positive teacher-student relationships, as the important environmental system, also promote adolescents' prosocial behaviors. Understanding whether positive teacher-student relationships can inspire adolescents to engage in more prosocial behaviors via empathy matters for improving social harmony. However, no study has systematically examined the relation between teacher-student relationships and prosocial behaviors at the within-person level, the mediating role of empathy between them, and the moderator of sex among these associations. More importantly, the examination of within-person relations would reveal the causal associations among these variables. Thus, framed in the developmental cascade perspective, the current study included 2407 Chinese adolescents (50.23% girl, Mage = 12.75, SD = 0.58 at T1) from seven schools over three time points with a one-year interval, and investigated the dynamic associations among teacher-student relationships, empathy, and prosocial behaviors by using the random intercept cross-lagged models. Results showed that the random intercepts of teacher-student relationships, empathy, and prosocial behaviors were significantly positively associated. At the within-person level, teacher-student relationships at T2 played a mediating role in the relation between the prosocial behaviors at T1 and T3. And, higher levels of teacher-student relationships at T1 lead to an increase in cognitive empathy at T2. Cognitive empathy stably predicted subsequent prosocial behaviors, and prosocial behaviors consistently predicted subsequent affective empathy. Teacher-student relationships indirectly predicted prosocial behaviors through cognitive empathy but not affective empathy. Sex differences were observed only in the model of cognitive empathy. The current findings contribute to the understanding of the relations among teacher-student relationships, empathy, and prosocial behaviors from the developmental cascade perspective, providing a novel scientific foundation for interventions aimed at promoting adolescents' prosocial behaviors.

Wong, S. S. H., & Lim, S. (2026). **The Powerful Teacher: A Power Hypothesis for the Benefits of Learning-by-Teaching**. *Educational Psychology Review*, *38*(1), 26. https://doi.org/10.1007/s10648-025-10097-1

Why does teaching others enhance one's learning? This study advanced a novel power hypothesis of learning-by-teaching: When assuming the role of a teacher, students experience a heightened sense of power in influencing others, which increases their own learning. University students (N = 242) studied a scientific text using one of three learning methods: notetaking, explaining, or teaching. The notetaking group prepared to be tested and wrote study notes about the topic; the explaining group prepared to explain and wrote an explanation about the topic as how they would write a textbook for their peers; the teaching group prepared to teach and wrote a verbatim teaching script about the topic as how they would orate a lecture to their peers. All students were then tested on generating research questions that create new knowledge about the topic, as well as their basic comprehension. Teaching or explaining to others improved students' research question generation and comprehension more than writing study notes for their own learning. Crucially, teaching produced superior research question generation performance than explaining, and this advantage held even after controlling for comprehension. The teaching group reported experiencing more power than the explaining and notetaking groups, which mediated the advantage of teaching over explaining, as well as that

of teaching and explaining over notetaking, for research question generation performance. An increased sense of power in a teacher potentially accounts for the learning benefits of teaching in enhancing one's research question generation performance. Indeed, teaching is powerful.

Xie, Y., & Yusuf, A. (2026). **Advancing scientific literacy: A systematic review of trends, pedagogies and challenges in the 21st century**. *Review of Education*, *14*(1), e70140. https://doi.org/10.1002/rev3.70140
This study synthesized the current evidence on how SL is being advanced through pedagogical strategies, identified global and regional publication trends, and uncovered challenges educators and policymakers encounter in promoting SL. We conducted a systematic review of 54 peer-reviewed articles retrieved from Scopus, Web of Science, IEEE, Wiley and ScienceDirect. All studies were screened and analysed using the EPPI Reviewer tool to ensure rigour and consistency. Findings revealed distinct publication and regional trends, with the majority of studies focused on secondary education and concentrated in North America and Asia. Prominent pedagogical approaches included inquiry-based learning, problem- and project-based learning, socio-scientific issues, explicit instruction on the nature of science (NOS) and technology integration. However, advancing SL continues to face several challenges, including rigid curricula, inadequates 10763 teacher preparation and limited access to resources. Three key gaps emerged from the review: limited focus on SL in primary education, a lack of qualitative and mixed-methods studies, and a striking underrepresentation of research from Africa, South America and Oceania. We recommend that future studies adopt broader methodological frameworks and focus on underexplored educational levels and regions to ensure more equitable and globally relevant SL research. Context and implications Rationale for this study: Despite growing interest in scientific literacy (SL), existing reviews often focus narrowly on single pedagogical approaches or regions. This study was undertaken to provide a structured synthesis of trends, strategies and challenges shaping SL research in the early 21st century, with attention to methodological and contextual gaps. Why the new findings matter: The findings show that progress in SL is constrained by the lack of instructional strategies and systemic constraints related to curriculum design, teacher preparation and resource availability. This highlights the need to move beyond isolated innovations toward more coherent and context-sensitive implementation. Implications for researchers and educational institutions: Researchers are encouraged to adopt more qualitative, mixed-method and context-responsive designs, particularly in underrepresented regions and primary education. Educational institutions should align curricula, professional development and resource provision to support sustained implementation of inquiry-oriented and socio-scientific approaches.

Zrudlo, I. (2025). **Reintegrating Philosophy More Effectively Into Initial Teacher Education**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(4), 1452-1475. https://doi.org/10.53967/cje-rce.7267
The role of philosophy has gradually been minimized in initial teacher education (ITE) despite the benefits it can bring to teachers. One of the reasons it has been marginalized is because of the way it was being offered. I outline some relatively neglected critiques R. S. Peters laid out against the historical survey method of teaching philosophical foundations, as well as some of his suggestions for how to integrate philosophy of education into ITE. Backed up by more recent proposals by philosophers of education, I argue that some of Peters' suggestions could help address some of the pressing challenges facing teacher education today. I then consider how these suggestions could be incorporated into a philosophical foundations course for ITE. I argue

that setting in motion and maintaining a learning process about more effective ways of integrating philosophy into ITE would help us make the case for its meaningful (re)introduction.

Relation formation-emploi

Albandea, I., & Roupnel-Fuentes, M. (2026). **Le diplôme est-il un « sésame pour l'emploi » pour tous les employeurs ?** In P.-Y. Bernard, J. Berthaud, & V. Gosseaume (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty6
Pour répondre aux besoins des entreprises de bénéficier d'une main-d'œuvre formée, le Plan d'investissement dans les compétences (PIC) s'était donné pour objectif de permettre à des demandeurs d'emploi peu ou pas qualifiés d'accéder à une certification ou à une qualification. Mais le diplôme est-il un signal important lors de l'embauche, même pour des emplois peu qualifiés. Est-ce que les employeurs y attachent tous la même importance ? Observe-t-on des différences, de genre, d'âge notamment ? Pour y répondre, seront mobilisées les données recueillies à partir d'un questionnaire et d'entretiens semi-directifs menés auprès d'employeurs qui recrutent dans des métiers de la coiffure, du service dans l'hôtellerie-restauration et de la menuiserie/charpente qui ne requièrent aucun ou seulement que de « petits » diplômes.

Beaugendre, C., Mansuy, M., & Recotillet, I. (2026). **Préparer à se former : une promesse inachevée**. In P.-Y. Bernard, J. Berthaud, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty8
Conçus pour faciliter l'accès à la formation des publics éloignés de l'emploi, les programmes Prépa reposent sur l'hypothèse qu'un meilleur accompagnement vers la formation renforce l'employabilité et, par ricochet, l'accès à l'emploi. L'évaluation quantitative du dispositif Prépa Projet, mis en œuvre par la Région Bretagne dans le cadre du Plan d'investissement dans les compétences, invite à nuancer cette promesse. L'étude, conduite entre 2021 et 2023 auprès d'environ 4 000 bénéficiaires par an, mobilise une approche contrefactuelle fondée sur l'appariement statistique des bénéficiaires avec des groupes témoins issus des bases administratives FORCE (FORmation, Chômage et Emploi) et du système d'information régional. Les résultats révèlent un impact positif, mais modeste sur l'entrée en formation qualifiante : l'écart varie entre 7 et 12 points de pourcentage dans l'année suivant l'entrée, atteignant 15 points à 18 mois. Cet effet profite surtout aux demandeurs d'emploi de longue durée et aux publics plus âgés, tandis que les jeunes et les non-diplômés en tirent un bénéfice moindre. Parallèlement, l'accès à l'emploi s'avère inférieur à celui de publics comparables non bénéficiaires, en particulier pour les moins de 27 ans. Ces résultats interrogent l'efficacité des dispositifs préparatoires lorsqu'ils s'adressent à des publics hétérogènes et faiblement stabilisés. Ils soulignent les limites de « l'injonction au projet » et la nécessité d'articuler les démarches de préparation à la formation avec des actions d'immersion et de mise en réseau favorisant directement l'insertion professionnelle. En définitive, se préparer à se former ne suffit pas toujours à se préparer à l'emploi.

Bernard, P.-Y. (2026). **Introduction – La formation des publics précaires : aller au-delà d'un débat simplificateur**. In J. Berthaud, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement*

dans les compétences à l'épreuve de ses publics et de ses dispositifs. https://doi.org/10.4000/15ty5

Bernard, P.-Y., & Farvaque, N. (2026). **Préparer les demandeurs d'emploi : pour quoi faire ?** In J. Berthaud, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty9
Depuis les années 1980, de nombreuses actions et structures ont été mises en place pour faire face aux difficultés d'accès à l'emploi de publics spécifiques (jeunes en décrochage scolaire, chômeurs longue durée, titulaires de minima sociaux. En matière de formation, elles ont en commun de se présenter comme une préparation à la qualification, d'où les termes de « préqualification » ou de « prépas ». Ces actions ont été particulièrement mobilisées dans le cadre du Plan d'investissement dans les compétences (PIC). Toutefois, dès les premières expérimentations, les travaux de recherche mettent en avant l'ambigüité de ces formations. De quelle formation s'agit-il ? Si les premiers dispositifs mettaient l'accent sur des « savoirs de base », ce sont plutôt les compétences psychosociales qui sont aujourd'hui mises en avant. À un niveau macro, l'ampleur des programmes fait apparaitre des enjeux en matière de gestion des flux des publics dits « éloignés de l'emploi », entre occupation en attente d'entrée en qualification et orientation professionnelle. Les programmes issus du PIC et de leurs déclinaisons régionales (PRIC), apportent des inflexions dans ce domaine, notamment sur l'innovation que constituent les parcours « sans couture », mais leurs ambitions se heurtent aux contraintes systémiques, en particulier celles découlant de la segmentation du secteur de la formation, entre secteur qualifiant et secteur préqualifiant.

Berthaud, J., & Bonnard, C. (2026). **Quand l'aide à l'insertion et l'accompagnement social s'invitent dans la formation**. In P.-Y. Bernard, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty7
L'évolution des politiques de l'emploi ont vu ces dernières passer d'une logique d'insertion et de placement à une logique d'intermédiation et d'accompagnement où l'individu est responsable de son employabilité et les professionnels de l'insertion et de la formation sont tenus de remédier à l'inemployabilité des publics éloignés de l'emploi. Avec la mise en place du Plan d'investissement dans les compétences (PIC), s'est opérée par ailleurs la volonté d'amplifier l'effort de la formation professionnelle vers les publics les plus en marge, notamment les demandeurs d'emploi n'ayant pas recours aux dispositifs de formation et aux ressources publiques. Dans ce cadre, sont apparus des dispositifs s'éloignant d'une action de formation pour viser l'accompagnement en vue de sécuriser les parcours et de préparer des demandeurs d'emploi à la formation, en incluant le travail sur la levée des « freins périphériques ». Ces changements de paradigme ont contribué à modifier et à redéfinir les missions et l'activité professionnelle des acteurs de la formation professionnelle au sein de dispositifs qui se situent désormais à l'interstice entre le champ du travail social et celui de la formation continue et qui s'inscrivent dans une volonté de décloisonnement des compétences et une porosité des champs entre accompagnement et formation. Cet article propose ainsi d'analyser la question de la professionnalité des formateurs engagés dans l'accompagnement des personnes éloignées de l'emploi. Dans le cadre d'un dispositif d'accompagnement vers la qualification financé par le Pacte régional d'investissement dans les compétences (PRIC) et porté par différents organismes de formation dans une région française, il s'agit notamment d'étudier les implications et les répercussions de cette porosité des champs de compétences pour les

formateurs et accompagnateurs, au prisme d'un « nouveau » métier, celui de référent de parcours.

Berthaud, J., & Gosseaume, V. (2026). **Entre injonction, affichage et réalité : la difficile construction d'un partenariat effectif**. In P.-Y. Bernard & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15txz
Depuis les années 1980, le partenariat s'est affirmé comme un pilier des politiques d'insertion, soutenu par la territorialisation, la décentralisation et les réformes du service public de l'emploi. Présenté comme une réponse aux parcours fragmentés, il doit garantir décloisonnement et continuité en mobilisant un large réseau d'acteurs. À partir de deux dispositifs, le Prépa Rebond – Dispositif intégré (PRDI) et le Dispositif en amont de la qualification (DAQ), ce chapitre examine comment l'injonction au partenariat se concrétise, quelles tensions elle génère entre acteurs et quels effets elle produit sur les parcours des stagiaires. L'analyse montre la fragilité de l'ambition partenariale : appels à projets, asymétries institutionnelles et engagement inégal des acteurs placent les consortiums entre coordination affichée et concurrence réelle. Les dynamiques territoriales et l'histoire des relations influencent fortement l'implication des structures et la fluidité des parcours. Pour les stagiaires, l'ouverture partenariale reste peu perceptible : l'accompagnement repose surtout sur les référents internes, tandis que les ruptures de suivi, les temporalités décalées et les difficultés à lever certains freins limitent l'idéal d'un parcours « sans couture ». Le partenariat apparaît ainsi comme une construction instable, dépendante des contextes locaux et traversée par des tensions entre injonctions politiques et réalités de terrain.

Bonnard, C., & Berthaud, J. (2026). **Accompagnement, injonction au projet et réponses au besoin des secteurs en tension**. In P.-Y. Bernard, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty2
La construction et l'évaluation du projet de formation et/ou professionnel sont au cœur des dispositifs d'accompagnement et d'accès à la qualification depuis de nombreuses années. Ce modèle s'inscrit dans une logique d'individualisation, où l'individu doit être « acteur » de son parcours, et d'accompagnement, où le rôle des professionnels de l'accompagnement et de l'insertion est de coconstruire le parcours des personnes dites éloignées de l'emploi. Mais cette « injonction au projet » est susceptible d'accroitre les inégalités face aux dispositifs de formation et d'insertion, entraînant des effets paradoxaux, voire contreproductifs. À travers l'exemple d'un dispositif régional déployé dans le cadre d'un Plan régional d'investissement dans les compétences (PRIC) et du point de vue des professionnels, cet article analyse la place du projet dans l'accompagnement des bénéficiaires et la logique de coconstruction des parcours, les formes d'accompagnement au « projet » et la manière dont les organismes de formation appréhendent le « paradoxe » entre individualisation des parcours et orientation vers les métiers dits en tension.

Chen, D., Koh, Y., Houlette, H., & Haupt, J. P. (2026). **Bridging Pecuniary and Non-Pecuniary Goods: Examining the Global Common Goods Impacts of a U.S. University's Transnational Dual-Degree Programmes**. *Higher Education Quarterly*, *80*(2), e70110. https://doi.org/10.1111/hequ.70110
This study examines the global common goods generated by transnational dual-degree programmes between a United States public research university and its 11 partner institutions in

Cambodia, China, India, Indonesia, Vietnam, Kazakhstan, the United Arab Emirates, Jordan, and Peru. Grounded in the higher education as a global common good framework, the analysis shows how these programmes are perceived to produce pecuniary and non-pecuniary goods. Non-pecuniary goods, recognised as global common goods, include promoting reciprocal Global North–South partnerships, educational access, knowledge generation, and shared values. Meanwhile, pecuniary outcomes such as increased institutional revenue and student employability are perceived to enable the production of global common goods. The findings offer policymakers, practitioners, and researchers insights into the positive potential of a sustainable, equitable, and impactful model for transnational dual-degree programmes. The study calls for a move beyond neocolonial, market-driven approaches toward a more intentional focus on advancing global common goods.

Chet, C., Sok, S., Chey, C. O., Un, L., Sou, V., Keng, C., … Thou, P. (2026). **Employment and Employability at Higher Education Institutions (HEIs): Perspectives of Undergraduate Students in Cambodia**. *Higher Education Quarterly*, *80*(2), e70115. https://doi.org/10.1111/hequ.70115
This paper has adopted an employability model introduced by the Architecture, Engineering, and Construction (AEC) in 2004 to examine student employment at Cambodia's Higher Education Institutions (HEIs), focusing on the situation of employability during their studies and after graduation, as well as the antecedents of job capacity. The research is based on an online survey conducted among 482 students from 37 private and public universities across the nation. We also conducted key informant interviews, in-depth interviews, and a focus group discussion (FGD) for qualitative data. The research used Structural Equation Modelling (SEM) and the Chi-square test for quantitative analysis, and we also adopted qualitative interpretation to explain and clarify the survey findings. The research reveals that HEIs have promoted access to knowledge, skills, and competencies in response to the demands of the job market. The research finds that the monthly salaries obtained by students during their studies are inadequate to hire employees with high job capacity. There is a negative relationship between job capacity and expected salaries after graduation. Students with low job capacity tend to expect a high monthly salary upon graduation. Competencies are a mediating research variable to job capacity. The students have access to university knowledge and experience from the workplace. The paper uses SEM to contribute to the literature on employability from Cambodia's HEIs, focusing on knowledge, skills, competencies, career development, and job capacity. In the future, policymakers, planners, practitioners, educators, students, and parents may consider promoting employability at HEIs by increasing collaboration among key stakeholders to create opportunities for students in building skills and competencies for job-readiness after graduation.

Chouinard, I., & Guénette, M. (2025). **Conceptions du travail social chez des étudiantes en formation initiale au Québec : quelle professionnalisation ?** *Travail et Apprentissages*, *29*(2), 72-85. https://doi.org/10.3917/ta.029.0072

Di Giacomo, G., & Lerch, B. (2026). ***Service Jobs and Education: Evidence from Tourism Shocks in Italy*** (Working paper N° 12383). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12383
We explore how unexpected temporary increases in the demand for low-skill service jobs in the tourism industry impact educational choices in Italy. We identify exogenous variation in the demand for service jobs using positive shocks to the tourism industry caused by terrorist attacks in foreign destinations that compete with Italy for tourists. We find that an exogenous increase in

tourism decreases college enrollment and completion in the year after the shock. The decline in enrollment is driven by fewer students choosing fields related to humanities and social sciences. Both men and women respond by reducing college enrollment and completion. The effect for men is temporary, while it is more persistent for women. These effects are likely driven by higher opportunity costs of college education, as we find that tourism shocks increase the demand for labor in service jobs, raising local employment in the tourism industry as well as labor force participation. Using an IV approach, we show that the average annual increase in tourist arrivals between 2010 and 2019 (21,000 tourists) increases tourism employment growth by 16 percent, while reducing college enrollment and completion growth by 9 percent.

Francisco, C.-H., Dustan, A., Osuna-Gomez, D., & MarÃa, P.-R. (2026). ***Marginal Admission to Elite High Schools: Long-run Effects on Labor Market Outcomes*** (Working paper N° 18369). Consulté à l'adresse IZA Network @ LISER website: https://EconPapers.repec.org/RePEc:iza:izadps:dp18369
We estimate the long-run effects of marginal admission to elite public high schools on students' labor supply in the context of Mexico City's centralized high school admission system. Using a regression discontinuity approach, we compare students whose placement exam scores are just above and just below the elite admission threshold. We find that five and ten years after the admission exam, marginally admitted students are less likely to be employed in the formal private sector, and, if employed, they earn lower wages. However, these employment and wage gaps close after 15 years. Moreover, we find that marginal admission to elite high schools leads to delayed entry into the formal labor market, and, at least in the short run, students in elite high schools seem to sort into lower-productivity firms and industries.

Mokeddem, L. (2026). **Il suffit d'innover… Innover : un mythe ou une réalité**. In P.-Y. Bernard, J. Berthaud, V. Gosseaume, & M. Roupnel-Fuentes (Éd.), *Le Plan d'investissement dans les compétences à l'épreuve de ses publics et de ses dispositifs*. https://doi.org/10.4000/15ty0
Pour répondre aux objectifs de création de parcours sans rupture, individualisés et modularisés fixés par le Plan d'investissement dans les compétences (PIC), les conseils régionaux ont lancé plusieurs expérimentations. Ces dispositifs expérimentaux ont ainsi permis aux Régions de viser une réponse aux besoins de publics diversifiés, au travers d'actions nouvelles et dites innovantes. Mais quelle forme prend cette innovation ? Qu'a-t-elle apporté en termes de réponses aux besoins des publics, des territoires et des entreprises ? Suffit-il d'innover pour transformer les pratiques et améliorer la construction de parcours individualisés ? Pour répondre à cette question, nous utiliserons des illustrations issues de différentes évaluations réalisées par le cabinet Itinère Conseil pendant la durée du PIC et des Pactes régionaux d'investissement dans les compétences (PRIC) pour confronter le mythe et la réalité. D'une part, nous verrons quelle forme a pris l'innovation proposée par les conseils régionaux et en quoi elle a permis de renouveler les approches. Nous nous appuierons ainsi sur les travaux d'évaluation du PRIC en Bourgogne-Franche-Comté et notamment les blocs de compétences dans le BTP, l'évaluation Prépa Projet Bretagne (volet qualitatif), l'évaluation du PRIC Hauts-de-France et en particulier l'étude de cas portant sur l'expérimentation Parcours Intégrés, l'évaluation de la politique régionale de formation en Nouvelle-Aquitaine, avec un focus sur l'appel à projets « AFEST ». Pour chacune de ces expérimentations, nous regarderons ce que ces formats ont pu apporter de nouveau à l'accompagnement des publics. Nous verrons ensuite que malgré les volontés de transformation, l'innovation « technique » ne garantit pas, seule, l'évolution des pratiques de l'ensemble de l'écosystème (prescripteurs, organismes de formation et entreprises).

Nouatin, G. S., Bankole, A. R., & Gandonou, E. (2025). **Effectiveness of technical vocational education and training and apprenticeship systems: a qualitative analysis in Benin's labour market**. *Discover Education*, *4*(1), 549. https://doi.org/10.1007/s44217-025-00948-y

OECD. (2026). ***How Workers Use, or Don't Use, their Skills in the Workplace***. https://doi.org/10.1787/0e7c6dc9-en

Pantea, M.-C. (2026). **Degrees of Doubt: Overqualification as a Blind Spot at the Base of the Knowledge Economy**. *Minerva*, *64*(1), 217-240. https://doi.org/10.1007/s11024-024-09564-w
Europe has the most educated generation in its history, yet an alarming number of graduates are overqualified. This paper explores the intersection between education and work from the perspectives of those involved in a sector that is prone to overqualification: the call centres of Romania's thriving business service sector. Based on over 100 in-depth interviews with young people, human resource personnel, and managerial staff at different levels of seniority, the paper maps subjective views about overqualification. Despite the objective classification of employment in call centres in terms of national occupational codes, most interviewees, regardless of their role, were unlikely to read their employment through the lenses of overqualification. Young people internalised the gap between education and employment and learned not to attach strong employment-related expectations to degrees, especially those in the social sciences and humanities (non-STEM). Managers and HR staff highly regarded company-specific skills and had learned to tap into a group of graduates without clear labour market routes. The paper conceptualises the availability of jobs at the bottom of the 'knowledge economy' in connection with employment structures available in the economic semi-periphery and problematises politically the question of overqualification.

Rodríguez-Planas, N., & Westergren, K. (2026). ***Inflation and Human Capital Investment Decisions*** (Working paper N° 12473). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12473
This study investigates the impact of inflation on human capital investment decisions. Using a specially designed survey we estimate the causal effect of recent price level increases on the graduation plans of over 1,200 U.S. university students. We find that inflation caused over half of the respondents to alter their plans, with nearly 60 percent of these opting to accumulate less human capital and the remainder increasing their human capital by taking additional courses or pursuing double majors or advanced degrees. A comparison of empirical treatment estimates to predictions derived from our theoretical framework reveals that inflation-driven higher direct costs reduced human capital investments, particularly among those for whom inflation had reduced their ability to pay bills. Conversely, while some students merely postponed graduation because they believed inflation would not persist, higher inflation-induced uncertainty in the post-graduation labor market generally caused greater human capital accumulation, especially among economically vulnerable students and those whose confidence in finding a job after graduation had declined. The study concludes with policy implications, contributing new insights into how macroeconomic shocks affect educational choices.

Rousselot, F. (2026). **L'employabilité comme première motivation**. *Revue Cadres*, (507), 53-61. Consulté à l'adresse https://www.larevuecadres.fr/articles/l-employabilite-comme-premiere-motivation/7134

Lorsque je leur demande ce qui les a conduits là, la réponse revient, presque formulée à l'identique : « Avoir une bonne situation ». Pas devenir ingénieur, pas créer, pas innover, pas par passion

Réussite scolaire

Blanden, J., Cassagneau-Francis, O., Macmillan, L., & Wyness, G. (2026). ***Degrees of choice*** [Working paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://EconPapers.repec.org/RePEc:cep:cepcnp:724
Bolder applications mean that private school pupils end up at better universities than their exam results predict

Bouchard, P.-O. (2025). **L'expédition éducative comme levier d'engagement scolaire et de réussite éducative : perspectives et pistes d'action**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 52-55. https://doi.org/10.7202/1122417ar
Cet article explore le potentiel de l'expédition éducative pour renforcer l'engagement scolaire et soutenir la réussite des élèves du secondaire. Inspiré par une posture de praticien réflexif, il met en dialogue la recherche et des récits d'expériences vécues sur le terrain. L'expédition éducative se distingue en proposant aux élèves une immersion en milieu naturel sur plusieurs jours, où ils doivent progresser de façon autonome et faire face à l'imprévu. Ces situations concrètes mobilisent à la fois la réflexion (résolution de problèmes), l'action (participation active et responsabilités partagées) et les émotions (sentiment d'appartenance, confiance et motivation). Loin d'une logique strictement évaluative, l'expédition favorise le développement global et donne du sens aux apprentissages. L'article propose enfin des pistes pour intégrer cette approche de manière durable et signifiante dans les parcours scolaires.

Chen, X., Zhou, Z., & Padilla, A. M. (2026). **Do Females Outperform Males on Second/Foreign Language (L2) Achievement? A Meta-Analytical Review across Three Decades**. *Educational Psychology Review*, *38*(1), 6. https://doi.org/10.1007/s10648-025-10092-6
Gender differences in Second/Foreign language (L2) learning have long been a topic of investigation. However, inconsistent results continue to be reported. In this current meta-analysis, we identified 42 empirical studies that appeared between 1998 and 2024, with a cumulated total N = 25,613, from numerous countries. Our goal was to explore gender differences in L2 learning and to investigate possible moderators that explain such differences if found. Results revealed that L2 learning achievement varies across gender groups, with a slight but significant difference in favor of female learners (g = 0.17, 95% CI [0.04, 0.29], 95% PI [-0.71, 1.05]). In addition, the results of moderator analyses showed that country and population type were significant factors in explaining variations across individual studies. Noteworthy findings were that the female advantage was largest for participants from China while males exhibited higher achievement in Türkiye. L2 learners from secondary schools showed the largest effect size, while those involving L2 learners from university settings showed the smallest effect size. Practical implications and suggestions for future educational and psychological research are discussed.

Choi, K. M., Mun, J., & Hand, B. (2026). **Bridging Reasoning in Mathematics and Science: a Document Analysis of Applying and Reasoning in the TIMSS Assessment Framework and the Case for Utilization of Resources**. *Educational Psychology Review*, *38*(1), 22. https://doi.org/10.1007/s10648-025-10115-2
This study explores the cognitive relationship between mathematics and science reasoning by analyzing the Trends in International Mathematics and Science Study (TIMSS) assessment frameworks. While mathematics and science share the terminology of applying and reasoning, the extent to which these constructions operate similarly across disciplines remains unclear. Drawing on Bailin's (2002) notion of reasoning as practice and Hammer et al.'s (2005) concept of utilization, we examine whether procedural knowledge (represented in the applying domains) is hypothesized to mediate the development of reasoning within and across disciplines. Using qualitative document analysis, we compare descriptions of Mathematics Reasoning (MR), Science Reasoning (SR), Mathematics Applying (MA), and Science Applying (SA) in the TIMSS frameworks. The analysis revealed minimal direct alignment between mathematics reasoning and science reasoning; however, it identified structural commonalities and hierarchical relationships among the components of reasoning and applying. These findings suggest a follow-up hypothesis that procedural knowledge (the Applying domain) may mediate the development of domain-specific reasoning, which requires future empirical validation using student performance data. The results point to the potential of procedural knowledge, engaged through applying tasks, to function as a cognitive bridge between domain-specific reasoning processes. However, this remains an exploratory hypothesis grounded in the semantic structure within the TIMSS framework documents and does not directly examine learner-level performance or instructional effects. Thus, the present study should be understood as providing an exploratory contribution that hypothetically proposes a structure for cross-domain reasoning development rather than confirming causal pathways of reasoning growth. This insight contributes to a more nuanced understanding of how reasoning is supported within and across STEM domains, and it offers a conceptual foundation for designing instruction that strengthens reasoning through discipline-specific procedural engagement.

Cremonesi, B. (2026, mars 2). **EPS : des écarts de performances entre les établissements**. Consulté 4 mars 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/03/02/eps-des-ecarts-de-performances-entre-les-etablissements/
Maitrise insuffisante pour plus d'un tiers des élèves, écarts de performance entre les filles et les garçons, entre les établissements d'éducation prioritaire et hors REP. Que révèlent les tests physiques

Déterminants de la réussite à l'université: Comparaison entre les universités privées et publiques au Burundi. (2026). Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/determinants-de-la-reussite-a-l-universite/82050

Fanni, L., & Petti, L. (2026). **Exploring Research and Strategies for Preventing School Dropout: An Umbrella Review**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 59-76. https://doi.org/10.7358/ecps-2025-032-fape
This umbrella review investigates the causes and prevention strategies of school dropout, synthesizing evidence from systematic reviews and meta-analyses to explore how research has evolved in recent decades. A total of 66 records were retrieved

through searches in the following databases: Scopus (via Elsevier), Education Resources Information Center (ERIC, via EBSCO), and Web of Science. Finally, 4 studies that met all the criteria were included in the review. The review finds that while early studies focused on individual factors such as academic performance and motivation, more recent research underscores the role of systemic and structural issues, such as socio-economic disparities, institutional support, and family involvement. The review identifies effective interventions, including mentoring, socio-emotional learning, and academic support, but stresses the need for a more comprehensive approach that addresses the root causes of dropout, particularly for marginalized student populations. The findings suggest that long-term success in preventing dropout depends on the implementation of inclusive, multi-dimensional strategies that adapt to the unique needs of each community and student demographic.

Fathi, Z., Zarei, P., Fong, C. J., Saha, A. K., & Sharmeen, S. (2026). **The Caring Professor: A Meta-Analysis of Associations between Faculty-Student Relationships and Postsecondary Student Success**. *Educational Psychology Review*, *38*(1), 8. https://doi.org/10.1007/s10648-025-10100-9
Faculty-student relationships (FSRs) are broadly recognized as meaningful predictors of students' success in higher education as evidenced by various theoretical models. Strong FSRs meet basic psychological needs (autonomy, competence, relatedness), provide emotional support, support identity development, and help students engage with their campus community. Although prior syntheses have focused on teacher-student relationships in K–12 (primary and secondary) settings, less is known about the importance of FSRs in higher education. This meta-analysis integrated 128 effect sizes drawn from 36 studies to explore the associations between FSRs and several measures of academic outcomes: students' achievement (grade point average [GPA] and grades) and persistence. Results showed a significant overall positive correlation between FSRs and students' academic outcomes ($r = .18$), with the strongest correlation for persistence ($r = .33$). Moreover, effects based on FSR measures including a dimension of care had higher correlations with students' GPA. These results highlight the important role of supportive and responsive FSRs in fostering achievement and persistence. We discuss implications for educational practice (such as professional development for faculty members) and future research (such as a more expansive set of outcomes or mediators).

Fieve, J. (2025). ***Écarts de performance entre filles et garçons en mathématiques et en littératie au CE2 : Contributions de facteurs psychosociaux et cognitifs*** (Theses, Aix-Marseile Université). Consulté à l'adresse https://hal.science/tel-05467982
Gender gaps in mathematics and literacy performance emerge as early as primary school and contribute to the reproduction of educational and social inequalities. Although well-documented in adolescence, their underlying mechanisms remain poorly understood in younger children. The present dissertation aimed to shed light on these early gaps among Grade 3 students by jointly examining the role of psychosocial factors—related to academic self-esteem, achievement goals, and perceived parental involvement—and cognitive factors, such as executive functions. A study conducted with 185 third-graders (98 girls, 87 boys) over more than six months collected data at multiple time points on their standardized test performance in mathematics and literacy, responses to a psychosocial questionnaire, and results from an age-appropriate battery assessing four executive functions (inhibition, cognitive flexibility, working memory, and planning). A first series of analyses confirmed the presence of a gender gap favoring

boys in mathematics and girls in literacy within our sample. These differences were accounted for by the mediating role of academic self-esteem in mathematics and mastery-avoidance goals in literacy. Moderation analyses further refined these associations: in mathematics, approach goals enhanced girls' self-esteem only when avoidance goals were low, whereas for boys they buffered self-esteem when avoidance was high. In literacy, perceived parental involvement moderated the relationship between gender and mastery-avoidance goals: high parental involvement reduced mastery-avoidance among boys but increased it among girls, suggesting gender-differentiated interpretations of parental support. A second set of analyses, adopting a person-centered approach and focusing on achievement goals, identified four motivational profiles common to both domains: Mastery-Oriented, Approach-Oriented, Moderate Multiple-Goals, and High Multiple-Goals. The Approach-Oriented profile—combining a desire to improve and to excel—was associated with higher academic performance, whereas the Multiple-goals profiles were less adaptive. Girls were more frequently represented in Multiple-goals profiles involving fear of "learning poorly," whereas boys were more numerous in the Approach-Oriented profile, highlighting the early development of gendered motivational patterns. Finally, a series of exploratory analyses conducted on the subsample of students who completed the executive function battery (32 girls, 29 boys) showed that these cognitive variables accounted for additional variance in performance beyond that explained by psychosocial variables. Another key finding was the mediating role of inhibitory control in gender differences in both mathematics and literacy performance: girls showed less efficient inhibition, which was associated with lower academic outcomes. Taken together, these findings indicate that the performance gaps between girls and boys in Grade 3 cannot be explained by a single category of factors but rather by the interplay of psychosocial and cognitive determinants. They underscore the importance of examining their combined effects from the earliest years of schooling to better understand the developmental origins of gender inequalities in education.

Gachoki, C., & Mutisya, M. (2025). ***Unlocking the Power of Education Data: Policy Solutions to Bridge Foundational Learning Gaps in Kenya***. https://doi.org/10.53832/unlockingdata.1032
An output of the Unlocking data, https://unlockingdata.africa/

Hübsch, T., Mahlstedt, R., Pinger, P., Settele, S., & Willadsen, H. (2026a). ***Mental Models of High School Success*** (Working paper N° 12497). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12497
Using surveys with Danish students transitioning to secondary education, we study mental models of how gender and parental education shape academic performance. Students hold heterogeneous beliefs about performance gaps by gender and parental background, which appear to be shaped by within-family transmission and broader social environments. Open-text responses reveal that respondents link strong performance by girls and less socioeconomically privileged students to effort, while attributing privileged students' success to external advantages. Mental models matter: beliefs about performance gaps predict enrollment in upper secondary education by gender and parental education and causally affect students' self-assessments, intended effort, and educational aspirations, as shown in an information experiment with girls. We highlight two mechanisms: updating about the returns to effort and about gender-specific effort costs in response to observed gender performance gaps. Our findings

advance the understanding of education choices and shed light on the determinants and effects of mental models in a high-stakes setting.

Hübsch, T., Mahlstedt, R., Pinger, P., Settele, S., & Willadsen, H. (2026b). ***Mental Models of High School Success*** (Working paper N° 392). Consulté à l'adresse University of Bonn and University of Cologne, Germany website: https://EconPapers.repec.org/RePEc:ajk:ajkdps:392
Using surveys with Danish students transitioning to secondary education, we study mental models of how gender and parental education shape academic performance. Students hold heterogeneous beliefs about performance gaps by gender and parental background, which appear to be shaped by within-family transmission and broader social environments. Open-text responses reveal that respondents link strong performance by girls and less socioeconomically privileged students to effort, while attributing privileged students' success to external advantages. Mental models matter: beliefs about performance gaps predict enrollment in upper secondary education by gender and parental education and causally affect students' self-assessments, intended effort, and educational aspirations, as shown in an information experiment with girls. We highlight two mechanisms: updating about the returns to effort and about gender-specific effort costs in response to observed gender performance gaps. Our findings advance the understanding of education choices and shed light on the determinants and effects of mental models in a high-stakes setting.

Jelić, M. M., Stojković, I. B., Buha, N. S., Japundža M. Milisavljević, M., & Antonijević, R. M. (2026). **Enhancing family involvement assessment in inclusive preschool education: insights from a Serbian validation study of the family involvement questionnaire**. *International Journal of Inclusive Education*, *30*(4), 787-803. https://doi.org/10.1080/13603116.2025.2495038

Jin, X. (2026). **Predicting academic success: machine learning analysis of student, parental, and school efforts**. *Asia Pacific Education Review*, *27*(1), 1-22. https://doi.org/10.1007/s12564-023-09915-4
Understanding what predicts students' educational outcomes is crucial to promoting quality education and implementing effective policies. This study proposes that the efforts of students, parents, and schools are interrelated and collectively contribute to determining academic achievements. Using data from the China Education Panel Survey conducted between 2013 and 2015, this study employs four widely used machine learning techniques, namely, Lasso, Random Forest, AdaBoost, and Support Vector Regression, which are effective for prediction tasks—to explore the predictive power of individual predictors and variable categories. The effort exerted by each group has varying impacts on academic exam results, with parents' demanding requirements being the most significant individual predictor of academic performance; the category of school effort has a greater impact than parental and student effort when controlling for various social-origin-based characteristics; and significant gender differences among junior high students in China, with school effort exhibiting a greater impact on academic achievement for girls than for boys, and parental effort showing a greater impact for boys than for girls. This study advances the understanding of the role of effort as an independent factor in the learning process, theoretically and empirically. The findings have substantial implications for education policies aimed at enhancing school effort,

emphasizing the need for gender-specific interventions to improve academic performance for all students.

K, A. N. H., & Rahangdale, N. (2026). ***Strengthening State Open Schools: A Need for a Dedicated and Focused Policy for School Dropouts*** [Working paper]. Consulté à l'adresse National Institute of Public Finance and Policy website: https://EconPapers.repec.org/RePEc:npf:wpaper:26/443
India's school dropout problem is increasingly concentrated at the secondary stage. While participation at the elementary level is near universal, retention declines sharply after Grade 8, with fewer than two-thirds of students continuing to Grade 10 and less than half completing secondary education. Age-specific estimates show that over one-fifth of adolescents aged 14–17 are out of school, with exclusion concentrated in a small number of high-population states and disproportionately affecting girls and first-generation learners. This paper examines the role of India's open schooling system—centred on the National Institute of Open Schooling (NIOS) and State Open Schools (SOS)—in addressing secondary-stage exclusion. Using UDISE+ data, age-cohort out-of-school estimates, audited financial accounts of NIOS, and state-level institutional evidence, the paper finds a mismatch between the role envisaged for open schooling under the National Education Policy 2020 and its current institutional and financing arrangements. NIOS operates largely through fee-based financing, limiting accessibility for economically vulnerable learners, while State Open Schools show uneven capacity due to weak integration with state education planning. The paper argues that open schooling should be treated as core public infrastructure for secondary education rather than a residual pathway. It concludes that public financing, stronger scheme convergence, and decentralised state-led delivery are necessary to strengthen secondary completion and support inclusive labour market outcomes.

L. Accou, L. J. (2025). ***Ecosystème des espaces éducatifs et des pratiques d'orientation scolaire et professionnelle en Haïti : Leviers de réussite éducative des élèves*** (Theses, Université de Lille). Consulté à l'adresse https://theses.hal.science/tel-05544850
Over the past twenty years, the educational success of Haitian students has become a major concern, depending on the complex interactions within the educational ecosystem. In line with De Rosnay's (1975) concerns about the fragmented nature of education, this thesis analyzes the interactions between students, educational spaces, and school and vocational guidance practices as key levers for academic achievement. Facing the structural challenges of the Haitian education system, marked by persistent inequalities, this research proposes a fundamental paradigm shift: a holistic ecosystemic model combining multiple theoretical perspectives to provide a comprehensive view of the educational ecosystem. This model leads to the concept of "Rooted Pedagogy", an original notion aimed at reconnecting students to their ecological, cultural, and community roots, illustrated through concrete initiatives such as interdisciplinary projects, school gardens, school-community partnerships, and integrating cognitive justice and territorial anchoring. Inspired by the Edenic metaphor (Genesis 2:8-9), Rooted Pedagogy fosters harmony between knowledge, well-being, and respect for life, reconciling three paradigms: educational systems ecology (Bronfenbrenner), society-environment interdependence (Bookchin), and the "One Education" approach. This approach transcends traditional dichotomies (human/nature, subject/object) to nurture "Citizen-Gardeners", learners grounded in their territory while contributing to its regeneration. The educational ecosystem is thus

redefined to include school buildings, guidance practices, social and natural environments, teachers, students, parents, museums, libraries, arts, material and immaterial heritage, public and private institutions, agricultural and industrial zones, and recreational and religious spaces, creating a living learning environment. The mixed-methods research (quantitative and qualitative) analyzed a sample of 25 schools and 6,000 students, revealing perceptions, strengths, and limitations of infrastructure and guidance practices. The results highlight inequalities and deficiencies hindering learning while offering actionable recommendations for teachers, schools, and policymakers (MENFP, DGS, PTF, FNE, ONAPE, INFP). Finally, the study draws on the intersection of three theoretical models: Bronfenbrenner (nested social systems), Bookchin (human-environment interactions), and One Education (integrated, interdisciplinary approach), enriched by the metaphorical model of the Original Garden of Eden School, to propose a comprehensive, integrated, and sustainable educational framework. Rooted Pedagogy thus emerges as an original contribution to research on the Haitian educational ecosystem, promoting contextualized, sustainable, and holistic education.

Li, L., Yang, Y., & Zhou, L. (2026). **Can after-school tutoring improve the academic performance of students from low-income families? Trial evidence from economically backward areas in China**. *Asia Pacific Education Review*, *27*(1), 31-43. https://doi.org/10.1007/s12564-022-09803-3
This study comprised a randomized controlled trial focusing on after-school English tutoring for all Grade 1 junior middle school students from low-income families (LIFs) in an economically backward county in China. In total, 120 randomly selected students from LIFs participated in four months of online after-school English tutoring. The results show that after-school English tutoring can significantly improve the English examination results of students from LIFs by 11 points (based on OLS regression estimation), which is equivalent to 0.3 standard deviations. In terms of result heterogeneity, we found boys may benefit more than girls, and both students with better (the top 40%) and relatively poor learning ability (the other students) can benefit from the extra instruction, but the latter benefits more. The spillover effect of the after-school English tutoring on Chinese scores only existed among students from urban LIFs. An extended analysis showed that the effects are sustained even after the program ends and that there is no spillover effect among students.

Li, L., Zhang, F., & Zhou, L. (2026). **Family income, non-cognitive skills and academic performance**. *Asia Pacific Education Review*, *27*(1), 1-15. https://doi.org/10.1007/s12564-023-09872-y
This study investigated the effects of family income on academic performance and two noncognitive skills (i.e., growth mindset and perseverance) by analyzing survey data from fifth-grade students in an economically disadvantaged county in China. The results revealed that no positive relationship exists between growth mindset and perseverance. Students from low-income families exhibited the lowest, highest, and poorest propensity for growth mindset, perseverance, and academic performance, respectively, compared with those from relatively high-income families. Nonetheless, the study found no significant difference between students from low- and high-income families regarding noncognitive skills. However, the academic performance of students from low-income families notably lagged behind that of their peers from relatively high-income families. Moreover, poverty exerted a negative direct effect on the academic performance of students and negative and positive indirect effects on academic performance by

weakening growth mindset and strengthening perseverance, respectively. Evidently, perseverance alone was unable to counteract the negative effect of economic disadvantage on academic performance. Therefore, growth mindset training for students from poor families can relatively alleviate the negative effects of financial disadvantage on academic performance. Meanwhile, raising their family income is a fundamental guarantee for the academic performance of their children.

Liu, Y., Ji, Z., & Guo, K. (2026). **Are All Domains the Same? The Effectiveness of Multiple Representation Design in Mathematics Achievement: a Quantitative Systematic Review with Three-level Meta-analysis**. *Educational Psychology Review*, *38*(1), 27. https://doi.org/10.1007/s10648-025-10109-0
Mathematical knowledge can be represented by various external representations, such as algebraic expressions and images. While the potential benefits of multiple representations are worth exploring, the appropriate selection and design of these representations should also be addressed. We conducted a systematic review of 17 studies and a three-level meta-analysis based on 106 effect sizes derived from 15 studies to evaluate the overall effectiveness of multiple representations in mathematics achievement and how their design and effectiveness vary across mathematical domains. Additionally, we systematically coded and quantified the characteristics of the included studies, including their major themes and descriptions of their representation designs. Results showed: (1) Compared with single representations, multiple representations had a significant positive effect on students' mathematics achievement (Hedges' $g = 0.286$, $p < .05$, 95% CI [0.069, 0.502]). The additional types introduced in the experimental group significantly moderated the effects. (2) There was substantial heterogeneity across the included studies. The design and effectiveness of multiple representations differed in magnitude across various mathematical domains. More fine-grained categorization is needed in future research to draw more specific conclusions. (3) More in-depth and detailed research is needed to address the gap in current studies, which pay insufficient attention to integrating specific knowledge content when analyzing representation effects and often provide limited detail on representation design.

Machado, A., Carbajal, F., Alvarez Núñez, L., Rodríguez Ingold, C., Maiche, A., & Vásquez Echeverría, A. (2025). ***Psychological and cognitive factors associated with university dropout: A Comparative Study of Economics and Psychology Students in Uruguay*** (Working paper N° 25-12). Consulté à l'adresse Instituto de EconomÃa - IECON website: https://EconPapers.repec.org/RePEc:ulr:wpaper:dt-12-25
Personality traits, other psychological factors, and cognitive abilities have consistently been related to academic performance. However, there is limited empirical evidence on how these factors jointly influence dropout decisions. This study examines the relationship between big-five personality traits, consideration of future consequences, and fluid intelligence on dropout decisions among second-year students in the Economics and Psychology colleges at Uruguay's largest university. Using data from the 2018 student cohort and controlling for a range of sociodemographic and economic variables, we employed Probit and Multinomial Models to analyze dropout patterns. Our findings reveal that personality traits and fluid intelligence are significantly associated with dropout decisions, though their effects vary across different academic disciplines. Moreover, we identify distinct patterns in the influence of personality traits and cognitive abilities on instructional versus systemic dropout. These findings contribute to the growing

literature on psychological determinants of educational outcomes and offer insights for higher education policy aimed at improving student retention.

Monette, C., & Longpré, T. (2025). **L'accompagnement en apprentissage du français langue seconde et la réussite de jeunes adultes apprenants issus de l'immigration : du secondaire à la formation générale des adultes : le cas d'une classe de transition**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 60-63. https://doi.org/10.7202/1122419ar
Plusieurs écrits scientifiques démontrent que la réussite éducative dépend d'une combinaison de déterminants personnels, familiaux, pédagogiques et organisationnels (Cyrenne et al., 2014). À cet effet, le Plan d'engagement vers la réussite (PEVR) des centres de services scolaires (CSS) met en lumière la nécessité d'adapter l'offre éducative aux besoins diversifiés des personnes apprenantes. Ajuster les services éducatifs, les pratiques pédagogiques et les ressources favoriserait ainsi l'augmentation des chances de réussite de chacun. C'est dans cette optique qu'une classe de transition entre la formation générale des jeunes (FGJ) et la formation générale des adultes (FGA) a été créée, au CSSRDN dans les Laurentides, afin d'accueillir, de manière transitoire, les jeunes adultes issus de l'immigration (JAII) en provenance des classes de francisation du secondaire. Cette initiative visait à soutenir les JAII qui nécessitent un accompagnement spécifique pour intégrer efficacement le milieu de la FGA.

N'guia, G. (2026). **Résultats définitifs de la session 2025 du diplôme national du brevet (DNB)**. *Note d'Information*, (26.04), 1-2. Consulté à l'adresse https://www.education.gouv.fr/depp/resultats-definitifs-de-la-session-2025-du-diplome-national-du-brevet-dnb-469397
Lors de la session 2025, 726 100 candidats ont été admis au diplôme national du brevet (DNB) parmi 849 300 présents à l'examen.

Rury, D., & Kalil, A. (2026). ***Interpreting Performance: Evidence on Signal Weighting in Human Capital Investment*** (Working paper N° 2026-20). Consulté à l'adresse Becker Friedman Institute for Research In Economics website: https://EconPapers.repec.org/RePEc:bfi:wpaper:2026-20
Parents invest in childrenâ€™s human capital based on signals of academic performance, but we do not know how they weigh each when having perfect information or when they contain conflicting signals. Using 23,321 investment decisions from a survey experiment with 2,079 U.S. parents, we provide the first evidence on how parents trade off grades against standardized test scores. Both signals affect investment: parents adopt compensatory strategies, investing more when either signal indicates poor performance. Parents also put a higher weight on grades than tests, on average. However, we document asymmetric crowd-out: when grades are high but test scores are low, parents do not investâ€"high grades crowd out the response that low test scores would otherwise trigger. When grades are low but test scores are high, parents invest. This asymmetry implies that grade inflation imposes costs beyond direct signal distortion by preventing remedial investment in struggling students. Hispanic parents exhibit particularly pronounced grade-weighting. Our findings suggest that information interventions providing test scores will have attenuated effects when parents already possess inflated grade information.

Solic, E. (2026). ***La conscience de soi, facteur de réussite en protection de l'enfance : l'identité de l'enfant... comme levier éducatif***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/la-conscience-de-soi-facteur-de-reussite-en-protection-de-lenfance/82129

Stracke, E., Webb, J., Holbrook, A., Burke, R., & Kumar, V. (2026). **Learning From Failure for Doctoral Education**. *Higher Education Quarterly*, *80*(2), e70114. https://doi.org/10.1111/hequ.70114
Failure in doctoral education is a taboo topic for many supervisors and doctoral candidates. Failure in thesis doctoral examination is hard to admit to or explain and has not been deeply investigated. We aim to disrupt the silence around failure in the doctoral context and generate new discussions relevant to doctoral education. We conduct a theoretical integrative review (TIR), which allows for the inclusion of primary research studies, along with other documents (such as policy documents), in the international context. We seek to explore the learning potentials presented by a better understanding of failure to influence the broader debates about the future of the doctorate in times of uncertainty and crisis.

Sun, D., Zhao, S., Tao, W., & Xu, K. (2026). **The consistency of the second classroom participation intention and behaviour of college students with financial difficulties: based on the theory of planned behaviour**. *International Journal of Inclusive Education*, *30*(4), 633-651. https://doi.org/10.1080/13603116.2025.2483332
The second classroom, refers to extracurricular activities (e.g. volunteer service), is a vital carrier for deepening well-rounded education in Chinese colleges and universities, plays an increasingly critical role in the high-quality development of the college financial aid. However, in the new era, college students with financial difficulties have higher-level, more diverse, extensive, and richer demands. Hence, this paper aims to investigate the intention and behaviour consistency of students with financial difficulties regarding their participation in second classroom activities. By analysing 473 questionnaires based on the expanded model of the theory of planned behaviour, the following findings were obtained: (1) 89.57% of students with financial difficulties expressed the intention to participate in the second classroom, but only 39.4% of them actually took action; (2) the intention of students participating in the second classroom was significantly positively correlated with their behavioural attitudes, subjective norms, perceived behaviour control and cognitive level; (3) the behaviour of students participating in the second classroom was significantly positively influenced by the individual's intention and perceived behaviour control; (4) the situational factors based on school support could significantly positively regulate the influence of the second classroom participation intention on the actual behaviour of students with financial difficulties.

Trémoureux, J. (2025). ***Les déterminants de la réussite en licence dans une université de proximité : remédiation pédagogique et effets socio-territoriaux de la pratique étudiante*** (Theses, Le Mans Université). Consulté à l'adresse https://theses.hal.science/tel-05549579
Au cours du XXème siècle, la recherche en éducation a mis en lumière les enjeux d'une démocratisation partielle de l'enseignement supérieur. L'ouverture de nouveaux établissements universitaires dans les années 1960-70 a permis une massification de l'accès aux études supérieures. Toutefois, cette expansion s'est accompagnée d'une hausse du taux d'échec, particulièrement notable entre les années 1960 et 1990. Ce n'est qu'à partir des années 2000 que l'on observe une stabilisation progressive de ce

phénomène, témoignant de l'évolution des pratiques pédagogiques et des politiques de remédiation adaptées à un public de plus en plus diversifié. Celles-ci se manifestent notamment par le recours à des financements extrabudgétaires compétitifs. Dans ce cadre, le Programme d'investissements d'avenir (PIA), à travers son volet Nouveaux Cursus et Rythme (NCU), soutient le projet Thélème, porté conjointement par les universités du Mans et d'Angers, et dédié à la remédiation universitaire. Cette thèse s'inscrit dans une démarche d'évaluation du PIA NCU Thélème pour le volet manceau, en adoptant une double perspective. D'une part, elle examine la mise en œuvre du projet en s'intéressant à l'offre de remédiation ainsi qu'à la gouvernance de cette dernière. Cette analyse s'appuie sur une enquête ethnographique enrichie par des entretiens semi-directifs, dont les résultats montrent que la mise en œuvre en pratique du projet Thélème à Le Mans Université (LMU), confrontée à des rationalités d'acteurs variées, freine son déploiement à grande échelle. D'autre part, en adoptant cette fois-ci une perspective relative à l'articulation sociale de l'offre de remédiation, la thèse explore la réception du projet et son impact sur les parcours et la réussite des étudiants. Le suivi d'une cohorte de 1989 étudiants sur une période de trois ans, par des questionnaires et des entretiens semi-directifs, depuis leur première inscription en licence en 2019-2020 jusqu'en 2021-2022, constitue le cœur de cette approche. Les résultats indiquent que, bien que des dispositifs de remédiation – comme le tutorat ou la possibilité scinder la première année de licence sur deux ans – aient un effet direct sur la probabilité de réussite aux examens, leur influence, au regard des déterminants classiques de la réussite étudiante, reste relativement faible sur le plan académique. Ces deux axes d'analyse convergent autour d'un objet d'étude commun : l'université de proximité, façonnée par des réalités historiques, géographiques et sociales spécifiques. Cet environnement constitue le cadre dans lequel évoluent les étudiants enquêtés. En toile de fond de l'évaluation du PIA NCU, la thèse met en lumière le rôle que joue Le Mans Université dans la démocratisation de l'accès à l'enseignement supérieur, en dessinant les contours d'un profil étudiant majoritairement d'origine local, caractérisé par une décohabitation tardive et une origine sociale populaire. Ces caractéristiques façonnent non seulement l'expérience universitaire, mais aussi les défis auxquels le projet Thélème est confronté pour soutenir efficacement la réussite étudiante.

Trudel, L., & Decelles, S. (2025). **L'engagement et la réussite pour les parcours au secondaire : des pistes d'action**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *15*(1), 5-5. https://doi.org/10.7202/1122408ar
Un article de la revue Apprendre et enseigner aujourd'hui, diffusée par la plateforme Érudit.

Twabi, H., Kadzamira, E., Chiwaya, P., & Saddick, L. (2025). ***Unlocking the Power of Foundational Learning Data in Malawi: Strengthening Data Use and Knowledge Generation for Policy Impact***. https://doi.org/10.53832/unlockingdata.1033
An output of the Unlocking data, https://unlockingdata.africa/

Wang, X., Zha, W., & Li, C. (2026). **The Reciprocal Dynamics of Academic Achievement and School Burnout in Middle Schoolers: From Individual and Clique Perspectives**. *Journal of Youth and Adolescence*, *55*(3), 570-581. https://doi.org/10.1007/s10964-025-02279-5
Adolescent school burnout is closely linked to academic achievement, while existing researches have remarkably concentrated on unidirectional relationships. This overlooks the dynamic, reciprocal nature of this link over time, as well as the roles of individual

resources (e.g., self-esteem) and peer group contexts (e.g., clique academic norms) in developing this relationship, especially in Chinese junior high schools where academic achievement is prioritized. To explore these issues, the present study used two waves of longitudinal data (1 year interval) from 2,481 seventh-grade students (47.5% female; Mage = 13.27, SD = 0.67) across three Chinese junior high schools. Social Cognitive Mapping (SCM) identified 376 peer cliques, with an average clique size of 3.68 (SD = 2.05). This study constructed a multilevel moderated mediation model, the results revealed three key findings: (1) academic achievement and school burnout were reciprocally predictive, with academic achievement exerting a stronger influence on later school burnout; (2) self-esteem mediated this link, higher academic achievement predicted greater self-esteem, which reduced school burnout; (3) clique academic engagement norms moderated the achievement-self-esteem link, with this relationship being stronger in cliques with high academic engagement norms, while was nonsignificant in low-norm cliques. By addressing limitations of previous cross-sectional studies, the results highlight the importance of peer group context and individual factors in understanding adolescent academic-psychological adaptation.

Xie, Y., & He, J. (2026). **Re-examining cultural reproduction theory: cultural capital and adolescent academic achievement in China**. *Asia Pacific Education Review*, *27*(1), 45-59. https://doi.org/10.1007/s12564-022-09820-2
Scholars extensively tested cultural reproduction theory on the basis of different data and measurements in the western context. However, research on the relationship among embodied cultural capital, objectified cultural capital, and adolescent academic achievement and the underlying mechanisms in the Chinese education system is limited. To address this concern, we used the China Education Panel Survey (CEPS) for 2013–2014 for analysis of the association and mechanisms. The findings suggested that despite the applicability of the signaling and skill mechanisms of embodied cultural capital in China, it remained negatively associated with academic achievement due to the Chinese examination-oriented education system. In contrast, objectified cultural capital was positively correlated with academic achievement. The signaling and skill mechanisms mediated the association between objectified cultural capital and academic achievement. Therefore, considering the education system when examining cultural reproduction theory is crucial.

Zhang, Y., Ching, B. H.-H., Qiu, T. H.-Q., Ma, T. C.-I., & Huang, M. (2026). **The Relation Between Patterning Skills and Children's Mathematical Achievement: A Meta-Analysis**. *Educational Psychology Review*, *38*(1), 25. https://doi.org/10.1007/s10648-026-10126-7
Existing research on the relation between patterning skills and children's mathematical achievement has produced inconsistent findings. To address this, the present meta-analysis synthesized 81 effect sizes from 17 studies. Results revealed a significant positive correlation between patterning skills and mathematical achievement (Fisher's z = .486, r = .451), which indicated that stronger patterning skills were associated with better mathematical performance. Moderator analyses revealed that types of element significantly moderated the relation: patterning tasks using symbolic elements (e.g., shapes, colored blocks) had a stronger association with mathematical achievement than those using mixed elements (e.g., combining numbers and shapes), while non-pictorial elements (e.g., numbers, letters) were excluded due to insufficient sample size. Study design (intervention vs. non-intervention) also significantly moderated this relation: non-intervention studies demonstrated a stronger association between patterning skills

and mathematical achievement, while intervention studies yielded weaker correlations, possibly due to variability in instructional quality. Age, patterning type (repeating, growing, mixed), and mathematical measure (researcher-based vs. standardized tests) did not significantly moderate the link. High heterogeneity across studies (I2 = 78.25%) and limitations in the sample (including a narrow age range and imbalanced subgroup sizes) restrict the generalizability of the findings. Future research should expand samples to broader developmental stages, employ causal designs to clarify the association, and further explore the underlying factors that may explain the observed heterogeneity.

Valeurs

Briole, S., Gurgand, M., Maurin, É., Mcnally, S., Ruiz-Valenzuela, J., & Santín, D. (2025). **The Making of Civic Virtues: A School-Based Experiment in Three Countries**. *American Economic Journal: Economic Policy*, *17*(3), 496-521. https://doi.org/10.1257/pol.20230612
This paper shows that schools can foster the transmission of civic virtues by helping students to develop concrete, democratically chosen, collective projects. We draw on an RCT implemented in 200 middle schools in three countries. The program leads students to conduct citizenship projects in their communities under the supervision of teachers trained in the intervention. The intervention caused a decline in absenteeism and disciplinary sanctions at school, alongside improved academic achievement. It also led students to diversify their friendship network. The program has stronger effects when implemented by teachers who are initially more involved in the life of the school.

Calpo, G., & Baguio, J. (2026). **Commitment and Compliance with the Code of Ethics for Professional Teachers in Public Elementary Schools**. *International Journal of Transformative Multidisciplinary Studies*, *2*(2), 131-138. https://doi.org/10.66074/KI43LO21
This study examined the relationship between teachers' commitment and compliance with the Code of Ethics for Professional Teachers in public elementary schools in Panabo North District, Division of Panabo City. A descriptive correlational design guided the inquiry. The study involved 132 teachers selected through simple random sampling from a population of 210. Data came from an adapted Commitment to the Code of Ethics Scale and a Teachers' Compliance with the Code of Ethics Scale. Descriptive statistics showed very extensive commitment and very extensive compliance. Correlation analysis indicated a high positive relationship between commitment and compliance. Multiple regression results showed that the domains of profession commitment, commitment to students, and commitment to achieve excellence significantly predicted compliance. Findings support school actions that strengthen professional commitment as a vital strategy for ensuring ethical standards are maintained.

Dang, J. (2026). **Spontaneous Change: Applying Zhuangzi's Concept of Hua (化) to Global Citizenship**. *Asia Pacific Education Review*, *27*(1), 303-312. https://doi.org/10.1007/s12564-023-09873-x
In the modern globalised world, there is a growing realisation that global awareness and transnational efforts are required to address global challenges. One attempt to foster this is through global citizenship and education. However, to be truly global, global citizenship education must draw on diverse traditions beyond Western-European paradigms. This article adds to this endeavour by drawing on Zhuangzi's philosophy of hua—change or transformation—to develop an account of global identity that is both familiar and innovative. It begins with an

overview of global 'citizenship' understood as a figurative form of citizenship orientated towards ethical and educational values. This is followed by an introduction to the concept of hua in Daoism, especially in the Zhuangzi, whereby all things are seen as changing according to their own nature and environment. Such an understanding of hua guides us toward "spontaneous" and "noncoercive" actions that reflect the true nature of an entity and its changing circumstances. These ideas are then applied to global citizenship (GC) and global citizenship education (GCE) via two sets of examples: first, they are applied at the local level in diverse contexts (such as schools and cultural groups) to illustrate the utility of Zhuangzi's dynamic approach; and second, the article explores examples that highlight when it is "noncoercive" to implement or fail to implement GC. In sum, this article utilises Zhuangzi's concept of spontaneous change to develop some suggestions of how to foster GC identity in a way that responds meaningfully to the dynamism and complexity of the modern globalised world, and that looks beyond the voices that have traditionally dominated the discourse.

Défenseur des droits. (2026). ***Jeunesses et discriminations fondées sur l'origine : répondre à l'impératif d'égalité*** (p. 104). Consulté à l'adresse Défenseur des droits website: https://www.vie-publique.fr/rapport/302259-jeunesses-et-discriminations-fondees-sur-lorigine
Ce rapport propose un état des lieux des discriminations liées à l'origine vécues par les jeunes et dresse un constat préoccupant. Il s'intéresse principalement aux jeunes âgés de 15 à 26 ans, période correspondant à l'âge moyen d'entrée au lycée pour la majorité d'entre eux d'une part et aux temps de leur insertion sur le marché du travail d'autre part. Il suit les différentes étapes de leur parcours de vie, en appréhendant les discriminations dans la sphère éducative, universitaire, du logement, de la santé, dans l'accès aux biens et services privés, dans le domaine professionnel et dans leur rapport avec les forces de sécurité. Il propose des recommandations pour chacun de ces grands axes. La Défenseure des droits y rappelle également un ensemble de recommandations transversales à destination de la puissance publique et des acteurs de terrain.

Éducation, équité et savoirs autochtones au Congo : Enjeux d'émancipation et de Développement Durable. (2026). Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/education-equite-et-savoirs-autochtones-au-congo/81975

Éducation verte, éducation de demain. (2026). Consulté à l'adresse https://www.editionsbdl.com/produit/education-verte-education-de-demain/
Comment mettre en place une nouvelle forme d'éducation, l'éducation verte, afin de faire face aux défis environnementaux de notre époque ? La France, l'Europe et le monde ne semblent pas encore en prendre pleinement le chemin. Pourtant, dans ce monde désordonné, des initiatives d'éducation verte émergent à l'échelle locale, nationale et internationale. Comment les rendre audibles ? Comment permettre à toutes et tous de participer à une réflexion et une action majeure pour nos sociétés ? Cet ouvrage part du constat de crise de notre école et de notre système éducatif pour examiner les perspectives possibles. À partir d'exemples concrets, l'auteur propose une réflexion synthétique et une mise en perspective qui démontre que l'éducation verte n'est pas une utopie. En définissant l'éducation verte comme l'éducation de demain, il ne s'agit pas d'une simple affirmation, mais d'une analyse globale nécessaire sur les modalités, les finalités et le rôle de l'éducation et de la pédagogie dans nos sociétés. Faire de l'éducation verte un véritable projet de société, fondé sur l'idée d'un nouveau contrat social et écologique, est bien l'affaire de toutes et tous

Farber, A., & Puttick, S. (2026). **Exploring Galápagos children's place attachment, local ecological knowledge, and pro-environmental behaviour**. *Oxford Review of Education*, *52*(2), 211-234. https://doi.org/10.1080/03054985.2026.2617945
Many models describing the choice and engagement with Pro-Environmental Behaviour (PEB) lean heavily on Local Ecological Knowledge (LEK) and Place Attachment (PA) as essential components and are designed for adults. The few child-based models often overlook other key components. This study learns from 9 to 10 year-old children living in the Galápagos Islands, Ecuador, that there is place- and age-based uniqueness of LEK, PA, and PEB, and also that environmental emotions and agency to engage in experiential learning are mediators of LEK, PA, and PEB. Galápagos, an Ecuadorian National Park and UNESCO Natural World Heritage Site, is a small equatorial archipelago, where the human population is recently established and thus not Indigenous to the islands, and whose ecosystems are facing increasing climate impacts. We adopt the framework of childism to centre children's experiences and thoughts. Children exemplified robust and locationally unique LEK, PA, and PEB, but additionally shared environmental emotions and agency to engage in abundant environmental experiences which connected and mediated LEK, PA, and PEB. This case study provides support for children's role in local conservation to support climate action in other young global communities.

Fuchs, T. T., Young, N., & Lenihan-Ikin, I. (2026). **Climate change litigation as a tool for climate change education**. *Oxford Review of Education*, *52*(2), 235-254. https://doi.org/10.1080/03054985.2025.2597256
As the climate crisis worsens, climate change education (CCE) in schools faces growing pressure to become more rigorous, justice-oriented and holistic. Simultaneously, students and youth are increasingly involved in climate litigation, bringing suits against governments and corporations to compel enhanced mitigation and adaptation efforts. Recognising these parallel developments, this article explores the potential contributions of climate litigation to CCE in schools. To demonstrate such contributions, we apply Hargis and McKenzie's CCE learning dimensions framework from 2020 to three case studies of youth-led climate litigation: Mathur v Ontario, Sharma & Others v Minister for the Environment and Students for Climate Solutions Inc v Minister of Energy and Resources. We then discuss the interactions between climate litigation and CCE more broadly, highlighting the pedagogical benefits and issues associated with incorporating climate litigation into CCE. Finally, to support effective use of climate litigation in CCE in the classroom, we propose a 'mock trial' activity and outline areas for future research.

Gantogtokh, O. (2026). **Navigating Academic Integrity in Doctoral Education: A Study of Misconduct in Doctoral Defence Practices in Mongolia**. *Higher Education Quarterly*, *80*(2), e70109. https://doi.org/10.1111/hequ.70109
Doctoral defences play a critical role in safeguarding the integrity and credibility of doctoral education. In Mongolia, however, defence practices, administered through centralised committees rooted in Soviet academic traditions, face significant structural, cultural, and ethical challenges. This study explores how doctoral defences have become vulnerable to academic and research misconduct, including favouritism, plagiarism, contract cheating, political interference, and corruption. Using a basic qualitative study design informed by critical theories, this research draws on in-depth interviews with 37 stakeholders (defence committee members, faculty, doctoral students, and policymakers) and a document review of defence-related regulations. The study is critical in orientation and reveals underlying systemic issues shaped by

socio-economic, cultural, historical, and institutional factors by drawing on neoliberalism and post-socialist legacies. Thematic analysis identified six emerging themes: subjective and opaque decision-making; patronage and political influence; violations of research integrity; misconduct related to international students; administrative and financial pressures on doctoral candidates; and concerns about committee competence and selection. Stakeholders proposed reform direction, including a gradual transition to independent institutional defences, shifting from a high-stakes assessment model to a more developmental approach, strengthening merit-based committee selection, differentiating research and professional doctorate pathways, and reforming defence-related cultural and procedural practices. By situating Mongolia's experience within broader post-socialist transformations, this study contributes to global discussions on developing credible, equitable, and development-oriented doctoral assessment systems.

Hansen, L., & Kolleck, N. (2026). **"Never let a good crisis go to waste"? Transnational NGO networks' power in citizenship education**. *Journal of Education Policy*, *41*(2), 243-267. https://doi.org/10.1080/02680939.2024.2431970
Citizenship education (CE) has garnered increasing attention within educational practice, policy, and research. While the involvement of state actors and businesses in CE debates has been examined, the role of non-governmental organizations (NGOs) remains relatively understudied. Concurrently, there is a discernible trend towards the formation of transnational networks linking NGOs across Europe. Despite their growing presence, little is understood regarding their impact on the CE landscape. This study investigates the actions of five transnational NGO networks in Europe, employing a nuanced power perspective to assess their activities. Utilizing qualitative content analysis and discourse analysis, we scrutinise documents published by these networks. Our findings reveal that these networks strategically wield relational, structural, and notably, discursive power. They form discourse coalitions, employing shared narratives to amplify their collective influence. One salient narrative emerging from the data portrays CE as a solution to societal crises, a narrative leveraged by the networks to enhance the legitimacy of NGOs as educational actors and expand their influence. This study illuminates the potential impact of NGOs on CE policy and practice, underscoring the necessity for further research in this realm

Haßler, B., & Taruza, T. C. (2025). ***Climate, education, and AI: Challenges and opportunities***. https://doi.org/10.53832/edtechhub.1138
An output of the EdTech Hub, https://edtechhub.org/

Hirons, M. (2026). **Building communities of hope is the central task of climate educators in the 21st century**. *Oxford Review of Education*, *52*(2), 281-296. https://doi.org/10.1080/03054985.2025.2603288
Interwoven crises of climate change, inequality and biodiversity loss threaten to throw increasingly wide shadows of doubt, despair and hopelessness as societies grapple with how to address these key challenges. Teaching and learning on climate change against this background requires sensitivity to this context and calls for pedagogies of hope. In this paper, I aim to offer provocation and encouragement to educators by exploring what this means by examining and synthesising the literature on three interconnected threads. First, I argue that fostering communities that are both critical and creative is vital for enabling students to engage generatively with climate change. Second, I reflect on interdisciplinarity as a necessary but deeply challenging component of climate education and caution against the risks of interdisciplinary 'overreach' that can leave students uninterested and teachers feeling

powerless. Finally, I foreground relational pedagogies which put relationships and community at the heart of teaching, and centre issues of trust, reciprocity, and respect, while also making space for doubt, confusion and anxiety. Overall, I posit that building communities of hope is the central role of climate educators. Not, that hope is enough by itself, but hope is necessary; without hope the struggle for sustainability will be feeble and fragile.

İçli, M., & Aydos, E. H. (2026). **Exploring the Voices of Preschool Children and Teachers: Child Participation in Democratic School Settings**. *Child Indicators Research*, *19*(2), 957-984. https://doi.org/10.1007/s12187-025-10324-9

The system of child participation emerges as a product of the sustained commitment and collaborative engagement of everyone within educational settings. Beyond the adoption of relevant policies, administrators, teachers, and other key stakeholders engage in coordinated efforts to operationalize and institutionalize meaningful participation practices. This study explores the perceptions and experiences of preschool children and their teachers concerning child participation within schools that actively implement children's councils. Employing a qualitative case study design, this research utilized semi-structured interviews with 11 teachers and 15 children from two schools affiliated with the "Another School is Possible" initiative in Turkey. Thematic analysis revealed six key themes: definitions of child participation, rule-setting processes, council functioning, classroom practices, perceived benefits, and suggestions for enhancing participation. Findings reveal that participation as a fundamental democratic right and perceive school councils as effective platforms for fostering shared decision-making. Children articulated feelings of empowerment and being heard, whereas teachers emphasized significant enhancements in children's emotional resilience, communication competencies, sense of agency and, allowing children to emerge as responsible, self-assured individuals equipped with a strong and influential voice in society. Children in these schools exhibit a high degree of emotional resilience; nevertheless, there are certain circumstances in which the level of child participation remains low in terms of practical application. Notwithstanding these, limitations in the scope of participation—particularly concerning out-of-school decisions—were noted. The study highlights the transformative potential of meaningful child participation in early childhood education and provides valuable insights for expanding participatory practices across diverse educational contexts.

Karsgaard, C., & Shultz, L. (2025). **Education as a Petro-Pipeline: Beyond the Limits of Education Research in the Face of Climate Change**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(4), 1225-1257. https://doi.org/10.53967/cje-rce.7101

Considering the key cause of climate-harming carbon emissions is the increased use of fossil fuels, we might expect research in education to engage in petrocriticism—a critical way of reading the world that deconstructs how fossil-fuelled cultural expectations and practices, or "petroculture," functions in education. To trace the intersection of fossil fuels and education, this article conducts a systematic literature review of both existing and emerging scholarship, engaging in a petrocritical reading of research themes to reveal the extent to which petroculture is naturalized and/or confronted. By examining both dominant research patterns and the notable silences, we conclude by making recommendations for how education scholarship can respond to climate science and contribute to a more livable future through research that takes up (a) petrocriticism, (b) mitigation and decarbonization, and (c) transformation toward alternatives.

L'école au coeur de la transition écologique : outils et perspectives pour l'éducation du XXIe siècle. (2026). Consulté à l'adresse https://esf-scienceshumaines.fr/education/522-lecole-au-coeur-de-la-transition-ecologique.html
« Face à l'urgence et à l'ampleur des défis écologiques, l'École joue un rôle fondamental dans la préparation de la société de demain et il lui faut prendre la mesure des exigences nouvelles qui s'imposent à elle. C'est ce que Corine Martel et Sylvain Wagnon proposent dans cet ouvrage. Il est nécessaire d'apprendre les «écogestes», mais aussi d'en comprendre le sens et la portée puisqu'il s'agit d'être solidaire avec tous les humains et de donner un avenir à notre planète. Il est essentiel d'aborder les questions écologiques à travers le prisme des différentes disciplines scolaires, à condition de voir comment tout cela «fait système» pour avoir une vision globale et claire des enjeux civilisationnels. Et il en est ainsi de toutes les questions du quotidien scolaire: les dépenses d'énergie et l'alimentation, la production des déchets et le cycle de l'eau, la végétalisation des cours de récréation… mais aussi l'ensemble des pratiques pédagogiques, la transmission des savoirs, le développement de l'entraide. C'est toute l'École, en lien étroit avec les partenaires de son territoire, qui doit s'engager collectivement pour incarner une nouvelle manière d'habiter le monde. Corine Martel et Sylvain Wagnon s'appuient sur des résultats de recherche et donnent de nombreux exemples d'initiatives et de propositions concrètes. Ils nous fournissent un véritable tableau de bord pour que l'École soit non seulement «au cœur» mais aussi en tête de la transition écologique. »--Quatrième de couverture

Liu, X., Luo, J. H., Yun, T., & Lan, X. (2026). **Enhancing Academic Integrity: Drivers, Barriers, and Governance Pathways in China**. *Higher Education Quarterly*, *80*(2), e70107. https://doi.org/10.1111/hequ.70107
In recent years, the rapid growth in global research output has been accompanied by an increasing challenge of research integrity. This study, taking China as an example, systematically examines the drivers, barriers, and governance strategies of research integrity through policy text analysis and in-depth interviews, revealing a complex network of problems composed of institutional pressure, alienation of evaluation systems, and technical challenges. It finds the culture of 'publish or perish' resulting from a quantitative assessment system, uneven distribution of research resources, and lack of enough academic ethics education to be the main barriers to research integrity. Although the government has established a multi-level governance system, policy implementation still faces challenges. With the rapid development of AI technology, new forms of academic misconduct pose challenges to the traditional regulatory model. Based on the research findings, this paper proposes suggestions to promote research integrity, ranging from passive compliance to active self-discipline.

Martinez Sainz, G., Ioannidou, O., Pignoloni, F., Stainforth, K., Rebel, M., Sousa de Sena, Í., & Cocco, C. (2026). **Game-based learning as a pedagogical tool towards climate change learning and participation**. *Oxford Review of Education*, *52*(2), 255-280. https://doi.org/10.1080/03054985.2025.2608045
This paper describes the theoretical principles underpinning the pedagogical affordances of experiential learning through digital games, such as Minecraft, in order to engage primary school children in climate change challenges. It discusses the instructional value of an online interactive game for exploring possible climate change scenarios based on real-world data. The paper describes the instructional design of a series of school-based workshops, targeting students' understanding of complex environmental systems and the interconnectedness of human actions and climate outcomes. The proposed design defines the expected learning outcomes of a

game-based learning approach to sustainability, including problem-solving, collaboration, and climate literacy, as well as climate action skills. Participatory approaches through iterative cycles of collaboration and feedback were used in the co-construction of the instructional design. Stakeholders included children, teachers and teacher educators who collaborated with the research team of interdisciplinary voices relevant to climate change education, such as educationalists, environmental scientists, computer scientists, architects and urban planners. The instructional design aims to highlight novel ways of utilising digital technologies to foster local, actionable, tangible and engaging actions among children. In doing so, it provides a blueprint for educators interested in engaged digital pedagogies for teaching and learning about climate change.

Muijs, D. (2025). ***Turning data into wisdom: effective and ethical data use in educational planning*** (p. 20). Consulté à l'adresse Regional Centre for Educational Planning Sharjah (United Arab Emirates) website: https://curated-library.iiep.unesco.org/fr/node/58428
In an era of increasing digitization, educational institutions are becoming progressively data-rich but not necessarily data-wise. The effective use of data is critical to improving educational equity, planning, and personalized learning. However, the challenges of data overload, poor data quality, lack of educator data literacy, and ethical concerns undermine its potential. This paper explores how education systems can convert raw data into actionable wisdom using the DIKW model (Data-Information-Knowledge-Wisdom), highlighting the importance of context, human judgment, and ethical practices. Through examples and research insights, it proposes frameworks for ethical, inclusive, and impactful data use.

Puttick, S., Robson, J., Finnegan, W., & Fawcett, T. (2026). **Education and training for the climate**. *Oxford Review of Education*, *52*(2), 153-160. https://doi.org/10.1080/03054985.2026.2620943

Robson, J., Puttick, S., & Finnegan, W. (2026). **Rethinking education and training for the climate: individuals, systems, narrative skills and economic transformation**. *Oxford Review of Education*, *52*(2), 161-176. https://doi.org/10.1080/03054985.2025.2604227
Education and training (E&T) for the climate is gaining prominence in educational discourse. However, there is a danger that approaches focus on individual responsibility and changing the behaviours of learners rather than critically understanding and changing the system-level drivers of the climate crisis. Picking up litter is much more likely to be discussed than extractive economics. Therefore, we argue that the purpose of E&T for the climate should be radically rethought, empowering learners to become agents of system-level economic change, placing the prosperity of people and planet at its core. Here, we present a theoretical, normatively driven vision for E&T's role in economic transformation, drawing critically on our previous research to argue for narrative and 'narrative skills' as central to this change. Humans are inherently narrative beings, and narrative enables us to make sense of the world around us and craft new futures as a collective endeavour. Narratives are drivers of social change and have underpinned key economic transformations over the last three centuries. We build on these ideas and draw together philosophical, sociological, and economic accounts of narrative to argue that E&T for the climate is enhanced through deeper engagement with narrative.

Shimray, C., & Padmanabhan, J. (2026). **Teachers' perspectives on effective climate change education in India**. *Oxford Review of Education*, *52*(2), 190-210. https://doi.org/10.1080/03054985.2026.2618589

School education in India is guided by a national curriculum framework, which is generally adopted or adapted by different stakeholders. The National Curriculum Framework for School Education 2023 (NCF-SE 2023) brought out in accordance with the National Education Policy 2020 under the direction of the Ministry of Education, Government of India, strongly advocates for climate change education by listing the associated competencies to be developed in students. Keeping in view the role of teachers as facilitators for any classroom transaction, and that the effectiveness of the teaching–learning process depends on their expertise, it is imperative to understand the perspectives of teachers, based on which strategies can be adopted on how the climate change curriculum can be effectively taught. This study presents the perspectives of teachers teaching at the middle and secondary stage of school education in different parts of India. The findings cover teachers' beliefs about climate change, awareness about the curricular goals for environmental education with respect to NCF-SE 2023, confidence and preparedness to teach climate change, and requirements for effective teaching, which reveal the critical and urgent need for professional development.

Siebers, J., & Ambreen, S. (2026). **Voices of the Future: rhetoric, myth, and science in children's climate discourse**. *Oxford Review of Education*, *52*(2), 177-189. https://doi.org/10.1080/03054985.2026.2617328
This article addresses the rhetorical dimensions of the language of children and young people around trees and climate change. Via an analysis of statements and stories by children, made in educational settings, the complex constellation of experience, meaning, scientific understanding, mythical imagination and the affective dimensions of fear and hope, that structures children's environmental awareness, is brought out. In particular, the mythical use to which scientific ideas and terms are put is discussed. In order to foster agency and empowerment with respect to climate futures, environmental education should not only rely on the epistemic regime of scientific thinking but should also adopt a critical rhetorical perspective.

Tadlaoui-Brahmi, A. (2025). **La reproduction des inégalités de sexe et les pratiques différenciatrices en éducation à la citoyenneté numérique : une étude empirique**. *Mesure et Évaluation en Éducation*, *48*(1), 96-118. Consulté à l'adresse https://edition.uqam.ca/mee/article/view/3693
This article explores the mechanisms of reproduction and transformation of gender relations in digital citizenship education within the Swiss French-speaking school context. The ethnographic study, conducted in eight primary school classes (pupils aged 8 to 12), analyses the distribution of interactions and differentiated relationships to digital knowledge. Observations reveal a preferential recognition of boys as legitimate holders of technical skills, who occupy a central place in exchanges during sessions devoted to computer science. Girls are more subject to regulations focusing on the expressive and relational dimensions of their online practices, particularly on social networks. Pedagogical interactions, whether or not they stem from an explicit differentiating intention, perpetuate certain gendered assignments by structuring access to speech and the recognition of skills. The analysis thus calls for attention to the discrete processes of reproducing inequalities in the development of digital citizenship.

Anselme Nzoko. (2026). ***Vers une nouvelle éthique de l'enseignement supérieur au Cameroun***. *Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/vers-une-nouvelle-ethique-de-l-enseignement-superieur-au-cameroun/82084*

Wahyudi, W., Sari, B. I., Sari, M. M. K., H.p, I. P. M., Warsono, W., Wijaya, R., … Ariningtyas, S. A. P. (2026). **Civic Education and Bullying: Strengthening the Civic Disposition in Preventing Bullying in Junior High Schools**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, *1*(32), 77-92. https://doi.org/10.7358/ecps-2025-032-wahy

Bullying is a persistent form of violence that disrupts the educational environment and harms students' emotional and academic development. Addressing bullying requires more than just punishment; it involves promoting civic virtues like responsibility, empathy, and respect that help students build inclusive communities. This qualitative case study examined how junior high schools in Surabaya use civic education, specifically the Pendidikan Pancasila (Pancasila Education) subject, to foster civic dispositions and prevent bullying. Data were collected from January to April 2024 through semi-structured interviews, classroom observations, and document analysis across four state junior high schools. Participants included students, teachers, and principals. Interview transcripts and field notes were thematically coded and analyzed using NVivo 15. The findings show that schools have implemented procedures to prevent and address bullying, and that Pancasila Education classes effectively promote civic dispositions and reduce bullying incidents. By incorporating value-based activities such as case discussions, role plays, and anti-bullying declarations, schools encourage students to internalize democratic values and act as defenders rather than perpetrators or bystanders. The study emphasizes the importance of aligning civic education with broader anti-bullying strategies and offers recommendations for improving curriculum and policy.

Zrudlo, I. (2025). **Reintegrating Philosophy More Effectively Into Initial Teacher Education**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *48*(4), 1452-1475. https://doi.org/10.53967/cje-rce.7267

The role of philosophy has gradually been minimized in initial teacher education (ITE) despite the benefits it can bring to teachers. One of the reasons it has been marginalized is because of the way it was being offered. I outline some relatively neglected critiques R. S. Peters laid out against the historical survey method of teaching philosophical foundations, as well as some of his suggestions for how to integrate philosophy of education into ITE. Backed up by more recent proposals by philosophers of education, I argue that some of Peters' suggestions could help address some of the pressing challenges facing teacher education today. I then consider how these suggestions could be incorporated into a philosophical foundations course for ITE. I argue that setting in motion and maintaining a learning process about more effective ways of integrating philosophy into ITE would help us make the case for its meaningful (re)introduction.