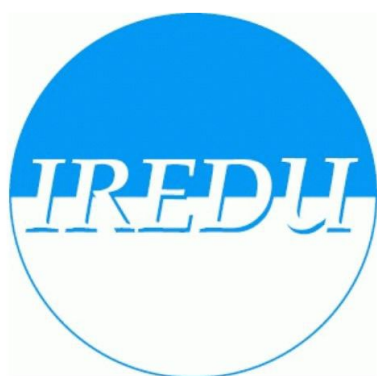


# Veille de l'IREDU



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## Acquisition de compétences

Berlinski, S., Giannola, M., & Toppeta, A. (2026). **Effective Families or Effective Schools? Experimental Evidence on Fostering Children's Numeracy** (Working paper N° 12563). Consulté à l'adresse CESifo website: <https://EconPapers.repec.org/RePEc:ces:ceswps:12563>

We study the relative effectiveness, cost-effectiveness, and interaction of family- and school-based learning interventions using a randomized controlled trial in Colombia that assigns children to a parental engagement program, a teacher professional development program, both, or a control group. Both interventions are grounded in a child-centered learning approach that emphasizes active engagement and the progression from informal to formal mathematical understanding. Each intervention independently generates sizable and statistically similar gains in early numeracy (0.17SD and 0.20SD). Combining them produces no additional learning gains, suggesting that the two interventions act as substitutes over the time horizon and skill domain we study. When benefits accruing to future cohorts are taken into account, the teacher development program becomes at least as cost-effective as, and potentially more cost-effective than, the parental engagement intervention. Our results suggest that, in this setting, strategically concentrating resources on a single binding constraint -- either at home or in school -- maximizes the short-run learning gains per dollar spent.

Boelen, V., Bergeron, G., & Point, M. (2026). **Les apports d'une approche écoformatrice d'éducation par la Nature-Territoire au primaire sur l'éveil et le développement de l'identité écologique des enfants.** *Revue hybride de l'éducation*, 10(2), 1-30. <https://doi.org/10.1522/rhe.v10i2.1951>

Cet article présente les résultats d'une recherche sur la perception de personnes enseignantes concernant les apports d'une approche écoformatrice d'éducation par la Nature-Territoire sur l'éveil et le développement de l'identité écologique de l'enfant. Le principe d'écoformation mobilisé dans cette approche met en avant le fait que l'être humain se forme au travers de la relation qu'il établit avec la Nature, que nous appelons Nature-Territoire. Il s'agit ainsi ici d'accorder à la fois une agentivité au jeune et à la Nature-Territoire dans les apprentissages. Cette recherche qualitative interprétative s'est déroulée auprès de cinq personnes enseignantes du primaire dans trois écoles qui ont intégré cette approche écoformatrice dans leur pratique éducative durant une année scolaire à la suite d'un dispositif de formation. Les résultats montrent que les enfants développent une sensibilité écologique qui passe par la somatique, donnant le sentiment de faire corps avec la Nature-Territoire, source d'attachement et de mobilisation écocitoyenne au-delà de la sphère scolaire.

Caron, B. (2025, avril). **L'APC au service des étudiants - cas des licences à l'USMB.** École thématique présenté à France. Consulté à l'adresse <https://hal.science/hal-05493323>

Ce document décrit les différentes étapes de la mise en place de l'APC au sein de l'USMB ainsi qu'un support d'atelier afin de construire des SAé avec les critères de qualité définis par l'institution.

CEDEFOP : European centre for the development of vocational training. (2026). **The influence of learning outcomes.** Consulté à l'adresse [https://www.cedefop.europa.eu/files/5617\\_en.pdf](https://www.cedefop.europa.eu/files/5617_en.pdf)

Ce document examine comment le passage à une approche basée sur les résultats d'apprentissage influence l'évaluation - à la fois formative et sommative - dans l'enseignement

et la formation professionnels initiaux de dix pays de l'Union européenne (Bulgarie, Irlande, France, Lituanie, Malte, Pays-Bas, Pologne, Portugal, Slovénie et Finlande). Si les résultats d'apprentissage constituent un élément central des réglementations nationales en matière d'évaluation dans tous les pays étudiés, la question de savoir si les critères d'évaluation sont ou non définis au niveau national et utilisés à des fins d'évaluation formative varie. L'utilisation des résultats d'apprentissage dans l'évaluation est généralement appréciée par les enseignants, les formateurs et les apprenants.

Couckuyt, S., Buznic-Bourgeacq, P., Hubert, B., Paven, M. L., Ouitre, F., Fleureau, B., ... Croller, V. L. (2026). **Accéder aux savoirs issus de l'expérience d'entraîneurs sportifs de haute performance : quelles négociations entre les différents acteurs ? : Réflexions autour de la capitalisation des savoirs et des enjeux de transmission pour la formation.** *Phronesis*, 15(4), 89-111. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-4-page-89>

Cet article explore les négociations impliquées dans la capitalisation des savoirs d'entraîneurs de haute performance pour leur diffusion et leur intégration dans la formation. À partir d'une approche biographique et herméneutique, il montre comment les savoirs des experts sont progressivement communiqués et adaptés afin de devenir accessibles et utilisables. Par exemple, les débriefings à chaud permettent des ajustements rapides et un partage immédiat, tandis que les débriefings à froid favorisent une analyse plus approfondie et distanciée, recouvrant deux temporalités de négociation des savoirs. L'étude souligne l'importance de la collaboration chercheurs-praticiens pour enrichir la formation par des savoirs contextualisés et validés.

de Barros, A., & Lubozha, T. (2026). **Targeting Foundational Skills at Scale: Skill Specificity and Transfer** (Working paper N° 12542). Consulté à l'adresse CESifo website: [https://EconPapers.repec.org/RePEc:ces:ceswps:\\_12542](https://EconPapers.repec.org/RePEc:ces:ceswps:_12542)

Whether targeted foundational instruction yields broad, long-term human capital gains is central to education policy but largely untested. We provide causal evidence from Zambia's government-run foundational skills program in public primary schools. After two years, a randomized trial shows the program increases literacy by 0.10 and numeracy by 0.15 standard deviations. In mathematics, effects on targeted skills are 2.6 times larger than on comprehensive assessments, without detectable transfer to adjacent domains. Adding professional development doubles per-pupil costs without additional learning gains. Despite limited short-run transfer, event-study estimates show positive effects on grade-7 language and mathematics exam scores in early adolescence.

Deleş, B., & Aral, N. (2026). **The Effect of Positive Childhood Experiences on Parenting Skills: A Study with Mothers of Primary School Children.** *International Journal of Early Childhood*, 58(1), 1-23. <https://doi.org/10.1007/s13158-025-00438-0>

This study addresses a significant gap in understanding the impact of mothers' positive childhood experiences on their parenting skills. The study aims to fill this gap by examining the relationship between mothers' positive childhood experiences and parenting skills. A total of 490 mothers whose children attend private primary schools in various provinces of Türkiye participated in the study using a relational survey model. Data were collected using the 'General Information Form,' 'Positive Childhood Experiences Scale', and 'Child Education Competence Scale.' Statistical analyses were used for the Mann-Whitney U test, Kruskal-Wallis H test, and regression analysis. The findings revealed a significant relationship between mothers' childhood experiences and

parenting skills, and mothers who experienced positive parent–child communication and grew up in rural areas had higher parenting skills. In addition, positive childhood experiences positively affected mothers' child education competencies. These results underline the importance of mothers' childhood experiences in shaping their parenting skills and highlight the need for intervention programs and comprehensive family education initiatives to improve parenting skills. This study aims to add valuable information to parenting education and family counseling and ultimately support the healthy development of children.

Denny, J.-L., Pagnani, B., & Durrive, L. (2026). **La circulation transformatrice des savoirs pour la formation professionnelle : ce que nous enseigne une lecture ergologique de l'activité.** *Phronesis*, 15(4), 24-44. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-4-page-24>

L'article entend montrer ce qui rapproche la démarche ergologique des trois défis d'une formation professionnelle : préparer des individualités à intervenir selon des normes de conformité malgré la variabilité du milieu ; les préparer à assumer pleinement un acte professionnel pourtant défini par autrui ; les préparer à une identité professionnelle stable, tout en s'inscrivant dans un parcours fait de changements. L'originalité de l'ergologie est de tenir l'activité pour un opérateur synthétique, qui saisit les trois défis en un seul : aborder l'apprenant comme être d'activité. Cela introduit la notion de « circulation transformatrice des savoirs », illustrée par deux dispositifs.

Deprit, A. (2026). **Les photos permettent-elles d'approcher l'activité réelle de planification ou la transforment-elles ?** *Phronesis*, 15(2), 144-159. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-2-page-144>

En formation initiale des enseignants, la compétence à planifier, pourtant essentielle au métier, entre difficilement dans les salles de cours et fait rarement l'objet d'un apprentissage. Dès lors, pour comprendre ce que font les futurs enseignants quand il planifient, un outil de recueil de données, basé sur des photos prises par les planificateurs, a été conçu. Toutefois, nous nous questionnons : ce dispositif permet-il d'approcher l'activité réelle de planification ou la transforme-t-elle ? Un questionnaire administré aux futurs enseignants ayant vécu ce dispositif durant leur cursus de formation permet d'explorer la part de réflexivité et d'apprentissage générés et nuance l'impact transformant.

Descamps, S. (2026). **La protection de l'environnement, une compétence numérique : conception, mise en oeuvre et évaluation d'une éducation à la sobriété numérique** (Theses, Université de mons). <https://doi.org/10.13140/RG.2.2.21458.82880>

At a time when digital technologies are increasingly integrated into education while simultaneously contributing to global environmental pressures, this dissertation examines environmental protection as a digital competence, as identified in the European DigComp framework. Situated within the context of the Anthropocene, the research investigates the conditions under which this competence can be taught in order to support learners in understanding the environmental impacts of digital technologies, developing a critical perspective on their digital practices, and adopting more responsible uses. By articulating the European frameworks DigComp and GreenComp, and drawing on the concept of didactic transposition, the dissertation analyses how digital sobriety can be translated from a socio-environmental issue into a structured and assessable object of teaching and learning. The study is based on an action research approach and a mixed-methods methodology, drawing on empirical studies conducted in secondary education, higher education, and among educational stakeholders. The findings highlight the potential of various pedagogical

interventions to strengthen knowledge about the environmental impacts of digital technologies, environmental awareness, digital sobriety practices, and learners' sense of competence. The dissertation therefore proposes conceptual, pedagogical, and institutional guidelines to support the sustainable integration of digital sobriety into curricula, teacher education, and institutional policies, thereby contributing to the recognition of environmental protection as an integral dimension of digital competence.

Dicdican, M., & Baguio, J. (2026). **The Mediating Effect of Instructional Management on the Relationship Between Test Construction Skills and Critical Thinking Motivation of Teachers.** *International Journal of Transformative Multidisciplinary Studies*, 2(1), 158-167. <https://doi.org/10.66074/A9S8D7F6G>

This study investigated whether instructional management mediates the relationship between teachers' test construction skills and critical thinking motivation in public elementary schools in the Bansalan East District of Davao del Sur. Utilizing a descriptive-correlational design, the research surveyed teachers using standardized questionnaires to assess these three core areas. Overall, teachers demonstrated extensive test construction skills alongside highly extensive levels of critical thinking motivation and instructional management. The analysis revealed strong positive correlations among all three variables. Crucially, mediation analysis demonstrated that instructional management partially mediates the relationship between test construction skills and critical thinking motivation, even as the direct effect of assessment skills on motivation remained significant. Ultimately, the findings indicate that stronger assessment practices enhance student motivation for critical thinking, an effect that is significantly reinforced when teachers operate within environments with robust instructional management.

Ding, C. (2026). **From Association to Causation: Integrating Experimental Design Principles into Regression Education.** *Educational Psychology Review*, 38(1), 32. <https://doi.org/10.1007/s10648-026-10129-4>

Regression analysis is a cornerstone of quantitative research across the social and behavioral sciences, yet its teaching is often constrained by students' persistent misconceptions about correlation and causation and the substantial cognitive demands of statistical learning. Standard approaches emphasize statistical techniques and prediction, leaving students ill-prepared to evaluate the assumptions and design logic necessary for proper interpretation. This essay advocates a pedagogical framework that integrates experimental design principles into regression instruction. Drawing on cognitive theories, including schema theory, situated learning, and cognitive load theory, we argue that embedding concepts such as randomization, control, temporal precedence, and confounding into regression instruction can help students develop richer causal inference schemas for interpreting regression analysis results. Further, building on conceptual change research, we contend that addressing students' naïve causal theories requires instruction that explicitly challenges and restructures their prior beliefs, fostering self-regulated reasoning and correcting faulty assumptions.

Estève, I. (2026). **« Bricolage pluri-sémiotique » et multimodalité : quelles réalités dans les pratiques professionnelles ? quels enjeux pour la forma(lisa)tion ?** *Phronesis*, 15(1), 115-145. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-1-page-115>

La question de la multimodalité et de la professionnalisation sera abordée à travers les « bricolages pluri-sémiotiques » quotidiens mise en œuvre par les (futurs) professionnels sourds et entendants face à des situations d'interactions exolingues (Porquier, 2003) et interculturelles

(Marandon, 2003). Ces asymétries amènent une fenêtre unique sur les stratégies adaptatives multimodales de ces professionnels quand ils tentent d'agir langagièrement, en puisant dans l'ensemble de leurs ressources disponibles, pour réguler l'intercompréhension et pouvoir poursuivre l'interaction.

ETF: European training foundation. (2025). **Vocational excellence: from partnerships to skills ecosystems: international insights.** Consulté à l'adresse <https://www.etf.europa.eu/sites/default/files/2025-12/ETF%20Rapport%20Imme%201122025.pdf>

Le rapport analyse comment des centres d'excellence professionnelle développent des écosystèmes de compétences pour répondre aux besoins du marché du travail. Il s'appuie sur quatre études de cas (Pays-Bas, Grèce, Égypte, Moldavie). Il n'existe pas de modèle unique : chaque centre évolue selon son contexte, sa gouvernance et ses partenariats. La coopération entre établissements, entreprises et acteurs publics est présentée comme essentielle pour adapter les formations aux réalités économiques. Le rapport insiste aussi sur la diversité des modes de financement et sur l'importance d'impliquer enseignants et étudiants dans la conception des programmes. En conclusion, l'excellence professionnelle est décrite comme un processus continu, fondé sur la collaboration, l'innovation et l'adaptation locale.

Faisca, É., Rurka, A., & Séraphin, G. (2025). **Acteurs et citoyens. Ou comment construire les parcours de vie en tant que jeune soutenu par les services de la protection de l'enfance en participant collectivement à une Assemblée des enfants du Conseil départemental des Yvelines** (p. 129 p.). Consulté à l'adresse Université paris nanterre website: <https://hal.science/hal-05552553>

Le rapport « Acteur et citoyen » rend compte d'une recherche collaborative et participative menée avec le Département des Yvelines pour concevoir et analyser une Assemblée des enfants, impliquant des jeunes concernés ou intéressés par la protection de l'enfance. L'équipe de recherche a soutenu le département dans la construction du dispositif, en adoptant une observation participante tout au long des séances, tout en associant les enfants à toutes les étapes de la recherche, depuis la co-construction des questions jusqu'à l'analyse des effets. Les axes explorés portent sur les conditions de mise en œuvre d'une telle démarche (recrutement, animation, cadre éthique), les dynamiques de participation des enfants (motivations, prise de parole, rapport au collectif), et les tensions entre logiques d'action (institutionnelles, professionnelles, enfantines). La recherche interroge également les effets du dispositif sur les enfants eux-mêmes, les professionnels et les politiques publiques, en mettant l'accent sur les expériences vécues et les processus plutôt que sur des résultats figés. Le rapport explore les expériences des enfants et des professionnels non comme de simples témoignages ou effets observables, mais comme un processus situé et dynamique où se jouent leur appropriation progressive de la parole, leurs stratégies d'engagement (entre curiosité, revendication et solidarité), et leur transformation subjective (confiance, légitimité, sentiment d'appartenance), le tout traversé par des tensions entre reconnaissance et instrumentalisation, entre espace protégé et contraintes institutionnelles. En conclusion, ce travail révèle la complexité des logiques d'action en tension dans un projet participatif, où se croisent enjeux de pouvoir, d'inclusion et de reconnaissance, tout en ouvrant des pistes pour repenser la place des enfants dans les décisions qui les concernent.

Farrer, C., Goudeau, S., Tenret, E., & Vallet, L.-A. (Éd.). (2026). **Questions d'éducation : Regards interdisciplinaires.** <https://doi.org/10.4000/15wgb>

Comment fonctionnent les apprentissages ? Quelles pratiques pédagogiques permettent de réduire les inégalités sociales de réussite scolaire ? Quel rôle peuvent jouer les politiques publiques en éducation ? L'éducation soulève de nombreuses questions auxquelles la recherche peut apporter des réponses. Cet ouvrage, réunissant plus de soixante autrices et auteurs mobilisés au sein du réseau thématique pluridisciplinaire du CNRS « Recherches autour des questions d'éducation », ambitionne d'offrir un éclairage sur des thèmes qui suscitent de vifs débats au sein de la société : les inégalités sociales et de genre à l'école, les évaluations internationales, l'inclusion scolaire, l'évaluation de l'efficacité des pratiques pédagogiques, l'expérimentation en éducation, la formation des enseignants ou encore l'innovation pédagogique. Il invite à considérer l'école non seulement comme un lieu pour penser l'éducation et les nombreux enjeux auxquels elle est confrontée, mais aussi comme un espace où des transformations sont possibles — à condition de croiser les disciplines, d'articuler les niveaux d'analyse et de faire dialoguer les savoirs de la recherche avec ceux du terrain. À ce titre, il constitue un point d'appui pour les débats à venir, et des pistes de réflexion pour des évolutions concrètes du système éducatif.

Fukao, T., Katwal, S., Thwin, M. M., & Kyaw, A. P. (2026). **Educational access and learning outcomes in Myanmar.** Consulté à l'adresse <https://openknowledge.worldbank.org/entities/publication/d57f080a-9a36-4ea9-a6d8-6aaf823d5b44>

Ce rapport analyse l'évolution récente de l'accès à l'éducation et des apprentissages au Myanmar dans un contexte marqué par les conflits, l'instabilité politique et les difficultés économiques. Il montre que la scolarisation au primaire s'est globalement redressée après la pandémie et la crise politique, mais que l'accès à l'enseignement secondaire reste fortement limité. Les adolescents, notamment âgés de 15 à 17 ans, constituent la majorité des enfants non scolarisés. L'étude met également en évidence une dégradation des compétences fondamentales en lecture et en mathématiques et des inégalités importantes selon le niveau socio-économique et le lieu de résidence. Elle souligne enfin le rôle croissant d'acteurs éducatifs non publics – écoles communautaires, réseaux éducatifs ethniques ou institutions monastiques – dans l'accès à l'éducation dans les zones touchées par les conflits.

Georgiou, G. K., Vieira, A. P. A., Peng, P., Carter, T., & Joshi, R. M. (2026). **Teachers' Knowledge of Language and Literacy Concepts: A Meta-Analysis.** *Educational Psychology Review*, 38(1), 30. <https://doi.org/10.1007/s10648-026-10128-5>

In this meta-analysis, we aimed to examine teachers' knowledge of language and literacy concepts and identify factors associated with variation in their knowledge. A comprehensive search of electronic databases, supplemented by hand searches and author contact, identified studies published between January 1994 and March 2025. Studies were eligible if they reported empirical data on PK–12 teachers' knowledge of language or literacy concepts and provided sufficient information to compute standardized mean scores. A total of 143 studies met inclusion criteria, yielding 258 independent samples (a total of 22,727 participants). Outcomes included teachers' knowledge of specific literacy concepts (e.g., phonological awareness, phonics, morphology), with moderators including teacher category, type of language and literacy concept measured, years of teaching experience, type of publication, and location. Random-effects meta-analysis and meta-regression revealed substantial heterogeneity across studies. Teacher category, type of language and literacy concept measured, and type of publication significantly moderated the standardized mean scores. Teachers of English as a foreign language

demonstrated lower knowledge than other teacher groups, and teachers' knowledge of morphology was significantly lower than knowledge of other literacy concepts, whereas knowledge of spelling exceeded that of reading fluency. Years of teaching experience and location were not significant moderators. Interpretation of these findings is limited by measurement variability, uneven sample distributions, and studies of lower methodological quality (shown in supplementary sensitivity analyses). These findings highlight systematic gaps in teachers' literacy-related knowledge and underscore the need for targeted teacher education and professional development.

Grosbois, M., & Zoghliami, N. (2026). **Multimodalité dans la communication pour l'agir professionnel: repérage et analyse.** *Phronesis*, 15(1), 13-17. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-1-page-13>

Hu, R., Lei, J., Xiang, H., & Duan, P. (2026). **How virtual field trip affects students' social-emotional competency: an analysis of emotional-cognitive synergy effect.** *Education and Information Technologies*, 31(5), 1411-1431. <https://doi.org/10.1007/s10639-025-13863-4>

With the rapid advancement of virtual technologies, virtual field trip (VFT) has attracted increasing attention as an innovative pedagogical approach in contemporary education. However, empirical evidence on their effectiveness in promoting students' competency development—particularly in the area of social-emotional competency (SEC)—remains scarce. To address this issue, this study employed a combination of self-report questionnaires and eye-tracking technology, using emotional scores and eye-movement data to investigate the effects of emotional engagement and cognitive engagement on students' SEC in VFT, as well as the underlying mechanisms. 91 high school students participated, split between virtual field trip group (VFT group) and traditional classroom teaching group (TCT group). Data were collected through self-report questionnaires and eye-tracking indicators. The results indicate that students in the VFT group demonstrated significantly higher levels of positive affect, fixation duration, blink rate, and overall SEC scores compared to those in the TCT group. Correlation analysis further demonstrates significant positive relationships among emotional engagement, cognitive engagement, and SEC during the VFT. Regression analysis reveals that these emotional and cognitive factors collectively accounted for 72% of the variance in SEC scores. Notably, indicators such as interest, enthusiasm, fixation, and blink rate are positively associated with the development of students' competency. These findings offer empirical support for the integration of VFT into educational practice, highlighting its potential in promoting the comprehensive development of students.

Jacob, E., Tremblay, M.-M., & Tremblay, M.-L. (2026). **Des enfants citoyens engagés avec leurs pairs, leur environnement et leur éducatrice ou enseignante lors de jeux en nature.** *Revue hybride de l'éducation*, 10(2), 1-30. <https://doi.org/10.1522/rhe.v10i2.1941>

Portant sur les jeux en nature et l'engagement civique des enfants, cet article présente les principaux résultats d'une recherche réalisée avec deux éducatrices et six enseignantes de maternelle 5 ans. L'article s'attarde principalement aux données issues des observations en milieu naturel pour mieux comprendre les actions civiques des enfants. Les résultats suggèrent que les enfants jouent à différents types de jeux en nature et que le jeu symbolique et le jeu de construction semblent être ceux joués le plus fréquemment. Les jeux en nature, dont le jeu symbolique, sont un contexte idéal pour permettre aux enfants de s'engager dans des actions civiques, puisque les enfants ont la liberté de choisir ou encore d'interagir avec leurs pairs et leur environnement.

Jeune, N. (2024). **Éduquer aux approches critiques**. Consulté à l'adresse ÉPhiScience website: <https://hal.science/hal-05566382>

Kalyuga, S. (2026). **Instructional Implications of Evolutionary Perspective on Human Cognitive Architecture as an Intelligent Natural Information Processing System**. *Educational Psychology Review*, 38(1), 33. <https://doi.org/10.1007/s10648-026-10135-6>

Sweller and Sweller (2006) suggested that human cognitive architecture represents a class of natural information processing systems. In contrast to most other known natural information processing systems, human cognition seamlessly integrates within the same architecture both evolved implicit (frequently called biologically primary) abilities and controlled explicit (biologically secondary) processes. The ability to engage in explicit, intentionally controlled processes is essential in making human cognition an intelligent natural information processing system with intelligence as its key characteristic which enables humans to generate and learn biologically secondary knowledge. This paper describes some instructional consequences of this feature of human cognition, specifically focusing on (1) the need for a goal-driven approach to selecting instructional methods (including the goals of enhancing learners' motivation, engagement and altering their affective states which are essential for managing their intents to effortfully learn new biologically secondary knowledge); (2) the need to enhance functional and focused use of human intelligence in solving novel problems, in general, and in particular, (3) the need to enhance learner abilities to effectively use heuristics-based search approaches during controlled, conscious problem solving in truly novel situations.

Karhunen, H., Kauhanen, A., Kuhakoski, J., Riukula, K., Suhonen, T., Vanhala, P., & Virtanen, H. (2026). **Does Information Sharing Encourage Participation in Education? Final Report on the Letter Mail Experiment and the Outreach Pilot** (Working paper N° 174). Consulté à l'adresse The Research Institute of the Finnish Economy website: <https://EconPapers.repec.org/RePEc:rif:report:174>

**Abstract** This study evaluated the effectiveness of two different measures in increasing participation in adult education among adults with low educational attainment, using a randomised field experiment. In the first part, an information letter was sent to 50,000 individuals with only basic education, outlining educational options, the benefits of studying, and available financial support. The results indicated that providing general information alone had no effect on starting studies. In the second experiment, service providers visited SMEs and offered tailored educational guidance, organising 1,322 information sessions attended by 2,726 employees. Of these, 1,718 belonged to the target group, with their highest level of education being comprehensive school or upper secondary school. This more personalised and intensive measure increased participation in upper secondary education within the target group by 0.75 percentage points (approximately 8 percent), but also caused a slight decrease in monthly earnings, suggesting a shift in time allocation between studying and working. The study demonstrates that simply disseminating information is insufficient; effectiveness requires more individualised and costlier actions, the benefits and costs of which must be weighed carefully.

Lambert, S., & Philbert, L. (2026). **CEDRE Histoire Géographie Enseignement Moral et Civique école 2023 - Analyse de situations d'évaluation** (Document de travail N° 2026-E04; p. 1-79). Consulté à l'adresse DEPP website: <https://www.education.gouv.fr/sites/default/files/document/cedre->

[histoire-g-ographie-enseignement-moral-et-civique-en-fin-de-3e---analyse-de-situations-d-valuation-481145.pdf](#)

Au total, près de 6 400 élèves ont ainsi été évalués dans 247 collèges du secteur public et du secteur privé sous contrat. Les établissements scolaires ont été sélectionnés dans l'objectif d'une représentation nationale. Ce dispositif a été initié en 2006. Il s'agit de la quatrième édition du Cedre histoire géographie après trois premiers temps de mesure (2006, 2012 et 2017). Ce Document de travail présente les résultats détaillés en histoire, géographie et en enseignement moral et civique : il décrit, pour une sélection d'une vingtaine de questions, les taux de réussite de l'ensemble des élèves soumis à l'item et les taux déclinés par sexe ; pour les questions à choix multiple, il précise la répartition des erreurs sur les distracteurs ; pour certains items dits d'ancrage, une comparaison des résultats est possible avec les cycles précédents (notamment le CEDRE 2017).

Lesellier, J., Escalié, G., & Legrain, P. (2026). **Optimiser la dynamique collective de formation par une recherche intervention : le cas de la formation des entraîneurs de football**. *Phronesis*, 15(3), 50-63. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-3-page-50>

Dans un contexte de professionnalisation accru de l'encadrement sportif, la mise en place d'un collectif de formateurs pour accompagner le développement des compétences chez l'entraîneur tient une importance forte dans le processus de formation. Au demeurant, ces dynamiques interactives collectives d'accompagnement restent peu étudiées dans ce contexte. Au travers d'une recherche-action, cette étude interroge l'espace partagé renvoyant à l'articulation des rôles et missions des différents formateurs. Les résultats, issus d'une étude de cas longitudinal, permettent de relever des traces de l'activité collective des formateurs autour de l'accompagnement de l'entraîneur en formation et d'envisager des pistes d'optimisation du dispositif de formation.

Lim, H. L., & Mohd Nasser, S. N. A. (2026). **Systematic error patterns in geometrical measurement among fourth-grade pupils**. *Educational Research for Policy and Practice*, 25(1), 1-22. <https://doi.org/10.1007/s10671-024-09389-0>

Geometrical measurement has a great and important background in mathematics due to its high demand in a variety of professions and workplaces. However, majority of the pupils are not competent in geometrical measurement, which continues to be a problem that many teachers must address. It appears that studying pupils' geometrical measurement error patterns may shed light on their conceptual understanding, ways of thinking, and learning problems of geometrical measurement. Several preliminary researches on identifying error patterns in geometrical measurement have been conducted. However, most of them have only investigated and addressed the generalities of the problem and seem to have overlooked the specific errors involved based on the level of understanding of the pupils. As a result, this study aimed to identify and categorize fourth-grade pupils' error patterns in geometrical measurement based on the SOLO Taxonomy level of understanding. Fifteen fourth graders were selected based on their level of understanding of geometrical measurement, which varied across different levels of the SOLO Taxonomy, to respond to the Geometrical Measurement Skills Instrument (GMSI) before semi-structured interviews were conducted. The results revealed the error patterns systematically based on SOLO Taxonomy (i.e., from surface level of understanding to deep level of understanding). The results could help provide early warning about pupils' limitations in geometrical measurement at each level of understanding, allowing teachers to plan appropriate instructional strategies and types of assessment for pupils at different cognitive levels.

Lin, D., Zhang, M., Liu, X., Tian, Y., & Liu, J. (2025). **Opportunities to develop critical thinking skills in Chinese and Singaporean 1st grade mathematics textbooks.** *Proceedings of the Fifth International Conference on Mathematics Textbook Research and Development*, 277-284. Consulté à l'adresse <https://hal.science/hal-05460831>

This paper examines opportunities for developing critical thinking (CT) skills in firstgrade mathematics textbooks from Singapore and China. Using the Delphi Report framework, we conducted a quantitative content analysis of Targeting Mathematics 1A and New Century Mathematics Grade 1, Part 1. The findings indicate that both textbooks emphasize interpretation but give limited attention to higher-order skills like evaluation and self-regulation. New Century Mathematics incorporates more CT elements in « Statistics and Probability, » while « Graphic and Geometry » is the most CT-rich domain in Targeting Mathematics. Additionally, Targeting Mathematics offers a broader range of CT skills and more frequent analysis opportunities across content areas compared to New Century Mathematics.

Lollia, M. (2025). **L'oral comme objet d'enseignement: les élèves de terminale, spécialité scientifique face à l'épreuve du grand oral du baccalauréat dans le contexte guadeloupéen** (Theses, Université des Antilles). Consulté à l'adresse <https://theses.hal.science/tel-05567147>

Our doctoral work concerns oral expression as a teaching object in the context of the Grand Oral of the Baccalaureate. We were interested in public speaking and learning oral expression in an evaluative context among Guadeloupean students in their final year of high school specializing in science (Mathematics, Physics-Chemistry, SVT, NSI and SI) as well as in teaching practices. The Grand Oral is the new baccalaureate exam since 2021. It is a key element of the high school reform and aims to provide a response to the recurring problems of inequality of opportunity that schools face in relation to the oral exam. This exam, which has a coefficient of ten, consists of two parts: a ten-minute oral presentation on a subject that the student has covered during the year, followed by a ten-minute discussion with a jury composed of two teachers. However, although oral communication is present in all classroom activities and occupies a more important place in French school curricula, its multidimensional nature contributes to its vagueness. Indeed, according to educationalists, it is difficult to give it the status of an object to be constructed and structured. For the past thirty years, research in oral didactics has made it possible to update the advances related to the teaching and assessment of oral communication. On the one hand, teaching staff have very little knowledge about what oral communication is, its specific objects, or existing didactic approaches. This has the effect of increasing the difficulty in planning and structuring oral teaching. On the other hand, a lack of didactic resources and assessment tools would explain the discomfort felt by teachers regarding the assessment of oral skills. This discomfort of teachers with the teaching and assessment of oral skills has contributed to making the presentation their preferred activity. In fact, when the presentation is considered as the only teaching and learning device, it appears difficult for students to develop a wide range of oral skills. In addition, scientific literature highlights that the presentation is a complex task that requires students to coordinate verbal, paraverbal, non-verbal dimensions as well as taking emotions into account. In light of these elements, we wanted to understand what is covered by the « oral continent » and how students and teachers appropriate this object in a specific cultural and linguistic context. Indeed, Guadeloupe is a society known as an oral tradition with a particular sociolinguistic situation favoring, in a conversation, the transition from Creole to French and vice versa. To achieve our objective, we implemented three sections of investigation. An initial study was conducted among students in

their final year of high school specializing in science. Through 337 questionnaires and eight semi-structured interviews, we examined their perceptions of oral examinations and the way in which they engage in learning this subject as part of preparing for this exam. Then, faced with contextual constraints linked to the expectations of the prescribed and the persistent tensions subject to the transversal nature of the oral, a second study was conducted to identify the way in which teachers structure and plan the teaching and assessment of the oral. We submitted 139 questionnaires to them, conducted two semi-structured interviews and carried out seven observations within their classes. The final part of the investigation focused on the the Grand Oral training. We wanted to know what the trainers' perceptions were regarding the Grand Oral in relation to the Guadeloupean context. We conducted semi-directive interviews with a national trainer and a trainer from the Guadeloupe academy.

Lu, Q. (2026). **Interactive art forms and gamification in modern art education: transforming art creation and perception.** *Education and Information Technologies*, 31(5), 1459-1479. <https://doi.org/10.1007/s10639-025-13856-3>

The relevance of the study is determined by the importance of ensuring the viewer's interaction with the artistic product using digital technologies, which is of interest to both Chinese and international audiences. The aim of the study is to examine the impact of integrating interactive art and gamification into art education on student learning outcomes. The research methodology consisted of conducting a controlled experimental project. The study, which involved 168 Chinese art students, utilized an experimental creative competition with elements of interactivity and gamification. Measurements were conducted at two points: at the beginning and end of the experiment (at the beginning and end of the academic year). Assessment methods included assessing participants' perception, creativity, empathy, gaming competence, and signaling system characteristics. The study's results showed that gamification in art education promotes the development of students' cognitive abilities, motivation, and creativity. It is concluded that the integration of digital technologies into art education programs is the foundation for creating interactive creative products. The practical significance of the obtained results lies in their support for the use of gamification to develop students' professional competence in Chinese art education. The study's findings may also be of interest to international researchers studying ICT in education; however, caution should be exercised when applying them to other cultural and educational contexts.

McFarland, L., Page, J., Baker, L. M., Young, S., Caburnay, E. G., Levickis, P., & Eadie, P. (2026). **"We Need to Keep Picturing All of the Stuff I Like!": Three-Year-Old Children's Perspectives of Their Kindergarten Experiences During Educational Reform.** *International Journal of Early Childhood*, 58(1), 367-385. <https://doi.org/10.1007/s13158-025-00471-z>

Following government's significant investment in 3- and 4-year-old kindergarten in Victoria, Australia, the Educational and Developmental Gains in Early Childhood (EDGE) Study investigated the impact of 2 years of funded kindergarten on the early childhood education workforce, and children's learning and development. EDGE's Professional Practice and Learning Experiences domain documented the perspectives and experiences of teachers and leaders implementing 3-year-old kindergarten in Victoria, as well as those of children, families, and government agents involved in the program's implementation. This study focused on exploring children's perspectives of 3-year-old kindergarten during the early roll out in Victoria. Framed within bioecological theory, a qualitative mosaic approach was used. Data were collected from 14 3-year-old children using child perspectives journals which included an interview, drawing and

narration, and photography. A content analysis was applied to the data. Children expressed their experiences in relation to play, physical environments and materials, and social relationships. Findings support conceptions that children are capable social actors in kindergarten programs, and their perspectives are key to building rich insights on 3-year-old kindergarten.

Mohohlwane, N., & Ardington, C. (2026). **Critères d'évaluation de l'apprentissage en Afrique : Les enseignements tirés de l'expérience sud-africaine**. Consulté à l'adresse <https://knowledgehub.adeanet.org/files/documents/ADEA2026D001F.pdf>

La publication examine l'élaboration de critères de référence en lecture dans les premières années de scolarité en Afrique du Sud, où de nombreux élèves n'acquièrent pas les compétences en compréhension écrite en fin de primaire, ce qui souligne la nécessité de normes claires et mesurables. Elle décrit comment l'Afrique du Sud, grâce à l'étude nationale Funda Uphumelele (FUNS), a établi des critères de référence empiriques spécifiques à chacune des 11 langues officielles qui servent de normes minimales pour les niveaux 1 à 3 et sont intégrés dans l'enseignement, l'évaluation et le suivi du système. L'expérience de l'Afrique du Sud est présentée comme un modèle évolutif pour les autres pays souhaitant renforcer l'apprentissage fondamental par une évaluation fondée sur des preuves, la collaboration et l'alignement des politiques.

Monnier, S. (2026). **Analyser l'activité infirmière pour négocier la pertinence des savoirs en santé publique et concevoir des modèles d'apprentissage**. *Phronesis*, 15(4), 112-128. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-4-page-112>

En contexte de crise du système de santé impliquant de nécessaires transformations dans les milieux cliniques et de formation, nous avons questionné la place de la santé publique dans l'activité infirmière. Notre démarche de didactique professionnelle visait à identifier le potentiel des situations de soins pour l'apprentissage de la santé publique afin d'en déduire des modèles de formation. Nous avons réalisé une enquête ethnographique qui combinait observations et entretiens. Les interactions entre le chercheur et les personnes enquêtées ont amené une évolution des rapports à la santé publique que nous proposons d'analyser sous l'angle de la négociation des savoirs. Trois temps de négociation de savoirs ont été identifiés, nous discuterons de leur implication dans le processus d'apprentissage. Nos résultats invitent à considérer le terrain d'enquête comme une opportunité d'apprentissage et à développer et tester de nouvelles méthodes pédagogiques reposant sur l'analyse de l'activité.

Munoz-Najar, A., Gala, P., & Barron Rodriguez, M. R. (2025). **Formulating policies to address the gender digital skills divide in Sub-Saharan Africa**. Consulté à l'adresse <https://thedocs.worldbank.org/en/doc/a607bb6e3b76d2be0f3db8db34dcf73e-0140022025/related/8EDU-WP-17-Formulating-policies-to-address-the-gender-digital-skills-divide-in-SSA.pdf>

L'essor du numérique en Afrique subsaharienne présente des opportunités pour réduire la fracture numérique entre sexes. Visant à renforcer l'autonomisation économique des filles et des femmes et le développement inclusif et durable, le rapport analyse des approches politiques globales et sensibles au genre pour un accès équitable aux compétences numériques et à l'enseignement des sciences, technologies, ingénierie et mathématiques (STEM). S'appuyant sur des études mondiales et régionales, il souligne l'importance de la culture numérique dès le plus jeune âge, de l'insertion professionnelle des femmes par des interventions ciblées (bourses d'études, mentorat, formations, programmes d'entrepreneuriat), de réformes contre les biais

sexistes dans les programmes, de l'accès au numérique et d'environnements d'apprentissage inclusifs, et des partenariats public-privé et des initiatives communautaires.

Nguyen, H., Chapman, B., Le, H., Royer, H., Dearden, L., & Mitrou, F. (2026). **Socioeconomic status and gender gaps in educational outcomes across the life course: New distributional evidence** (Working paper N° 1725). Consulté à l'adresse Global Labor Organization (GLO) website: <https://EconPapers.repec.org/RePEc:zbw:glodps:1725>

This study leverages whole-of-population linked census-administrative data to examine gender gaps in educational outcomes from early primary school through early adulthood in Australia and to assess the contribution of socioeconomic factors to these gaps. We find that females outperform males from as early as ages 5-6 across multiple developmental domains, and this advantage persists through university. The gender gap in favour of females is larger among lower-performing students. These findings are robust across population-wide analyses as well as sibling- and twin-based designs. We also find that boys benefit more than girls from growing up in more advantaged families, particularly among academically lower-performing boys. However, this advantage is observed only for outcomes measured in the early years of primary school. By contrast, for outcomes measured at the tertiary level, most indicators of socioeconomic advantage confer stronger benefits to females, especially among individuals at the lower end of the educational attainment distribution. Finally, we identify gender differences across siblings in school sector choice and early childhood health conditions, both favouring females, as potential mechanisms underlying these patterns.

Nikoloudaki, E., Manolitsis, G., & Grammatikopoulos, V. (2026). **Family engagement approaches to enhance kindergartener's early literacy skills through storybook reading: Parents as partners in preschool education.** *International Journal of Early Childhood*, 58(1), 25-45. <https://doi.org/10.1007/s13158-025-00439-z>

The present study examined the effects of a literacy-related family engagement intervention, which aimed to enhance story reading practices, on children's early literacy skills and parents home literacy activities. One hundred and forty-two parents and their children participated in the intervention from six public kindergartens in Rethimno, Greece. This study implemented a quasi-experimental methodology design that included parents allocated randomly in two intervention-support groups and one control group: (1) the intensive support group, where parents attended eight storybook reading workshops, and were introduced to four story reading techniques (N = 43), (2) the non-intensive support group, where parents received written notes about the same story reading techniques as the intensive support group (N = 51) and (3) parents in the control group, who were not engaged at all (N = 48). Children' early literacy skills assessed by tasks on print awareness, letter knowledge, vocabulary, listening comprehension and narrative skills. Parents completed a Likert-type scale for the assessment of their home literacy activities. The effects of mother education level, and previous home literacy practices in children's outcomes were also tested. At last, changes in home literacy practices in all groups were measured. Effects were reflected on children's early literacy skills. The present findings showed that family engagement affected positively children's early literacy skills in both the intensive and non-intensive support groups. Also, both support groups had statistically significant higher scores compared to control group in all measures. Intensive support group yielded a significant advantage in retelling measures comparing to non-intensive support and control group. Mother education level or home literacy practices had no effect on the intervention, while changes in home literacy practices were noticed in both support groups. Family engagement

resulted in statistically significant differences in students' scores compared to students in the control group, indicating that parents can be very important partners in education.

Nolan-Bock, M., & Hassan, H. (2026). **Metaphors as Critical Pedagogy: Guiding Creative Thinking in Novice Design and Non-Design Foundation Year University Students in the United Arab Emirates.** *International Journal of Art and Design Education*. <https://doi.org/10.1111/jade.70019>

This article evaluates the use of metaphors as a technique for prompting creative thinking in design education, specifically within the context of a university pre-entry foundation course, 'Introduction to Design' in the United Arab Emirates (UAE). Both the student transition to higher education and global standardization practices in higher education present challenges when fostering creative thinking. With metaphorical thinking exercises and a mind-wandering method, students are encouraged to pursue creative connections with disparate topics, moving beyond literalism to more conceptual and imaginative ideas. The study's methodological framework is grounded in an art-based action research approach, which positions the lecturer as a reflective practitioner and encourages a participatory role from students. Our critical reflection suggests that while students generally respond positively to a metaphorical teaching technique, a portion struggle with the transition from rote or standardized learning to creative ideation. Despite these challenges, the metaphor technique along with mind wandering present distinct pedagogical value, particularly in promoting creative thinking processes that enable students to articulate creative ideas visually. As an accessible critical pedagogy, the metaphor technique supports a participatory approach not only for design education but other creative, artistic, and academic contexts. More broadly, we argue that metaphor exercises can help with a wider educational mission of moving towards an environment that privileges creativity as an intrinsic, rather than merely functional, performative capacity.

OECD. (2026). **Education and Skills in Peru.** <https://doi.org/10.1787/7d430d1b-en>

Ouddah, S. (2025). **Le rapport au savoir des élèves en transition du primaire au secondaire : une revue de littérature.** *Canadian Journal for New Scholars in Education/ Revue canadienne des jeunes chercheuses et chercheurs en éducation*, 16(2). Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjnse/article/view/81614>

This narrative literature review explores the relationship to knowledge (RK) and its influence on student engagement, particularly through their school experiences, social contexts, and institutional expectations. In primary school, learning is often shaped by emotional and social bonds. In contrast, at the secondary level, RK becomes more focused on performance and evaluation, leading to a certain distance from knowledge among students, especially those from disadvantaged backgrounds. Studies describe a significant evolution of RK between primary and secondary school, but they do not specifically address the school transition. Yet, in many studies, the move from primary to secondary school is presented as a particularly challenging stage for students. This is why gaining a deeper understanding of the evolution of RK, especially through interactive processes during this period, offers a promising avenue for research to help prevent school dropout and adapt pedagogical practices.

Parent, S. (2026). **Analyse de la distribution et de la reconfiguration des dimensions de la compétence numérique dans des progressions des apprentissages conçues pour le niveau primaire.** *Revue hybride de l'éducation*, 10(1), 1-39. <https://doi.org/10.1522/rhe.v10i1.1983>

L'article analyse le déploiement du Cadre de référence de la compétence numérique du Québec dans des progressions des apprentissages conçues pour le primaire par des centres de services scolaires. L'analyse de ces documents révèle une répartition inégale des dimensions de la compétence numérique : celles liées à la citoyenneté éthique et aux habiletés technologiques y occupent une place prédominante, tandis que les dimensions associées à la pensée critique, à la créativité ou à la résolution de problèmes en contexte numérique sont peu, voire pas du tout, représentées. L'article propose une réflexion sur la reconfiguration des éléments analysés afin de soutenir une opérationnalisation plus équilibrée du Cadre de référence dans les milieux scolaires. Il met également en lumière l'importance d'une concertation dans les milieux, envisagée comme un levier d'équité et un moyen de favoriser le développement d'une véritable citoyenneté numérique chez les élèves.

Parent, S., Boulanger, A., & Lauzier, K. L. (2026). **Démarche de mise en œuvre d'une progression des apprentissages numériques au primaire : deux approches visant à soutenir le développement de la compétence numérique des élèves.** *Revue hybride de l'éducation*, 10(1), 1-22. <https://doi.org/10.1522/rhe.v10i1.1984>

Cet article présente deux initiatives de centres de services scolaires québécois pour intégrer la compétence numérique au primaire qui sont des réponses locales à un cadre de référence provincial présenté en 2019. La première est née d'un besoin du terrain et a été cocréée par le personnel enseignant. Son implantation a été soutenue par une démarche de pensée design qui a mené à la création d'un nouveau poste de professionnel de la pédagogie. L'implantation de la seconde a d'abord rencontré de la résistance, étant perçue comme une surcharge. L'équipe a donc ajusté sa stratégie en s'appuyant sur des modèles de gestion du changement pour mieux accompagner les écoles. L'adoption d'une progression des apprentissages numériques locale permet de donner une direction quant aux apprentissages à faire par les élèves dans un établissement scolaire. L'article met ainsi de l'avant l'importance de la collaboration et d'un accompagnement structuré pour réduire les inégalités numériques.

Pascal, A. A., Vidal, Y. Y., Desmars, A. A., & Cornu, G. G. (2025, avril). **Les grilles critériées : l'outil pour évaluer les compétences des étudiants.** École thématique présenté à France. Consulté à l'adresse <https://hal.science/hal-05493342>

Ce support de formation présente une méthodologie structurée pour concevoir des grilles critériées dans le cadre des situations d'apprentissage et d'évaluation (SAÉ) . L'objectif est de fournir aux enseignants un cadre rigoureux pour objectiver l'évaluation des compétences et favoriser la réflexivité des étudiants. Le document détaille une approche pas-à-pas en six étapes clés proposant de définir la compétence et ses composantes essentielles avant de rédiger des critères d'évaluation observables et pondérés, avant d'établir des niveaux d'acquisition précis, complétés par des descripteurs concrets et des feedbacks formatifs pour guider la progression de l'étudiant. En mettant l'accent sur le contrat pédagogique et la collaboration entre pairs, ce guide souligne l'importance de communiquer ces grilles aux étudiants dès le début de l'apprentissage pour donner du sens à leur travail et accroître leur motivation.

Perrier, S. (2026). **Dispositif collaboratif avec des formateurs d'apprentis en CFA : une activité-pivot de professionnalisation par la recherche.** *Phronesis*, 15(2), 93-104. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-2-page-93>

La professionnalisation des formateurs d'apprentis en Centre de Formation d'Apprentis (CFA) constitue un enjeu majeur, dans un contexte marqué par une identité professionnelle duale et

une reconnaissance fragile. Cet article analyse un dispositif de recherche collaborative mis en œuvre avec des formateurs d'apprentis en CFA, envisagé comme un espace-temps de professionnalisation à et par la recherche. Les résultats mettent en évidence des processus de reconfiguration identitaire, de reconnaissance professionnelle et de développement du pouvoir d'agir, dans les activités collaboratives et individuelles. L'article montre que la recherche collaborative ne constitue pas seulement un levier parmi d'autres, mais une activité-pivot de professionnalisation, articulant visées épistémique et transformative au sein d'un même dispositif.

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://theses.hal.science/tel-05565365>

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.

Pongsophon, P. (2026). **The role of reading instruction practices in enhancing digital literacy and comprehension strategies in Singapore.** *Educational Research for Policy and Practice*, 25(1), 129-144. <https://doi.org/10.1007/s10671-025-09404-y>

Singapore's reading education system has significantly evolved, integrating digital technology into reading instruction, which is central to its high performance in international assessments like PIRLS. This study investigates how Reading Instruction Practices (RIP) influence Reading Comprehension Strategies (RCS) and Digital Literacy in Reading Instruction (DLRI) within Singapore's high-achieving educational system. Using Structural Equation Modeling (SEM) based on 221 observations, the model demonstrated excellent fit indices (CFI=0.993, TLI=0.991, RMSEA=0.072, SRMR=0.079). Significant paths were found between RIP and RCS (estimate=0.643,  $p < 0.001$ ), RIP and DLRI (estimate=0.411,  $p < 0.001$ ), and RCS and DLRI (estimate=0.200,  $p = 0.041$ ). The model explained 41.4% of the variance in RCS and 31.5% in DLRI, suggesting other factors also influence these outcomes. The findings underscore the need for comprehensive professional development programs that equip educators to integrate digital technologies with traditional reading techniques. Policymakers should allocate resources for professional learning communities and digital infrastructure. Educators must create integrative instructional designs, refine responsive practices, and commit to ongoing professional growth, ensuring the effective use of technology in enhancing reading education. This holistic approach prepares students for the demands of the digital age while maintaining high literacy standards.

Ran & Bickerstaff. (2026). **Connecting Faculty Development and Student Outcomes: Evidence from Faculty Professional Development in Two Community Colleges.** *Community College Journal of Research and Practice*, 50(4), 348-366. <https://doi.org/10.1080/10668926.2025.2546363>

Faculty play a pivotal role in shaping college student success, yet rigorous evidence linking faculty professional development to student outcomes remains limited. This study examines a faculty-led cohort-based professional development program aiming to improve instructional quality and enhance non-instructional student support in two community colleges using a difference-in-differences design. Drawing on two rounds of faculty surveys and student administrative data spanning from 2014–15 to 2017–18, we examined the effects of professional development participation on faculty and student outcomes. While participating faculty reported increased confidence in instruction, greater knowledge of campus services, and higher rates of student referral to some of these services, the effects on student outcomes were modest, with slight improvements in course completion and term-to-term persistence rates. We conclude with several recommendations for the design and assessment of faculty professional development programs, emphasizing the need for clear intended goals, alignment with appropriate assessment measures, and careful consideration of program duration and intensity.

Rebolledo, N., Almeyda, G., Granada Donato, D., Lombardi, M., Oubiña, V., & Zoido, P. (2026). **Remote tutoring in language: Evidence from Paraguay** (Working paper N° 14534). <https://doi.org/10.18235/0013975>

This paper evaluates a randomized remote tutoring program implemented in Paraguay, targeting 1,650 students in grades four through six with low baseline performance in Spanish

language. The intervention provided two weekly 30-minute one-on-one tutoring sessions over the phone for eight weeks, using a differentiated instruction model tailored to students' initial diagnostic assessments. Treated students showed significant learning gains: those offered tutoring scored 0.11 standard deviations higher on standardized language tests compared to controls. Effects were consistent across sociodemographic subgroups and baseline achievement levels. Leveraging the random assignment of students to tutors, we estimate individual tutor value added, and find that tutor effects account for 15% of the variation in student outcomes. Tutors in the top quintile have an average value added of 0.38 standard deviations, almost four times the overall effect of the program, underscoring the importance of individual tutor effectiveness in scaling tutoring interventions successfully.

Ricou, M., Mounford, J., Dempster, H., & Warren, S. (2026). **A Landscape analysis of green skills TVET providers: focus on Côte d'Ivoire, Ghana, Kenya, Morocco, and Senegal**. Consulté à l'adresse Center for Global Development website: <https://curated-library.iiep.unesco.org/fr/node/58440>

The global transition to a low-carbon economy demands the increased delivery of green skills, yet technical and vocational education and training (TVET) systems in Africa struggle to meet this need. This landscape analysis, by the Center for Global Development and IREX, aims to identify "investment-ready" TVET providers in Côte d'Ivoire, Ghana, Kenya, and Morocco that are capable of scaling green skills training for local and international markets. Drawing on a literature review, field visits, and stakeholder interviews, the landscape analysis identifies nine high-performing providers – mainly public-private partnerships and utility-based Centres of Excellence – delivering industry-aligned, employment-driven training. To accelerate green skills development, support international labour mobility, and advance equitable participation in the green transition, donors and national governments should invest in these providers and help scale their models. This agenda is particularly urgent when considering the challenges facing Africa: a demographic youth bulge, increasing unemployment rates, and a scarcity of workers to support Africa's green transition. The paper concludes with actionable opportunities for international donors and national governments to invest in scalable, sustainable green-skilled migration partnerships.

Sapounidis, T., Ourda, D., Rapti, S., & Tsingidou, S. (2026). **The Effect of Tangibly Programmable Robots on Motor Creativity in Preschool Education**. *International Journal of Early Childhood*, 58(1), 75-98. <https://doi.org/10.1007/s13158-025-00443-3>

Tangible programming languages appear to be a promising way of interacting, particularly in preschool education. Similarly, physical education can contribute to embodied learning and skill promotion by fostering motor creativity. However, research evidence linking tangible programming languages with motor creativity is scarce. To address this gap, this study examines the effects of tangibly programmable robots on preschoolers' motor creativity. 33 children aged 5 to 6 participated in a 12-session intervention program. Participants used two existing tangibly programmable robots in schools (Bee-Bot) and a new system (DuckyCode). Children's motor creativity was assessed before and after the intervention using the Thinking Creatively in Action and Movement Test. The results showed a significant effect of the intervention on preschoolers' motor creativity, consisting of motor fluency, originality, and imagination. In all cases, motor creativity dimensions were improved after the intervention. Moreover, the study suggests learning theories on which interdisciplinary education programs, tailored to children's needs and interests,

combining suitable, tangibly programmable robots and physical education, can foster preschoolers' motor creativity.

Tagod, R., & Baguio, J. (2026). **In the Spotlight: Success Stories of Award-Winning Elementary School Paper Advisers.** *International Journal of Transformative Multidisciplinary Studies*, 2(1), 192-204. <https://doi.org/10.66074/Q9W8E7R6T>

This qualitative phenomenological study explores how award-winning elementary school paper advisers guide student journalists in the Panabo South District. Through in-depth interviews with purposively selected public school educators, the research utilized thematic analysis to uncover the realities of their mentoring experiences. The findings highlight best practices centered on cultivating journalistic curiosity, balancing guidance with creative autonomy, and embedding ethical thinking. Advisers derived meaning from a strong mentoring purpose, recognizing student growth, and experiencing professional fulfillment. Furthermore, they identified enhancing student ownership, providing authentic journalistic exposure, and ensuring continuous mentorship as priorities for improving school programs. Ultimately, successful advising emerges not merely as a technical function but as pedagogical leadership that integrates literacy development, ethical formation, and student voice, emphasizing the adviser's role as a mentor and steward of responsible expression.

Tardif-Bourgoin, F. (2026). **Ce que des étudiants en travail social disent d'un dispositif d'analyse de l'activité sur la construction de leur engagement professionnel. Et ce que l'analyse produite dit des liens entre « mise en recherche » et perspectives de professionnalisation.** *Phronesis*, 15(2), 21-39. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-2-page-21>

La contribution s'inscrit dans le prolongement d'un dispositif de formation reposant sur des ateliers d'analyse de situations, vécues en stage par des étudiants en travail social. Ce dispositif a permis aux étudiants de partager leurs pratiques avec le groupe avant de restituer (par écrit) ce qu'ils en avaient retenu en termes d'acquisition de compétences. Les propos recueillis dans les dossiers remis en fin de module sont analysés ici au double plan des dynamiques d'engagement professionnel produites et des projections que les étudiants identifient dans le champ élargi de l'éducation spécialisée. La double visée de professionnalisation et de recherche engagée par le dispositif se prolonge par quelques perspectives inspirées de la didactique professionnelle dans l'optique de formuler de nouvelles propositions de formation.

Tian, S., & Xiang, H. (2026). **Exploring EFL students' effective use of GenAI in writing: Interplay of self-regulation, critical thinking, growth mindset, general writing competence, and GenAI literacy.** *Education and Information Technologies*, 31(5), 1351-1383. <https://doi.org/10.1007/s10639-025-13725-z>

Understanding individual factors influencing EFL students' effective use of GenAI in writing is essential for advancing EFL writing instruction in the GenAI era. However, empirical research in this area remains limited. Grounded in Social Cognitive Theory (SCT), this study introduces a model that conceptualizes EFL students as agentic learners who dynamically coordinate personal resources—cognitive (self-regulation, critical thinking), motivational (growth mindset), technological (GenAI literacy), and linguistic (general writing competence)—to regulate their behavior and engage effectively in GenAI-assisted writing. Data were collected from 342 first-year EFL students who completed a semester-long college English course integrating GenAI tools into writing, using questionnaires and two writing tasks. The model was tested using partial least squares structural equation modeling (PLS-SEM). The findings indicated that 1) self-regulation,

critical thinking, GenAI literacy, and general writing competence all significantly influenced effective GenAI use. Among these, self-regulation and critical thinking were the strongest predictors, followed by GenAI literacy, while general writing competence had a lower but still significant impact. 2) Growth mindset did not directly impact GenAI use but had an indirect effect through critical thinking and self-regulation. 3) General writing competence significantly predicted growth mindset and critical thinking, while critical thinking was a key determinant of self-regulation and GenAI literacy. These results suggest that cognitive factors are primary drivers of effective GenAI use, with GenAI literacy serving a supportive role. Unlike previous perspectives that highlighted writing competence and motivation as central, these factors now play a less significant role in the GenAI-assisted writing context. Theoretical and practical implications for writing pedagogy are discussed, including fostering cognitive skills, integrating GenAI literacy, re-conceptualizing traditional writing competence, sustaining adaptive motivation in the GenAI era, and addressing ethical concerns.

Touitou, C. (2026, mars 30). **Lire pour apprendre ? Comment l'IA transforme le rapport des étudiants aux bibliothèques.** <https://doi.org/10.64628/AAK.kenmhja7>

Permettant de contourner la lecture directe d'un texte, de le résumer ou de le comprendre, l'intelligence artificielle transforme le rapport des étudiants aux livres.

Varly, P. (2025). **L'évolution des acquis scolaires au Burundi.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000396119/PDF/396119fre.pdf.multi>

En 2014, le Burundi enregistrait des résultats élevés aux tests régionaux PASEC grâce à l'enseignement en kirundi les premières années de scolarité, la stabilité des programmes et manuels, la formation des enseignants et aux femmes majoritaires dans l'enseignement. Mais, la crise politique et sécuritaire de 2015 a gravement affecté le système éducatif, faisant régresser le pays entre 2014 et 2019. L'étude évalue la situation réelle des acquis scolaires et son évolution en tenant compte des outils d'évaluation, de la langue d'enseignement, de la qualité et la disponibilité du matériel pédagogique, des modifications du programme d'études, de la formation des enseignants et du contexte socio-économique et politique. Malgré des efforts pour améliorer les conditions d'enseignement, la situation reste critique. La levée des sanctions financières devrait stabiliser une partie du financement du système.

Wu, X., Huang, C., Huang, Q., He, T., & Han, Z. (2026). **Understanding learners' collaborative reflection in an online learning community: a consideration of cognitive and social interactions.** *Education and Information Technologies*, 31(5), 1517-1549. <https://doi.org/10.1007/s10639-025-13868-z>

Collaborative reflection (co-reflection) is a joint critical thinking process that involves cognitive and social interactions, playing a crucial role in collaborative knowledge construction. Many studies have explored the process of co-reflection, aiming to elucidate the support it provides. However, little effort has been made to identify the characteristics and differences in diverse learners' participation in the co-reflection process, from the perspectives of cognitive and social interactions in an online learning community. In this study, 53 learners participated in an online co-reflection activity for 12 weeks, contributing 1827 posts. Multiple approaches were used, including cluster analysis, epistemic network analysis (ENA), and multiple linear regression (MLR). The results show that three profiles of learners engaged in co-reflection, namely, social-oriented reflectors (SORs), collective cognition-oriented reflectors (CCORs), and individual cognition-oriented reflectors (ICORs). Comparing them, the SORs showed stronger relationships between

shared cognition and social interaction, the CCORs showed stronger connections between shared and self-cognition, and the ICORs showed more frequent associations with self-cognition. Moreover, placing greater emphasis on shared understanding and evaluation, or on individual understanding and evaluation during idea exchange, can significantly predict higher levels of co-reflection among learners. Based on our findings, differentiated guidance should be provided to promote learners' deep co-reflection in online learning communities.

Wunsch, A., von Hering, R., & Sievert, H. (2025). **Determining textbook quality in primary school's topic data and chance**. *Proceedings of the Fifth International Conference on Mathematics Textbook Research and Development*, 84-87. Consulté à l'adresse <https://hal.science/hal-05456852>

Since 2004, the topic data and chance has been mandatory in mathematics lessons at German primary schools. However, stochastic competences in primary schools are rather unexplored, as are the opportunities to learn in textbooks. This study aims to determine textbook quality for the topic data and chance by analysing the learning opportunities given in two textbook series. The results show significant differences between both analysed textbook series as well as between Grades 1 to 4.

Yue, S., & Tang, X. (2026). **Analysis of the impact of intelligent multimedia educational systems on the learning outcomes of deaf and hard of hearing students**. *Education and Information Technologies*, 31(5), 1257-1282. <https://doi.org/10.1007/s10639-025-13845-6>

Deaf and Hard of Hearing students face persistent educational inequities due to sensory barriers in traditional pedagogy. Intelligent multimedia systems show potential for perceptual compensation but lack evidence-based frameworks. This study examines how multimodal integration in intelligent systems enhances learning through three dimensions: knowledge transfer efficiency, cognitive engagement, and ecological adaptability. A mixed-methods design was implemented with 132 DHH students (10–18 years) from three East China special education schools. The experimental group ( $n = 66$ ) used an AI-driven system with visual-tactile feedback, while controls ( $n = 66$ ) received traditional instruction. Data from behavioral analytics (4,320 logs), eye-tracking, and the NASA Task Load Index were analyzed via Analysis of Moment Structures (AMOS) path modeling. Dual-channel feedback increased knowledge retention by 41.7% ( $\beta = 0.37$ ,  $p < 0.01$ ) and reduced cognitive load ( $d = 1.21$ ). Adaptive interfaces improved engagement duration by 73.5% (32.7 vs. 18.9 min/class). The system achieved 92.3% sign language recognition accuracy with 80% cost reduction in resource-scarce regions. The proposed «cognitive enhancement framework» demonstrates that technology-ecology synergy can transform special education from basic access to quality development. Findings provide empirical guidelines for WHO ICF-CY compliant educational product design.

## Aspects économiques de l'éducation

Acton, R., Morales, C., Cortes, K., Turner, J., & Miller, L. (2026). **Community College Bachelor's Degrees: How CCB Graduates' Earnings Compare to AAs and BAs** (Working paper N° 18400). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18400>

We provide the first descriptive analysis of the economic value of Community College Baccalaureate (CCB) degrees by examining graduates' early-career earnings, the costs of

completing these programs, and the alignment between field of study and subsequent employment. Using administrative data and controlling for institution and field, we find that CCB graduates earn \$4,000 to \$9,000 more annually than Associate's (AA) degree holders one year after graduation but experience average earnings penalties of roughly \$2,000 relative to traditional Bachelor's (BA) recipients. These averages mask substantial heterogeneity: penalties are largest in Computer and Information Technology and Engineering Technology, whereas CCB graduates in Nursing, other Healthcare fields, Business, and Criminal Justice exhibit minimal or no penalties. To contextualize these returns, we analyze tuition and fee structures across CCB-granting institutions and identify two dominant pricing models—constant and escalating. Total CCB program costs fall between those of AA and BA degrees, with escalating structures increasing upper-division prices by about 40 percent.

Antman, F. M., Skoy, E., & Kim, P. (2026). **Racial and gendered impacts of international students on domestic peers.** *Economics of Education Review*, 102775. <https://doi.org/10.1016/j.econedurev.2026.102775>

American colleges and universities have seen a notable increase in the share of international students in recent years, raising the question of how these demographic shifts might affect domestic students. This paper explores this question by examining the impact of international students on the academic outcomes of domestic peers in introductory economics courses. We address the potential endogeneity of class selection by focusing on first-year students enrolling in a large public flagship university, for whom class assignment is likely to be quasi-random, conditional on a rich set of control variables for the class and individual. Results suggest an increased share of international student peers reduces the likelihood of majoring in economics for domestic White and Asian men while increasing the likelihood of majoring in economics for domestic men from underrepresented racial and ethnic groups. Higher shares of international student peers also increase the likelihood that domestic White and Asian men major in business and decrease the likelihood that some men drop out of college. Exploring mechanisms, we show that a higher international peer share is associated with higher domestic student grades, with additional evidence suggesting a “curved” grading mechanism, whereby some international students earn lower grades in introductory economics, resulting in higher grades for domestic students while the average class grades are relatively unchanged. Results for men enrolled in large introductory economics classes are similar to the main results for men overall and are also similar for women. Overall, our results are consistent with a higher share of international students in introductory economics classes raising course grades for domestic students, which potentially enables domestic students on the cusp of eligibility thresholds to choose more selective majors, such as business, and allows domestic students at risk of dropping out to stay in college. Together, these findings highlight potential implications of policies which affect international and domestic student composition as well as the importance of disaggregating impacts by gender, race, and ethnicity.

Aristizábal, A. M., Guillen, B., Child, F., Sarakatsannis, J., Riomalo, S., Acevedo, A., & Noguera, F. (2026). **Tech and philanthropy: fueling learning in Latin America and the Caribbean** (p. 41). Consulté à l'adresse McKinsey & Company website: <https://curated-library.iiep.unesco.org/fr/node/58451>

Bakhtiar, M. M., & Karim, R. (2025). **Threshold effects of extreme heat on schooling and child labor in rural Bangladesh** (Working paper N° 2401). Consulté à l'adresse International Food Policy Research Institute (IFPRI) website: <https://EconPapers.repec.org/RePEc:fpr:ifprid:180558>

Identifying threshold effects of extreme heat is key to understanding the true scale of climate-related risks to human capital development. This paper investigates how extreme heat shapes adolescent schooling and labor outcomes in rural Bangladesh, combining household survey data on adolescents with high-resolution temperature records to estimate the effects of prior-year, cumulative, and early-life heat exposure. We identify a precise temperature threshold at 36°C, above which each additional day reduces school attendance by 3.1 percentage points and increases child labor by 2.5 percentage points. Below this threshold, moderate heat (30-36°C) shows minimal single-year effects, though cumulative exposure over three years reveals significant negative impacts, indicating limited household adaptation. Effects are disproportionately concentrated among girls, who shift primarily toward household work rather than wage labor. Three interconnected channels drive these effects: heat-induced income shocks (11% reduction in household income), increased domestic labor demands from heat-related illness, and restrictive gender norms that amplify these impacts by magnifying girls' household responsibilities. Extending the analysis to early-life conditions, exposure during the first 1,000 days also reduces adolescent schooling probability by 3.4-3.8 percentage points, with strongest effects at ages one and two. Boys show slightly larger early-life effects, contrasting with girls' greater vulnerability to contemporaneous exposure, suggesting distinct mechanisms operating through biological development versus gendered household labor allocation. The findings point to both immediate income-mediated responses and long-term developmental pathways, with implications for temperature-triggered social protection, school infrastructure investments, and early-life health interventions.

Bau, N., Low, C., Simona, S., & Steinberg, B. (2026). **The Precarious Financial Lives of College Students in Sub-Saharan Africa** (Working paper N° 34989). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34989>

Investment in tertiary education in Africa, unlike richer settings, is often portrayed as inequitable and inefficient. Yet, though Africa will produce much of the world's future workforce, there is little information on college students' financial constraints. Novel data from a Zambian flagship university show that students are highly financially vulnerable and food insecure, on par with the "ultra-poor." Because universities are typically urban, cash poor rural students struggle with high urban costs of living. Being allocated on-campus housing leads to less financial vulnerability and better academic outcomes. Financially supporting African university students could promote both equity and efficiency.

Benveniste, S. (2026). **Ascendance noble et inégalités d'accès aux grandes écoles**. *Economie et Statistique / Economics and Statistics*, (548), 51-67. <https://doi.org/10.24187/ecostat.2025.548.2141>

Cet article quantifie la surreprésentation des étudiants d'origine aristocratique dans les grandes écoles les plus prestigieuses. Il s'appuie sur un échantillon de 269 917 étudiants de dix grandes écoles entre 1911 et 2015 et mobilise des indicateurs d'ascendance aristocratique fondés sur le nom de famille. Les individus d'ascendance noble ont, sur la période récente, entre six et neuf fois plus de chances d'intégrer l'une de ces dix grandes écoles que le reste de la population, contre onze à quinze fois au début du XX<sup>e</sup> siècle. Alors qu'ils étaient historiquement concentrés à Sciences Po Paris, leur présence est désormais plus uniformément répartie entre les

établissements les plus prestigieux, les écoles de commerce affichant les niveaux de surreprésentation les plus élevés. Les hommes d'ascendance noble sont par ailleurs davantage surreprésentés que les femmes dans ces grandes écoles, même si l'écart s'est réduit. Ces résultats montrent qu'au-delà de l'abolition de privilèges juridiques, des hiérarchies historiques peuvent persister. Des recherches futures pourraient contribuer à distinguer ce qui, dans cette persistance, relève notamment de la transmission d'un capital social, scolaire, culturel ou encore économique.

Bernela, B., Bonnal, L., Touré, I., & Tritah, A. (2026). **Partir ou rester ? La mobilité des diplômés à l'épreuve des dynamiques économiques locales**. *Economie et Statistique / Economics and Statistics*, (548), 27-50. <https://doi.org/10.24187/ecostat.2025.548.2140>

Cet article analyse l'effet de l'origine sociale et territoriale sur les choix de mobilité géographique des jeunes. L'objectif est d'évaluer dans quelle mesure les dynamiques économiques locales influencent la mobilité à l'entrée dans l'enseignement supérieur et à l'entrée sur le marché du travail, et de voir si cet effet varie selon l'origine sociale. Nous mobilisons l'enquête Génération 2017 du Céreq pour caractériser les trajectoires individuelles de mobilité, complétée par les enquêtes Emploi de l'Insee pour décrire le contexte local d'emploi. Les résultats montrent qu'une conjoncture économique locale favorable, mesurée par un indice captant les chocs de demande de travail, freine la mobilité post-baccalauréat, mais n'a que peu voire pas d'effet repérable au moment de l'insertion professionnelle. Ces effets sont modulés par l'origine sociale : les jeunes ayant au moins un parent cadre sont un peu plus réactifs aux conditions économiques locales à l'entrée sur le marché du travail.

Beroud, M. (2026). **Le financement de la recherche et de l'enseignement supérieur par les collectivités territoriales entre 2022 et 2025**. *Note Flash du SIES*, (05), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/le-financement-de-la-recherche-et-de-l-enseignement-superieur-par-les-collectivites-territoriales-101164>

En 2024, les collectivités territoriales ont consacré 1,5 milliard d'euros (Md€) au financement de l'enseignement supérieur et de la recherche (ESR), en augmentation de 74 M€ par rapport à 2023.

Bingley, P., Cappellari, L., & Tatsiramosc, K. (2026). **Assortative Mating and Education Gradients within and across Generations** (Working paper N° def152). Consulté à l'adresse Università Cattolica del Sacro Cuore, Dipartimenti e Istituti di Scienze Economiche (DISCE) website: <https://EconPapers.repec.org/RePEc:ctc:serie1:def152>

We develop a model that links education–outcome gradients to intergenerational transmission, distinguishing joint from parent-specific channels under assortative mating. Using Danish administrative data on family quartets, we estimate the own education–outcome gradient and, in addition, intergenerational gradients in long-run earnings, disposable income, assets, and wealth. Gradients differ sharply across domains: for earnings and income, joint transmission matters alongside individual-specific heterogeneity; for assets and especially wealth, gradients are dominated by parent-specific channels. Exploiting Danish schooling reforms, we show that the composition of financial gradients varies with access to schooling.

Bolivar Rosales, O., Canavire Bacarreza, G., & Balthrop, A. (2026). **Hit the Road Juan: Welfare and Labor Market Effects of High-Quality Roads in Ecuador** (Working paper N° 18451). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18451>

Road infrastructure boosts economic opportunities and thus contributes to poverty alleviation. This paper investigates the causal impact of paved primary roads on poverty and income mobility in Ecuador, with particular attention to the mechanisms through which these effects materialize. Exploiting variation in road expansion between 2012 and 2019, we track the construction of new major roads and link this information to socioeconomic outcomes reported in the national household survey. To achieve representativeness at a fine geographical scale, we employ the max-p region algorithm. Using staggered difference-in-differences estimators, we identify the causal effects of road infrastructure on poverty reduction and income dynamics. The findings indicate that access to paved major roads significantly reduces poverty rates overall. Middle-income households benefit from income growth following road access and these gains are attributable primarily to improvements in employment quality rather than increases in employment rates, with the largest effects concentrated in the primary sector.

Bonneau, C. (2024). **Access to selective higher education : income inequalities, financial barriers, gender gaps** (Theses, Université Paris sciences et lettres). Consulté à l'adresse <https://theses.hal.science/tel-05454068>

This thesis focuses on inequalities in access to higher education, particularly in its selective tracks. The first chapter examines the disparities in access to higher education based on parental income in France and compares these inequalities with those observed in the United States. Both countries exhibit similar levels of inequality, despite very different institutional contexts. The second chapter addresses gender inequalities in selective STEM tracks and shows that a more competitive exam preparation environment leads to a more pronounced gender performance gap. The last chapter investigates the impact of application fees for competitive entrance exams to graduate schools (grandes écoles) on the educational choices and pathways of candidates to STEM graduate schools in France. This thesis, empirical in nature, relies on a rich body of administrative survey data.

Boza, I., & Horn, D. (2026). **From Mincer to AKM: Decomposing School Effects on Early-Career Wages** (Working paper N° 2604). Consulté à l'adresse Institute of Economics, Centre for Economic and Regional Studies website: <https://EconPapers.repec.org/RePEc:has:discpr:2604>

This paper introduces a framework that combines a traditional Mincer wage equation with an Abowd–Kramarz–Margolis (AKM) decomposition in a unified linear framework. The approach allows pre-labor market entry group-level factors to be mapped transparently onto the underlying channels of wage determination, including individual earning capacity, firm sorting, and occupational allocation. Applying the method to linked employer–employee administrative data from Hungary, we study how secondary schools are related to early-career wage inequality. Secondary school affiliation explains about 15% of wage variation among young workers, with a substantial share operating through sorting into firms and occupations. Controlling for completed educational attainment reduces school effects. However, these effects do not disappear completely and persist even after controlling for pre-existing differences in student pools measured around the age of 14-15. More broadly, the framework provides a general tool for studying how institutions shape labor-market outcomes through multiple economic channels.

Cairo, S., Ivandic, R., Lassen, A. S., & Tartari, V. (2026). **Parenthood and the career ladder: evidence from academia** [Working paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://EconPapers.repec.org/RePEc:cep:cepdps:dp2160>

Persistent gender gaps in the labor market are largely driven by the underrepresentation of women at the top of most professions. We study how parenthood shapes gender gaps in academic careers using population-wide administrative and survey data linked to productivity and promotion records. Parenthood marks a sharp divergence in academic careers: one in three women exit academia following motherhood. Men also experience a decline in academic employment after fatherhood, but the effects are substantially smaller. For mothers, childbirth leads to a persistent decline in both tenure attainment and research output, while men's trajectories on these margins are unaffected by parenthood. The child penalty on tenure is driven primarily by women's higher exit rates from academia. Gender differences in career aspirations do not explain these findings; instead, childcare and mobility constraints play a central role. Child penalties are exacerbated in highly competitive environments and environments without senior female role models.

Cavallo, M., Dhuey, E., Fumarco, L., Halewyck, L., & Meulen, S. ter. (2026). **The Economics of Age at School Entry: Insights from Evidence and Methods** (Working paper N° 12545). Consulté à l'adresse CESifo website: <https://EconPapers.repec.org/RePEc:ces:ceswps:12545>

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.

Challe, L., L'Horty, Y., Petit, P., & Wolff, F.-C. (2026). **Les discriminations à l'embauche dans l'enseignement supérieur et la recherche**. *Economie et Statistique / Economics and Statistics*, (548), 3-25. <https://doi.org/10.24187/ecostat.2025.548.2139>

Nous mesurons les discriminations dans l'accès à l'emploi dans le secteur de l'enseignement supérieur et la recherche à l'aide d'un test par correspondance. Deux critères sont testés, le sexe des candidats et leur origine, française ou nord-africaine, pour deux professions, assistant de gestion et cadre administratif, à l'aide de deux méthodes de test, la réponse à des offres d'emploi et des candidatures spontanées adressées à des recruteurs. Au total, l'étude exploite les résultats de 2 748 candidatures envoyées en 2021 et 2022 à des établissements d'enseignement supérieur et de recherche en France. Les deux méthodes de test déployées concluent à l'absence de discriminations en raison du sexe pour les deux professions. En revanche, dans ce secteur particulier où les principes d'égalité et d'intégrité sont supposés prévaloir, l'étude signale une exposition aux discriminations selon l'origine nord-africaine pour les assistants de gestion dont l'ampleur est comparable à celle observée dans l'ensemble de la fonction publique.

d'Aquino, M., & Jacqmin, J. (2026). **The invisible students: tracking the boom of for-profit higher education enrolment in France**. *Studies in Higher Education*, 0(0), 1-18. <https://doi.org/10.1080/03075079.2026.2633519>

For-profit higher education institutions have expanded rapidly in France, yet no reliable administrative data exist to measure their enrolment. Existing public figures suggest that between 8 and 15 percent of students attend for-profit institutions. This broad range reflects a deeper problem: many invisible students who are missing from official statistics. This article addresses three questions: (1) how and why has enrolment in for-profit higher education expanded so quickly, particularly after the 2018 apprenticeship reform; (2) why do existing estimates of the sector's size vary so widely; and (3) what is a more grounded figure? We show how apprenticeship funding, permissive regulation and weak oversight have supported the boom while obscuring its scale. Using self-reported data from providers, we obtain an estimate of around 450,000 students, close to the upper bound of existing approximations.

De Neve, J.-W., Moshoeshoe, R., & Bor, J. (2026). **Age at School Entry and Human Capital Development: Evidence from Lesotho**. *American Economic Journal: Applied Economics*, 18(2), 330-368. <https://doi.org/10.1257/app.20230709>

Age at School Entry and Human Capital Development: Evidence from Lesotho by Jan-Walter De Neve, Ramaele Moshoeshoe and Jacob Bor. Published in volume 18, issue 2, pages 330-68 of *American Economic Journal: Applied Economics*, April 2026, Abstract: Evidence on school-entry age impacts in lower-income...

Denning, J., Nesbit, R. L., Pope, N., & Warnick, M. (2026). **Easy A's, Less Pay: The Long-Term Effects of Grade Inflation** (Working paper N° 34952). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nbw:34952>

Average grades continue to rise in the United States, raising the question of how grade inflation impacts students. We provide comprehensive evidence on how teacher grading practices affect students' long-run success. Using administrative high school data from Los Angeles and from Maryland that is linked to postsecondary and earnings records, we develop and validate two teacher-level measures of grade inflation: one measuring average grade inflation and another measuring a teacher's propensity to give a passing grade. These measures of grade inflation are distinct from teacher value-added, with grade inflating teachers having moderately lower cognitive value-added and slightly higher noncognitive value-added. These two measures also differentially impact students' long-term outcomes. Being assigned a higher average grade inflating teacher reduces a student's future test scores, the likelihood of graduating from high school, college enrollment, and ultimately earnings. In contrast, passing grade inflation reduces the likelihood of being held back and increases high school graduation, with limited long-run effects. The cumulative impact is economically significant: a teacher with one standard deviation higher average grade inflation reduces the present discounted value of lifetime earnings of their students by \$213,872 per year.

Erb, L.-A. (2025). **Trois essais sur la ségrégation de genre** (Theses, Université Gustave Eiffel). Consulté à l'adresse <https://theses.hal.science/tel-05447825>

This thesis examines the central role of gender segregation in shaping socio-economic inequalities across different stages of life. Through three empirical chapters, it investigates the mechanisms through which gender-based differentiation influences educational and occupational trajectories, thereby contributing to the persistence of inequalities between women and men. In response to the decline in youth electoral participation and persistent gender disparities, educational policies have sought to foster civic engagement. The first chapter analyzes the influence of high school environments (school climate, learning methods) on

students' anticipated civic engagement (voting, petition signing). The findings highlight both direct and indirect effects of learning approaches on engagement expectations, particularly through participatory activities and the acquisition of civic knowledge. However, neither school environments nor other individual determinants of engagement fully account for the fact that girls more frequently anticipate engaging in civic activities than boys. These results suggest that gender segregation in civic practices becomes more pronounced as students' transition out of the school system. The second chapter explores the impact of gendered educational segregation in higher education on disparities in labor market integration. Using survey data on Master's graduates, it quantifies the extent to which differences in university specializations contribute to gender gaps in employment conditions and earnings. The results indicate that the uneven distribution of students across fields of study explains between 50% and 75% of the gender gap in access to stable employment, as well as a significant share of wage disparities. Beyond the conventional contrast between social sciences and engineering disciplines, this chapter reveals a hyperspecialization, where gender segregation persists at a highly granular level, even within specific subfields of each discipline. These findings underscore the structuring role of the university system in reproducing gender inequalities and call for a reassessment of academic guidance and training policies to foster greater gender diversity. The third chapter examines the effects of an individual reduction in working hours, through a transition to part-time employment, on working conditions. Part-time work, a predominantly female practice, is often perceived as a means of balancing work and personal life, yet it is frequently associated with greater job insecurity. The objective of this analysis is to determine whether a reduction in working hours leads to an actual improvement in working conditions or whether its effects are contingent on labor market structures. Using a fixed-effects estimation model applied to panel data, this chapter isolates the impact of switching to part-time work while controlling for individual characteristics and occupational factors. The results indicate that a transition to part-time work is associated with reduced physical constraints, time constraints and work intensity. These benefits come at the cost of increased socio-economic insecurity. The magnitude of these effects depends on the extent of the reduction in working hours: the larger the reduction, the greater the improvements in working conditions, but also the stronger the adverse effects on job security. These findings call into question the effectiveness of part-time employment as a tool for improving working conditions and highlight the need for public policies to mitigate its negative consequences. Taken together, these three chapters illustrate the systemic nature of gender segregation. It manifests across various life contexts and structures access to resources, opportunities, and socio-economic positions. By tracing the emergence and persistence of these mechanisms, this thesis offers a renewed perspective on gender inequalities and identifies actionable policy levers to address them

Evans, D. K., & Mendez Acosta, A. (2026). **Changing perceptions of educational returns in low- and middle-income countries: A review of the evidence.** *International Journal of Educational Development*, 122, 103563. <https://doi.org/10.1016/j.ijedudev.2026.103563>

Campaigns to provide information about the returns to additional years of schooling have been lauded as low-cost, effective ways to boost student engagement in school. We review 13 such programs in low- and middle-income countries across Africa, Asia, Latin America, and the Caribbean. On average, we find that interventions that provide information on the returns to education lead to more accurate student beliefs about the average value of further schooling, but also that those beliefs may be revised either upward or downward, depending on the direction of initial bias. We include a meta-analysis to summarize the results and find positive,

significant average impacts on school participation (with an average standardized effect size of 0.02) and on student learning (0.03). We observe large variation across studies: for example, one study (in Mexico) found an impact on learning of 0.18 standard deviations; other studies found learning impacts less than half that size. This variation may reflect differences in design, implementation quality, or context. We observe suggestive evidence of publication bias, but adjusting for that still leaves consistently significant effects on learning and—depending on the specification—on access. Adding the fact that costs tend to be low, providing information about the returns to additional years of schooling is likely cost-effective. We discuss variation across studies, design decisions, implementation challenges, and ethical considerations.

Fouquet-Chauprade, B. (2025). **Les «édupreneurs» et les «choosers» au service de la marchandisation de l'éducation? Comment les nouvelles eaux acteur rice s privé e s et les familles contribuent à la mise en marché de l'école.** *Revue des sciences de l'éducation*. <https://doi.org/10.7202/1122831ar>

Rares sont les contextes scolaires dans lesquels on ne constate pas une montée de la privatisation. Celle-ci revêt une ampleur et des formes assez contrastées à travers le monde. La privatisation s'explique en partie par la diffusion toujours plus importante d'un référentiel global néolibéral. Cette contribution questionne la privatisation et la mise en marché des systèmes éducatifs en interrogeant les raisons du succès du référentiel néolibéral. Elle développe l'idée selon laquelle ce référentiel ne s'impose pas directement dans les politiques éducatives et les réformes, et subit des formes de traduction et d'hybridation dépendantes des réalités locales. Cela conduit à y interroger le rôle qu'y jouent certain·e·s acteur·rice·s éducatif·ve·s. Nous nous centrerons ici sur deux acteur·rice·s principales·aux que sont les nouvelles·eaux acteur·rice·s privé·e·s, d'une part, et les familles, d'autre part. Les premier·ère·s contribuent à diffuser des représentations de l'école en visant un recadrage cognitif et normatif devant légitimer les politiques de choix scolaires et de privatisation. Les seconds contribuent au fonctionnement du marché en formulant des demandes scolaires empruntant à plusieurs registres, parfois contradictoires, dont certaines renforcent la diffusion de modèles de marchandisation et de la privatisation.

Inégalités, discriminations et éducation (Dossier). (2025). *Économie et Statistique*, (548), 3-68. Consulté à l'adresse <https://www.insee.fr/fr/statistiques/8743903>

Kyei-Gyamfi, S., Zakariah, A., Quartey, F. A., & Hayford, P. (2026). **Is Free Education Really Free? Achievements and Challenges of Free Basic and Secondary Education in Sub-Saharan Africa.** *Diversity & Inclusion Research*, 3(2), e70053. <https://doi.org/10.1002/dvr2.70053>

**ABSTRACT** Free education policies have been widely adopted across sub-Saharan Africa (SSA) as a strategy to expand access, promote equity, and foster human capital development. This review examines whether free education in SSA is genuinely free, identifies the challenges associated with implementing such policies, and highlights achievements and success stories across selected countries. Evidence from Ghana, Kenya, Uganda, Tanzania, Malawi, and Nigeria reveals that while tuition fees have largely been abolished, households continue to bear significant indirect costs, including uniforms, textbooks, transport, and boarding, which disproportionately affect marginalized groups. Implementation challenges such as overcrowded classrooms, teacher shortages, inadequate infrastructure, declining quality, and governance deficits further constrain the effectiveness of free education. Despite these barriers, free education initiatives have led to notable successes, including increased enrollment, improved

gender parity, inclusion of marginalized populations, and enhanced human capital development. Applying Structural Violence Theory, this review demonstrates that systemic social, economic, and political structures limit the full realization of educational rights, highlighting the need for equity-oriented, context-specific interventions. The findings underscore the importance of combining fee abolition with targeted support, investment in infrastructure and teacher capacity, and inclusive policies to ensure that free education is genuinely accessible and effective.

Lecoursnais, M., & Mutgan, S. (2026). **Life-course trajectories of exposure to affluence and poverty in neighborhoods, schools, and workplaces** (Working paper N° eunwc\_v2). [https://doi.org/10.31219/osf.io/eunwc\\_v2](https://doi.org/10.31219/osf.io/eunwc_v2)

Social exposure is typically studied within isolated domains, such as neighborhoods, schools, or workplaces, yet individuals encounter these environments concurrently in their daily lives. In this study, using nearly 30 years of individual-level data on schoolmates, colleagues, and neighbors, we track lower secondary school students into adulthood and examine whether exposure to affluence and poverty in key life domains—neighborhoods, schools, and workplaces—overlaps, how it changes over the life course, and for whom trajectories of exposure differ. Our findings document strong correlations in exposure to affluence and poverty across different domains and highly stratified trajectories of exposure over the life course by socioeconomic background. We also find that 17% of individuals from the lowest-income backgrounds are consistently exposed to high-income contexts across all three domains. These results underscore the enduring inequality in exposure to affluence and poverty over the life course and highlight the potential of socioeconomic integration to disrupt cycles of segregation.

Liu, A., & Wu, P. (2026). **Educational Attainment and the Evolution of Cumulative Earnings across 45 US Birth Cohorts** (Working paper N° 26-5). <https://doi.org/10.29412/res.wp.2026.05>

Educational attainment profoundly shapes cumulative earnings trends across US birth cohorts. Between the 1933 and 1977 cohorts, men with an advanced degree experienced rising earnings in both the early-career (ages 25 to 44) and late-career (ages 45 to 64) stages, while those with a sub-baccalaureate education—and college graduates outside the 1951–1965 cohorts—saw minimal earnings growth. Women experienced broad-based gains, with larger increases among those with a bachelor's or advanced degree. For less educated men, extended work life represented the primary growth margin in the late-career stage. While gaps between education groups widened, within-group dispersion rose across cohorts, particularly among men born between 1933 and 1957. These cohort-to-cohort changes emerged at labor market entry and persisted throughout the career cycle, indicating that the conditions in which careers begin critically shape long-run inequality dynamics.

Mbekeani, P. P., Papay, J. P., Mantil, A., & Murnane, R. (2026). **Understanding High Schools' Effects on Longer-Term Outcomes** (Working paper N° 34913). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34913>

Improving education and labor market outcomes for low-income students is critical for advancing socioeconomic mobility in the United States. We use longitudinal data on five cohorts of 9th grade students to explore how Massachusetts public high schools affect the longer-term outcomes of students, with a special focus on students from low-income families. Using detailed administrative and student survey data, we estimate school value-added impacts on college outcomes and earnings. Observationally similar students who attend a school at the 80th

percentile of the value-added distribution instead of a school at the 20th percentile are 11% more likely to enroll in college, are 31% more likely to graduate from a four-year college, and earn 25% (or \$10,500) more annually at age 30. On average, schools that improve students' longer-run outcomes the most are those that improve their 10th grade test scores and increase their college plans the most.

Moschini, E. G., Raveendranathan, G., & Xu, M. (2026). **Optimism about Graduation and College Financial Aid**. *American Economic Journal: Macroeconomics*, 18(2), 148-187. <https://doi.org/10.1257/mac.20230303>

Optimism about Graduation and College Financial Aid by Emily G. Moschini, Gajendran Raveendranathan and Ming Xu. Published in volume 18, issue 2, pages 148-87 of American Economic Journal: Macroeconomics, April 2026, Abstract: In the United States, college dropout risk is sizable. We provide new emp...

Nãoria, R.-P., & Westergren, K. (2026). **Inflation and Human Capital Investment Decisions** (Working paper N° 18405). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18405>

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.

Nguyen, H., Chapman, B., Le, H., Royer, H., Dearden, L., & Mitrou, F. (2026). **Socioeconomic status and gender gaps in educational outcomes across the life course: New distributional evidence** (Working paper N° 1725). Consulté à l'adresse Global Labor Organization (GLO) website: <https://EconPapers.repec.org/RePEc:zbw:glodps:1725>

This study leverages whole-of-population linked census-administrative data to examine gender gaps in educational outcomes from early primary school through early adulthood in Australia and to assess the contribution of socioeconomic factors to these gaps. We find that females outperform males from as early as ages 5-6 across multiple developmental domains, and this advantage persists through university. The gender gap in favour of females is larger among lower-performing students. These findings are robust across population-wide analyses as well as sibling- and twin-based designs. We also find that boys benefit more than girls from growing up in more advantaged families, particularly among academically lower-performing boys. However, this advantage is observed only for outcomes measured in the early years of primary school. By contrast, for outcomes measured at the tertiary level, most indicators of socioeconomic advantage confer stronger benefits to females, especially among individuals at the lower end of the educational attainment distribution. Finally, we identify gender differences across siblings in

school sector choice and early childhood health conditions, both favouring females, as potential mechanisms underlying these patterns.

Patrinos, H. A., & Psacharopoulos, G. (2026a). **Causal returns to education**. *International Journal of Educational Development*, 122, 103565. <https://doi.org/10.1016/j.ijedudev.2026.103565>

Using 191 estimates from 145 studies across 54 countries, this paper synthesizes evidence on private returns to schooling. Quasi-experimental estimates imply an average causal return of about 10 % per year of education, with instrumental-variables (IV) estimates exceeding ordinary least squares (OLS) in roughly 80 % of cases. The IV-OLS gap is larger in lower- and middle-income countries. We interpret this pattern as reflecting high marginal returns in low-education environments and the fact that IV identifies local average treatment effects for individuals whose schooling is changed by policy variation. Schooling yields substantial earnings gains, especially when policies expand participation among constrained groups.

Patrinos, H. A., & Psacharopoulos, G. (2026b). **Causal returns to education** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://EconPapers.repec.org/RePEc:ehl:lserod:137721>

Using 191 estimates from 145 studies across 54 countries, this paper synthesizes evidence on private returns to schooling. Quasi-experimental estimates imply an average causal return of about 10 % per year of education, with instrumental-variables (IV) estimates exceeding ordinary least squares (OLS) in roughly 80 % of cases. The IV-OLS gap is larger in lower- and middle-income countries. We interpret this pattern as reflecting high marginal returns in low-education environments and the fact that IV identifies local average treatment effects for individuals whose schooling is changed by policy variation. Schooling yields substantial earnings gains, especially when policies expand participation among constrained groups.

Schmick, E., & Shertzer, A. (2026). **The Impact of Early Investments in Urban School Systems in the United States** (Working paper N° 26-15). <https://doi.org/10.21799/frbp.wp.2026.15>

Cities in the United States dramatically expanded spending on public education after World War I, with the average urban school district increasing per pupil expenditures by over 70 percent by 1924. We provide the first evaluation of these unprecedented investments in public education using a new dataset and plausibly exogenous growth in school spending generated by anti-German sentiment. We find that school resources significantly increased educational attainment and wages later in life, particularly for less advantaged children. Increases in expenditures can explain about 40 percent of the sizable increase in educational attainment of cohorts born between 1895 and 1913.

Xiang, S., David, N., Card, D., Sun, W., Romero, D. M., & Teplitskiy, M. (2026). **The Costs of Early-career Disciplinary Pivots: Evidence from Ph.D. Admissions** [Working paper]. Consulté à l'adresse arXiv.org website: <https://EconPapers.repec.org/RePEc:arx:papers:2603.22805>

Scientific innovation often comes from researchers who pivot across disciplines. However, prior work found that established researchers face productivity penalties when pivoting. Here, we investigate the consequences of pivoting at the beginning of a research career -- doctoral admissions -- when the benefits of importing new ideas might outweigh the switching costs. Using applications to all PhD programs at a large research-intensive university between 2013-2023, we find that pivoters (those applying to programs outside their prior disciplinary training) have lower GPAs and standardized test scores than non-pivoters. Yet even conditional on these predictors

of admission, pivoters are 1.3 percentage points less likely to be admitted. Examining applicants who applied to multiple programs in the same admissions cycle provides suggestive evidence that the admissions pivot penalty is causal. This penalty is significantly smaller for applicants who secure a recommendation from someone within the target discipline. Among those admitted and enrolled, pivoters are 12.9 percentage points less likely to graduate and do not show superior publication performance on average or at the tail. Our results reveal the substantial costs of disciplinary pivoting even at the outset of research careers, which constrain the flow of new ideas into research communities.

Yamamura, E. (2026). **Conscription and its exemption in 19th Century Japan: Incentivized family head in educational market** [Working paper]. Consulté à l'adresse arXiv.org website: <https://EconPapers.repec.org/RePEc:arx:papers:2603.09005>

Immediately after the establishment of the New Meiji Government in the 19th century, a system of conscription was adopted. The exemption rule has changed several times. Using individual-level panel data on the academic performance of Keio Gijuku, I found a surge in the family head's student rate between 1884 and 1888, and the rate declined immediately thereafter. After regaining privileges for private school students, family head performance declined, and the difference between head and non-family heads disappeared. This made it evident that conscription increased educational attendance quantitatively, but did not qualitatively improve academic performance.

## Aspects psychologiques de l'éducation

Agrawal, K., Athey, S., Kanodia, A., Nath, S., & Palikot, E. (2026). **The Economics of Algorithmic Personalization: Evidence from an Educational Technology Platform** (Working paper N° 34950). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34950>

Can personalized recommendations improve engagement in educational technology? We design, test, and scale a collaborative filtering system for Freedom, an English-learning app for Indian children. A randomized controlled trial (RCT) with 7,750 students shows that personalization, deployed in a single content section, increases engagement by 60% in that section and by 14% app-wide. We then exploit an eligibility threshold in a regression discontinuity design (RDD) to track effects over five months of deployment. For user cohorts receiving personalization during deployment, RDD estimates exceed RCT benchmark by a factor of 2.5, opposite of the "voltage drop" typically observed in policy scale-ups. This provides evidence that, for algorithmic interventions, RCT estimates may be lower bounds on scaled impact rather than upper bounds. However, personalization benefits are front-loaded. Gains concentrate in users' first weeks, with diminishing returns thereafter. This pattern, combined with the sharp decline in predicted match quality as users exhaust their best content matches, suggests that content availability rather than algorithmic sophistication becomes the binding constraint.

Alaçam, N. (2026). **Strategies to Support Social and Emotional Development of Preschool Children in Turkey and the United States**. *International Journal of Early Childhood*, 58(1), 313-330. <https://doi.org/10.1007/s13158-025-00463-z>

Social and emotional development (SED) in early childhood years has a crucial role in children's holistic development and becomes a prerequisite for their academic learning. This study focused on early childhood educators' strategies promoting children's SED in two different cultural contexts. For data collection, semi-structured individual interviews were conducted with eight early childhood educators in an urban city in the north region of Turkey and on the east coast of the United States (U.S.). Inductive thematic approach was employed to analyze the data. It was found that although all the educators acknowledged the complex nature of SED and families' significant role on it, substantial differences emerged regarding their pedagogical practices to support it. While the educators highlighted self-regulation techniques in the U.S., social relationships were given importance by the Turkish educators. Findings provide the ways to support SED of children by illustrating with educators' own experiences in two different cultural settings.

Allemand, M., Roberts, B. W., & Trautwein, U. (2026). **Integrating Insights from Volitional Personality Change Interventions to Improve Self-Regulated Learning.** *Educational Psychology Review*, 38(1), 31. <https://doi.org/10.1007/s10648-026-10127-6>

Self-regulated learning (SRL) interventions aim to help learners intentionally regulate metacognitive, motivational, and behavioral processes to manage their learning effectively. In contrast, volitional personality change (VPC) interventions seek to initiate deliberate, sustained changes in broad personality traits such as the Big Five. Although these intervention approaches originate from distinct research traditions, both have the potential to enhance academic achievement and lifelong learning. This conceptual article explores how insights from VPC interventions can inform and strengthen SRL interventions by comparing their theoretical foundations, objectives, mechanisms of change, intervention framework, motivational underpinning, and empirical evidence regarding effectiveness, persistence, and generalizability. We identify key similarities and differences between these intervention approaches and propose strategies to address common challenges. In particular, we explore strategies to strengthen persistence and transfer across contexts. By integrating insights from educational and personality psychology, we highlight potential implications for designing interventions that support lasting development in education.

Alush, K., Olsher, S., & Biton, Y. (2025). **Exploring elementary school students' involvement in modifying learning resources.** *Proceedings of the Fifth International Conference on Mathematics Textbook Research and Development*, 101-108. Consulté à l'adresse <https://hal.science/hal-05456878>

This research contributes to the development of student-centred digital learning resources, fostering 21st-century skills by prompting students to engage critically and actively in their learning. It involves students in the design and improvement of digital resources, shifting their role from users to active participants. Drawing on suggestions from 4th- and 6th-grade students regarding assessment, practice, and game-based questionnaires, this qualitative study identifies key themes in their suggestions, including clarity, task difficulty, and real-world relevance. The findings reveal age-related differences in how students engage with digital tasks and provide insights into how student input can inform curricular design. LITERATURE REVIEW Typically, experts develop digital learning resources with occasional teacher input, whereas students mainly use these resources. However, both teachers and students may have valuable insights into the

learning process that can enhance task development. Although it may be impractical to expect students to design content from scratch, their understanding of learners' challenges and needs is crucial for refining learning resources. This study explores how involving students in suggesting changes to the learning resources they use can bridge the gap between content experts and users, creating a bidirectional development process. Experts are responsible for designing digital tasks, a process guided by principles aimed at ensuring that students deepen their understanding and actively engage in learning by creating activities that are adapted to different levels (Borba et al., 2016). High-quality tasks not only prompt students to present knowledge but also challenge them to explore, apply, and actively engage with content (Bray & Tangney, 2017). The medium and format of digital tasks, including multimedia elements, interactive videos, and educational games, are crucial for enhancing engagement. Research shows that multimedia improves learning by integrating visual and auditory channels (Mayer, 2014) and combining digital texts with videos enhances learning outcomes by engaging multiple channels (Mason et al., 2022). Digital games further boost motivation in supportive environments (Li et al., 2024), indicating that task design must consider the medium to optimize engagement and learning (Lackmann et al., 2021).

Braun, N. (2026, mars 18). **Maths en classe : la confiance en soi, une clé de la réussite ?** <https://doi.org/10.64628/AAK.dy3gjr6pf>

La réussite en maths n'est pas qu'une question de programmes et de compétences, elle est aussi affaire d'émotions. Mais comment lutter contre la peur de se tromper et le stress face aux maths ?

Butt, T. A., & Hussain, F. (2026). **Academic Engagement in Policymaking: Evaluating the Demand and Supply in Pakistan's Policy Advisory System.** *Review of Policy Research*, 43(2), e70028. <https://doi.org/10.1111/ropr.70028>

Policy advising involves various activities, from research and data analysis to stakeholder consultations and formulating recommendations for governmental decision-making. Traditionally focused on individual analysts, the concept of policy advice has evolved to include a wider array of actors, such as ministers, government departments, businesses, NGOs, universities, and research institutes. Academia plays a critical role in providing scientific evidence for evidence-based policymaking, yet its engagement with policymakers remains underexplored, particularly in the Global South. This study investigates the role of academia in Pakistan's policy advisory system, focusing on the demand for academic knowledge by policymakers and its supply by universities. Pakistan provides a unique case to study the aforementioned relationship because of its Westminster-style democratic system rooted in the British colonial system, outdated institutional structures, limited technical expertise of bureaucracy, and evolving research-intensive universities in the education sector. Data were collected from 300 faculty members at research-intensive universities, revealing limited academic involvement in policy advisory roles and infrequent interactions with policymaking bodies. Additionally, academic participation in official advisory boards or committees is minimal. The findings highlight a significant gap between the demand for academic policy advice and its supply, raising concerns about the underutilization of academic expertise in Pakistan's policymaking processes. This research identifies limited engagement between academia and policymakers, suggesting a need for strategies to strengthen collaboration and promote evidence-based policymaking.

Chen, L. K., Daughrity, L., Sakowicz, M., Hamidi, F., Godwin, K., & Lipsmeyer, L. L. (2026). **ABii at School: Findings from a Long-Term In-School Field Study with a Commercial Robot-Assisted Learning System.** *Education and Information Technologies*, 31(5), 1481-1516. <https://doi.org/10.1007/s10639-025-13865-2>

Although there is growing evidence of the potential value of physically present educational robots in improving engagement and learning outcomes with young children, there is limited understanding of how those effects may play out over an extended period in a real school environment. There is also sparse literature on students' and teachers' experiences and perspectives with a robot-assisted learning system deployed at school. In this paper, we report a two-phase pilot study using a commercially available robot-assisted learning system ABii from Van Robotics with 24 students from two early childhood classrooms in a resource-constrained urban public school on the east coast of the US. The first phase was a researcher-directed pilot that ran for eight weeks, followed by a second phase of a teacher-directed pilot that lasted five months, where teachers were empowered to take charge of the robot usage in their classrooms. We reported the findings concerning students' and teachers' experience and perspectives with the systems using a combination of quantitative data from the system logs and qualitative data from observation and interviews. We observed positive effects of the physically present robot, as students maintained sustained interest and engagement with ABii even after eight weeks of use. Teachers likewise valued ABii's role in supporting engagement and delivering personalized learning experiences—benefits that were particularly meaningful in resource-constrained environments, despite certain challenges associated with deploying physical robots. Moreover, our findings highlight the essential role of teachers in the successful integration of advanced technologies such as educational robots, suggesting that human teachers remain central to realizing educational robots' full pedagogical potential. We discuss the implication of those findings by reflecting on the current literature on educational social robots and articulating their contribution to the empirical understanding of the potential value and challenges in leveraging robot-assisted learning systems with young children in under-resourced school environments.

Chen, Y.-Y., & Lai, W.-F. (2026). **Preschool Children's Perspectives on School Environments: A Comparison of Rural and Urban Taiwanese Children's Drawings.** *International Journal of Early Childhood*, 58(1), 551-571. <https://doi.org/10.1007/s13158-026-00493-1>

This study compared rural and urban Taiwanese preschoolers' perspectives on their school environments using children's drawings, focusing on similarities and differences in the characteristics depicted. Sixty children aged 5–6 years participated, including 27 rural and 33 urban children. They were recruited from two public preschools across eight classrooms. In both groups, children's monthly age, gender, and family socioeconomic status were similar. Drawings were quantitatively analyzed across three aspects: people, the natural environment, and the learning environment. Results revealed both shared and distinctive characteristics. Across groups, children seldom depicted adults or academic activities but frequently included weather-related elements and school buildings. For people, rural children were more likely to draw peers, whereas urban children more often drew themselves. For the natural environment, rural children more frequently depicted animals and plants. For the learning environment, rural children more often represented off-campus play activities, whereas urban children tended to depict on-campus play activities and symbols such as numerals and arrows. These findings suggest that children's

drawings reflect how children perceive and emotionally engage with their school environments, highlighting both similarities and differences between rural and urban contexts. Implications for multicultural early childhood education are discussed in relation to children's lived experiences.

Développer et évaluer une intervention «Tableau de bord du bien-être» afin d'améliorer les connaissances, la recherche d'aide et la prestation de services en matière de santé mentale parmi les étudiant.es universitaires vulnérables. (2024, septembre 4). Consulté 1 avril 2026, à l'adresse Fonds de recherche du Québec website: <https://frq.gouv.qc.ca/histoire-et-rapport/developper-et-evaluer-une-intervention-tableau-de-bord-du-bien-etre-afin-dameliorer-les-connaissances-la-recherche-daide-et-la-prestation-de-services-en-matiere-de-sante-ment/>

Le contexte. Alors que le nombre d'étudiant.e.s ne cessent d'augmenter dans les universités, on observe parallèlement une augmentation des taux de

Dicdican, M., & Baguio, J. (2026). **The Mediating Effect of Instructional Management on the Relationship Between Test Construction Skills and Critical Thinking Motivation of Teachers.** *International Journal of Transformative Multidisciplinary Studies*, 2(1), 158-167. <https://doi.org/10.66074/A9S8D7F6G>

This study investigated whether instructional management mediates the relationship between teachers' test construction skills and critical thinking motivation in public elementary schools in the Bansalan East District of Davao del Sur. Utilizing a descriptive-correlational design, the research surveyed teachers using standardized questionnaires to assess these three core areas. Overall, teachers demonstrated extensive test construction skills alongside highly extensive levels of critical thinking motivation and instructional management. The analysis revealed strong positive correlations among all three variables. Crucially, mediation analysis demonstrated that instructional management partially mediates the relationship between test construction skills and critical thinking motivation, even as the direct effect of assessment skills on motivation remained significant. Ultimately, the findings indicate that stronger assessment practices enhance student motivation for critical thinking, an effect that is significantly reinforced when teachers operate within environments with robust instructional management.

Ding, C. (2026). **From Association to Causation: Integrating Experimental Design Principles into Regression Education.** *Educational Psychology Review*, 38(1), 32. <https://doi.org/10.1007/s10648-026-10129-4>

Regression analysis is a cornerstone of quantitative research across the social and behavioral sciences, yet its teaching is often constrained by students' persistent misconceptions about correlation and causation and the substantial cognitive demands of statistical learning. Standard approaches emphasize statistical techniques and prediction, leaving students ill-prepared to evaluate the assumptions and design logic necessary for proper interpretation. This essay advocates a pedagogical framework that integrates experimental design principles into regression instruction. Drawing on cognitive theories, including schema theory, situated learning, and cognitive load theory, we argue that embedding concepts such as randomization, control, temporal precedence, and confounding into regression instruction can help students develop richer causal inference schemas for interpreting regression analysis results. Further, building on

conceptual change research, we contend that addressing students' naïve causal theories requires instruction that explicitly challenges and restructures their prior beliefs, fostering self-regulated reasoning and correcting faulty assumptions.

Duroisin, N., & Clerc, J. (2025). **Fonctions exécutives, apprentissages et réussite scolaire**. Consulté à l'adresse <https://www.dunod.com/sciences-humaines-et-sociales/fonctions-executives-apprentissages-et-reussite-scolaire-concepts>

Le rôle-clé des fonctions exécutives dans les apprentissages et la réussite scolaire n'est plus à démontrer. Alors que les recherches menées en psychologie cognitive et en neuropsychologie permettent aujourd'hui de mieux comprendre les mécanismes ...

Epper, T., Ibsen, K., Koch, A., & Nafziger, J. (2026). **Predicting University Dropouts: Evidence on the Value of Student Expectations and Motivation** (Working paper N° 18439). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18439>

University dropout is costly, making it a policy priority to identify factors that predict dropout. Using a survey experiment with incoming first-year students linked to long-run administrative outcomes, we assess which information improves dropout prediction beyond standard university records. A small number of targeted, study-specific survey items - especially motivation and expectations about degree completion - substantially improve predictive performance. By contrast, widely used measures of general preferences and traits (such as grit and self-control) add little incremental value - a result that we qualitatively replicate in a large population. Our findings suggest inexpensive, scalable ways to improve dropout predictions.

Huebsch, T., Mahlstedt, R., Pinger, P., Settele, S., & Willadsen, H. (2026). **Mental Models of High School Success** (Working paper N° 26-03). Consulté à l'adresse University of Copenhagen. Department of Economics. The Center for Economic Behavior and Inequality (CEBI) website: <https://EconPapers.repec.org/RePEc:kud:kucebi:2603>

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.

Le, T. T. K., Tran-Mai, P. A., & Tran, E. (2025). **Factors Influencing International Students' Willingness to Seek Support in Canada.** *Canadian Journal of Higher Education*, 55(4), 35-54. <https://doi.org/10.47678/cjhe.v55i4.190539>

This study examines factors influencing international students' help-seeking behaviour in Canada using the theory of planned behaviour (TPB) framework. Semi-structured interviews with 19 international students from diverse backgrounds were analyzed using thematic analysis. Findings revealed that students exhibited selective, cautious approaches whereby help-seeking preferences are domain-specific and relationally strategic, matching problems to appropriate support sources based on expertise, shared experience, and willingness to help. Our findings demonstrate how TPB operates differently in cross-cultural contexts where students navigate dual cultural frameworks, while also revealing how multiple intersecting identities compound to create unique help-seeking contexts beyond TPB's dimensions. We introduce "strategic non-help-seeking" as a key conceptual contribution: a deliberate, rational, decision-making process whereby students actively choose not to engage with support systems based on careful evaluation of costs, benefits, and contextual constraints. Findings underscore the need for Canadian institutions to move beyond one-size-fits-all approaches and toward culturally responsive, accessible support systems recognizing international students' diverse, intersecting needs.

Martin, M.-A., Courtinat-Camps, A., & Guignard, J.-H. (2026). **Points de vue de parents sur le parcours pré-identificatoire du haut potentiel intellectuel.** *Pratiques Psychologiques*, 32(1), 17-34. <https://doi.org/10.1016/j.prps.2025.07.001>

Introduction. – Le parcours pré-identificatoire du haut potentiel intellectuel (HPI) est peu documenté dans la littérature scientifique et principalement étudié par les psychologues. Alors que les parents jouent un rôle clé dans ce processus, leur point de vue reste peu exploré avec une approche qualitative. Objectifs. – Cette étude vise à identifier différentes trajectoires du parcours pré-identificatoire du HPI en adoptant une approche rétrospective, qualitative, compréhensive et exploratoire. Elle examine les enjeux autour de l'origine de l'identification, de sa temporalité, des acteurs impliqués, des attentes des parents et de leur vécu. Méthode. – Des entretiens semi-directifs ont été conduits auprès de 40 parents ayant au moins un enfant identifié HPI. Résultats. – L'analyse thématique montre que l'identification est généralement initiée par le repérage de difficultés psychoaffectives, sociales ou scolaires plutôt que par la reconnaissance de facilités intellectuelles. Différents acteurs interviennent dans ce processus : enseignants, professionnels de santé, associations et entourage. La temporalité du parcours est assez courte mais varie en fonction de la présence d'une tradition familiale du HPI. Les parents recherchent avant tout une meilleure compréhension du fonctionnement de leur enfant et la légitimation de ses besoins. L'identification peut également révéler des enjeux familiaux et identitaires. Conclusion. – Le parcours pré-identificatoire est un processus multidimensionnel influencé par des facteurs individuels, sociaux et institutionnels. Une meilleure information et une approche plus nuancée du HPI sont nécessaires pour dépasser les stéréotypes et offrir un accompagnement adapté aux enfants et à leur famille.

Maximino-Pinheiro, M. (2025). **Promoting metacognition in early childhood education as a lever to reduce SES-related inequalities?** (Theses, Université Paris Cité). Consulté à l'adresse <https://theses.hal.science/tel-05554894>

Metacognition refers to individuals' capacity to reflect on their own thought processes and to regulate them accordingly. Because of its close link with academic achievement, it has drawn considerable interest in education. However, studies focusing on young children remain scarce. Moreover, the relation between socioeconomic status (SES) and metacognition has been little explored, even though some evidence suggests that promoting metacognition could serve as a lever for reducing educational inequalities. Therefore, further research in young children appears particularly relevant, as these inequalities emerge from the earliest years and educational systems struggle to mitigate them, especially in France. This thesis thus aims to (1) explore the associations between metacognition, academic achievement, and SES in children aged 4 to 7; (2) assess the effectiveness of different interventions, either implemented directly with students in classrooms or targeting teaching and parenting practices, on children's metacognitive knowledge and skills; (3) examine their effects on academic outcomes in language and mathematics; and (4) analyze their contribution to reducing SES-related inequalities. Study 1 revealed the mediating role of metacognition in the relation between family SES and language and mathematics abilities in 90 kindergarteners. Study 2 replicated these findings in 350 students at the same grade level, while also assessing the effects of a seven-week classroom intervention centered on metacognition. The quasi-experimental design included an experimental group receiving the intervention and a control group following the regular curriculum (n = 175 in both groups), with three assessment points (pre-test, immediate post-test, and a delayed post-test three months later). The results revealed sustained gains in metacognitive knowledge and arithmetic, as well as emerging effects on the reduction of inequalities in grammar. Study 3 examined the effects of an 18-hour professional development program focused on metacognition, targeting teachers of K2 and K3 (i.e., second and third years of mandatory pre-primary school in France). The quasi-experimental design included 22 trained teachers (n = 270 children) and 22 control teachers who attended training that did not include metacognition (n = 233 children). The findings highlighted improvements in teaching practices related to metacognition, benefits in children's metacognition and mathematical skills, and a reduction in SES-related inequalities. Study 4 evaluated the effects of a parental program on self-regulated learning in Grade 1, consisting of 16 short videos and weekly text messages sent throughout the school year. The randomized controlled trial included an experimental group receiving the program (n = 650 children) and a control group not receiving it (n = 645). Assessments covered both children (pre-test and immediate post-test) and parents (pre-test, immediate post-test, and a one-year follow-up after the end of the program). The results showed limited effects with parental practices largely unchanged and no effects on children's metacognition. Modest gains were only found on students' inhibitory control and mathematics skills. The findings of this thesis confirm that metacognition can serve as a lever for reducing educational inequalities related to SES from the earliest years, with particularly robust effects for the teacher training program. They open theoretical, methodological, and practical perspectives, both for research and for practitioners and policymakers.

Montefusco, C. (2026). **Le rôle du collectif dans la thématisation des émotions pendant les stages en travail social**. *Phronesis*, 15(3), 84-100. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-3-page-84>

Cet article explore le travail émotionnel dans la formation en travail social, en particulier durant les stages où les étudiantes vivent des situations professionnelles à forte charge émotionnellement. À partir d'une perspective interactionnelle, il analyse comment les émotions

sont thématiques dans les espaces de formation et comment le collectif participe à ce processus de thématisation. Les émotions, exprimées ou implicites, circulent entre espaces de formation et le collectif participe parfois à les reconnaître et les soutenir par des processus de collaboration sur le plan émotionnel. Le travail émotionnel apparaît donc comme un processus relationnel, situé et réciproque, engageant aussi bien les étudiantes que le collectif dans les différents espaces de formation.

Sanchez, L., Creissen, S., & Blanc, N. (2026). **La contribution de la prosodie et de la théâtralisation des récits à l'âge préscolaire : un levier pour la représentation des émotions ?** *Canadian Journal of Education/Revue canadienne de l'éducation*, 49(1), 41-64. <https://doi.org/10.53967/cje-rce.6881>

In order to improve the performance of French-speaking students in listening comprehension of stories, this study aimed to explore the optimal conditions for stimulating these skills from preschool age. We compared three ways of presenting children's literature in order to assess their effects on emotional comprehension. In the first, the story was told with weak prosody, in the second, the prosody was marked, and in the third, the story was dramatized. The ability of children aged three to five years to understand the emotions of the characters in the stories was investigated in two complementary studies in order to determine the most favourable presentation modality. The results of these studies indicate that the children scored better in a dramatized reading situation and when a marked prosody was used, with a notable advantage for the dramatized reading situation, which would favour the tracking of certain emotions that are still underdeveloped at preschool age. This research highlights the value of using story dramatization to promote young children's emotional understanding of stories.

Tardif, S., Dumoulin, C., & Bergeron, G. (2026). **Facteurs de protection ayant contribué à la résilience scolaire de bacheliers vivant avec un trouble développemental du langage.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 49(1), 92-114. <https://doi.org/10.53967/cje-rce.6893>

The article discusses the protective factors that contributed to the academic resilience of four Quebec high school graduates living with a developmental language disorder. A multiple-case study was conducted based on individual life story interviews, supported by artifacts. The results show that school, family, and peers had a positive influence in coping with language and academic difficulties, isolation and bullying, health issues, and the distrust of certain support staff members, as well as challenges related to school organization.

Theresa, H., Mahlstedt, R., Pinger, P., Settele, S., & Willadsen, H. (2026). **Mental Models of High School Success** (Working paper N° 18433). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18433>

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.

Vacher, S. (2025). **Un bon élève est-il toujours un élève qui va bien ? Interroger les normes de santé mentale à l'école.** *Déviance et Société*, 49(3), 43-68. <https://doi.org/10.3917/ds.493.0043>

FR – Cet article prend pour objet le référentiel de santé mentale tel qu'il est retraduit dans les politiques éducatives et mis en œuvre dans les collèges en France. À partir d'une enquête par questionnaire menée auprès de 1107 adolescents scolarisés dans quatre collèges, il interroge les angles morts que ce référentiel d'action publique induit dans la prise en charge des souffrances adolescentes en milieu scolaire. En privilégiant la déviance comme indicateur principal de mauvaise santé mentale, une diversité de vécus de souffrances – ceux dont les manifestations coexistent avec une conformité scolaire – se trouve occultée. Nos données révèlent ainsi l'invisibilisation par les équipes éducatives des souffrances des « bons élèves », leur bien-être étant présumé sur la base de leurs performances scolaires. Notre conclusion appelle à une refonte du référentiel de santé mentale, de sorte qu'il s'émancipe de sa stricte équation avec l'adaptation sociale.

West. (2026). **Wood's Job Satisfaction Survey 50 Years Later: A Principal Components Analysis of Community College Faculty Job Satisfaction.** *Community College Journal of Research and Practice*, 50(4), 277-292. <https://doi.org/10.1080/10668926.2024.2373171>

The community college plays a vital role in educating college students, enrolling nearly half of all undergraduates in the United States. Those who interact with these students, faculty, play a pivotal role in both persistence and retention, with high faculty job satisfaction linked to better student outcomes. However, the number of qualified instructors who work at these institutions may be at risk due to the very same reasons there is a K-12 teacher shortage: relatively lower pay, increasing cost of living, and job dissatisfaction. It is therefore paramount that institutions measure their present dimensions of job satisfaction to keep their best faculty and attract new instructors. In this study, an instrument constructed by Woods (1973, 1976) was used to measure full-time community college faculty job satisfaction in a sample of two-year colleges in Alabama. The main goal of this research was to assess whether an instrument that is now fifty years old continues to adequately capture the myriad dimensions of job satisfaction and dissatisfaction. The results of a principal components analysis substantiate the continued utility of nine of the 10 constructs originally espoused by Woods (1973, 1976), satisfaction with achievement, growth, interpersonal relations, policy/administration, recognition, responsibility, salary, supervision, and the work itself. Results suggest that the tenth construct, working conditions, actually represents two distinct components rather than the previously unidimensional latent construct.

Wicker, B., & Rebecchi, K. (2026). **Neurodiversité, apprentissages et inégalités**. In C. Farrer, S. Goudeau, E. Tenret, & L.-A. Vallet (Éd.), *Questions d'éducation*. <https://doi.org/10.4000/15wfy>

Woodford, M. R., Vo, T., Oakes, H., & Smith, B. R. G. (2025). **Examining the Academic Outcomes of 2SLGBTQ+ University Students in Ontario: Microaggressions and the Meditating Role of Psychological Well-Being**. *Canadian Journal of Higher Education*, 55(4), 55-77. <https://doi.org/10.47678/cjhe.v55i4.190593>

Research on trans and LGBTQ microaggressions on campuses and their consequences has grown, yet this literature is primarily from the United States and the effects of microaggressions on academic outcomes remain generally under-investigated. Trans/LGBTQ microaggressions can negatively affect students' psychological well-being, which matters for their academic outcomes, suggesting well-being might mediate the impact of microaggressions on academic outcomes. Using a convenience sample of 2SLGBTQ+ university students from Ontario (N = 3,344), we examine the association between trans/LGBTQ microaggressions and academic satisfaction and school avoidance, testing if they are mediated by psychological well-being, controlling for demographics. We report findings for trans/LGBTQ microaggressions separately to centre trans and gender-diverse (TGD) students' experiences. For both groups, we found that microaggressions were associated with poorer academic outcomes. Except for one pathway among TGD students, we found that psychological well-being mediated the microaggressions–academic outcome relationships. We offer implications to support student services that are responsive to 2SLGBTQ+ students.

## Aspects sociaux de l'éducation

Alaçam, N. (2026). **Strategies to Support Social and Emotional Development of Preschool Children in Turkey and the United States**. *International Journal of Early Childhood*, 58(1), 313-330. <https://doi.org/10.1007/s13158-025-00463-z>

Social and emotional development (SED) in early childhood years has a crucial role in children's holistic development and becomes a prerequisite for their academic learning. This study focused on early childhood educators' strategies promoting children's SED in two different cultural contexts. For data collection, semi-structured individual interviews were conducted with eight early childhood educators in an urban city in the north region of Turkey and on the east coast of the United States (U.S.). Inductive thematic approach was employed to analyze the data. It was found that although all the educators acknowledged the complex nature of SED and families' significant role on it, substantial differences emerged regarding their pedagogical practices to support it. While the educators highlighted self-regulation techniques in the U.S., social relationships were given importance by the Turkish educators. Findings provide the ways to support SED of children by illustrating with educators' own experiences in two different cultural settings.

Andersson, L., Dadgar, I., & Shahbazian, R. (2026). **Does the Bigger-Fish-in-the-Pond Hatch More Fry? A register-Based Analysis Towards Assessing Causal Effects of Students Grade Rank Position in Schools on Completed Fertility, Marriage, and Divorce by Age 40** (Working paper N° 26/3).

Consulté à l'adresse Stockholm School of Economics, Center for Educational Leadership and Excellence website: [https://EconPapers.repec.org/RePEc:hnb:hastel:2026\\_003](https://EconPapers.repec.org/RePEc:hnb:hastel:2026_003)

Educational attainment is strongly associated with fertility and family formation, yet less is known about whether students' relative standing within schools is linked to later demographic outcomes. This study examines whether 9th-grade rank within the school GPA distribution predicts completed fertility, marriage, and divorce by age 40. Using Swedish population-wide register data (N ≈ 726,000), we compare students with similar national GPA but different relative school rank, applying school-by-cohort fixed effects to reduce selection bias. Results show that relative academic position is associated with demographic behavior net of absolute performance. Lower relative rank is linked to higher childlessness and fewer children for both women and men, and to lower marriage and higher divorce risks among men. Higher rank is primarily associated with delayed motherhood. The findings suggest that institutionalized social comparisons in compulsory schooling are linked to long-term family outcomes, consistent with reference group mechanisms.

Anne, B., & Rutnam, D. (2026). **Parents' Perceptions of Occupational Fit** (Working paper N° 18431). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18431>

We study how adolescents' second-order beliefs about their parents' occupational preferences shape gendered career aspirations. In a consequential early-career choice setting, we combine a parental choice experiment with a randomized salience intervention among students. Parents give gendered recommendations, but students substantially overestimate fathers' preference for boys to choose male-dominated occupations as well as mothers' preference for girls to choose female-dominated occupations. Making the same-gender parent salient raises aspirations for gender-congruent occupations, while highlighting the opposite-gender parent and both parents has no effect. Salience does not shift perceived occupational fit, suggesting that identity-based second-order beliefs can reinforce occupational gender segregation.

Antman, F. M., Skoy, E., & Kim, P. (2026). **Racial and gendered impacts of international students on domestic peers.** *Economics of Education Review*, 102775. <https://doi.org/10.1016/j.econedurev.2026.102775>

American colleges and universities have seen a notable increase in the share of international students in recent years, raising the question of how these demographic shifts might affect domestic students. This paper explores this question by examining the impact of international students on the academic outcomes of domestic peers in introductory economics courses. We address the potential endogeneity of class selection by focusing on first-year students enrolling in a large public flagship university, for whom class assignment is likely to be quasi-random, conditional on a rich set of control variables for the class and individual. Results suggest an increased share of international student peers reduces the likelihood of majoring in economics for domestic White and Asian men while increasing the likelihood of majoring in economics for domestic men from underrepresented racial and ethnic groups. Higher shares of international student peers also increase the likelihood that domestic White and Asian men major in business and decrease the likelihood that some men drop out of college. Exploring mechanisms, we show that a higher international peer share is associated with higher domestic student grades, with additional evidence suggesting a "curved" grading mechanism, whereby some international students earn lower grades in introductory economics, resulting in higher grades for domestic

students while the average class grades are relatively unchanged. Results for men enrolled in large introductory economics classes are similar to the main results for men overall and are also similar for women. Overall, our results are consistent with a higher share of international students in introductory economics classes raising course grades for domestic students, which potentially enables domestic students on the cusp of eligibility thresholds to choose more selective majors, such as business, and allows domestic students at risk of dropping out to stay in college. Together, these findings highlight potential implications of policies which affect international and domestic student composition as well as the importance of disaggregating impacts by gender, race, and ethnicity.

Autin, F., Darnon, C., Duru-Bellat, M., Le Hebel, F., & Goudeau, S. (2026). **Inégalités sociales à l'école**. In C. Farrer, S. Goudeau, E. Tenret, & L.-A. Vallet (Éd.), *Questions d'éducation*. <https://doi.org/10.4000/15wfo>

Ayshi, N.-E.-Z. S., & Alam, Md. J. (2026). **Impact of Parental Socio-Economic Condition on Access to Early Childhood Education in Bangladesh: Lessons from Japan**. *International Journal of Early Childhood*, 58(1), 431-449. <https://doi.org/10.1007/s13158-025-00482-w>

The paper examines the relationship between the socio-economic status (SES) of parents and children attending ECE in Bangladesh, in addition to discussing the national ECE system in Japan. One of the most remarkable ones reveals that children of higher incomes and those with parents with a higher education level have a significantly better chance of participating in high-quality ECE. On the other hand, children in low-SES families encounter various problems in accessing ECE, such as financial constraints, low access, and parents having insufficient levels of education required to make informed choices. The findings on the rate of enrolment in the ECE, based on both qualitative and quantitative measures, illustrate that maternal education, family income, and family residence in town are significant predictors of parental enrolment in the ECE. According to these results, maternal education is another important parameter. Highly educated mothers tend to provide ECE to their children more. Reorganizing our case study of Bangladesh, we make comparisons between the elite system of ECE and the universal system of Japan, and offer recommendations that will help diminish systemic inequalities. The paper contends that it is socially correct and, in tandem with the national trends, to ensure that all children have access to equitable ECE irrespective of their social backgrounds.

Bara, F., & Bergamaschi, A. (2026). **Conclusion**. In C. Farrer, S. Goudeau, E. Tenret, & L.-A. Vallet (Éd.), *Questions d'éducation*. <https://doi.org/10.4000/15wfx>

Bau, N., Low, C., Simona, S., & Steinberg, B. (2026). **The Precarious Financial Lives of College Students in Sub-Saharan Africa** (Working paper N° 34989). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34989>

Investment in tertiary education in Africa, unlike richer settings, is often portrayed as inequitable and inefficient. Yet, though Africa will produce much of the world's future workforce, there is little information on college students' financial constraints. Novel data from a Zambian flagship university show that students are highly financially vulnerable and food insecure, on par with the "ultra-poor." Because universities are typically urban, cash poor rural students struggle with high urban costs of living. Being allocated on-campus housing leads to less financial vulnerability and better academic outcomes. Financially supporting African university students could promote both equity and efficiency.

Benveniste, S. (2026). **Ascendance noble et inégalités d'accès aux grandes écoles.** *Economie et Statistique / Economics and Statistics*, (548), 51-67.  
<https://doi.org/10.24187/ecostat.2025.548.2141>

Cet article quantifie la surreprésentation des étudiants d'origine aristocratique dans les grandes écoles les plus prestigieuses. Il s'appuie sur un échantillon de 269 917 étudiants de dix grandes écoles entre 1911 et 2015 et mobilise des indicateurs d'ascendance aristocratique fondés sur le nom de famille. Les individus d'ascendance noble ont, sur la période récente, entre six et neuf fois plus de chances d'intégrer l'une de ces dix grandes écoles que le reste de la population, contre onze à quinze fois au début du XX<sup>e</sup> siècle. Alors qu'ils étaient historiquement concentrés à Sciences Po Paris, leur présence est désormais plus uniformément répartie entre les établissements les plus prestigieux, les écoles de commerce affichant les niveaux de surreprésentation les plus élevés. Les hommes d'ascendance noble sont par ailleurs davantage surreprésentés que les femmes dans ces grandes écoles, même si l'écart s'est réduit. Ces résultats montrent qu'au-delà de l'abolition de privilèges juridiques, des hiérarchies historiques peuvent persister. Des recherches futures pourraient contribuer à distinguer ce qui, dans cette persistance, relève notamment de la transmission d'un capital social, scolaire, culturel ou encore économique.

Bergamaschi, A., & Bara, F. (2026). **Introduction.** In C. Farrer, S. Goudeau, E. Tenret, & L.-A. Vallet (Éd.), *Questions d'éducation*. <https://doi.org/10.4000/15wfe>

Berlinski, S., Giannola, M., & Toppeta, A. (2026). **Effective Families or Effective Schools? Experimental Evidence on Fostering Children's Numeracy** (Working paper N° 12563). Consulté à l'adresse CESifo website: [https://EconPapers.repec.org/RePEc:ces:ceswps:\\_12563](https://EconPapers.repec.org/RePEc:ces:ceswps:_12563)

We study the relative effectiveness, cost-effectiveness, and interaction of family- and school-based learning interventions using a randomized controlled trial in Colombia that assigns children to a parental engagement program, a teacher professional development program, both, or a control group. Both interventions are grounded in a child-centered learning approach that emphasizes active engagement and the progression from informal to formal mathematical understanding. Each intervention independently generates sizable and statistically similar gains in early numeracy (0.17SD and 0.20SD). Combining them produces no additional learning gains, suggesting that the two interventions act as substitutes over the time horizon and skill domain we study. When benefits accruing to future cohorts are taken into account, the teacher development program becomes at least as cost-effective as, and potentially more cost-effective than, the parental engagement intervention. Our results suggest that, in this setting, strategically concentrating resources on a single binding constraint -- either at home or in school -- maximizes the short-run learning gains per dollar spent.

Bisson-Vaivre, C. (2026). **Parents d'élèves souhaitent rencontrer professeur des écoles pour parler... et plus si affinités.** *Administration & Éducation*, 189(1), 113-119.  
<https://doi.org/10.3917/admed.189.0115>

La relation entre les familles et l'école des premiers pas oscille entre tensions et collaboration, selon le contexte social, la qualité de la communication et la reconnaissance des rôles de chacun. Toutes les études montrent qu'une coopération active favorise la réussite des élèves, mais des attentes divergentes et ambivalentes et des pratiques incomprises font obstacle à l'élaboration d'un projet collectif qui fonderait la coéducation. Si les objets d'incompréhension sont identifiés, les solutions restent en devenir. Il ne suffit pas de rappeler à chaque rentrée la

place qui doit être faite aux parents pour que celle-ci soit trouvée. Inscrite dans un long cheminement, l'école du xxi<sup>e</sup> siècle reste imprégnée des objectifs de l'école révolutionnaire.

Bonneau, C. (2024). **Access to selective higher education : income inequalities, financial barriers, gender gaps** (Theses, Université Paris sciences et lettres). Consulté à l'adresse <https://theses.hal.science/tel-05454068>

This thesis focuses on inequalities in access to higher education, particularly in its selective tracks. The first chapter examines the disparities in access to higher education based on parental income in France and compares these inequalities with those observed in the United States. Both countries exhibit similar levels of inequality, despite very different institutional contexts. The second chapter addresses gender inequalities in selective STEM tracks and shows that a more competitive exam preparation environment leads to a more pronounced gender performance gap. The last chapter investigates the impact of application fees for competitive entrance exams to graduate schools (grandes écoles) on the educational choices and pathways of candidates to STEM graduate schools in France. This thesis, empirical in nature, relies on a rich body of administrative survey data.

Borst, G., & Vibert, N. (2026). **Enjeux scientifiques et sociaux de la recherche pluridisciplinaire autour de l'éducation: Présentation du Réseau Thématique « Recherches autour des questions d'éducation » du CNRS**. In C. Farrer, S. Goudeau, E. Tenret, & L.-A. Vallet (Éd.), *Questions d'éducation*. <https://doi.org/10.4000/15wfi>

Cairo, S., Ivandic, R., Lassen, A. S., & Tartari, V. (2026). **Parenthood and the career ladder: evidence from academia** [Working paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://EconPapers.repec.org/RePEc:cep:cepdps:dp2160>

Persistent gender gaps in the labor market are largely driven by the underrepresentation of women at the top of most professions. We study how parenthood shapes gender gaps in academic careers using population-wide administrative and survey data linked to productivity and promotion records. Parenthood marks a sharp divergence in academic careers: one in three women exit academia following motherhood. Men also experience a decline in academic employment after fatherhood, but the effects are substantially smaller. For mothers, childbirth leads to a persistent decline in both tenure attainment and research output, while men's trajectories on these margins are unaffected by parenthood. The child penalty on tenure is driven primarily by women's higher exit rates from academia. Gender differences in career aspirations do not explain these findings; instead, childcare and mobility constraints play a central role. Child penalties are exacerbated in highly competitive environments and environments without senior female role models.

Çakı, E., Zenasni, F., & Nguyen, H. (2026). **Virtual reality for gender microaggression training: A qualitative exploration of higher education students' immersive learning experiences**. *Computers & Education: X Reality*, 8, 100149. <https://doi.org/10.1016/j.cexr.2026.100149>

Gender-based microaggressions remain a pervasive challenge for women, compromising their success in academia and the workplace. Despite increased awareness of overt sexism, these subtle forms of bias often go unaddressed, highlighting the need for innovative training approaches that equip individuals with the skills needed to counteract such behaviors. Virtual Reality (VR) has emerged as a promising medium for Diversity, Equity, and Inclusion (DEI) training, offering immersive simulations of real-world scenarios that allow learners to engage in complex

social interactions within a computer-controlled environment. This study qualitatively explores higher education students' experiences with VR DEI training through a gender inclusion module focused on navigating microaggressions. Using semi-structured interviews and reflexive thematic analysis, four key themes were developed: (a) immersion and engagement afforded by the VR medium, (b) perceived realism and contextual fidelity of the scenario, (c) perceived learning outcomes, and (d) the practical and technical factors that influenced training delivery. These findings highlight the potential of VR as a pedagogical tool for DEI training, particularly its ability to provide experiential learning opportunities. However, these findings also reveal areas for improvement, including the need for dynamic and adaptive interactions, greater contextual fidelity, and personalized learning tailored to individual learner needs. By addressing these challenges, VR can serve as a practical and impactful training tool for fostering inclusive environments.

Challe, L., L'Horty, Y., Petit, P., & Wolff, F.-C. (2026). **Les discriminations à l'embauche dans l'enseignement supérieur et la recherche.** *Economie et Statistique / Economics and Statistics*, (548), 3-25. <https://doi.org/10.24187/ecostat.2025.548.2139>

Nous mesurons les discriminations dans l'accès à l'emploi dans le secteur de l'enseignement supérieur et la recherche à l'aide d'un test par correspondance. Deux critères sont testés, le sexe des candidats et leur origine, française ou nord-africaine, pour deux professions, assistant de gestion et cadre administratif, à l'aide de deux méthodes de test, la réponse à des offres d'emploi et des candidatures spontanées adressées à des recruteurs. Au total, l'étude exploite les résultats de 2 748 candidatures envoyées en 2021 et 2022 à des établissements d'enseignement supérieur et de recherche en France. Les deux méthodes de test déployées concluent à l'absence de discriminations en raison du sexe pour les deux professions. En revanche, dans ce secteur particulier où les principes d'égalité et d'intégrité sont supposés prévaloir, l'étude signale une exposition aux discriminations selon l'origine nord-africaine pour les assistants de gestion dont l'ampleur est comparable à celle observée dans l'ensemble de la fonction publique.

Changkakoti, N., & Giuliani, F. (2025). **Injonctions bureaucratiques, souffrances éthiques et relationnelles dans un face-à-face professionnel le s scolaires-familles.** *Revue internationale de l'éducation familiale*, 56(2), 195-215. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-195>

Comment comprendre la persistance de processus relationnels activant une forte « violence institutionnelle » dans un contexte où, pourtant, l'institution scolaire prône le partenariat et la collaboration entre l'école et les familles ? Considérée dans une relation tripartite institution-professionnel-le s-usagers, l'analyse des interactions au sein d'une réunion dite de « réseau » dans une école genevoise bénéficie des apports, originaux dans le domaine des relations école-familles, de la sociologie pragmatique de la domination développée par Luc Boltanski. Celle-ci permet de mettre en évidence à la fois la manière dont, dans certaines situations d'urgence suscitées par la temporalité contraignante des injonctions bureaucratiques, les professionnel-le s peuvent réaliser des actions empreintes de « violence institutionnelle » ; et le potentiel réflexif et critique émergeant des souffrances éprouvées par les acteurs et les actrices dans cette situation.

Chen, Y.-Y., & Lai, W.-F. (2026). **Preschool Children's Perspectives on School Environments: A Comparison of Rural and Urban Taiwanese Children's Drawings.** *International Journal of Early Childhood*, 58(1), 551-571. <https://doi.org/10.1007/s13158-026-00493-1>

This study compared rural and urban Taiwanese preschoolers' perspectives on their school environments using children's drawings, focusing on similarities and differences in the characteristics depicted. Sixty children aged 5–6 years participated, including 27 rural and 33 urban children. They were recruited from two public preschools across eight classrooms. In both groups, children's monthly age, gender, and family socioeconomic status were similar. Drawings were quantitatively analyzed across three aspects: people, the natural environment, and the learning environment. Results revealed both shared and distinctive characteristics. Across groups, children seldom depicted adults or academic activities but frequently included weather-related elements and school buildings. For people, rural children were more likely to draw peers, whereas urban children more often drew themselves. For the natural environment, rural children more frequently depicted animals and plants. For the learning environment, rural children more often represented off-campus play activities, whereas urban children tended to depict on-campus play activities and symbols such as numerals and arrows. These findings suggest that children's drawings reflect how children perceive and emotionally engage with their school environments, highlighting both similarities and differences between rural and urban contexts. Implications for multicultural early childhood education are discussed in relation to children's lived experiences.

Déage, M. (2026, mars 17). **Violences sexuelles au collège : ce que ne disent pas les chiffres officiels.** <https://doi.org/10.64628/AAK.4yyrrepvm>

Début 2026, le ministère de l'éducation a lancé l'alerte sur les violences sexistes et sexuelles en milieu scolaire. Mais les données officielles permettent-elles de bien saisir l'ampleur du phénomène ?

Deleş, B., & Aral, N. (2026). **The Effect of Positive Childhood Experiences on Parenting Skills: A Study with Mothers of Primary School Children.** *International Journal of Early Childhood*, 58(1), 1-23. <https://doi.org/10.1007/s13158-025-00438-0>

This study addresses a significant gap in understanding the impact of mothers' positive childhood experiences on their parenting skills. The study aims to fill this gap by examining the relationship between mothers' positive childhood experiences and parenting skills. A total of 490 mothers whose children attend private primary schools in various provinces of Türkiye participated in the study using a relational survey model. Data were collected using the 'General Information Form,' 'Positive Childhood Experiences Scale', and 'Child Education Competence Scale.' Statistical analyses were used for the Mann–Whitney U test, Kruskal–Wallis H test, and regression analysis. The findings revealed a significant relationship between mothers' childhood experiences and parenting skills, and mothers who experienced positive parent–child communication and grew up in rural areas had higher parenting skills. In addition, positive childhood experiences positively affected mothers' child education competencies. These results underline the importance of mothers' childhood experiences in shaping their parenting skills and highlight the need for intervention programs and comprehensive family education initiatives to improve parenting skills. This study aims to add valuable information to parenting education and family counseling and ultimately support the healthy development of children.

Dumoulin, C., Duval, J., Laberge, L., & Martin, É. (2025). **L'hétéronormativité à l'école : potentiels conflits avec les parents LGBTQI+.** *Revue internationale de l'éducation familiale*, 56(2), 99-123. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-99>

Comme la structure familiale peut influencer l'expérience de collaboration des parents avec l'école, cette étude exploratoire vise à identifier les difficultés rencontrées par les parents LGBTQI+ dans leur collaboration avec l'école préscolaire ou primaire de leurs enfants. Pour ce faire, un questionnaire électronique a été réalisé auprès de 10 parents LGBTQI+, et un entretien semi-structuré a été mené auprès de six d'entre eux. Deux thèmes ont été abordés : les critères orientant le choix de l'école et les modes de communication. L'analyse qualitative révèle que certaines écoles québécoises valorisent implicitement l'hétéronormativité et contribuent du coup à invisibiliser les familles de la diversité sexuelle et de genre. Un tel contexte peut nuire à la collaboration école-famille et être une source potentielle de conflits entre les valeurs véhiculées à l'école et celles valorisées à la maison. Ces résultats suggèrent que la formation du personnel scolaire sur la diversité sexuelle et de genre pourrait favoriser une meilleure compréhension des diverses structures familiales et ainsi faciliter la collaboration avec tous les parents.

Erb, L.-A. (2025). **Trois essais sur la ségrégation de genre** (Theses, Université Gustave Eiffel). Consulté à l'adresse <https://theses.hal.science/tel-05447825>

This thesis examines the central role of gender segregation in shaping socio-economic inequalities across different stages of life. Through three empirical chapters, it investigates the mechanisms through which gender-based differentiation influences educational and occupational trajectories, thereby contributing to the persistence of inequalities between women and men. In response to the decline in youth electoral participation and persistent gender disparities, educational policies have sought to foster civic engagement. The first chapter analyzes the influence of high school environments (school climate, learning methods) on students' anticipated civic engagement (voting, petition signing). The findings highlight both direct and indirect effects of learning approaches on engagement expectations, particularly through participatory activities and the acquisition of civic knowledge. However, neither school environments nor other individual determinants of engagement fully account for the fact that girls more frequently anticipate engaging in civic activities than boys. These results suggest that gender segregation in civic practices becomes more pronounced as students' transition out of the school system. The second chapter explores the impact of gendered educational segregation in higher education on disparities in labor market integration. Using survey data on Master's graduates, it quantifies the extent to which differences in university specializations contribute to gender gaps in employment conditions and earnings. The results indicate that the uneven distribution of students across fields of study explains between 50% and 75% of the gender gap in access to stable employment, as well as a significant share of wage disparities. Beyond the conventional contrast between social sciences and engineering disciplines, this chapter reveals a hyperspecialization, where gender segregation persists at a highly granular level, even within specific subfields of each discipline. These findings underscore the structuring role of the university system in reproducing gender inequalities and call for a reassessment of academic guidance and training policies to foster greater gender diversity. The third chapter examines the effects of an individual reduction in working hours, through a transition to part-time employment, on working conditions. Part-time work, a predominantly female practice, is often perceived as a means of balancing work and personal life, yet it is frequently associated with greater job insecurity. The objective of this analysis is to determine whether a reduction in working hours leads to an actual improvement in working conditions or whether its effects are contingent on labor market structures. Using a fixed-effects estimation model applied to panel data, this chapter isolates the impact of switching to part-time work while controlling for individual characteristics and occupational factors. The results indicate that a transition to part-time work is associated

with reduced physical constraints, time constraints and work intensity. These benefits come at the cost of increased socio-economic insecurity. The magnitude of these effects depends on the extent of the reduction in working hours: the larger the reduction, the greater the improvements in working conditions, but also the stronger the adverse effects on job security. These findings call into question the effectiveness of part-time employment as a tool for improving working conditions and highlight the need for public policies to mitigate its negative consequences. Taken together, these three chapters illustrate the systemic nature of gender segregation. It manifests across various life contexts and structures access to resources, opportunities, and socio-economic positions. By tracing the emergence and persistence of these mechanisms, this thesis offers a renewed perspective on gender inequalities and identifies actionable policy levers to address them

Ertürk Kara, H. G., Özyeter, N. T., & Ünlüer, E. (2026). **Exploring Turkish Mothers' Involvement in Home Activities: the Predictive Role of Sociodemographic Characteristics and Parenting Self-Efficacy.** *International Journal of Early Childhood*, 58(1), 263-286. <https://doi.org/10.1007/s13158-025-00458-w>

This study explores how the number of children, education duration, employment status along with parenting self-efficacy beliefs, predict mothers' involvement in home-based activities with their children. The research follows a correlational model and includes 290 Turkish mothers whose children attend preschool. The researchers collected data using the Berkeley Parenting Self-Efficacy Scale Revised, the Parental Involvement Scale, and the Demographic Information Form. The results reveal that mothers frequently participate in home activities, and their self-efficacy levels mostly fall within the moderate to high range. Involvement in home activities was positively associated with self-efficacy and education duration and negatively associated with the number of children. Employment status was not significantly related to either self-efficacy or participation. However, education duration was moderately related to employment and inversely related to the number of children, which also negatively correlated with employment status. Regression results indicate that education duration, number of children, and self-efficacy beliefs predict mothers' participation in home-based activities. This study suggests that researchers can increase involvement in home-based activities by developing training and counseling programs that enhance parenting self-efficacy. It also recommends preparing accessible and easy-to-understand home activity guides specifically for mothers with low education duration. Researchers can conduct workshops to strengthen time management and multi-child activity planning skills for mothers with multiple children. Considering the relationships among education duration, employment status, and number of children, communities and support organizations should establish social support networks and community-based programs, especially targeting mothers who have many children, low education duration, and are not employed. Since employment status does not show a significant relationship with participation in home activities or self-efficacy, future research should explore additional factors such as working conditions, hours, and job flexibility.

Farrer, C., Goudeau, S., Tenret, E., & Vallet, L.-A. (Éd.). (2026). **Questions d'éducation : Regards interdisciplinaires.** <https://doi.org/10.4000/15wgb>

Comment fonctionnent les apprentissages ? Quelles pratiques pédagogiques permettent de réduire les inégalités sociales de réussite scolaire ? Quel rôle peuvent jouer les politiques publiques en éducation ? L'éducation soulève de nombreuses questions auxquelles la recherche peut apporter des réponses. Cet ouvrage, réunissant plus de soixante autrices et auteurs mobilisés au

sein du réseau thématique pluridisciplinaire du CNRS « Recherches autour des questions d'éducation », ambitionne d'offrir un éclairage sur des thèmes qui suscitent de vifs débats au sein de la société : les inégalités sociales et de genre à l'école, les évaluations internationales, l'inclusion scolaire, l'évaluation de l'efficacité des pratiques pédagogiques, l'expérimentation en éducation, la formation des enseignants ou encore l'innovation pédagogique. Il invite à considérer l'école non seulement comme un lieu pour penser l'éducation et les nombreux enjeux auxquels elle est confrontée, mais aussi comme un espace où des transformations sont possibles — à condition de croiser les disciplines, d'articuler les niveaux d'analyse et de faire dialoguer les savoirs de la recherche avec ceux du terrain. À ce titre, il constitue un point d'appui pour les débats à venir, et des pistes de réflexion pour des évolutions concrètes du système éducatif.

Fillion-Quibel, I., Carminatti, N., Alvarez, D., & Carnus, M.-F. (2025). **Construire une posture inclusive pour prévenir certains effets de stéréotypes de genre à l'École. Une ingénierie inclusive didactique clinique coopérative en mathématiques et en EPS au lycée.** *Education et socialisation - Les cahiers du CERFEE*, 78. <https://doi.org/10.4000/15ike>

This article examines school inclusion through the impact of gender stereotypes on teaching practices in mathematics and Physical and Sports Education (PSE). It is grounded in the epistemology of clinical didactics, which integrates psychoanalysis and didactics to analyse classroom interactions. The central research question is to identify heuristic levers for developing an inclusive stance that prevents the unequal effects of gender stereotypes. Three key concepts are mobilised to analyse teaching practices: the "already-there" (the influence of personal history), "didactic conversion" (the transposition of experiential knowledge into teaching), and "the unbearable" (the gap between intention and decision). The methodology involves an observation of ordinary practices, followed by the co-construction of a "clinical-didactic inclusive cooperative engineering (2ID2C)". Two secondary school teachers, Antoine (mathematics) and Emma (PSE), participate in this action research. The dataset consists of classroom observations and semi-structured interviews. The findings reveal that, despite heightened awareness of gender stereotypes, differences in treatment persist. While both participants adapt their interactions, implicit biases continue to shape their practices. The pedagogical sequences designed in this study aim to foster equity by leveraging specific mechanisms particularly sensitive to gender inclusion, such as linguistic registers and grouping structures. This study underscores the necessity of constructing an inclusive stance to mitigate gender inequalities and enhance school well-being. This process requires recognising one's own biases, which are deeply embedded in an individual's singular relationship with gender and must be critically examined.

Garcia Manas, C. (2026). **Reframing Education for Sustainability in Early Childhood: Exploring the Social Dimension in the Case of England.** *International Journal of Early Childhood*, 58(1), 613-629. <https://doi.org/10.1007/s13158-026-00503-2>

Amid escalating crises of climate change, biodiversity loss, widening inequality, and geopolitical instability, Education for Sustainability (EfS) has become a global priority. While research and policy in early childhood education have increasingly engaged with sustainability, emphasis has largely been placed on environmental dimensions, often overlooking the equally critical social aspects. This article critically reviews global approaches to EfS in Early Childhood Education and Care (ECEC) and situates them within the context of England's Early Years Foundation Stage (EYFS). Drawing on international examples from Finland, Singapore, New Zealand, Norway, and

Korea, the article highlights best practices while underscoring persistent challenges in embedding sustainability into curricula. It then interrogates the English context, identifying tensions between government commitments to climate change education and the absence of sustainability within the EYFS framework. The article argues that EfS in ECEC requires a more robust integration of social sustainability, encompassing equity, diversity, democracy, and interconnectedness. By foregrounding these principles, EfS can move beyond narrow ecological framings to become a transformative tool for addressing structural inequalities and fostering a culture of participation and justice from the earliest years. The discussion concludes by calling for a reconceptualisation of EfS in ECEC policy and practice that balances environmental, economic, and social dimensions in pursuit of a more sustainable and equitable future.

Genakos, C., & Kyrkopoulou, E. (2026). **Social policy gone bad educationally: unintended peer effects from transferred students** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://EconPapers.repec.org/RePEc:ehl:lserod:137495>

What is the impact of an increase of lower-ability students in a university class? We examine a natural experiment in which students from large, low-income families had the chance to transfer to academic programs at a local university. Multiple law changes meant that there was significant, quasi-random variability in the number of transferred students over time, which was orthogonal to the quality of receiving students. We create a novel dataset for the top economics department in Greece and show that the social policy had a negative educational impact by uniformly lowering recipient students' academic performance once the proportion of transferred students exceeded a certain threshold.

Gershoni, N., & Stryjan, M. (2026). **Disconnected: The Unequal Impact of Online Learning on Minority Students** (Working paper N° 18445). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18445>

Online instruction can expand access to education for disadvantaged groups, yet it often deepens performance gaps. We study its impact on high-stakes exam outcomes using administrative data on five cohorts of students in 31 Israeli vocational colleges and the abrupt shift to online instruction during the COVID-19 pandemic. In this setting, exams were held in person and graded centrally, ensuring comparability to pre-pandemic performance. A difference-in-differences design comparing outcomes within students and across cohorts shows significant declines in exam attendance and demonstrated knowledge after the switch to online instruction. These effects are not explained by local infection rates or childcare responsibilities and are especially pronounced among Arabic-speaking minority students, regardless of socioeconomic status. Drawing on variation in infrastructure, residential crowdedness, language of instruction, and prior academic performance we identify poor internet access as a key mechanism. In addition, while the negative effects on majority students are concentrated among lower-performing students, for minority students the effects are, if anything, larger among high achievers.

Giuliani, F., Riban, C., Ogay, T., & Catherine, D. (2025). **Introduction. La conflictualité entre l'école et les familles : obligation de réussite, lutte des places et enjeux de dignité**. *Revue internationale de l'éducation familiale*, 56(2), 11-22. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-11>

Glineur, C., Rutze, F., Bossut, E., Lejeune, É., Joertz, F., Seran, L., ... Carton, T. (2025). **Relations école-famille-institution de placement: entre tensions et négociations interprofessionnelles.** *Revue internationale de l'éducation familiale*, 56(2), 73-97. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-73>

Dans des contextes de placement d'enfants en institution, un troisième acteur, l'institution de placement, s'ajoute à la relation école-famille, transformant les relations autour de la scolarité de l'enfant et générant de nouvelles sources de tensions interprofessionnelles. À partir d'une enquête qualitative conduite auprès de 24 professionnels, 18 travailleurs sociaux issus de services résidentiels généraux de la protection de l'enfance et six professionnels de l'enseignement primaire et secondaire, cet article analyse les tensions qui peuvent entraver la collaboration entre les secteurs de l'enseignement et de l'Aide à la jeunesse dans le suivi des enfants placés en Fédération Wallonie-Bruxelles. Trois grandes catégories de tensions émergent de l'analyse : une méconnaissance intersectorielle, nourrie par des finalités éducatives qui divergent entre réussite éducative et réussite scolaire ; des difficultés liées à la régulation du partage d'informations, prises entre respect du secret professionnel et besoin de contextualisation pédagogique ; et des représentations contrastées de la place des parents, oscillant entre différentes attentes d'implication parentale. L'article met en lumière les dynamiques de négociation que ces tensions appellent, en soulignant leur rôle structurant dans les processus de relations interprofessionnelles. Il contribue ainsi à une meilleure compréhension des logiques d'articulation ou de cloisonnement entre secteurs dans la scolarité des enfants en situation de placement institutionnel.

Global Education Monitoring Report Team. (2026). **Global education monitoring report 2026: access and equity, countdown to 2030** (p. 414). <https://doi.org/10.54676/JLKL3223>  
UNESCO Digital Library

Grimault-Leprince, A., Audren, G., & Caro, P. (2026). **Les inégalités territoriales d'éducation. Approches sociologiques et géographiques.** In C. Farrer, S. Goudeau, E. Tenret, & L.-A. Vallet (Éd.), *Questions d'éducation*. <https://doi.org/10.4000/15wfi>

Griselda, S., Profeta, P., & Savio, G. (2026). **Peer Gender Composition and University Climate** (Working paper N° 12523). Consulté à l'adresse CESifo website: <https://EconPapers.repec.org/RePEc:ces:ceswps:12523>

Students' university experience includes both academic and non-academic outcomes, which are shaped by the educational environment in which students interact. We refer to this environment as university climate and measure it along three dimensions: conformity to masculinity-related attitudes and perceptions, the perceived academic impact of mental health (worry and anxiety), and classroom interactions. Using administrative records combined with original survey data, and exploiting the random assignment of students to teaching classes within degree programs at an Italian university, we identify the causal effect of peer gender composition on university climate and academic performance. Greater exposure to female peers reduces conformity to masculinity-related attitudes, lowers the perceived academic impact of mental health, fosters more collaborative classroom interactions, and increases academic performance. These effects are observed for both male and female students. Our findings provide causal evidence that peer gender composition influences multiple dimensions of university climate beyond academic achievement alone.

Gürkan, S. N., Güven, G., & Karaarslan, T. (2026). **Multiculturalism in Early Childhood Education: A Qualitative Study on Teachers' Perceptions and Practices.** *International Journal of Early Childhood*, 58(1), 475-497. <https://doi.org/10.1007/s13158-026-00489-x>

The purpose of this study is to examine preschool teachers' perceptions of multicultural education, the practices they implement in their classrooms, and the challenges they face throughout this process by adopting a holistic perspective. This research aims to shed light on how teachers understand and apply multicultural principles in early childhood settings, and what kind of support or barriers they encounter along the way. A qualitative research method, specifically an interpretive qualitative design, was employed to explore the lived experiences of educators. Semi-structured interviews were conducted with 30 preschool teachers working in culturally diverse districts of Istanbul. The collected data were analyzed through content analysis and organized into six primary themes: teacher awareness, classroom practices, curriculum approaches, teacher competencies, encountered challenges, and suggestions for improvement. The findings indicated that although teachers generally had a positive attitude toward multicultural education, they struggled with several structural and practical limitations. Key problems included inadequate instructional materials, insufficient curriculum integration, limited in-service training opportunities, language-related difficulties, cultural misunderstandings with families, and a lack of institutional guidance. Participants highlighted the urgent need for more professional development programs, culturally responsive resources, and administrative support. Overall, this study provides important insights into improving cultural inclusivity in early childhood education and contributes to the development of teacher competencies in multicultural settings.

Inégalités, discriminations et éducation (Dossier). (2025). *Économie et Statistique*, (548), 3-68. Consulté à l'adresse <https://www.insee.fr/fr/statistiques/8743903>

Jaoul-Grammare, M., & Richardot, S. (2026). **Filles/Garçons: des inégalités éducatives persistantes.** In C. Farrer, S. Goudeau, E. Tenret, & L.-A. Vallet (Éd.), *Questions d'éducation*. <https://doi.org/10.4000/15wft>

Keung, C. (2026). **Supporting Socio-Economically Disadvantaged Children and Families through Working with Multiple Agencies: Perspectives of Kindergarten Teachers.** *International Journal of Early Childhood*, 58(1), 247-261. <https://doi.org/10.1007/s13158-025-00455-z>

This study explores kindergarten teachers' perceptions and experiences of working with different agencies, addressing social accountability in education regarding support for socio-economically disadvantaged children and families. Through semi-structured interviews with 26 classrooms and head teachers from Hong Kong kindergartens, the study identified three types of multi-agency practices emphasised by the participating teachers when working with children and families from low-income backgrounds. These three themes, collaborating with parents, connecting with communities, and engaging in policymaking, provide insights into how kindergarten teachers navigate the challenges and opportunities inherent in multi-agency collaboration. Our data reflect the pivotal role of teachers as gatekeepers, exercising agentic practices to mobilise a broader network of resources and expertise from various professionals to meet the multifaceted needs of disadvantaged children and families. The findings highlight the importance of teachers' agency in bridging gaps between families, communities, and policymakers, which could foster greater social accountability and holistic support.

Le conflit dans les relations entre l'école et les familles. (2025). *Revue internationale de l'éducation familiale*, (56), 9-239. Consulté à l'adresse <https://shs.cairn.info/revue-la-revue-internationale-de-l-education-familiale-2025-2>

Le conflit dans les relations entre l'école et les familles

Le, T. T. K., Tran-Mai, P. A., & Tran, E. (2025). **Factors Influencing International Students' Willingness to Seek Support in Canada**. *Canadian Journal of Higher Education*, 55(4), 35-54. <https://doi.org/10.47678/cjhe.v55i4.190539>

This study examines factors influencing international students' help-seeking behaviour in Canada using the theory of planned behaviour (TPB) framework. Semi-structured interviews with 19 international students from diverse backgrounds were analyzed using thematic analysis. Findings revealed that students exhibited selective, cautious approaches whereby help-seeking preferences are domain-specific and relationally strategic, matching problems to appropriate support sources based on expertise, shared experience, and willingness to help. Our findings demonstrate how TPB operates differently in cross-cultural contexts where students navigate dual cultural frameworks, while also revealing how multiple intersecting identities compound to create unique help-seeking contexts beyond TPB's dimensions. We introduce "strategic non-help-seeking" as a key conceptual contribution: a deliberate, rational, decision-making process whereby students actively choose not to engage with support systems based on careful evaluation of costs, benefits, and contextual constraints. Findings underscore the need for Canadian institutions to move beyond one-size-fits-all approaches and toward culturally responsive, accessible support systems recognizing international students' diverse, intersecting needs.

Lecoursnais, M., & Mutgan, S. (2026). **Life-course trajectories of exposure to affluence and poverty in neighborhoods, schools, and workplaces** (Working paper N° eunwc\_v2). [https://doi.org/10.31219/osf.io/eunwc\\_v2](https://doi.org/10.31219/osf.io/eunwc_v2)

Social exposure is typically studied within isolated domains, such as neighborhoods, schools, or workplaces, yet individuals encounter these environments concurrently in their daily lives. In this study, using nearly 30 years of individual-level data on schoolmates, colleagues, and neighbors, we track lower secondary school students into adulthood and examine whether exposure to affluence and poverty in key life domains—neighborhoods, schools, and workplaces—overlaps, how it changes over the life course, and for whom trajectories of exposure differ. Our findings document strong correlations in exposure to affluence and poverty across different domains and highly stratified trajectories of exposure over the life course by socioeconomic background. We also find that 17% of individuals from the lowest-income backgrounds are consistently exposed to high-income contexts across all three domains. These results underscore the enduring inequality in exposure to affluence and poverty over the life course and highlight the potential of socioeconomic integration to disrupt cycles of segregation.

Leroy, G. (Éd.). (2026). **Penser l'enfant comme individu : un défi sociologique**. Consulté à l'adresse <https://www.puv-editions.fr/ouvrage/penser-lenfant-comme-individu-un-defi-sociologique/>

Pourquoi un ouvrage de sociologie mettant en lien « enfance(s) » et individualité ? Comment penser à la fois l'enfant comme « acteur », et comme marqué par les inégalités sociales ? La question est à la fois scientifique et politique, donnant à penser sur la place des enfants dans notre société.

Lestari, E. Y., Purwanti, A., Herawati, R., Triyanto, T., Atmojo, D. P., & Mahanani, F. K. (2026). **Negotiating Roles: Fathers as Caregivers and Companions of Children with Disabilities in Fulfilling the Right to Education.** *International Journal of Early Childhood*, 58(1), 631-648. <https://doi.org/10.1007/s13158-026-00509-w>

The fulfillment of educational rights for children with disabilities in developing countries often faces a significant gap between ambitious legal frameworks and systemic implementation failures. This study explores the lived experiences of families navigating Indonesia's inclusive education system, with a specific focus on fathers' shifting roles and cultural negotiations. Utilizing a qualitative approach within a social-interpretative paradigm, data were collected through semi-structured interviews and participant observations at a public special school (SLB) in Central Java. Participants included ten parents and guardians (fathers, mothers, and a grandmother) selected through purposive sampling to provide a dyadic perspective on paternal involvement. Thematic analysis reveals that caregiving for children with disabilities is a multidimensional struggle characterized by a "triple burden" of daily care, rehabilitation demands, and social stigma. Findings indicate a significant paradigm shift, with fathers moving beyond the traditional "breadwinner" role to become active "co-caregivers" and advocates. This transition often involves socio-economic sacrifices, such as moving to informal employment to facilitate school accompaniment. Furthermore, fathers act as "protectors," frequently opting for special education over regular inclusive schools to shield children from bullying and social exclusion. The study also highlights the emergence of social solidarity among fathers as a collective buffer against limited state support. These results underscore the need for policies that move beyond formalistic mandates toward integrated family-support programs that recognize the pivotal role of fathers in the educational trajectory of children with disabilities.

Likoko, H. M., & Minxiang, W. (2026). **Intersecting inequalities: socioeconomic and gender disparities in access to higher education in Tanzania.** *Cogent Education*, 13(1), 2624882. <https://doi.org/10.1080/2331186X.2026.2624882>

Lorcerie, F. (2025). **La classe fracturée. Racisme et ségrégation spontanée dans un lycée pro.** *Les Cahiers Pédagogiques*. Consulté à l'adresse <https://hal.science/hal-05505536>

Lukac, M., Lukacova, S., & Pirohova, I. (2026). **Forms of support for non-traditional part-time learners from marginalised Roma communities.** *International Journal of Inclusive Education*, 30(5), 877-894. <https://doi.org/10.1080/13603116.2025.2501126>

The paper views school support for marginalized Roma vocational adult learners' access, retention, and successful completion from their perspective. This vulnerable social group with the lowest level of education and highest level of unemployment in Slovakia has no systematic support to increase the level of education. We have conducted the qualitative study using grounded theory, aimed at finding out the ways of support provided by schools prior to and during education, as perceived by adult learners. The main finding of the analysis shows that low-educated adult learners were provided with support from key persons (school employees) prior to as well as during education. Various ways of supporting adults with primary and secondary vocational education have been identified. The need for and forms of support were connected to the characteristic features of the learners and were defined by the nature of the part-time form of studies. Research indicates the need for specific support mechanisms for low-educated adults in order to increase their participation and success in education. However, the

comprehensive system of support in educational policy and school practice should be preceded by research revealing the possibilities and limits of support mechanisms by vocational schools.

Martin, M.-A., Courtinat-Camps, A., & Guignard, J.-H. (2026). **Points de vue de parents sur le parcours pré-identificatoire du haut potentiel intellectuel**. *Pratiques Psychologiques*, 32(1), 17-34. <https://doi.org/10.1016/j.prps.2025.07.001>

Introduction. – Le parcours pré-identificatoire du haut potentiel intellectuel (HPI) est peu documenté dans la littérature scientifique et principalement étudié par les psychologues. Alors que les parents jouent un rôle clé dans ce processus, leur point de vue reste peu exploré avec une approche qualitative. Objectifs. – Cette étude vise à identifier différentes trajectoires du parcours pré-identificatoire du HPI en adoptant une approche rétrospective, qualitative, compréhensive et exploratoire. Elle examine les enjeux autour de l'origine de l'identification, de sa temporalité, des acteurs impliqués, des attentes des parents et de leur vécu. Méthode. – Des entretiens semi-directifs ont été conduits auprès de 40 parents ayant au moins un enfant identifié HPI. Résultats. – L'analyse thématique montre que l'identification est généralement initiée par le repérage de difficultés psychoaffectives, sociales ou scolaires plutôt que par la reconnaissance de facilités intellectuelles. Différents acteurs interviennent dans ce processus : enseignants, professionnels de santé, associations et entourage. La temporalité du parcours est assez courte mais varie en fonction de la présence d'une tradition familiale du HPI. Les parents recherchent avant tout une meilleure compréhension du fonctionnement de leur enfant et la légitimation de ses besoins. L'identification peut également révéler des enjeux familiaux et identitaires. Conclusion. – Le parcours pré-identificatoire est un processus multidimensionnel influencé par des facteurs individuels, sociaux et institutionnels. Une meilleure information et une approche plus nuancée du HPI sont nécessaires pour dépasser les stéréotypes et offrir un accompagnement adapté aux enfants et à leur famille.

Maximino-Pinheiro, M. (2025). **Promoting metacognition in early childhood education as a lever to reduce SES-related inequalities?** (Theses, Université Paris Cité). Consulté à l'adresse <https://theses.hal.science/tel-05554894>

Metacognition refers to individuals' capacity to reflect on their own thought processes and to regulate them accordingly. Because of its close link with academic achievement, it has drawn considerable interest in education. However, studies focusing on young children remain scarce. Moreover, the relation between socioeconomic status (SES) and metacognition has been little explored, even though some evidence suggests that promoting metacognition could serve as a lever for reducing educational inequalities. Therefore, further research in young children appears particularly relevant, as these inequalities emerge from the earliest years and educational systems struggle to mitigate them, especially in France. This thesis thus aims to (1) explore the associations between metacognition, academic achievement, and SES in children aged 4 to 7; (2) assess the effectiveness of different interventions, either implemented directly with students in classrooms or targeting teaching and parenting practices, on children's metacognitive knowledge and skills; (3) examine their effects on academic outcomes in language and mathematics; and (4) analyze their contribution to reducing SES-related inequalities. Study 1 revealed the mediating role of metacognition in the relation between family SES and language and mathematics abilities in 90 kindergarteners. Study 2 replicated these findings in 350 students at the same grade level, while also assessing the effects of a seven-week classroom intervention centered on metacognition. The quasi-experimental design included an experimental group receiving the intervention and a control group following the regular curriculum (n = 175 in both

groups), with three assessment points (pre-test, immediate post-test, and a delayed post-test three months later). The results revealed sustained gains in metacognitive knowledge and arithmetic, as well as emerging effects on the reduction of inequalities in grammar. Study 3 examined the effects of an 18-hour professional development program focused on metacognition, targeting teachers of K2 and K3 (i.e., second and third years of mandatory pre-primary school in France). The quasi-experimental design included 22 trained teachers (n = 270 children) and 22 control teachers who attended training that did not include metacognition (n = 233 children). The findings highlighted improvements in teaching practices related to metacognition, benefits in children's metacognition and mathematical skills, and a reduction in SES-related inequalities. Study 4 evaluated the effects of a parental program on self-regulated learning in Grade 1, consisting of 16 short videos and weekly text messages sent throughout the school year. The randomized controlled trial included an experimental group receiving the program (n = 650 children) and a control group not receiving it (n = 645). Assessments covered both children (pre-test and immediate post-test) and parents (pre-test, immediate post-test, and a one-year follow-up after the end of the program). The results showed limited effects with parental practices largely unchanged and no effects on children's metacognition. Modest gains were only found on students' inhibitory control and mathematics skills. The findings of this thesis confirm that metacognition can serve as a lever for reducing educational inequalities related to SES from the earliest years, with particularly robust effects for the teacher training program. They open theoretical, methodological, and practical perspectives, both for research and for practitioners and policymakers.

Mezzena, S., Ortis, R., & Krummenacher, L. (2026). **Enquêter et faire enquêter le parent dans son milieu : engagement, intérêt et confiance dans le soutien à la parentalité au domicile en protection de l'enfance.** *Phronesis*, 15(4), 174-192. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-4-page-174>

Le soutien à la parentalité à domicile en protection de l'enfance est étudié dans une recherche questionnant la construction de la confiance comme alternative au risque d'adhésion forcée. Nous problématisons les liens entre engagement, intérêt et confiance pour décrire comment le savoir-faire des éducateurs consiste à faire vivre une expérience aux parents. Cette expérience implique l'engagement tant des professionnels que des parents, dans un processus d'intéressement mutuel soutenu par une mise au travail de l'affectivité. Ce processus est soutenu par le fait de faire vivre/sentir la confiance aux parents afin de les faire enquêter et expérimenter de nouvelles voies éducatives.

Moumami, A. (2026). **À l'école de la Mission laïque française au Liban : politiques publiques, distinction scolaire, socialisation laïque** (Theses, École des Hautes Etudes en Sciences Sociales (EHESS)). Consulté à l'adresse <https://hal.science/tel-05557589>

This thesis is based on three observations. The concept of "mission" has received little attention in contemporary Middle Eastern studies. Furthermore, the literature on the socio-history of cultural diplomacy pays relatively little attention to the world of education, and schools as a subject of diplomacy remain largely unexplored. Finally, education is one of the neglected areas of research on the Arab world, particularly beyond the single issue of the confessionalization of education. Based on ethnographic research in MLF schools in Lebanon, the aim is to understand how relationships are forged between this mission, the Lebanese state, and the French state, and in particular, how these schools shape the political socialization and relationship to the secularization of the Lebanese state among students and staff at these institutions. Schools are

thus viewed as institutions of socialization, whose political fabric must be understood in order to better examine their consequences in terms of socialization. The first part of the thesis explores how French public policies affect MLF schools in Lebanon. These schools are all linked to the Agency for French Education Abroad and are therefore dependent on French public policies. By showing the links that have existed since the early 20th century between the Mission Laïque and the Third Republic, the aim is to demonstrate that French public policies have far-reaching consequences for the Secular Mission institutions, thereby questioning the place occupied by the Lebanese state in this school ecosystem. The second part of the thesis examines how these schools are affected by the directives of the Lebanese state. Based on the discourse and practices observed, the aim is to show that Lebanese standards are exceeded, or even challenged, by MLF school stakeholders in order to offer an educational model that meets the expectations of the Lebanese socio-economic elites. This premise provides an opportunity to explore in detail the consequences of the multifactorial crisis affecting Lebanon on the school system, particularly by considering the friction between Lebanese law and the expectations of stakeholders (families, teachers, staff, etc.). This exploration of the effects of public policy allows us to examine the interactions between educational institutions that are members of the French education network. We postulate that these schools are part of an educational market. This market brings together all French educational offerings in Lebanon, explaining the Secular Mission's desire to become a secular educational niche in the Lebanese educational market, in opposition to the existing Christian and Muslim educational offerings in Lebanon, which are also affiliated with the French education network. The claim of such an educational project therefore encompasses all the discourse formulated and practices implemented within the MLF in Lebanon. The final part of the demonstration questions the effects of this socializing ambition of the French Secular Mission. Based on practices observed in the classroom, the aim is to highlight the nature of the socialization that develops in MLF schools, particularly in relation to demands for the secularization of Lebanese society. I attempt to demonstrate that both staff and students are socialized into a "secular hypothesis" that contributes to the politicization of the actors. This gives rise to new apprehensions about the Lebanese state, tending to break with political confessionalism. Ultimately, this thesis aims to contribute to the contemporary analysis of the Lebanese school system and the relationships that develop between state institutions and schools, by considering the interactions between individuals, schools, and states.

Munoz-Najar, A., Gala, P., & Barron Rodriguez, M. R. (2025). **Formulating policies to address the gender digital skills divide in Sub-Saharan Africa**. Consulté à l'adresse <https://thedocs.worldbank.org/en/doc/a607bb6e3b76d2be0f3db8db34dcf73e-0140022025/related/8EDU-WP-17-Formulating-policies-to-address-the-gender-digital-skills-divide-in-SSA.pdf>

L'essor du numérique en Afrique subsaharienne présente des opportunités pour réduire la fracture numérique entre sexes. Visant à renforcer l'autonomisation économique des filles et des femmes et le développement inclusif et durable, le rapport analyse des approches politiques globales et sensibles au genre pour un accès équitable aux compétences numériques et à l'enseignement des sciences, technologies, ingénierie et mathématiques (STEM). S'appuyant sur des études mondiales et régionales, il souligne l'importance de la culture numérique dès le plus jeune âge, de l'insertion professionnelle des femmes par des interventions ciblées (bourses d'études, mentorat, formations, programmes d'entrepreneuriat), de réformes contre les biais sexistes dans les programmes, de l'accès au numérique et d'environnements d'apprentissage inclusifs, et des partenariats public-privé et des initiatives communautaires.

Nadeau, S., & Roy, M. (2025). **Avis de parent·e·s : enjeux et facilitateurs de l'engagement parental.** *Revue internationale de l'éducation familiale*, 56(2), 147-171. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-147>

Cette étude descriptive qualitative a pour objectif de décrire les enjeux et les facilitateurs de l'engagement parental à partir du point de vue de parent·e·s d'enfants d'âge préscolaire et primaire au Québec. L'engagement parental est grandement reconnu pour son importance dans la réussite éducative. En revanche, des incompréhensions entre le personnel scolaire et les familles apparaissent quant à l'engagement parental attendu et réel, plus particulièrement dans les milieux socio-économiques défavorisés. Ces écarts peuvent mener à des insatisfactions, des tensions, voire des conflits entre l'école et les familles. Il apparaît pertinent de s'attarder sur les enjeux et facilitateurs de l'engagement parental dans la visée de cibler les pratiques à déployer par les acteur·trice·s scolaires pour le soutenir. En ce sens, un sondage en ligne a été mené auprès de 654 parent·e·s d'enfants fréquentant 17 écoles primaires du Québec. Les résultats obtenus mettent en lumière des enjeux liés à la personne elle-même, comme la gestion du temps ou la perception de ses compétences, à la relation entre le ou la parent·e et l'enfant, telle que l'ajustement aux besoins ou à l'état de l'enfant, ou encore entre le ou la parent·e et le personnel scolaire, notamment les opportunités offertes pour s'engager, des divergences d'opinions et de repères ou une communication école-familles peu fréquente, tardive et unidirectionnelle. Afin de soutenir l'engagement parental pour la réussite scolaire, une réflexion sur le but des devoirs, mais également sur la reconnaissance des diverses formes d'engagement parental pour lesquelles les parent·e·s peuvent être sollicité·e·s, est à envisager. De même, la promotion de la mise en œuvre d'une communication bidirectionnelle apparaît nécessaire pour promouvoir l'engagement parental.

Nawab, A., Zain Ul Abidin, N., Hashmi, K., Kiani, L., & Niazi, M. T. K. (2026). **Creating opportunities: advancing women's leadership in Sindh, Pakistan** (p. 17). Consulté à l'adresse Global Partnership for Education Knowledge and Innovation Exchange, GPE KIX website: <https://curated-library.iiep.unesco.org/fr/node/58447>

This policy brief is in the context of the KIX EMAP Learning Cycle "Increasing Women's Representation in School Leadership". It presents an analysis of women's participation in school leadership in Pakistan (Sindh), along with policy and practice recommendations.

Nguyen, H., Chapman, B., Le, H., Royer, H., Dearden, L., & Mitrou, F. (2026). **Socioeconomic status and gender gaps in educational outcomes across the life course: New distributional evidence** (Working paper N° 1725). Consulté à l'adresse Global Labor Organization (GLO) website: <https://EconPapers.repec.org/RePEc:zbw:glodps:1725>

This study leverages whole-of-population linked census-administrative data to examine gender gaps in educational outcomes from early primary school through early adulthood in Australia and to assess the contribution of socioeconomic factors to these gaps. We find that females outperform males from as early as ages 5-6 across multiple developmental domains, and this advantage persists through university. The gender gap in favour of females is larger among lower-performing students. These findings are robust across population-wide analyses as well as sibling- and twin-based designs. We also find that boys benefit more than girls from growing up in more advantaged families, particularly among academically lower-performing boys. However, this advantage is observed only for outcomes measured in the early years of primary school. By contrast, for outcomes measured at the tertiary level, most indicators of socioeconomic

advantage confer stronger benefits to females, especially among individuals at the lower end of the educational attainment distribution. Finally, we identify gender differences across siblings in school sector choice and early childhood health conditions, both favouring females, as potential mechanisms underlying these patterns.

Nikoloudaki, E., Manolitsis, G., & Grammatikopoulos, V. (2026). **Family engagement approaches to enhance kindergartener's early literacy skills through storybook reading: Parents as partners in preschool education.** *International Journal of Early Childhood*, 58(1), 25-45. <https://doi.org/10.1007/s13158-025-00439-z>

The present study examined the effects of a literacy-related family engagement intervention, which aimed to enhance story reading practices, on children's early literacy skills and parents home literacy activities. One hundred and forty-two parents and their children participated in the intervention from six public kindergartens in Rethimno, Greece. This study implemented a quasi-experimental methodology design that included parents allocated randomly in two intervention-support groups and one control group: (1) the intensive support group, where parents attended eight storybook reading workshops, and were introduced to four story reading techniques (N = 43), (2) the non-intensive support group, where parents received written notes about the same story reading techniques as the intensive support group (N = 51) and (3) parents in the control group, who were not engaged at all (N = 48). Children' early literacy skills assessed by tasks on print awareness, letter knowledge, vocabulary, listening comprehension and narrative skills. Parents completed a Likert-type scale for the assessment of their home literacy activities. The effects of mother education level, and previous home literacy practices in children's outcomes were also tested. At last, changes in home literacy practices in all groups were measured. Effects were reflected on children's early literacy skills. The present findings showed that family engagement affected positively children's early literacy skills in both the intensive and non-intensive support groups. Also, both support groups had statistically significant higher scores compared to control group in all measures. Intensive support group yielded a significant advantage in retelling measures comparing to non-intensive support and control group. Mother education level or home literacy practices had no effect on the intervention, while changes in home literacy practices were noticed in both support groups. Family engagement resulted in statistically significant differences in students' scores compared to students in the control group, indicating that parents can be very important partners in education.

Novita, S., Wijayanti, P. A. K., & Anindhita, V. (2026). **Preparing Indonesian young children for schooling: the role of parental expectations, parent-child activities, and screen media use.** *International Journal of Early Childhood*, 58(1), 141-167. <https://doi.org/10.1007/s13158-025-00448-y>

School readiness is a critical developmental milestone in early childhood, associated with various outcomes later in life. Parents play a crucial role in fostering school readiness by influencing aspects of a child's early experiences, such as exposure to literacy and numeracy and the regulation of screen media use. The home learning environment framework posits that educational beliefs, such as parental expectations, have an indirect effect on children's outcomes; while process-oriented factors, such as parent-child activities and screen media use have a direct effect. This study explored the relationships between parental expectations and school readiness in Indonesian children, with parent-child activities, screen media use, and active parental mediation as mediators. The participants included 281 children (52% girls, mean age = 69.66 months, SD = 7.52 months) from West Java, Indonesia, along with their parents and

teachers. Parents completed questionnaires regarding their expectations, parent-child activities, screen media use, and active parental mediation. Teachers provided assessments of the children's school readiness. Mediation analysis revealed no significant indirect effects, while the direct effect of parental expectation on school readiness was robust. A significant relationship between parental expectations and the mediators was only found for parent-child activities. Furthermore, while neither parent-child activities nor parental mediation had a significant relationship with school readiness, a significant negative relationship was found for screen media use. These findings suggest that unique parental values and cultural norms within Indonesia may explain why the home learning environment framework did not fully explain the mechanism between educational beliefs and children's outcomes in this context. The implications of these findings and recommendations for future research and practice are discussed.

Ogay, T., Banholzer, R., Ceriani, L., & Conus, X. (2025). **Quand les cadres d'une administration scolaire deviennent les avocats des familles.** *Revue internationale de l'éducation familiale*, 56(2), 49-71. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-49>

Alors que les discours sur le partenariat entre l'école et les familles tendent souvent à en donner une image idéalisée d'harmonie et de consensus, la collaboration suscite inévitablement des tensions sur le terrain. Approchant la relation école-familles sous l'angle de la communication interculturelle et de la «thérapie sociale» de Charles Rojzman (2007), cet article analyse des situations où les tensions ont débouché sur l'intervention de cadres de l'administration scolaire. Recueillies lors d'une recherche ethnographique au sein de l'administration scolaire fribourgeoise (Suisse), les 12 situations analysées se caractérisent par le fait que les cadres y ont relayé la voix des parents auprès de leurs collègues du terrain en endossant les habits de l'avocat. Si l'analyse montre leurs compétences à désamorcer les tensions, le souci des cadres de préserver l'alliance avec leurs collègues de terrain limite leur intervention à trouver une solution acceptable par toutes et tous. Ainsi, seuls les parents qui osent interpeller l'école de la manière perçue comme adéquate bénéficient du soutien des cadres. Les situations de tension restent un potentiel d'apprentissage largement inexploité par l'institution scolaire, qui y trouverait de quoi interroger son ethnocentrisme et améliorer ses pratiques avec toutes les familles.

Onofri, M., Berniell, I., Fernández, R., & Menduina, A. (2026). **Understanding Latin America's Fertility Decline: Age, Education, and Cohort Dynamics** [Working paper]. Consulté à l'adresse CEDLAS, Universidad Nacional de La Plata website: <https://EconPapers.repec.org/RePEc:dls:wpaper:0368>

This paper examines the sharp decline in fertility across Latin America using both period and cohort measures. Combining Vital Statistics, Census microdata, and UN population data, we decompose changes in fertility by age, education, and joint age-education groups. We show that the decline in period fertility between 2000 and 2022 is driven primarily by reductions in within-group birth rates rather than by changes in population composition, with the largest contributions coming from younger and less-educated women. Comparing the cohort born in the mid 1950s and the one born in the mid 1970s, we find that the decline in completed fertility reflects not only delayed childbearing but also substantial reductions in the average number of children per woman. This is driven primarily by lower fertility among mothers rather than by rising childlessness. Our findings provide new evidence on the nature of Latin America's transition to below-replacement fertility and highlight several open questions for future research.

Park, H., Fong, E., & Kim, J. (2025). **Whose Education Matters? The Protective Role of Education in the Acculturation of Immigrant Women Facing Foreign-Origin Discrimination in South Korea.** *Population Research and Policy Review*, 45(1), 2. <https://doi.org/10.1007/s11113-025-09984-w>

Since the 1990s, South Korea has undergone a rapid demographic transition from an ethnically homogenous country to a more multicultural society, driven largely by the influx of migrants. Among them, immigrant women who marry Korean-born men play a crucial role in shaping multicultural families and contributing to demographic change. Despite governmental efforts to support their integration, these women continue to face substantial challenges, including discrimination, which may hinder their acculturation. This study examined the relationship between foreign-origin discrimination—a form of discrimination often rooted in migrants' perceived foreignness in Korean society—and acculturation outcomes among immigrant women in South Korea. We also explored whether educational attainment, both of the women and their husbands, moderated these relationships. Using data from the Multicultural Adolescents Panel Study II (MAPS II) and employing fixed-effects models, we analyzed four distinct acculturation outcomes: integration, assimilation, separation, and marginalization. The findings indicated that foreign-origin discrimination was negatively associated with integration and assimilation but was not significantly related to separation or marginalization. Additionally, husbands' higher educational attainment buffered the negative effects of discrimination on integration and assimilation, while the women's own education did not exhibit a similar moderating effect. These results highlight the protective role of a native-born husband's education in mitigating the effects of negative social experiences on the acculturation process of immigrant women. The study also offers important policy implications, emphasizing the need to combat discrimination and implement targeted interventions, particularly for immigrant women with less-educated husbands, to foster their integration in South Korea.

Parsons, J., Parsons, S., Bryden, P., & Fletcher, P. (2025). **Are Graduate Students with Disabilities Seen? A Study of Canadian University Websites, Policies, and Faculty Training Materials.** *Canadian Journal of Higher Education*, 55(4), 19-34. <https://doi.org/10.47678/cjhe.v55i4.190629>

Despite a national task force recommending policy reforms nearly a decade ago to improve inclusion, increased enrolment, and evolving legislation, the visibility of graduate students within Canadian universities remains limited. This study examined the websites of 55 Canadian universities, their accommodation policies for students with disabilities, and publicly available training resources for graduate faculty. Findings showed that graduate students with disabilities are largely absent from these institutional narratives. Notably, the scope, intent, and rationale behind the accommodation policies varied significantly, indicating a lack of consistency across institutions, which may hinder equitable access and support. The study highlights the need for coordinated efforts among student affairs professionals, graduate faculties, and equity, diversity, and inclusion units to enhance visibility and inclusion of graduate students in higher education.

Petersen, K. E. (2026). **Children and young people in socially and educationally excluded living conditions – leisure and youth clubs' work with inclusion processes aimed at the school.** *International Journal of Inclusive Education*, 30(5), 936-953. <https://doi.org/10.1080/13603116.2025.2508984>

This article focuses on the opportunities and impacts of leisure and youth clubs in supporting children and young people who grow up in socially deprived housing areas. These clubs help maintain their schooling and prevent social and learning exclusion processes that seem to occur in school and society. The theoretical and empirical analyses presented are based on a research

project that followed children, young people and pedagogical staff in leisure and youth clubs located in three different socially deprived housing areas in Denmark. Inspired by critical psychology and social theory of practice

Reversé, C. (2026). **Avoir haï son milieu et revenir l'enquêter. Quand le passé du sociologue éclaire le monde de jeunes en survie.** *Bulletin of Sociological Methodology/Bulletin de Méthodologie Sociologique*. Consulté à l'adresse <https://journals.sagepub.com/doi/10.1177/07591063261428135>

Résumé Cet article propose une réflexion sur une enquête menée auprès de jeunes ruraux sans diplôme à partir d'une position biographique de « transfuge » m...

Rienzo, S., & Hutter, V. (2025). **Naissance et persistance des conceptions négatives de la relation avec les parents d'élèves.** *Revue internationale de l'éducation familiale*, 56(2), 23-48. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-23>

Cet article cherche à mieux comprendre comment les conceptions négatives à l'égard de la relation avec les parents naissent avant ou dès la formation initiale des enseignant·e·s du primaire, puis comment elles se maintiennent une fois leur entrée dans le métier. L'étude porte sur des étudiant·e·s et des enseignant·e·s expérimenté·e·s dans le contexte de l'enseignement primaire genevois. Les données proviennent d'observations participantes réalisées lors de cours universitaires auprès de 260 étudiant·e·s et d'une enquête ethnographique menée dans une école primaire. Les résultats révèlent que les futur·e·s enseignant·e·s perçoivent négativement la relation avec les parents d'élèves, ces conceptions étant influencées par leurs expériences personnelles et les discours de leurs pairs. Une fois en poste, ces conceptions négatives se maintiennent au sein des interactions entre collègues, alimentant la crainte et la méfiance des membres du corps enseignant à l'égard des parents. Cela les conduit à adopter des postures défensives, ce qui peut renforcer la mise en œuvre d'une relation asymétrique. L'article met ainsi en évidence l'existence d'un « cercle vicieux » tenace, dans lequel aucune autre issue ne semble perceptible. En conclusion, il souligne la nécessité de repenser la formation initiale et continue des enseignant·e·s du primaire afin de valoriser davantage les relations avec les parents de leurs élèves et de transformer ce cercle vicieux en cercle vertueux.

Roda, A., Makris, M. V., Debs, M., & Nielsen, R. S. (2026). **Choosing, Then Leaving Danish Public Schools: A Theory of Fragile Integration.** *American Journal of Education*, 132(2), 277-311. <https://doi.org/10.1086/738770>

Purpose: In Copenhagen, Denmark, a city with many public and private school options, the public schools (folkeskole) span grades 0–9, with children looping with the same students and teachers. This model can develop cohesive classrooms that have the potential to support school integration in diverse but gentrifying areas. Yet, school choice policies make it easier for parents to leave early. While researchers have documented why privileged parents choose to enroll their children in public schools, the decision to stay in later grades is undertheorized. Research Methods: Using a case study design, we conducted interviews with 17 white, privileged parents to explore the role that their choices play in school integration, examining what factors contribute to them staying or leaving early for choice options and the consequences for integration. Findings: Parents in our sample made a series of ongoing decisions around school choice, with most initially choosing their assigned folkeskole. Yet, despite the strengths of the classroom community, many obstacles to creating long-term school integration exist, including a domino

effect that occurs when parents exit, or consider exiting, for school choice options in the later elementary years. This phenomenon of choosing then leaving is what we have called "fragile integration." Implications: Our research shows how ongoing school choice undermines school integration, even when parents opt in to diverse public schools. As students leave in the older grades, the integration in public school classrooms can be fragile, leading to inequities in access to opportunities and unintended challenges for the children left behind.

Rothstein, J., Umosen, I., & Walters, C. R. (2026). **School Choice and Segregation: Evidence from the Oakland Unified School District** (Working paper N° 34957). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34957>

We study the prospects for changes in school priorities to reduce income segregation in a context of centralized school assignment, accounting for behavioral responses to school offers. Promoting integration is a central objective for large urban school districts in the US, and reforms to school assignment priorities are a prominent means of pursuing this goal. Such efforts may be constrained by students' decisions to exit the public school system in response to less-preferred school offers. Using data on kindergarten applicants to the Oakland Unified School District (OUSD), we show that offers of spots at first-choice schools boost the likelihood that applicants remain in OUSD. Nevertheless, simulations show that policy reforms giving priority for low-income students at high-income schools can substantially reduce segregation with minimal impacts on retention in the district.

Shan, X. (2026). **Gender Diversity Improves Performance but Reinforces Gendered Roles** (Working paper N° 12565). Consulté à l'adresse CESifo website: <https://EconPapers.repec.org/RePEc:ces:ceswps:12565>

Does group gender diversity benefit individuals? I examine this question with a field experiment randomizing 3,060 students to small study groups at university entry. Assignment to mixed-gender rather than single-gender groups improves performance and well-being for both men and women: first-year grades increase by about 0.10 SD, well-being by 0.15 SD, and program dropout falls by 6 pp (24%). However, mixed-gender groups also induce more traditional attitudes toward family gender roles. Mechanism analyses suggest that gender diversity fosters collaboration and shifts gender attitudes by reinforcing gendered roles in social interaction: while women coordinate and ask questions, men compete and explain.

Simons (Semenov), A. (2026). **When Persistence Signals Exit: Identity, Legitimacy, and Indigenous Educational Persistence** (Working paper N° 2602E). Consulté à l'adresse University of Ottawa, Department of Economics website: <https://EconPapers.repec.org/RePEc:ott:wpaper:2602e>

Why does scholarship aid sometimes fail to increase postsecondary persistence among Indigenous students, and in some settings even reduce it? Because schooling has historically been associated with residential schools, boarding schools, and assimilationist state projects, persistence can signal not only investment in human capital but also exit from the home community. I model persistence as a signaling game between a student and the home community in which community support feeds back into the student's payoff from schooling. The student privately knows whether the orientation type is community-oriented or exit-oriented, while the community observes persistence and decides whether to extend support. The baseline model yields four implications. First, when schooling is culturally alienating, students most attached to the community may be the most likely to leave. Second, scholarships can crowd out

persistence by weakening the inference that persistence reflects community-oriented motives. Third, Indigenous institutional design raises persistence directly and by preserving legitimacy. Fourth, legitimacy thresholds generate multiple equilibria. Extensions show that scholarship crowd-out is not generic and that sponsor mission shapes the mix between cash aid and institutional legitimacy. I also document descriptive patterns consistent with the mechanism: large attainment gaps alongside substantial scholarship infrastructure, stronger persistence in tribally governed and culturally grounded institutions, and a strong association between support environments and educational completion. The policy implication is not that financial aid is unimportant, but that it is most effective when combined with institutional design and support structures that make persistence legible as community-serving.

Xu, L., & Zhu, Y. (2026). **Peer Effects in Classrooms: Evidence from Random Assignment** (Working paper N° 18416). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18416>

We apply a novel approach to estimate the effects of exposure to peers with different attributes by using the predetermined leave-one-out attributes of all classmates in randomly assigned classes. This strategy allows a behavioural interpretation of the peer effect over and above the pure mechanical channel. We find that being exposed to peer groups with attributes conducive to academic achievements, induced by random variations in the shares of classmates with college-educated parents, increases exam scores. We show that estimates based on the commonly used leave-one-out measures are highly sensitive to sample selection bias arising from non-random tracking in the sample. We show that estimates based on the commonly used leave-one-out measures are highly sensitive to non-random tracking in the sample.

Yadan, Z. (2025). **Le conseil de discipline, un révélateur des tensions école-familles**. *Revue internationale de l'éducation familiale*, 56(2), 173-193. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-173>

En France, lorsqu'un élève commet un « manquement grave », tel que défini par le règlement scolaire du collège, il peut être convoqué, avec ses parents, devant un conseil de discipline. De cette manière, l'institution scolaire traite les faits d'indiscipline les plus graves en sollicitant la participation des parents de l'élève mis en cause, au titre de leur responsabilité parentale, tant au sens juridique que moral. Cette convocation, adressée à l'ensemble de la famille, invite à explorer les relations entre l'école et les familles dans le contexte spécifique d'un conseil de discipline. Ainsi, les liens, les interactions et les tensions qui émergent avant, pendant et après le déroulement du conseil de discipline sont examinés dans cet article. À partir d'une enquête qualitative menée principalement en région parisienne, l'article étudiera, en premier lieu, l'injonction à faire alliance avec l'institution. Dans un deuxième temps, la scène spécifique du conseil de discipline sera observée. Enfin, grâce au récit d'Angélique, dont le fils a été exclu définitivement du collège à la suite d'un conseil de discipline, nous mettrons en lumière les tensions entre familles et institutions et nous analyserons la façon dont cette exclusion a affecté la dynamique familiale et la confiance envers le système éducatif.

## Climat de l'école

Çakı, E., Zenasni, F., & Nguyen, H. (2026). **Virtual reality for gender microaggression training: A qualitative exploration of higher education students' immersive learning experiences.** *Computers & Education: X Reality*, 8, 100149. <https://doi.org/10.1016/j.cexr.2026.100149>

Gender-based microaggressions remain a pervasive challenge for women, compromising their success in academia and the workplace. Despite increased awareness of overt sexism, these subtle forms of bias often go unaddressed, highlighting the need for innovative training approaches that equip individuals with the skills needed to counteract such behaviors. Virtual Reality (VR) has emerged as a promising medium for Diversity, Equity, and Inclusion (DEI) training, offering immersive simulations of real-world scenarios that allow learners to engage in complex social interactions within a computer-controlled environment. This study qualitatively explores higher education students' experiences with VR DEI training through a gender inclusion module focused on navigating microaggressions. Using semi-structured interviews and reflexive thematic analysis, four key themes were developed: (a) immersion and engagement afforded by the VR medium, (b) perceived realism and contextual fidelity of the scenario, (c) perceived learning outcomes, and (d) the practical and technical factors that influenced training delivery. These findings highlight the potential of VR as a pedagogical tool for DEI training, particularly its ability to provide experiential learning opportunities. However, these findings also reveal areas for improvement, including the need for dynamic and adaptive interactions, greater contextual fidelity, and personalized learning tailored to individual learner needs. By addressing these challenges, VR can serve as a practical and impactful training tool for fostering inclusive environments.

Changkakoti, N., & Giuliani, F. (2025). **Injonctions bureaucratiques, souffrances éthiques et relationnelles dans un face-à-face professionnel le s scolaires-familles.** *Revue internationale de l'éducation familiale*, 56(2), 195-215. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-195>

Comment comprendre la persistance de processus relationnels activant une forte « violence institutionnelle » dans un contexte où, pourtant, l'institution scolaire prône le partenariat et la collaboration entre l'école et les familles ? Considérée dans une relation tripartite institution-professionnel-le s-usagers, l'analyse des interactions au sein d'une réunion dite de « réseau » dans une école genevoise bénéficie des apports, originaux dans le domaine des relations école-familles, de la sociologie pragmatique de la domination développée par Luc Boltanski. Celle-ci permet de mettre en évidence à la fois la manière dont, dans certaines situations d'urgence suscitées par la temporalité contraignante des injonctions bureaucratiques, les professionnel-le s peuvent réaliser des actions empreintes de « violence institutionnelle » ; et le potentiel réflexif et critique émergeant des souffrances éprouvées par les acteurs et les actrices dans cette situation.

Chen, J. J., Rivera-Vernazza, D. E., Lin, J. C., & Spricigo, A. (2026). **An Observational Study of Prosocial and Antisocial Behaviors in Preschool Children: Behavioral Patterns, Developmental Trends, and Contextual Differences.** *International Journal of Early Childhood*, 58(1), 499-525. <https://doi.org/10.1007/s13158-026-00491-3>

Peer interactions provide a crucial context for learning and development, especially during the preschool years (ages 3–5) when children experience rapid growth across all developmental

domains. Guided by Vygotsky's sociocultural theory, this qualitative, observation-based study explored prosocial and antisocial behaviors within the context of peer interactions. It included 13 preschool children from three age-specific classrooms (3-, 3.5-, and 4-year-olds) at a private childcare center in the United States. This configuration allowed for the examination of prosocial and antisocial behaviors across the 3- to 4-year-old continuum, with 3.5-year-olds included as an intermediate group. Eighteen 30-min observations were conducted to identify behavioral patterns, developmental trends, and contextual differences across five classroom activities. Thematic analysis revealed distinct behavioral patterns, with the three most frequently occurring types of prosocial behavior being (1) socially proactive, (2) socially responsive, and (3) sharing, while the two most commonly occurring types of antisocial behavior were (1) physically aggressive and (2) verbally aggressive. It also revealed developmental trends, with 4-year-olds exhibiting the highest percentage of overall prosocial behavior and the lowest percentage of overall antisocial behavior compared with their 3- and 3.5-year-old peers. Contextual differences were also evident: for overall prosocial behavior within each age group, unstructured playtime elicited the highest percentage among 3- and 3.5-year-olds, while circle time elicited the highest percentage for 4-year-olds. Unstructured playtime also accounted for the highest percentage of overall antisocial behavior across all age groups. All of these key findings were interpreted through the lens of self-regulation and theory of mind.

Chen, Y.-Y., & Lai, W.-F. (2026). **Preschool Children's Perspectives on School Environments: A Comparison of Rural and Urban Taiwanese Children's Drawings.** *International Journal of Early Childhood*, 58(1), 551-571. <https://doi.org/10.1007/s13158-026-00493-1>

This study compared rural and urban Taiwanese preschoolers' perspectives on their school environments using children's drawings, focusing on similarities and differences in the characteristics depicted. Sixty children aged 5–6 years participated, including 27 rural and 33 urban children. They were recruited from two public preschools across eight classrooms. In both groups, children's monthly age, gender, and family socioeconomic status were similar. Drawings were quantitatively analyzed across three aspects: people, the natural environment, and the learning environment. Results revealed both shared and distinctive characteristics. Across groups, children seldom depicted adults or academic activities but frequently included weather-related elements and school buildings. For people, rural children were more likely to draw peers, whereas urban children more often drew themselves. For the natural environment, rural children more frequently depicted animals and plants. For the learning environment, rural children more often represented off-campus play activities, whereas urban children tended to depict on-campus play activities and symbols such as numerals and arrows. These findings suggest that children's drawings reflect how children perceive and emotionally engage with their school environments, highlighting both similarities and differences between rural and urban contexts. Implications for multicultural early childhood education are discussed in relation to children's lived experiences.

Déage, M. (2026, mars 17). **Violences sexuelles au collège : ce que ne disent pas les chiffres officiels.** <https://doi.org/10.64628/AAK.4yyrrepvm>

Début 2026, le ministère de l'éducation a lancé l'alerte sur les violences sexistes et sexuelles en milieu scolaire. Mais les données officielles permettent-elles de bien saisir l'ampleur du phénomène ?

Dumoulin, C., Duval, J., Laberge, L., & Martin, É. (2025). **L'hétéronormativité à l'école : potentiels conflits avec les parents LGBTQI+.** *Revue internationale de l'éducation familiale*, 56(2), 99-123.

Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-99>

Comme la structure familiale peut influencer l'expérience de collaboration des parents avec l'école, cette étude exploratoire vise à identifier les difficultés rencontrées par les parents LGBTQI+ dans leur collaboration avec l'école préscolaire ou primaire de leurs enfants. Pour ce faire, un questionnaire électronique a été réalisé auprès de 10 parents LGBTQI+, et un entretien semi-structuré a été mené auprès de six d'entre eux. Deux thèmes ont été abordés : les critères orientant le choix de l'école et les modes de communication. L'analyse qualitative révèle que certaines écoles québécoises valorisent implicitement l'hétéronormativité et contribuent du coup à invisibiliser les familles de la diversité sexuelle et de genre. Un tel contexte peut nuire à la collaboration école-famille et être une source potentielle de conflits entre les valeurs véhiculées à l'école et celles valorisées à la maison. Ces résultats suggèrent que la formation du personnel scolaire sur la diversité sexuelle et de genre pourrait favoriser une meilleure compréhension des diverses structures familiales et ainsi faciliter la collaboration avec tous les parents.

Giuliani, F., Riban, C., Ogay, T., & Catherine, D. (2025). **Introduction. La conflictualité entre l'école et les familles : obligation de réussite, lutte des places et enjeux de dignité.** *Revue internationale de l'éducation familiale*, 56(2), 11-22. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-11>

Grinshtain, Y., & Zibenberg, A. (2026). **Person-environment fit theory and teachers' accountability as context-dependent.** *Educational Research for Policy and Practice*, 25(1), 145-166. <https://doi.org/10.1007/s10671-025-09405-x>

The study examined the extent to which person-environment fit was related to teachers' internal and external accountability, exploring the possibility of school location (rural versus central schools) intervening in the relationship between person-environment fit and accountability. The quantitative research was based on a questionnaire delivered to 309 Israeli teachers, 134 elementary schools, 110 women, and 187 rural schools. The results support the hypothesis that the higher the degree of compatibility between a teacher's values and those of the school, job, and colleagues, the higher the teacher's sense of accountability. However, the relationship between fit and accountability was significant only in rural areas.

Griselda, S., Profeta, P., & Savio, G. (2026). **Peer Gender Composition and University Climate** (Working paper N° 12523). Consulté à l'adresse CESifo website: [https://EconPapers.repec.org/RePEc:ces:ceswps:\\_12523](https://EconPapers.repec.org/RePEc:ces:ceswps:_12523)

Students' university experience includes both academic and non-academic outcomes, which are shaped by the educational environment in which students interact. We refer to this environment as university climate and measure it along three dimensions: conformity to masculinity-related attitudes and perceptions, the perceived academic impact of mental health (worry and anxiety), and classroom interactions. Using administrative records combined with original survey data, and exploiting the random assignment of students to teaching classes within degree programs at an Italian university, we identify the causal effect of peer gender composition on university climate and academic performance. Greater exposure to female peers reduces conformity to masculinity-related attitudes, lowers the perceived academic impact of mental health, fosters more collaborative classroom interactions, and increases academic performance. These effects are observed for both male and female students. Our findings provide causal evidence that peer gender composition influences multiple dimensions of university climate beyond academic achievement alone.

Laker, J. A. (2025). **Ending Gender-Based Sexual Violence on Canadian Campuses: Peer Educator Perspectives.** *Canadian Journal of Higher Education*, 55(4), 131-147. <https://doi.org/10.47678/cjhe.v55i4.190623>

Gender-based and sexual violence (GBSV) remains a pervasive problem in higher education, disproportionately affecting marginalized students and undermining their safety, well-being, and academic success. Post-secondary institutions (PSIs) increasingly rely on peer educators (PeerEds) to deliver prevention and response programs, leveraging their shared student experience to foster trust and engagement. This study explores the motivations and experiences of GBSV PeerEds in Canada and the United States, revealing how personal trauma, institutional critique, and allyship drive their involvement. Findings highlight the emotional labour, secondary trauma, and systemic constraints PeerEds face, alongside their contributions to campus culture and advocacy. The study critiques institutional reliance on marginalized students' compassion and calls for trauma-informed practices, sustainable funding, and structural reform. Future research should examine PeerEds' influence on campus subcultures, administrators' complicity, and the broader legitimacy of peer-led GBSV initiatives. Meaningful change requires confronting institutional complicity and reimagining ethics of care.

OECD. (2026a). **Using climate projections to assess increasing student exposure to high temperatures.** <https://doi.org/10.1787/98a7f132-en>

Adapting school systems to rising temperatures is essential to safeguard students' future well-being and ability to learn. Using granular climate projections from the Coupled Model Intercomparison Project Phase 6 (CMIP6) and school location data from the 2024 OECD ad-hoc survey on primary schools, this technical paper develops a methodology to assess the number of schools and students at risk of rising temperatures in 2050 across 13 OECD countries and economies. It accompanies a policy brief that summarises the results and discusses its policy implications: What are the likely impacts of rising temperatures on students and how are countries adapting?

OECD. (2026b). **What are the likely impacts of rising temperatures on students and how are countries adapting?** (91<sup>e</sup> éd.) [Education Indicators in Focus]. <https://doi.org/10.1787/960244d5-en>

Ogay, T., Banholzer, R., Ceriani, L., & Conus, X. (2025). **Quand les cadres d'une administration scolaire deviennent les avocats des familles.** *Revue internationale de l'éducation familiale*, 56(2), 49-71. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-49>

Alors que les discours sur le partenariat entre l'école et les familles tendent souvent à en donner une image idéalisée d'harmonie et de consensus, la collaboration suscite inévitablement des tensions sur le terrain. Approchant la relation école-familles sous l'angle de la communication interculturelle et de la « thérapie sociale » de Charles Rojzman (2007), cet article analyse des situations où les tensions ont débouché sur l'intervention de cadres de l'administration scolaire. Recueillies lors d'une recherche ethnographique au sein de l'administration scolaire fribourgeoise (Suisse), les 12 situations analysées se caractérisent par le fait que les cadres y ont relayé la voix des parents auprès de leurs collègues du terrain en endossant les habits de l'avocat. Si l'analyse montre leurs compétences à désamorcer les tensions, le souci des cadres de préserver l'alliance avec leurs collègues de terrain limite leur intervention à trouver une

solution acceptable par toutes et tous. Ainsi, seuls les parents qui osent interpellier l'école de la manière perçue comme adéquate bénéficient du soutien des cadres. Les situations de tension restent un potentiel d'apprentissage largement inexploité par l'institution scolaire, qui y trouverait de quoi interroger son ethnocentrisme et améliorer ses pratiques avec toutes les familles.

Rienzo, S., & Hutter, V. (2025). **Naissance et persistance des conceptions négatives de la relation avec les parents d'élèves.** *Revue internationale de l'éducation familiale*, 56(2), 23-48. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-23>

Cet article cherche à mieux comprendre comment les conceptions négatives à l'égard de la relation avec les parents naissent avant ou dès la formation initiale des enseignant·e·s du primaire, puis comment elles se maintiennent une fois leur entrée dans le métier. L'étude porte sur des étudiant·e·s et des enseignant·e·s expérimenté·e·s dans le contexte de l'enseignement primaire genevois. Les données proviennent d'observations participantes réalisées lors de cours universitaires auprès de 260 étudiant·e·s et d'une enquête ethnographique menée dans une école primaire. Les résultats révèlent que les futur·e·s enseignant·e·s perçoivent négativement la relation avec les parents d'élèves, ces conceptions étant influencées par leurs expériences personnelles et les discours de leurs pairs. Une fois en poste, ces conceptions négatives se maintiennent au sein des interactions entre collègues, alimentant la crainte et la méfiance des membres du corps enseignant à l'égard des parents. Cela les conduit à adopter des postures défensives, ce qui peut renforcer la mise en œuvre d'une relation asymétrique. L'article met ainsi en évidence l'existence d'un « cercle vicieux » tenace, dans lequel aucune autre issue ne semble perceptible. En conclusion, il souligne la nécessité de repenser la formation initiale et continue des enseignant·e·s du primaire afin de valoriser davantage les relations avec les parents de leurs élèves et de transformer ce cercle vicieux en cercle vertueux.

Rufin, D. (2025). **Parents-enseignant·e·s : des attentes propices à la conflictualité ? : Exigence, bienveillance et résignation.** *Revue internationale de l'éducation familiale*, 56(2), 125-146. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-125>

La potentialité conflictuelle de la relation école-familles est interrogée à l'aune des attentes des principaux protagonistes. À partir d'entretiens compréhensifs menés auprès de 15 parents d'élèves dans le cadre d'une recherche exploratoire, mis en regard de nos travaux sur les enseignant·e·s, nous nous demandons dans quelle mesure leurs attentes divergent et quels événements colorent leur expérience. Du côté des enseignant·e·s, la crainte d'être mis·e·s en cause ou déstabilisé·e·s dans l'interaction ainsi que le souhait d'être reconnu·e·s dans leur travail les incite à rechercher un équilibre entre proximité et distance. Quant aux parents, ils déplorent l'impression d'être considérés comme de simples usagers de l'institution scolaire, alors qu'ils souhaitent être informés de la vie scolaire, mais aussi bénéficier d'un regard expert sur les apprentissages et le développement de l'enfant. Leurs attentes témoignent cependant d'une certaine bienveillance à l'égard des enseignant·e·s, ce qui les conduit à une forme de résignation, car ils sont conscients que leurs attentes « idéales » envers l'école ne peuvent être atteintes. La potentialité conflictuelle de la relation école-familles est alimentée par ces décalages et les craintes omniprésentes. Le souci de préserver autrui et soi-même permet le plus souvent d'éviter le conflit ouvert, mais élude la question du vécu de la relation au long cours ainsi que celle du changement de l'école.

Woodford, M. R., Vo, T., Oakes, H., & Smith, B. R. G. (2025). **Examining the Academic Outcomes of 2SLGBTQ+ University Students in Ontario: Microaggressions and the Meditating Role of Psychological Well-Being.** *Canadian Journal of Higher Education*, 55(4), 55-77. <https://doi.org/10.47678/cjhe.v55i4.190593>

Research on trans and LGBTQ microaggressions on campuses and their consequences has grown, yet this literature is primarily from the United States and the effects of microaggressions on academic outcomes remain generally under-investigated. Trans/LGBTQ microaggressions can negatively affect students' psychological well-being, which matters for their academic outcomes, suggesting well-being might mediate the impact of microaggressions on academic outcomes. Using a convenience sample of 2SLGBTQ+ university students from Ontario (N = 3,344), we examine the association between trans/LGBTQ microaggressions and academic satisfaction and school avoidance, testing if they are mediated by psychological well-being, controlling for demographics. We report findings for trans/LGBTQ microaggressions separately to centre trans and gender-diverse (TGD) students' experiences. For both groups, we found that microaggressions were associated with poorer academic outcomes. Except for one pathway among TGD students, we found that psychological well-being mediated the microaggressions-academic outcome relationships. We offer implications to support student services that are responsive to 2SLGBTQ+ students.

Yadan, Z. (2025). **Le conseil de discipline, un révélateur des tensions école-familles.** *Revue internationale de l'éducation familiale*, 56(2), 173-193. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-173>

En France, lorsqu'un élève commet un « manquement grave », tel que défini par le règlement scolaire du collège, il peut être convoqué, avec ses parents, devant un conseil de discipline. De cette manière, l'institution scolaire traite les faits d'indiscipline les plus graves en sollicitant la participation des parents de l'élève mis en cause, au titre de leur responsabilité parentale, tant au sens juridique que moral. Cette convocation, adressée à l'ensemble de la famille, invite à explorer les relations entre l'école et les familles dans le contexte spécifique d'un conseil de discipline. Ainsi, les liens, les interactions et les tensions qui émergent avant, pendant et après le déroulement du conseil de discipline sont examinés dans cet article. À partir d'une enquête qualitative menée principalement en région parisienne, l'article étudiera, en premier lieu, l'injonction à faire alliance avec l'institution. Dans un deuxième temps, la scène spécifique du conseil de discipline sera observée. Enfin, grâce au récit d'Angélique, dont le fils a été exclu définitivement du collège à la suite d'un conseil de discipline, nous mettrons en lumière les tensions entre familles et institutions et nous analyserons la façon dont cette exclusion a affecté la dynamique familiale et la confiance envers le système éducatif.

## Évaluation des dispositifs d'éducation-formation

Céci, J.-F. (2024). **Évolution de la « pré-disponibilité numérique » des supports de cours pré et post-Covid.** *Colloque International TICEMED 14 - Digitalisation des pratiques en éducation : risques, valeurs et opportunités.* Consulté à l'adresse <https://hal.science/hal-05442606>

La « pré-disponibilité numérique » d'un support de cours a été défini comme sa fourniture et son accessibilité avant la date du cours, par tout moyen technique relevant des Tice, pour permettre aux étudiants un travail préparatoire sur la base du volontariat. Dans cette communication, nous revenons sur les résultats de 2017, avec un nouveau terrain mené en 2023, pour confirmer les

tendances et représentations véhiculées par cette pré-disponibilité numérique. Nous souhaitons notamment valider si elle est génératrice d'absentéisme et de distraction en cours, ou a contrario, encourage les étudiants à lire le support avant le cours pour engager un travail préparatoire, à être plus disponible en cours et donc plus attentif et enfin, influence leur prise de notes durant le cours en prenant appui sur ces supports pré-disponibles. Cette étude diachronique (à six ans d'intervalle) fait un pont sur la période de pandémie due à la Covid 19 et permettra d'envisager -de nos jours-, l'influence de la numérisation forcée de l'éducation sur cette pré-disponibilité numérique des supports de cours.

Colletta, A., Jaffredou, M., Leborgne, A., & Zitzmann, C. (2024). **Echo-pédago: accompagner, collaborer, améliorer et partager**. AIPU 2024. Consulté à l'adresse <https://hal.science/hal-05572134>

Dans cet atelier Co-lab, nous proposons de vivre une partie du dispositif hybride Echopédago, qui vise à améliorer les pratiques pédagogiques dans l'enseignement supérieur en favorisant la collaboration entre divers acteurs. L'origine du projet remonte aux journées d'études de l'AIPU France en mars 2023, axées sur l'hybridation des enseignements. Un groupe interdisciplinaire s'est formé lors de ces journées pour travailler sur les effets de l'hybridation sur la pratique d'enseignement, avec une diversité de membres en termes de profils, de disciplines et d'établissements. Le groupe a identifié des besoins communs et des idées de projets répondant à des critères spécifiques, tels que la promotion de la collaboration entre enseignant·e·s, la résolution de problématiques professionnelles individuelles et la mise en oeuvre pratique dans les établissements respectifs. Après des sessions de travail post-événement, le groupe a développé le dispositif Echo-pédago, répondant à des constats tels que la surcharge de tâches pour les enseignants, le manque de valorisation de l'enseignement, le besoin de ressources et l'isolement professionnel. Le dispositif Echo-pédago s'inscrit dans la vision du développement professionnel selon laquelle les enseignants révisent, renouvellent et augmentent leur engagement en tant qu'agents de changement. Il met l'accent sur des activités en lien avec les pratiques d'enseignement, dans la durée et impliquant une participation active des enseignant·e·s. Les communautés font partie intégrante du dispositif. Non seulement, ce dispositif est né au sein de la communauté AIPU, mais l'approche s'appuie sur l'interaction diverses communautés pour faire émerger un dispositif enseignant au service de la communauté universitaire. Echo-pédago, structuré en plusieurs étapes telles que le brief, le test, l'atelier et le bilan, vise à répondre au manque d'accompagnement des enseignant·e·s dans la transformation de leurs pratiques pédagogiques. Le dispositif s'inspire de méthodes collaboratives comme le hackathon, impliquant la communauté pédagogique dans l'amélioration des pratiques. L'atelier Co-lab que nous proposons est la partie atelier du dispositif Echo-pedago. Il implique 25 participant·e·s répartis en 5 groupes, composés de divers acteurs tels que les enseignant·e·s, les étudiant·e·s, les formateur·rice·s, les ingénieur·e·s pédagogiques, etc. L'atelier est animé par deux personnes, une agissant en tant que demandeur (présentant Echo-pédago et souhaitant des propositions d'amélioration) et l'autre en tant que facilitatrice. Les participants jouent le rôle de testeur·euse·s, contribuant à l'amélioration du dispositif, après avoir pris connaissance des retours précédemment obtenus dans l'étape de test notamment. Les objectifs pédagogiques de l'atelier visent à: -Identifier les grandes étapes d'Echo-pédago; -Analyser, catégoriser et pondérer des feedbacks; -Définir des pistes d'amélioration; -Restituer une proposition; -Travailler en groupe. L'ensemble de l'initiative vise à proposer un outil d'implication permettant de renforcer le développement professionnel des enseignant·e·s et favoriser la collaboration intra et intercommunautaire. Donc à travers l'animation de cet atelier Co-lab, nous souhaitons

partager notre dispositif avec la communauté AIPU et dans le même temps recueillir des feedbacks sur notre dispositif de la part d'une communauté ouverte et expérimentée, en termes de pédagogie.

Genakos, C., & Kyrkopoulou, E. (2026). **Social policy gone bad educationally: unintended peer effects from transferred students** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://EconPapers.repec.org/RePEc:ehl:lserod:137495>

What is the impact of an increase of lower-ability students in a university class? We examine a natural experiment in which students from large, low-income families had the chance to transfer to academic programs at a local university. Multiple law changes meant that there was significant, quasi-random variability in the number of transferred students over time, which was orthogonal to the quality of receiving students. We create a novel dataset for the top economics department in Greece and show that the social policy had a negative educational impact by uniformly lowering recipient students' academic performance once the proportion of transferred students exceeded a certain threshold.

Hippolyte, É., Mohib, N., & Coulibaly, B. (2026). **Faire ou enquêter ? La théorie de l'enquête de Dewey à l'épreuve d'un fablab scolaire Étude de cas du dispositif « Fablab à l'école »**. *Phronesis*, 15(2), 59-78. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-2-page-59>

Cet article examine les conditions dans lesquelles un fablab scolaire peut ou non fonctionner comme un laboratoire d'enquête susceptible de favoriser des apprentissages tant du côté des enseignants que des élèves. Une recherche-intervention a été conduite dans trois établissements scolaires engagés dans le projet « Fablab à l'école » déployé par Réseau Canopé. Les résultats montrent que des indices d'enquête émergent chez les élèves lorsque les enseignants s'engagent eux-mêmes dans une démarche d'enquête, acceptent le doute et s'écartent de la forme scolaire. Ils invitent aussi à reconsidérer l'usage de l'expression learning by doing en distinguant plus nettement une pédagogie du faire d'une pédagogie de l'enquête, souvent confondues.

Karhunen, H., Kauhanen, A., Kuhakoski, J., Riukula, K., Suhonen, T., Vanhala, P., & Virtanen, H. (2026). **Does Information Sharing Encourage Participation in Education? Final Report on the Letter Mail Experiment and the Outreach Pilot** (Working paper N° 174). Consulté à l'adresse The Research Institute of the Finnish Economy website: <https://EconPapers.repec.org/RePEc:rif:report:174>

Abstract This study evaluated the effectiveness of two different measures in increasing participation in adult education among adults with low educational attainment, using a randomised field experiment. In the first part, an information letter was sent to 50,000 individuals with only basic education, outlining educational options, the benefits of studying, and available financial support. The results indicated that providing general information alone had no effect on starting studies. In the second experiment, service providers visited SMEs and offered tailored educational guidance, organising 1,322 information sessions attended by 2,726 employees. Of these, 1,718 belonged to the target group, with their highest level of education being comprehensive school or upper secondary school. This more personalised and intensive measure increased participation in upper secondary education within the target group by 0.75 percentage points (approximately 8 percent), but also caused a slight decrease in monthly earnings, suggesting a shift in time allocation between studying and working. The study

demonstrates that simply disseminating information is insufficient; effectiveness requires more individualised and costlier actions, the benefits and costs of which must be weighed carefully.

Rebolledo, N., Almeyda, G., Granada Donato, D., Lombardi, M., Oubiña, V., & Zoido, P. (2026). **Remote tutoring in language: Evidence from Paraguay** (Working paper N° 14534). <https://doi.org/10.18235/0013975>

This paper evaluates a randomized remote tutoring program implemented in Paraguay, targeting 1,650 students in grades four through six with low baseline performance in Spanish language. The intervention provided two weekly 30-minute one-on-one tutoring sessions over the phone for eight weeks, using a differentiated instruction model tailored to students initial diagnostic assessments. Treated students showed significant learning gains: those offered tutoring scored 0.11 standard deviations higher on standardized language tests compared to controls. Effects were consistent across sociodemographic subgroups and baseline achievement levels. Leveraging the random assignment of students to tutors, we estimate individual tutor value added, and find that tutor effects account for 15% of the variation in student outcomes. Tutors in the top quintile have an average value added of 0.38 standard deviations, almost four times the overall effect of the program, underscoring the importance of individual tutor effectiveness in scaling tutoring interventions successfully.

## Formation continue

Bejja, S., Nait Belaid, Y., & Milana, 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*, 3(34), 2242-2267. <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

Bimonte, A. (2026a). **« C'est vous la voix ! » : La multimodalité comme objet d'apprentissage, ressource de l'accompagnement socio-professionnel et levier pour la professionnalisation dans les entreprises sociales.** *Phronesis*, 15(1), 53-73. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-1-page-53>

L'article étudie la multimodalité dans le contexte de l'insertion socio-professionnelle d'adultes vivant avec des troubles psychiques. Il vise à décrire les processus de sémiotisation à l'œuvre dans l'accompagnement des bénéficiaires, ainsi qu'à identifier les effets d'un dispositif de formation continue fondé sur l'analyse collective des interactions, destiné aux professionnels de l'accompagnement. L'analyse séquentielle et multimodale des interactions d'accompagnement met en lumière les compétences interactionnelles mobilisées dans les processus sémiotiques soutenant la professionnalisation des bénéficiaires. L'analyse des commentaires analytiques des professionnels en formation montre qu'en décrivant finement la multimodalité, ceux-ci identifient les compétences interactionnelles et réfléchissent aux potentialités ainsi qu'aux risques liés à certaines pratiques d'accompagnement. Enfin, l'article souligne que les choix sémiotiques dans l'accompagnement constituent des traces observables de l'agentivité des participants et que le dispositif de formation continue, orienté vers la description des ressources sémiotiques, favorise le développement professionnel.

Bimonte, A. (2026b). **« On n'est pas dans un atelier de couture » : l'analyse collective des interactions comme méthode de formation pour soutenir l'apprentissage et la socialisation professionnelle dans les entreprises sociales.** *Phronesis*, 15(3), 101-128. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-3-page-101>

L'article s'intéresse aux dispositifs de formation continue qui soutiennent à la fois l'apprentissage et la socialisation professionnelle au sein des collectifs de travail. Il propose une exploration théorico-méthodologique des dispositifs de formation par l'analyse collective des interactions, en se concentrant particulièrement sur les effets observables chez les professionnels au moment d'analyser les vidéos de leur travail. L'étude s'appuie sur une analyse interactionnelle de traces audio-vidéo recueillies dans le cadre d'un dispositif de formation conçu et animé dans le champ de l'insertion socio-professionnelle en entreprise sociale. En identifiant les thèmes conversationnels et les dynamiques de participation lors des co-analyses, l'analyse met en évidence la manière dont les professionnels confrontent et décrivent les compétences interactionnelles des différentes communautés de pratique représentées. Ils discutent de leurs propres pratiques à partir de l'observation de celles des autres, et développent progressivement un point de vue analytique partagé sur les interactions analysées collectivement. Les résultats montrent que l'analyse collective des interactions en formation favorise le partage de normes professionnelles, la co-construction de nouveaux savoirs sur le travail et sur la méthode d'analyse, ainsi que l'émergence de dynamiques d'appartenance ou de non-appartenance à des communautés de pratique. Ces éléments mettent en lumière les effets de cette méthode en termes d'apprentissages et de socialisation professionnelle des participants.

Chermann, E. (2026, mars 18). **« Franchement, je m'éclate » : les plus de 50 ans toujours plus nombreux à s'inscrire à la fac.** *Le Monde*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2026/03/18/franchement-je-m-eclate-les-seniors-toujours-plus-nombreux-a-s-inscrire-a-l-universite\\_6672014\\_4401467.html](https://www.lemonde.fr/campus/article/2026/03/18/franchement-je-m-eclate-les-seniors-toujours-plus-nombreux-a-s-inscrire-a-l-universite_6672014_4401467.html)

En formation continue, les seniors choisissent de plus en plus l'université pour remettre à jour leurs compétences ou assouvir leur goût d'apprendre.

Ciavaldini-Cartaut, S. (2026). **Un collectif professionnel au service d'un design pédagogique de prévention des risques d'épuisement professionnel des internes de médecine générale.** *Phronesis*, 15(3), 21-33. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-3-page-21>

Cet article rend compte d'une recherche intervention menée au sein d'une Faculté de médecine en France entre 2019 et 2022 ayant comme objectif la prévention des facteurs de risque d'épuisement professionnel des internes de médecine générale en 3<sup>e</sup> cycle de formation universitaire. Cette recherche visait à accompagner la conception d'une formation permettant de les préserver des abus de certains terrains de stage en milieu hospitalier à l'origine de leurs troubles de santé au travail. Une démarche méthodologique qualitative éclairée par les théories de l'activité documente d'abord le cheminement d'un collectif professionnel vers de nouveaux usages du numérique requis pour concevoir un « design pédagogique de prévention de l'épuisement professionnel ». Puis nous montrons en quoi leur agentivité collective conduit à définir des règles de sanctuarisation de cette formation et de l'alternance professionnelle qui s'y réalise pour un changement durable au bénéfice de la santé des formés.

Cisel, M. (2025). **La Liste Publique des Organismes de Formation, une base publique exploitable à des fins de recherche ?** Consulté à l'adresse <https://hal.science/hal-05541469>

Ce travail propose une exploration des limites, pour la recherche, de la Liste publique des organismes de formation (OF). Cette base recense les acteurs de la formation d'adultes ; fréquemment actualisée, les OF sont enlevés en cas de dépôt de bilan, ce qui bloque toute analyse historique de l'évolution de l'offre de formation. Nous nous appuyons sur un cas d'étude -la Ligue de l'Enseignement et les organisations afférentes -pour mettre en doute la fiabilité de certaines variables proposées. Par exemple, les nombres de stagiaires ou de formateurs déclarés, ainsi que les ratios entre les deux, varient très fortement selon les départements et selon les régions, ce qui laisse à penser que les déclarations ne sont pas collectées de manière robuste, l'autodéclaration conduisant vraisemblablement à des incohérences.

Cisel, M. (2026). **La Ligue de l'Enseignement et le Compte Personnel de Formation.** Consulté à l'adresse <https://hal.science/hal-05541719>

Ce travail centré sur le Compte Personnel de Formation (CPF) se penche sur la manière dont l'INFREP, de l'UFOLEP et des fédérations de la Ligue mobilisent ce mode de financement. Ce rapport est fondé sur les bases de données mises en ligne par la Caisse des Dépôts et Consignations ; son approche est donc fondée sur des méthodes quantitatives. Dans un contexte de tarissement des subventions publiques, il s'agit pour la Ligue de diversifier les sources de revenus, en entrant dans le jeu de la compétition entre organismes de formation pour cette manne financière. Les données permettent d'objectiver le positionnement singulier de la Ligue sur des formations longues, certifiantes et majoritairement inscrites au Répertoire National des Certifications Professionnelles (RNCP). Au-delà du seul cas de la Ligue, les bases comme celles du CPF permettent de mieux comprendre l'évolution de l'offre de formation éligible au CPF, prise

dans son ensemble : nous prenons le cas des formations au BPJEPS ou d'éducateurs sportifs, mais aussi d'acteurs autres que la Ligue susceptibles de se positionner sur des thématiques proches.

De Lescure, E. (2025). **Les ruses de la raison adéquationniste. Quels dispositifs de formation pour "choisir son avenir professionnel" ?** In D. Nicolas & F. Maillard (Éd.), *La formation continue au service des reconversions ? Les liens fragiles entre aspirations et mobilités dans le monde du travail* (p. 19-40). <https://doi.org/10.4000/14h7s>

de Lescure, E. (2024). **Le non-recours à la formation continue en entreprise.** *Nouvelle Revue du travail*, 25. <https://doi.org/10.4000/12kwl>

This article seeks to show that, although the notion of non-take up was developed in the context of the fight against poverty, it is relevant for understanding the relationship of employees to in-company training. While successive reforms of training law have tended to make it an individual right, it is still not uniformly perceived as a universal good. By offering an initial measure of the phenomenon, the article shows that it concerns a significant proportion of the population and identifies a variety of contrasting and heterogeneous profiles whose relationship to training is studied. In doing so, it leads to the consideration of an element that is left in the shadows, the existence of a "non-demand" for training that distinguishes certain profiles.

de Lescure, E., Divert, N., & Maillard, F. (2025). **Introduction.** In E. De Lescure, D. Nicolas, & F. Maillard (Éd.), *La formation continue au service des reconversions ? Les liens fragiles entre aspirations et mobilités dans le monde du travail* (p. 7-18). <https://doi.org/10.4000/14h7s>

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

Elfert, M., Roche, S., & Stanistreet, P. (Éd.). (2025). **Seventy years with UNESCO: The role of the International Review of Education in advancing comparative education and lifelong learning.** *International review of education = Revue internationale de l'éducation*, 71(5-6), 731-1027. Consulté à l'adresse <https://link.springer.com/journal/11159/volumes-and-issues/71-5>

Fitzpatrick, M., & Zhang, T. (2026). **Ensuring the quality and impact of staff development in teaching.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4211> [Report]. Consulté à l'adresse European University Association (Transnational) website:

<https://eua.eu/publications/reports/ensuring-the-quality-and-impact-of-staff-development-in-teaching.html>

This report from the European University Association's 2025 Thematic Peer Group on 'Ensuring the quality and impact of staff development in teaching' analyses connections between staff development and the overall quality of learning and teaching, as well as the real and desired impact of staff development. In doing so, the report advocates for its integration in higher education institutions' strategies and provides a perspective on how staff development can and should impact the institutional culture of teaching. The findings are based on group discussions, exploration of institutional practices and qualitative student consultations conducted at the ten European universities that formed the group. The group also identified challenges – ranging from making (and taking) time for improving teaching to capacity building needed in teaching evaluation practices. The report explores how quality and impact are understood in staff development for learning and teaching and how it connects with the broader institutional context. Finally, the report provides recommendations and examples of practice to improve and amplify the quality and impact of staff development.

Gauvin, É., Desmeules, A., & Caron, S. (2026). **Partenariat entre milieux de formation initiale et de travail : soutenir l'insertion professionnelle des novices par une démarche d'accompagnement aux enseignant·es mentor·es.** *Revue hybride de l'éducation*, 10(1), 1-16.  
<https://doi.org/10.1522/rhe.v10i1.1978>

Le mentorat est l'une des mesures de soutien les plus souvent offertes aux enseignant·es novices (Ingersoll et Strong, 2012 ; Mukamurera et al., 2020). Cependant, force est de constater que plusieurs types de mentorat sont documentés dans la littérature (Hurtel et Guillemette, 2022), ce qui entraîne une variabilité des dispositifs mis en place dans les milieux scolaires et une certaine confusion (Keese et al., 2023). L'objectif général de cet article est de présenter la démarche de formation et d'accompagnement réalisée auprès d'enseignant·es mentor·es dans le cadre d'un projet d'engagement partenarial entre un milieu universitaire et un milieu de travail, et de mettre en exergue certaines retombées.

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>

This thesis focuses on digital literacy, approached through two complementary perspectives: the institutional discourses that define its contours and the actual practices of learners in vocational training. The objective is to understand what digital skill actually encompasses when observing the actions, choices, and concrete reasoning of users faced with the task of formatting a Word document. The study is based on two bodies of evidence: on the one hand, texts produced between 1994 and 2010 by the OECD, UNESCO, and the European Commission; on the other, filmed observations of young adults in Second Chance Schools. Analysis of the discourses reveals that digital literacy is constructed from an economic perspective: skills are divided into measurable items, oriented toward employability and the standardization of know-how. This instrumental conception reduces the complexity of real-life uses to decontextualized technical procedures. Conversely, empirical observations reveal situated learning, marked by trial, error, and gradual adjustment. Trainees develop diverse strategies: exploration, repetition, imitation, or

visual reasoning. The author identifies action patterns (prioritization, alignment, highlighting) and transversal meta-patterns (exploration, acquisition, consolidation) that structure progression. Using conceptual field theory (Vergnaud) and activity theory (Vygotsky, Engeström), the analysis leads to a redefinition of digital competence as a dynamic process of conceptualization in action, and not as a measurable state. Statistical analysis of usage trajectories reveals several user profiles, from the most autonomous to the most exploratory, confirming the diversity of relationships with tools. This research proposes a transferable observation model, based on the detailed coding of actions and the study of activity situations. It opens up perspectives for training: no longer assessing compliance with a standard, but the ability to understand, adjust and transform practices.

Jaafar & Cuellar. (2026). **Bridging Equity Gaps: Faculty Development Through Data Coaching.** *Community College Journal of Research and Practice*, 50(4), 311-333. <https://doi.org/10.1080/10668926.2024.2430382>

The promotion of social mobility underscores the urgent need for equity in higher education. Researchers have emphasized the importance of disaggregated data in developing an equity-minded campus culture and addressing systemic inequity. In alignment with this, Jaafar and Cuellar (2023) launched a data coaching model at LaGuardia Community College to equip faculty with tools for analyzing disaggregated data and designing strategies to mitigate equity gaps. This study explores the early outcomes of this equity-minded data coaching pilot program, which trained STEM faculty in a year-long professional development cohort. This initiative involved examining student success data to enable continuous improvement and equity-minded actions. Faculty identified research questions based on classroom and program observations and analyzed student success data with a faculty data coach. Early results suggest that data coaching is an effective professional development approach that can enhance classroom and, potentially, program-level equity. This study discusses the challenges of scaling such initiatives across different institutional contexts and shares insights from three case studies on potential implementation and scaling strategies. It also considered the scalability of tailored data coaching programs to incorporate equity-minded data analysis to improve student outcomes.

Karhunen, H., Kauhanen, A., Kuhakoski, J., Riukula, K., Suhonen, T., Vanhala, P., & Virtanen, H. (2026). **Does Information Sharing Encourage Participation in Education? Final Report on the Letter Mail Experiment and the Outreach Pilot** (Working paper N° 174). Consulté à l'adresse The Research Institute of the Finnish Economy website: <https://EconPapers.repec.org/RePEc:rif:report:174>

**Abstract** This study evaluated the effectiveness of two different measures in increasing participation in adult education among adults with low educational attainment, using a randomised field experiment. In the first part, an information letter was sent to 50,000 individuals with only basic education, outlining educational options, the benefits of studying, and available financial support. The results indicated that providing general information alone had no effect on starting studies. In the second experiment, service providers visited SMEs and offered tailored educational guidance, organising 1,322 information sessions attended by 2,726 employees. Of these, 1,718 belonged to the target group, with their highest level of education being comprehensive school or upper secondary school. This more personalised and intensive measure increased participation in upper secondary education within the target group by 0.75

percentage points (approximately 8 percent), but also caused a slight decrease in monthly earnings, suggesting a shift in time allocation between studying and working. The study demonstrates that simply disseminating information is insufficient; effectiveness requires more individualised and costlier actions, the benefits and costs of which must be weighed carefully.

Le Bellour, A., Carre, A., Smeding, A., Blervaque, L., & Secheresse, T. (2026). **Interprofessional Simulation in Hospital Leadership Training: Its Role in Improving Participants' Self-Efficacy.** *Advances in Medical Education and Practice*, 17, 1-13. <https://doi.org/10.2147/AMEP.S573697>

Purpose: Training health services administration (HSA) professionals is essential for the effective functioning of hospitals. Evidence suggests that training should emphasize social and decision-making competencies, as HSA professionals collaborate in an interprofessional environment. Simulation training (ST) for HSA in an interprofessional context is a promising approach. This study evaluated the effectiveness of such a training program on leadership self-efficacy, examined differences across professions and tested whether there was an interaction between profession and training effects. Participants and Methods: This retrospective study was conducted at the simulation center of Metropole Savoie Hospital in France. The 3-day program was mandatory for all HSA professionals, and included customized simulation scenarios, interprofessional collaboration and integration of aviation sector for their expertise in leadership skills employed in crisis management. Self-efficacy was measured by a specifically constructed questionnaire administered at baseline (T0), post training (T1) and 4 months post-training (T2). Results: The ST program significantly increased leadership self-efficacy. Self-efficacy improved post-training ( $p < .001$ , mean change = 31.67, 95% CI [28.06, 35.28],  $d = 1.75$ ) and increased self-efficacy was maintained for 4 months ( $p < 0.001$ ,  $\eta^2p = 0.70$ ,  $T0-T1 \Delta = 32.05$  [26.71– 37.39],  $T0-T2 \Delta = 2.43$  [-7.77– 2.90],  $\eta^2p = 0.70$ ). There was a significant main effect of profession with executive physicians reporting lower self-efficacy than other professionals combined ( $p < 0.001$ , mean difference = -22.56, 95% CI [14.83– 30.30],  $\eta^2p = 0.66$ ). No significant interaction between profession and program was observed ( $p > 0.05$ ). Conclusion: ST shows promise for enhancing leadership skills in HSA, particularly in an interprofessional context. Executive physicians remain a key group for targeted training, as their lower self-efficacy suggests, they may benefit from interventions aimed at strengthening leadership skills. Advancing in this direction will reinforce the findings.

Monnier, S. (2026). **Analyser l'activité infirmière pour négocier la pertinence des savoirs en santé publique et concevoir des modèles d'apprentissage.** *Phronesis*, 15(4), 112-128. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-4-page-112>

En contexte de crise du système de santé impliquant de nécessaires transformations dans les milieux cliniques et de formation, nous avons questionné la place de la santé publique dans l'activité infirmière. Notre démarche de didactique professionnelle visait à identifier le potentiel des situations de soins pour l'apprentissage de la santé publique afin d'en déduire des modèles de formation. Nous avons réalisé une enquête ethnographique qui combinait observations et entretiens. Les interactions entre le chercheur et les personnes enquêtées ont amené une évolution des rapports à la santé publique que nous proposons d'analyser sous l'angle de la négociation des savoirs. Trois temps de négociation de savoirs ont été identifiés, nous discuterons de leur implication dans le processus d'apprentissage. Nos résultats invitent à considérer le terrain d'enquête comme une opportunité d'apprentissage et à développer et tester de nouvelles méthodes pédagogiques reposant sur l'analyse de l'activité.

Repenning-Bzdigian, S., Lara, S., & Martínez, M. (2026). **Unpacking the Professional Development of Early Childhood Educators in Chile.** *International Journal of Early Childhood*, 58(1), 451-473. <https://doi.org/10.1007/s13158-026-00487-z>

In Chile, public policy in early childhood education has evolved, but challenges persist, such as the attrition of educators, which is consistently associated with limited and fragmented opportunities for sustained professional development. International studies have shown that programs such as coaching and learning communities improve teacher performance and children's outcomes. In Chile, several initiatives from foundations seek to improve the occupational well-being and continuous training of educators. In this article, we conduct a systematic mapping review on the professional development of early childhood educators in Chile, including a total of 20 articles. The review shows a growing research focus since 2015 and identifies key thematic areas and persistent gaps, including limited integration between initial teacher education and early childhood classroom practice. Specifically, the mapping synthesizes how research on early childhood educators' professional development has evolved, highlights dominant themes such as coaching, learning communities, and disciplinary strategies, and identifies gaps in continuous, high-quality development opportunities available to educators in Chile. Future studies should examine educators' perceptions of their professional trajectories and investigate how current policies shape training quality. Overall, this systematic mapping clarifies how Chile's research aligns with international evidence and contributes to global discussions on effective professional development in early childhood education.

Roux, M., Waltzing, A., & Jost, E. E. (2026). **La négociation des savoirs dans la structuration d'une communauté thématique de chercheurs : un enjeu de professionnalisation.** *Phronesis*, 15(4), 129-150. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-4-page-129>

En étudiant un réseau thématique de chercheurs, nous analysons en quoi et comment la négociation des savoirs participe à la professionnalisation de ses membres. Quatre dynamiques sont ici à l'œuvre: des transactions identitaires (les identités professionnelles se redéfinissent, Dubar, 2008) ; la transaction sociale (les membres du réseau se confrontent aux positionnements et pratiques des uns et des autres, Stoessel-Ritz et Blanc, 2020) ; un travail institutionnel (les modes de coopération et les rapports de pouvoir se reconfigurent, Lawrence et Suddaby, 2006) ; et la traduction (Akrich, Callon, Latour, 2006) entre chercheurs du réseau, mais aussi entre les chercheurs et accompagnatrices du réseau.

Sanojca, E., & Tribby, E. (2026). **La négociation des savoirs : un concept pour renouveler l'analyse et les pratiques en formation.** *Phronesis*, 15(4), 14-23. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-4-page-14>

Solignat, B., & Saintomer, G. (2026). **Des passeurs de savoirs, de soins, de culture : dynamiques de professionnalisation des infirmières en pratique avancée en Guyane à l'aune de la négociation des savoirs.** *Phronesis*, 15(4), 151-173. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-4-page-151>

La pratique avancée infirmière en Guyane met en lumière les tensions d'une profession en construction dans un contexte géographique, social et culturel singulier. Les infirmières en pratique avancée y composent entre référentiels nationaux et réalités de terrain, engageant une négociation et un métissage des savoirs académiques, expérientiels et locaux. L'analyse des CDPS et l'entretien avec une IPA de terrain soulignent l'importance d'une posture réflexive et de la sécurité culturelle pour penser une professionnalisation dynamique, contextualisée et transformatrice des pratiques de soin.

Veillard, L. (2026). **Former à la perception des situations de travail en agro-alimentaire : le rôle des médiations multimodales des formateurs en atelier d'école.** *Phronesis*, 15(1), 146-165. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-1-page-146>

Plusieurs recherches montrent qu'une dimension importante des activités professionnelles consiste à percevoir et interpréter ce qui est pertinent pour l'action dans une situation de travail. Dans cet article, notre objectif est d'analyser le potentiel d'un type de situation formative particulier, les ateliers d'école, pour former à cette dimension. Nous étudions plus spécifiquement le rôle de la multimodalité des interventions du formateur. Les résultats montrent comment le caractère intermédiaire et hybride des situations d'atelier permet de confronter les élèves à des dimensions perceptives réalistes sur le plan professionnel, tout en laissant des possibilités importantes pour des médiations multimodales de la part de la formatrice.

## Insertion professionnelle

Noudogbessi, M. (2025). **La difficile intégration en emploi d'un étudiant international** (Masters, Université du Québec à Rimouski). Consulté à l'adresse <https://semaphore.uqar.ca/id/eprint/3445/>

RÉSUMÉ: Dans un contexte de forte croissance de la migration pour étude, l'intégration professionnelle des étudiants internationaux est l'un des enjeux auxquels font face ces derniers dans les pays d'accueil. L'objectif de ce mémoire est d'identifier les difficultés d'intégration en emploi des étudiants internationaux en France et au Québec, tout en mettant en lumière les points de similitudes et de dissemblances qui ressortent de ces deux contextes. Ancrées dans une approche de l'autopraxéographie et dans un paradigme épistémologique constructiviste, les analyses réflexives et réfléchives sont faites sur la base des témoignages de l'étudiant chercheur. Les résultats de cette étude ont donc révélé que les étudiants internationaux font face à des difficultés multidimensionnelles dans leur processus d'intégration en emploi, qu'ils soient en France ou au Québec : contraintes administratives, reconnaissance des diplômes et expériences étrangers, connaissance de marché du travail local, accueil, intégration organisationnelle, culturelle et communicative. Les résultats montrent également quelques différences dans les difficultés rencontrées par les étudiants dans ces deux pays : la rigidité des règles administratives tant en France qu'au Québec, l'accueil des employés dans certains secteurs est moins structuré au Québec, mais mieux structuré en France. La relation interpersonnelle au Québec est moins coopérative, marquée par une communication indirecte alors qu'en France, elle est plus coopérative et repose sur une communication directe. -- Mot(s) clé(s) en français : Immigration, étudiant international, emploi étudiant, intégration en emploi, processus d'intégration. -- ABSTRACT: In a context of strong growth in migration for study purposes, the professional

integration of international students is one of the challenges they face in host countries. The objective of this thesis is to identify the difficulties international students encounter in integrating into the job market in France and Quebec, while highlighting the similarities and differences that emerge from these two contexts. Rooted in an autopraxeography approach and a constructivist epistemological paradigm, reflective and reflexive analyses are based on the testimonies of student researchers. The results of this study revealed that international students face multidimensional difficulties in their job integration process, whether in France or Quebec: administrative constraints, recognition of foreign degrees and experience, knowledge of the local labor market, reception, organizational, cultural, and communicative integration. The results also show some differences in the difficulties encountered by students in these two countries: administrative rules are more rigid in France than in Quebec, and employee reception in certain sectors is less structured in Quebec but well structured in France. Interpersonal relationships in Quebec are less cooperative and characterized by indirect communication, whereas in France they are more cooperative and based on direct communication. -- Mot(s) clé(s) en anglais : Immigration, international student, student employment, job integration, integration process.

## Marché du travail

Amoros, P. (2026). **L'activité de R&D selon les catégories d'entreprises en 2023 – résultats détaillés pour 2023**. Note d'Information du SIES, (26.03). <https://doi.org/10.5281/zenodo.18984935>

En 2023, les entreprises ont réalisé 40,6 Md€ de dépenses intérieures de recherche et de développement expérimental (DIRDE) en France.

Bolivar Rosales, O., Canavire Bacarreza, G., & Balthrop, A. (2026). **Hit the Road Juan: Welfare and Labor Market Effects of High-Quality Roads in Ecuador** (Working paper N° 18451). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18451>

Road infrastructure boosts economic opportunities and thus contributes to poverty alleviation. This paper investigates the causal impact of paved primary roads on poverty and income mobility in Ecuador, with particular attention to the mechanisms through which these effects materialize. exploiting variation in road expansion between 2012 and 2019, we track the construction of new major roads and link this information to socioeconomic outcomes reported in the national household survey. To achieve representativeness at a fine geographical scale, we employ the max-p region algorithm. Using staggered difference-in-differences estimators, we identify the causal effects of road infrastructure on poverty reduction and income dynamics. The findings indicate that access to paved major roads significantly reduces poverty rates overall. Middle-income households benefit from income growth following road access and these gains are attributable primarily to improvements in employment quality rather than increases in employment rates, with the largest effects concentrated in the primary sector.

Bozonnet, C. (2026, mars 21). « **Je n'en pouvais plus de vivre comme une étudiante** » : ces salariés reconvertis qui déchantent et retournent à la case départ. *Le Monde*. Consulté à l'adresse <https://www.lemonde.fr/campus/article/2026/03/21/je-n-en-pouvais-plus-de-vivre-comme-une->

[etudiante-ces-salaries-reconvertis-qui-dechantent-et-retournent-a-la-case-depart\\_6673131\\_4401467.html](https://www.iredu.fr/etudiante-ces-salaries-reconvertis-qui-dechantent-et-retournent-a-la-case-depart_6673131_4401467.html)

En quête de sens ou pour assouvir une passion ancienne, nombre de salariés quittent leur emploi pour exercer un tout autre métier. Mais, confrontés à des difficultés inattendues, certains font le choix de revenir à leur première carrière.

Cairo, S., Ivandic, R., Lassen, A. S., & Tartari, V. (2026). **Parenthood and the career ladder: evidence from academia** [Working paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://EconPapers.repec.org/RePEc:cep:cepdps:dp2160>

Persistent gender gaps in the labor market are largely driven by the underrepresentation of women at the top of most professions. We study how parenthood shapes gender gaps in academic careers using population-wide administrative and survey data linked to productivity and promotion records. Parenthood marks a sharp divergence in academic careers: one in three women exit academia following motherhood. Men also experience a decline in academic employment after fatherhood, but the effects are substantially smaller. For mothers, childbirth leads to a persistent decline in both tenure attainment and research output, while men's trajectories on these margins are unaffected by parenthood. The child penalty on tenure is driven primarily by women's higher exit rates from academia. Gender differences in career aspirations do not explain these findings; instead, childcare and mobility constraints play a central role. Child penalties are exacerbated in highly competitive environments and environments without senior female role models.

d'Albis, H. (2026, mars 17). **Les seniors au travail ne sont pas ceux que vous croyez. Et c'est aussi pour cela que la guerre des générations n'existe pas.** <https://doi.org/10.64628/AAK.reex5gdyk>

Revoyez toutes vos idées reçues. Les seniors au travail ne sont pas forcément ceux que vous croyez. Comme l'ensemble de la société, ils ont changé.

Jeanneau, L. (2026, mars 25). **Emploi : les jeunes n'hésitent plus à quitter leur CDI.** Consulté 26 mars 2026, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/emploi-les-jeunes-nhesitent-plus-a-quitter-leur-cdi/00118095>

Les ruptures de CDI explosent chez les jeunes depuis la crise sanitaire. Si beaucoup l'ont choisi et y gagnent en opportunités, d'autres s'exposent à un déclassement durable, révélant un marché du travail davantage polarisé.

Miller, M. (2026, mars 31). **« Honnêtement, je suis épuisée de manager » : pourquoi les moins de 30 ans ne veulent plus être chefs.** *Le Monde*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2026/03/31/j-avais-l-impression-d-insulter-l-intelligence-de-mes-collegues-en-verifiant-leur-travail-quand-les-jeunes-ne-veulent-plus-etre-chefs\\_6675584\\_4401467.html](https://www.lemonde.fr/campus/article/2026/03/31/j-avais-l-impression-d-insulter-l-intelligence-de-mes-collegues-en-verifiant-leur-travail-quand-les-jeunes-ne-veulent-plus-etre-chefs_6675584_4401467.html)

Stress, manque de reconnaissance, conditions de travail détériorées, perte de sens, rémunérations trop faibles... Séduits par d'autres modèles de réussite, les moins de 30 ans remettent en question une certaine vision du management.

Observatoire des inégalités. (s. d.-a). **D'où vient l'écart de salaires entre les femmes et les hommes ?** Consulté 31 mars 2026, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/femmes-hommes-salaires-inegalites>

Dans le secteur privé, les femmes gagnent 22 % de moins que les hommes en moyenne. Elles travaillent plus souvent à temps partiel et dans des métiers moins bien payés. À temps de travail et poste équivalents, l'écart de salaire est de 4 %.

Observatoire des inégalités. (s. d.-b). **Les inégalités de salaires entre les femmes et les hommes : état des lieux.** Consulté 31 mars 2026, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Les-inegalites-de-salaires-entre-les-femmes-et-les-hommes-etat-des-lieux>

En moyenne, les femmes gagnent 22 % de moins que les hommes. À temps de travail équivalent, elles touchent 14 % de moins que les hommes.

Observatoire des inégalités. (s. d.-c). **Les inégalités de salaires femmes-hommes se réduisent lentement.** Consulté 31 mars 2026, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Les-inegalites-de-salaires-femmes-hommes-se-reduisent-lentement>

Les écarts de salaires entre les femmes et les hommes se réduisent. Mais l'égalité salariale est encore loin. Au rythme actuel, il faudrait encore environ 25 ans pour annuler l'écart à temps complet. Extrait du Centre d'observation de la société.

Petit, F. (2026). **The future employment impact of artificial intelligence and emerging digital technologies in Europe.** Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/36418eac-f28a-11f0-8d3c-01aa75ed71a1/language-en>

Cette recherche analyse dans quelle mesure comment l'intelligence artificielle (IA) et les technologies numériques émergentes sont susceptibles de remodeler l'emploi en Europe d'ici 2040. L'analyse projette les activités d'innovation futures en s'appuyant sur le nombre de brevets. L'auteur montre que l'IA et les technologies numériques naissantes devraient entraîner une augmentation globale de l'emploi en Europe, mais que les bénéfices seront inégaux. Ces derniers profiteront principalement aux travailleurs hautement qualifiés, en âge de travailler et aux femmes, tandis que les travailleurs peu qualifiés et les jeunes, ainsi que les régions structurellement plus fragiles, resteront davantage exposés aux effets négatifs sans un soutien ciblé. Note synthétique.

## Métiers de l'éducation

Agunod, A., & Baguio, J. (2026). **Shaping Future Scientists: Exploring the Teaching Experiences of Secondary Educators in Special Science Classes.** *International Journal of Transformative Multidisciplinary Studies*, 2(1), 86-96. <https://doi.org/10.66074/L6K5J4H3G>

This phenomenological study explored the lived experiences of ten secondary educators assigned to Special Science Classes in public schools within Carmen District, Division of Davao del Norte. Through in-depth interviews and reflexive thematic analysis, the study uncovered the complex realities of specialized science instruction. Findings revealed that teachers navigated significant challenges, specifically limited instructional resources, diverse student abilities, and balancing specialized science instruction with other responsibilities. To overcome these hurdles, participants employed dynamic coping strategies, relying on differentiated instruction, visual and hands-on learning materials, and collaborative peer support. These experiences yielded profound professional insights, emphasizing enhanced teaching confidence, deeper appreciation for student curiosity, and renewed passion for science education. Teachers characterized Special Science Classes as demanding yet deeply meaningful, requiring continuous adaptation, creativity, and commitment to inquiry-oriented learning. These findings underscore the need for targeted resource planning, comprehensive teacher support, and continuous professional development.

Baradji, É., & Faucon, H. (2026). **La réussite aux concours de recrutement des enseignants du secteur public selon le profil des candidats - Capes, Capet, Capeps** (Document de travail N° 2026-E07). Consulté à l'adresse DEPP website: <https://www.education.gouv.fr/depp/la-reussite-aux-concours-de-recrutement-des-enseignants-du-secteur-public-selon-le-profil-des-504272>

Le Capes (enseignement général), le Capet (enseignement technologique) et le Capeps (éducation physique et sportive) sont des concours de recrutement visant à former des professeurs certifiés ou professeurs d'éducation physique et sportive (PEPS) dans le second degré du secteur public, principalement dans les collèges.

Besozzi, R. (2026). **Formateurs et formatrices d'apprenti·e·s en entreprise : un rôle en tension entre enjeux productifs et professionnalisation timide**. *Phronesis*, 15(1), 207-222. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-1-page-207>

Cette étude porte sur le parcours préparatoire à l'exercice de la fonction de formateur ou formatrice d'apprenti·e·s en entreprise (FEE) et s'intéresse au processus de professionnalisation de ces actrices centrales et acteurs centraux dans la prise en charge des apprenti·e·s au sein du système suisse de formation duale. Ancrée dans une approche qualitative et compréhensive, la recherche s'appuie sur quatre-vingts entretiens réalisés auprès de FEE issu·e·s d'entreprises de tailles et de secteurs variés. L'analyse, structurée autour de profils idéaux-typiques, met en lumière la pluralité des rapports que les personnes formatrices entretiennent à leur rôle, à leur préparation et aux premières formes de professionnalisation observables. Elle révèle également les tensions entre les impératifs productifs des entreprises et les finalités formatives de leur mission. Ces résultats alimentent une réflexion plus large sur la place de la professionnalisation dans les métiers de la formation en entreprise.

Cairo, S., Ivandic, R., Lassen, A. S., & Tartari, V. (2026). **Parenthood and the career ladder: evidence from academia** [Working paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://EconPapers.repec.org/RePEc:cep:cepdps:dp2160>

Persistent gender gaps in the labor market are largely driven by the underrepresentation of women at the top of most professions. We study how parenthood shapes gender gaps in academic careers using population-wide administrative and survey data linked to productivity and promotion records. Parenthood marks a sharp divergence in academic careers: one in three women exit academia following motherhood. Men also experience a decline in academic employment after fatherhood, but the effects are substantially smaller. For mothers, childbirth leads to a persistent decline in both tenure attainment and research output, while men's trajectories on these margins are unaffected by parenthood. The child penalty on tenure is driven primarily by women's higher exit rates from academia. Gender differences in career aspirations do not explain these findings; instead, childcare and mobility constraints play a central role. Child penalties are exacerbated in highly competitive environments and environments without senior female role models.

Carminatti, N. (2026). **L'auto-positionnement, une activité au service de la professionnalisation du métier d'enseignant en France.** *Phronesis*, 15(2), 127-143. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-2-page-127>

Cette recherche analyse comment l'auto-positionnement contribue à la professionnalisation des enseignants en formation en France, en articulant le sentiment de compétence et la construction du « je professionnel ». Elle s'inscrit dans le cadre théorique de la didactique clinique, mobilisant les notions de subjectivité, de déjà-là, de division et d'assujettissement du sujet. La méthodologie repose sur un outil d'auto-positionnement fondé sur le référentiel de compétences du métier enseignant, administré à près de 300 stagiaires d'une l'INSPE. Les résultats montrent des besoins différenciés, une hétérogénéité des sentiments d'auto-efficacité et l'intérêt de cette méthodologie pour ajuster les formations. L'étude conclut que la professionnalisation des enseignants doit être envisagée comme un processus dynamique et continu prenant en compte les dimensions humaines et relationnelles de la profession.

Caron, C., Janiaud, A., & Radé, É. (2026). **Les conditions d'exercice des accompagnantes et accompagnants d'élèves en situation de handicap** [Document de travail]. Consulté à l'adresse DEPP website: <https://www.education.gouv.fr/sites/default/files/document/les-conditions-d-exercice-des-accompagnantes-et-accompagnants-d-l-ves-en-situation-de-handicap-481235.pdf>

Challe, L., L'Horty, Y., Petit, P., & Wolff, F.-C. (2026). **Les discriminations à l'embauche dans l'enseignement supérieur et la recherche.** *Economie et Statistique / Economics and Statistics*, (548), 3-25. <https://doi.org/10.24187/ecostat.2025.548.2139>

Nous mesurons les discriminations dans l'accès à l'emploi dans le secteur de l'enseignement supérieur et la recherche à l'aide d'un test par correspondance. Deux critères sont testés, le sexe des candidats et leur origine, française ou nord-africaine, pour deux professions, assistant de gestion et cadre administratif, à l'aide de deux méthodes de test, la réponse à des offres d'emploi et des candidatures spontanées adressées à des recruteurs. Au total, l'étude exploite les résultats de 2 748 candidatures envoyées en 2021 et 2022 à des établissements d'enseignement supérieur et de recherche en France. Les deux méthodes de test déployées concluent à l'absence de discriminations en raison du sexe pour les deux professions. En

revanche, dans ce secteur particulier où les principes d'égalité et d'intégrité sont supposés prévaloir, l'étude signale une exposition aux discriminations selon l'origine nord-africaine pour les assistants de gestion dont l'ampleur est comparable à celle observée dans l'ensemble de la fonction publique.

Cipriano, G., & da Cruz Martins, S. (2026). **Examining the effects of the COVID-19 pandemic and professional development on teachers' grade repetition beliefs and practice.** *Educational Research for Policy and Practice*, 25(1), 109-128. <https://doi.org/10.1007/s10671-025-09403-z>

Grade repetition has been a controversial educational decision consisting of requiring students to remain at the same grade level for an additional school year. During the COVID-19 pandemic, in some countries where grade repetition rates are usually high, a notable decrease in these rates was observed. This study investigates the impact of the COVID-19 pandemic on teachers' grade repetition beliefs and practices. Additionally, it examines the effect of professional development in assessment literacy on these beliefs and practices. Using data from two independent samples collected through two survey questionnaires before and after the COVID-19 pandemic, where a portion of surveyed teachers participated in an assessment literacy professional development programme, we found that while the pandemic had minimal influence on teachers' grade repetition beliefs, professional development had a significant effect: Grade repetition beliefs were not affected by the COVID-19 pandemic, although the trend towards reducing the practice of grade repetition was positively influenced by the COVID-19 pandemic. Hence, both grade repetition beliefs and practices were positively influenced by professional development in assessment literacy. The results are consistent with the literature and institutional statistical indicators.

Dadgar, I., Neramo, M., & Shahbazian, R. (2026). **Who becomes a teacher? Relative academic rank and entry into teaching profession** (Working paper N° 26/1). Consulté à l'adresse Stockholm School of Economics, Center for Educational Leadership and Excellence website: [https://EconPapers.repec.org/RePEc:hnb:hastel:2026\\_001](https://EconPapers.repec.org/RePEc:hnb:hastel:2026_001)

This paper studies how students' relative academic rank in compulsory school affects entry into the teaching profession. Using population-wide Swedish administrative data, we link grade-9 GPA for cohorts attending grade 9 in 1990–1997 to detailed occupational outcomes observed at age 40. We measure relative position as within-school-cohort GPA rank and estimate rank effects by exploiting variation in ordinal position among students with similar absolute achievement. The empirical design includes school-by-cohort fixed effects and controls for absolute ability via national GPA-rank indicators interacted with grading-environment (school-type) measures, along with family background controls. We find that lower-ranked students are more likely to become teachers, but the pattern differs across teaching segments: low local rank predicts entry into compulsory and upper-secondary teaching, while very high local rank predicts university teaching; there is no clear relationship for pre-school teaching. Effects are concentrated among women and are strongest for women in high-achieving schools. Results are robust to alternative specifications. The findings highlight relative academic standing as an important, previously overlooked determinant of occupational choice into teaching.

Deneault, C., Riehl, E., & Zou, J. (2026). **Disparate Impacts of Teacher Certification Exams** (Working paper N° 2602). <https://doi.org/10.24149/wp2602>

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.

Denny, J.-L., Pagnani, B., & Durrive, L. (2026). **La circulation transformatrice des savoirs pour la formation professionnelle : ce que nous enseigne une lecture ergologique de l'activité**. *Phronesis*, 15(4), 24-44. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-4-page-24>

L'article entend montrer ce qui rapproche la démarche ergologique des trois défis d'une formation professionnelle : préparer des individualités à intervenir selon des normes de conformité malgré la variabilité du milieu ; les préparer à assumer pleinement un acte professionnel pourtant défini par autrui ; les préparer à une identité professionnelle stable, tout en s'inscrivant dans un parcours fait de changements. L'originalité de l'ergologie est de tenir l'activité pour un opérateur synthétique, qui saisit les trois défis en un seul : aborder l'apprenant comme être d'activité. Cela introduit la notion de « circulation transformatrice des savoirs », illustrée par deux dispositifs.

Deprit, A. (2026). **Les photos permettent-elles d'approcher l'activité réelle de planification ou la transforment-elles ?** *Phronesis*, 15(2), 144-159. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-2-page-144>

En formation initiale des enseignants, la compétence à planifier, pourtant essentielle au métier, entre difficilement dans les salles de cours et fait rarement l'objet d'un apprentissage. Dès lors, pour comprendre ce que font les futurs enseignants quand il planifient, un outil de recueil de données, basé sur des photos prises par les planificateurs, a été conçu. Toutefois, nous nous questionnons : ce dispositif permet-il d'approcher l'activité réelle de planification ou la transforme-t-elle ? Un questionnaire administré aux futurs enseignants ayant vécu ce dispositif durant leur cursus de formation permet d'explorer la part de réflexivité et d'apprentissage générés et nuance l'impact transformant.

Dicdican, M., & Baguio, J. (2026). **The Mediating Effect of Instructional Management on the Relationship Between Test Construction Skills and Critical Thinking Motivation of Teachers**. *International Journal of Transformative Multidisciplinary Studies*, 2(1), 158-167. <https://doi.org/10.66074/A9S8D7F6G>

This study investigated whether instructional management mediates the relationship between teachers' test construction skills and critical thinking motivation in public elementary schools in the Bansalan East District of Davao del Sur. Utilizing a descriptive-correlational design, the research surveyed teachers using standardized questionnaires to assess these three core areas. Overall, teachers demonstrated extensive test construction skills alongside highly extensive levels of critical thinking motivation and instructional management. The analysis revealed strong positive correlations among all three variables. Crucially, mediation analysis demonstrated that instructional management partially mediates the relationship between test construction skills and critical thinking motivation, even as the direct effect of assessment skills on motivation remained significant. Ultimately, the findings indicate that stronger assessment practices enhance student motivation for critical thinking, an effect that is significantly reinforced when teachers operate within environments with robust instructional management.

Donato, J., & Baguio, J. (2026). **Intellectual Virtues and Leadership Learning Agility of Public Elementary School Teachers.** *International Journal of Transformative Multidisciplinary Studies*, 2(1), 135-144. <https://doi.org/10.66074/U9I8O7P6L>

This quantitative descriptive-correlational study examined the relationship between intellectual virtues and leadership learning agility among public elementary school teachers in the Baganga South District of Davao Oriental. Using standardized questionnaires, the research measured intellectual virtues (attentiveness, open-mindedness, curiosity, and carefulness) alongside leadership learning agility domains, which included developing leadership, seeking feedback, and developing systematically. Results indicated that teachers exhibited highly extensive levels of both intellectual virtues and leadership learning agility. A strong positive correlation emerged between the two constructs, demonstrating that greater intellectual virtues are closely associated with enhanced leadership learning agility. Furthermore, all four intellectual virtues significantly predicted leadership learning agility, with carefulness serving as the strongest predictor. Ultimately, the findings suggest that intellectually grounded dispositions are deeply connected to a teacher's ability to lead, utilize feedback, and achieve systematic professional growth, supporting the integration of intellectually oriented development within school-based professional learning programs.

Fitzpatrick, M., & Zhang, T. (2026). **Ensuring the quality and impact of staff development in teaching.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4211> [Report]. Consulté à l'adresse European University Association (Transnational) website: <https://eua.eu/publications/reports/ensuring-the-quality-and-impact-of-staff-development-in-teaching.html>

This report from the European University Association's 2025 Thematic Peer Group on 'Ensuring the quality and impact of staff development in teaching' analyses connections between staff development and the overall quality of learning and teaching, as well as the real and desired impact of staff development. In doing so, the report advocates for its integration in higher education institutions' strategies and provides a perspective on how staff development can and should impact the institutional culture of teaching. The findings are based on group discussions, exploration of institutional practices and qualitative student consultations conducted at the ten European universities that formed the group. The group also identified challenges – ranging from

making (and taking) time for improving teaching to capacity building needed in teaching evaluation practices. The report explores how quality and impact are understood in staff development for learning and teaching and how it connects with the broader institutional context. Finally, the report provides recommendations and examples of practice to improve and amplify the quality and impact of staff development.

Forgione, R., & Marquet, P. (2026). **Le Laboratoire du Changement, un révélateur de la construction de l'identité professionnelle des Médiateurs de Ressources et Services et de la professionnalisation à l'ingénierie pédagogique.** *Phronesis*, 15(2), 104-126. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-2-page-104>

Cette étude examine comment un Laboratoire du Changement (Engeström et al., 1996) contribue à la construction identitaire de Médiateurs de Ressources et Services (MRS) de Réseau Canopé, engagés dans un processus de professionnalisation vers la formation. Ancré dans la Théorie Historico-Culturelle de l'Activité (Engeström, 2015) et la tension épistémè-praxis (Albero, 2019), la recherche-intervention menée auprès de cinq MRS met en évidence que la co-analyse de l'activité favorise la reconnaissance mutuelle, la réflexivité et l'appropriation de l'ingénierie pédagogique (Basque, 2017). Le dispositif apparaît ainsi comme un instrument de développement professionnel et de visibilité des dynamiques identitaires collectives.

Gauvin, É., Desmeules, A., & Caron, S. (2026). **Partenariat entre milieux de formation initiale et de travail : soutenir l'insertion professionnelle des novices par une démarche d'accompagnement aux enseignant·es mentor·es.** *Revue hybride de l'éducation*, 10(1), 1-16. <https://doi.org/10.1522/rhe.v10i1.1978>

Le mentorat est l'une des mesures de soutien les plus souvent offertes aux enseignant·es novices (Ingersoll et Strong, 2012 ; Mukamurera et al., 2020). Cependant, force est de constater que plusieurs types de mentorat sont documentés dans la littérature (Hurtel et Guillemette, 2022), ce qui entraîne une variabilité des dispositifs mis en place dans les milieux scolaires et une certaine confusion (Keese et al., 2023). L'objectif général de cet article est de présenter la démarche de formation et d'accompagnement réalisée auprès d'enseignant·es mentor·es dans le cadre d'un projet d'engagement partenarial entre un milieu universitaire et un milieu de travail, et de mettre en exergue certaines retombées.

Glineur, C., Rutze, F., Bossut, E., Lejeune, É., Joertz, F., Seran, L., ... Carton, T. (2025). **Relations école-famille-institution de placement : entre tensions et négociations interprofessionnelles.** *Revue internationale de l'éducation familiale*, 56(2), 73-97. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-73>

Dans des contextes de placement d'enfants en institution, un troisième acteur, l'institution de placement, s'ajoute à la relation école-famille, transformant les relations autour de la scolarité de l'enfant et générant de nouvelles sources de tensions interprofessionnelles. À partir d'une enquête qualitative conduite auprès de 24 professionnels, 18 travailleurs sociaux issus de services résidentiels généraux de la protection de l'enfance et six professionnels de l'enseignement primaire et secondaire, cet article analyse les tensions qui peuvent entraver la collaboration entre les secteurs de l'enseignement et de l'Aide à la jeunesse dans le suivi des enfants placés

en Fédération Wallonie-Bruxelles. Trois grandes catégories de tensions émergent de l'analyse : une méconnaissance intersectorielle, nourrie par des finalités éducatives qui divergent entre réussite éducative et réussite scolaire ; des difficultés liées à la régulation du partage d'informations, prises entre respect du secret professionnel et besoin de contextualisation pédagogique ; et des représentations contrastées de la place des parents, oscillant entre différentes attentes d'implication parentale. L'article met en lumière les dynamiques de négociation que ces tensions appellent, en soulignant leur rôle structurant dans les processus de relations interprofessionnelles. Il contribue ainsi à une meilleure compréhension des logiques d'articulation ou de cloisonnement entre secteurs dans la scolarité des enfants en situation de placement institutionnel.

Grinshtain, Y., & Zibenberg, A. (2026). **Person-environment fit theory and teachers' accountability as context-dependent.** *Educational Research for Policy and Practice*, 25(1), 145-166. <https://doi.org/10.1007/s10671-025-09405-x>

The study examined the extent to which person-environment fit was related to teachers' internal and external accountability, exploring the possibility of school location (rural versus central schools) intervening in the relationship between person-environment fit and accountability. The quantitative research was based on a questionnaire delivered to 309 Israeli teachers, 134 elementary schools, 110 women, and 187 rural schools. The results support the hypothesis that the higher the degree of compatibility between a teacher's values and those of the school, job, and colleagues, the higher the teacher's sense of accountability. However, the relationship between fit and accountability was significant only in rural areas.

Guérin, J. (2026). **Effets de l'activité de recherche sur l'activité de professionnels de santé : le cas d'une diététicienne nutritionniste.** *Phronesis*, 15(2), 79-92. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-2-page-79>

Cet article présente l'analyse d'une collaboration entre un chercheur en analyse de l'activité et une nutritionniste-diététicienne. Pendant plusieurs mois, dans le cadre d'un atelier du changement, des rencontres régulières ont été organisées. L'objectif était double : comprendre les pratiques et la posture de la professionnelle lors de consultations individuelles, et identifier les effets de ces rencontres sur son travail. Les résultats, illustrés par l'analyse de différentes vignettes, montrent que la diététicienne s'est appropriée les concepts et méthodes issus de la recherche. Lors des consultations, elle mobilise ponctuellement ces concepts ou outils méthodologiques pour aider les patientes à transformer leurs habitudes alimentaires et à mieux prendre soin d'eux-mêmes.

Hanson, C., Kelly, H., Hameed, S., Ahmed, S., & Li, K. (2025). **Navigating the Student Affairs Landscape: An Autoethnographic Exploration of the Student Affairs Profession from Canadian Perspectives.** *Canadian Journal of Higher Education*, 55(4), 167-182. <https://doi.org/10.47678/cjhe.v55i4.190545>

This autoethnographic study examines the evolving professional landscape of student affairs in Canada through the lived experiences of five scholar-practitioners. Drawing on reflective narratives and thematic analysis, the study explores three central themes: unplanned career

entry into student affairs, the expanding and complex demands placed on practitioners, and the dynamic construction of professional identity. Framed by the job demands-resources model and social ecological systems theory, this research reveals how intersecting personal, institutional, and systemic forces may shape the careers and commitments of student affairs professionals. Findings highlight tensions between credentialism and experiential knowledge, the emotional toll of equity work, and the precarity of institutional belonging. This article offers a nuanced understanding of the student affairs profession and calls for more inclusive, relational, and critically reflexive approaches to professional development, institutional policy, and workforce sustainability. It contributes to emerging discourses on practitioner well-being, professionalization, and systemic transformation in higher education.

Jaafar & Cuellar. (2026). **Bridging Equity Gaps: Faculty Development Through Data Coaching**. *Community College Journal of Research and Practice*, 50(4), 311-333. <https://doi.org/10.1080/10668926.2024.2430382>

The promotion of social mobility underscores the urgent need for equity in higher education. Researchers have emphasized the importance of disaggregated data in developing an equity-minded campus culture and addressing systemic inequity. In alignment with this, Jaafar and Cuellar (2023) launched a data coaching model at LaGuardia Community College to equip faculty with tools for analyzing disaggregated data and designing strategies to mitigate equity gaps. This study explores the early outcomes of this equity-minded data coaching pilot program, which trained STEM faculty in a year-long professional development cohort. This initiative involved examining student success data to enable continuous improvement and equity-minded actions. Faculty identified research questions based on classroom and program observations and analyzed student success data with a faculty data coach. Early results suggest that data coaching is an effective professional development approach that can enhance classroom and, potentially, program-level equity. This study discusses the challenges of scaling such initiatives across different institutional contexts and shares insights from three case studies on potential implementation and scaling strategies. It also considered the scalability of tailored data coaching programs to incorporate equity-minded data analysis to improve student outcomes.

Karbownik, K., Svaleryd, H., Vlachos, J., & Wang, X. (2026). **Classrooms as Workplaces: How Student Composition Affects Teacher Health** (Working paper N° 18404). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18404>

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.

Lessard, C. (2025). **À propos de la condition enseignante : au-delà des difficultés, des gains et des pertes, il importe de renouveler le sens du métier pour le rendre plus attrayant.** *Revue des sciences de l'éducation*. <https://doi.org/10.7202/1122835ar>

Cet article aborde la condition enseignante, définie comme réalité multidimensionnelle, objective et subjective, ayant valeur de symbole et objet de politiques publiques. Souvent traitée globalement et en termes de gains et pertes, celle-ci est analysée à l'aide de deux distinctions : a) entre deux types de professionnalisation, comme mouvement porté par les enseignants et comme politique d'État ; b) entre deux orientations, l'une axée sur la qualité de la main-d'oeuvre enseignante (politique d'État) et l'autre soucieuse de l'organisation professionnelle des lieux de travail (revendiquée par les enseignants). Ce second type de professionnalisation doit être priorisé, même s'il s'oppose à la gestion axée sur les résultats (GAR). Enfin, recomposer la figure de l'enseignant serait une stratégie gagnante pour revaloriser le métier et le rendre plus attrayant.

Maglente, J. A. R., & Baguio, J. (2026). **Uncovering the Career Development Experiences in Remote Areas: Elementary School Teachers in Focus.** *International Journal of Transformative Multidisciplinary Studies*, 2(1), 145-157. <https://doi.org/10.66074/Y5T4R3E2W>

This phenomenological study examined how elementary school teachers in remote areas of Mati North District, Division of the City of Mati, experienced career development under conditions of geographic isolation, constrained access, and uneven institutional support. Ten public elementary school teachers with at least three years of service in remote schools participated in in-depth interviews. The study used purposive sampling and thematic analysis to identify patterned meanings across participants' accounts. Three clusters of findings emerged. First, teachers described career development as constrained by limited access to professional development opportunities, geographical isolation and logistical difficulties, and inadequate institutional support. Second, they responded through three practical strategies: attendance in local training opportunities when available, reliance on collaboration and support networks, and selfinitiated professional growth through personal study and experimentation with teaching practices. Third, their reflections pointed to resilience and perseverance, the value of community support, and a sustained commitment to lifelong learning as central to professional survival and growth in remote contexts. The findings show that career development in remote schools is shaped not only by individual motivation but also by the structure of access, mentorship, recognition, and professional community available to teachers.

Mallard, S. (2026). **Former les directions d'établissement scolaire: Enjeux et perspectives.** Consulté à l'adresse <https://www.deboecksuperieur.com/livre/9782807372917-former-les-directions-d-etablissement-scolaire>

Mantel, C., Kamm, E., & Bieri Buschor, C. (2024). **International teaching internships for future teachers: potential and challenges for learning.** *Educational Research for Policy and Practice*, 23(2), 215-227. <https://doi.org/10.1007/s10671-022-09313-4>

Internationalisation of the higher education system continues to have a strong impact on national education policies. From an international perspective, learning to teach in globally competent and culturally responsive ways is a core element of teacher education. For this purpose, academically and practice-oriented student teacher exchange programmes have been established. It is often taken for granted that corresponding internships abroad offer positive learning experiences, but research shows that these expectations are frequently not met. This paper; therefore, investigates if and how learning takes place in multi-week international internships, what shapes, enables, limits or obstructs this learning. The investigation is based on a qualitative-hermeneutic approach with data collected from group discussions and analysed according to the documentary method. The analyses led to two 'ideal types': the first is based on learning from contrasts and includes sub-types in which the student teachers' perceptions and interpretations are differentiated or distanced to a greater or lesser extent. The second ideal type, in which learning takes place through challenges, is also divided into sub-types which differ in the degree of self-efficacy experienced by the students. The paper concludes with some suggestions on how pre-service teachers can be supported so that the learning potential of their internships can be exploited more fully.

Nawab, A., Zain Ul Abidin, N., Hashmi, K., Kiani, L., & Niazi, M. T. K. (2026). **Creating opportunities: advancing women's leadership in Sindh, Pakistan** (p. 17). Consulté à l'adresse Global Partnership for Education Knowledge and Innovation Exchange, GPE KIX website: <https://curated-library.iiep.unesco.org/fr/node/58447>

This policy brief is in the context of the KIX EMAP Learning Cycle "Increasing Women's Representation in School Leadership". It presents an analysis of women's participation in school leadership in Pakistan (Sindh), along with policy and practice recommendations.

Nunez-Regueiro, F. (2026, mars 29). **Qui veut encore devenir prof? Ce qu'une approche internationale nous dit de la « crise des vocations » enseignantes.** <https://doi.org/10.64628/AAK.x3y4pc7wg>

Plus l'accès à l'enseignement supérieur se développe, moins le métier enseignant paraît attractif alors même que les besoins en professeurs augmentent. Regard sur ce paradoxe.

Olaer, R., & Baguio, J. (2026). **Preferred School Head Leadership Style and Job Involvement of Public Elementary School Teachers.** *International Journal of Transformative Multidisciplinary Studies*, 2(1), 205-212. <https://doi.org/10.66074/Y1U2I3O4P>

This quantitative descriptive-correlational study investigated the relationship between preferred school head leadership styles and job involvement among experienced public elementary school teachers in the Panabo North District. Surveying randomly selected educators, the research assessed leadership domains (authoritarian, participative, transformational, and transactional) alongside emotional, cognitive, and behavioral dimensions of job involvement. Results revealed that teachers reported highly extensive preferences for all leadership styles, particularly participative and transactional approaches, alongside highly extensive levels of overall job involvement. Crucially, a significant positive correlation emerged between preferred leadership styles and teacher job involvement. Furthermore, all leadership domains significantly

predicted job involvement, with authoritarian leadership demonstrating the strongest predictive effect. Ultimately, the findings suggest that a leadership approach integrating structure, participation, inspiration, and accountability effectively foster stronger teacher engagement, highlighting critical implications for school leadership preparation and district-level professional development.

Pageau, L. (2026). **Quel est le profil de l'enseignant d'histoire idéal selon les élèves sur le point de se soumettre à l'épreuve unique ministérielle d'histoire ?** *Canadian Journal of Education/Revue canadienne de l'éducation*, 49(1), 115-134. <https://doi.org/10.53967/cje-rce.6925>

Several studies have documented the presence of very different epistemological understandings of history in Quebec schools. For this article, we document one facet of secondary school students' representations of history: a thematic analysis of the 305 respondents' answers enables us to see what expectations adolescents have of their history teachers, and also to highlight the different expectations of their teachers of students with a more transmissive vision of history, as opposed to those who have developed a more constructivist vision of learning history .

Repenning-Bzdigian, S., Lara, S., & Martínez, M. (2026). **Unpacking the Professional Development of Early Childhood Educators in Chile.** *International Journal of Early Childhood*, 58(1), 451-473. <https://doi.org/10.1007/s13158-026-00487-z>

In Chile, public policy in early childhood education has evolved, but challenges persist, such as the attrition of educators, which is consistently associated with limited and fragmented opportunities for sustained professional development. International studies have shown that programs such as coaching and learning communities improve teacher performance and children's outcomes. In Chile, several initiatives from foundations seek to improve the occupational well-being and continuous training of educators. In this article, we conduct a systematic mapping review on the professional development of early childhood educators in Chile, including a total of 20 articles. The review shows a growing research focus since 2015 and identifies key thematic areas and persistent gaps, including limited integration between initial teacher education and early childhood classroom practice. Specifically, the mapping synthesizes how research on early childhood educators' professional development has evolved, highlights dominant themes such as coaching, learning communities, and disciplinary strategies, and identifies gaps in continuous, high-quality development opportunities available to educators in Chile. Future studies should examine educators' perceptions of their professional trajectories and investigate how current policies shape training quality. Overall, this systematic mapping clarifies how Chile's research aligns with international evidence and contributes to global discussions on effective professional development in early childhood education.

Rilhac, C. (2026). **Le directeur d'école, une fonction (re)connue mais inachevée : le rendez-vous manqué du premier degré ?** *Administration & Éducation*, 189(1), 129-137. <https://doi.org/10.3917/admed.189.0131>

La loi de 2021 reconnaissant la fonction de directeur d'école dans le premier degré a marqué une avancée symbolique majeure. Pour la première fois, un texte législatif identifiait et nommait explicitement la spécificité de ce rôle. Pourtant, malgré cette reconnaissance, le sentiment

dominant sur le terrain reste celui d'un rendez-vous manqué. Pourquoi cette réforme, attendue depuis des décennies, n'a-t-elle pas pleinement transformé le quotidien des directeurs d'école ? Quels obstacles persistent, et quelles pistes pourraient enfin ancrer cette fonction dans une réalité opérationnelle et sereine ? Cet article propose d'analyser les limites de la loi de 2021 et d'esquisser les contours d'une transformation plus ambitieuse.

Roux, M., Waltzing, A., & Jost, E. E. (2026). **La négociation des savoirs dans la structuration d'une communauté thématique de chercheurs : un enjeu de professionnalisation.** *Phronesis*, 15(4), 129-150. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-4-page-129>

En étudiant un réseau thématique de chercheurs, nous analysons en quoi et comment la négociation des savoirs participe à la professionnalisation de ses membres. Quatre dynamiques sont ici à l'œuvre: des transactions identitaires (les identités professionnelles se redéfinissent, Dubar, 2008) ; la transaction sociale (les membres du réseau se confrontent aux positionnements et pratiques des uns et des autres, Stoessel-Ritz et Blanc, 2020) ; un travail institutionnel (les modes de coopération et les rapports de pouvoir se reconfigurent, Lawrence et Suddaby, 2006) ; et la traduction (Akrich, Callon, Latour, 2006) entre chercheurs du réseau, mais aussi entre les chercheurs et accompagnatrices du réseau.

Silatan, P. G., & Baguio, J. (2026). **Uncovering the Experiences in Makeshift Classrooms: Elementary School Teachers in Focus.** *International Journal of Transformative Multidisciplinary Studies*, 2(1), 180-191. <https://doi.org/10.66074/C5V4B3N2M>

This qualitative phenomenological study explores how public elementary school teachers experience teaching in makeshift classrooms within the Mati South District. Utilizing in-depth interviews with educators experienced in temporary, resource-constrained spaces, the research employed thematic analysis to uncover the realities of their daily instructional environments. The findings highlight significant challenges, including limited instructional resources, overcrowded spaces, and considerable emotional and professional strain. To cope, teachers utilize resource improvisation, adaptive classroom management, and peer support. Ultimately, these educators view their experiences as catalysts for personal growth, resilience, and pedagogical creativity, while underscoring the critical need for institutional backing. The study concludes that makeshift classrooms profoundly reshape instructional decisions, emotional labor, and professional identity. Consequently, stronger material provisions, context-responsive professional development, and sustained school-level support are essential to maintain instructional quality and teacher well-being in fragile learning conditions.

Thémines, J.-F. (2026). **La réforme de 2025 : quelle vision du métier de professeur des écoles ?** *Administration & Éducation*, 189(1), 67-75. <https://doi.org/10.3917/admed.189.0069>

La réforme de la formation des enseignants s'inscrit dans un contexte marqué par une désaffection longue pour le métier de professeur des écoles, une défiance grandissante des professeurs vis-à-vis de l'institution, une représentation peu structurée du métier chez les débutants, et une mise en cause de l'engagement professionnel des formateurs en INSPE. Au regard de ces fortes contraintes, quelques axes de travail sont mis en exergue : la formalisation par les équipes d'INSPE d'un modèle de référence pour la formation, l'incarnation d'une posture

délibérative en formation, le questionnement réciproque de la polyvalence et des didactiques, l'accompagnement des étudiants.

Timon, P., & Baguio, J. (2026). **The Mediating Effect of Time Management on the Relationship between Organizational Learning Capability and Social-Emotional Competency of Teachers.** *International Journal of Transformative Multidisciplinary Studies*, 2(1), 213-225. <https://doi.org/10.66074/Z5X4C3V2B>

This quantitative descriptive-correlational study investigated whether time management mediates the relationship between organizational learning capability and social-emotional competence among public elementary school teachers in the Bansalan East District. Utilizing adapted surveys, the research assessed these three interconnected domains. Results indicated teachers exhibited highly extensive levels of organizational learning capability, social-emotional competence, and time management, with strong positive correlations among all variables. Crucially, mediation analysis revealed that time management fully mediates the relationship between organizational learning capability and social-emotional competence. When time management was accounted for, the direct effect of organizational learning on social-emotional competence became non-significant. These findings indicate time management plays a central explanatory role in linking school learning conditions to teachers' social-emotional well-being, emphasizing the value of integrating deliberate time-management training into broader organizational learning supports and school improvement initiatives.

Tremblay, M., Saboya, M., Leroux, M., & Bélanger-Fortin, A. (2025). **Illustration de deux cas de développement professionnel d'enseignant·e·s de mathématiques : quand diversité et ouverture résonnent dans la formation.** *Revue des sciences de l'éducation*. <https://doi.org/10.7202/1122826ar>

La Loi 23 (L23) permet au ministre de l'Éducation de prévoir les modalités de la formation continue obligatoire des enseignant·e·s. Nous étudions la conception de la formation continue véhiculée par la L23 en opposant deux postures : 1) l'imposition d'objets de formation ; 2) le choix et l'émergence d'objets de formation à la croisée des besoins individuels et collectifs des personnes formées. Nous nous intéressons également à la tension homogénéité/hétérogénéité des pratiques dans une perspective de formation. Deux cas issus de recherches collaboratives en didactique des mathématiques seront discutés pour éclairer les contradictions et proposer des pistes favorisant le développement professionnel.

Valette, C. (2026). **Profil des admis aux concours enseignants 2024.** *Note d'Information*, (26.08). <https://doi.org/10.48464/ni-26-08>

À la session 2024, 23 700 candidats sont admis aux différents concours enseignants organisés par le ministère chargé de l'éducation nationale, dont 85 % dans l'enseignement public. La voie externe est la principale voie de recrutement par concours avec 8 admis sur 10.

Veillard, L. (2026). **Former à la perception des situations de travail en agro-alimentaire : le rôle des médiations multimodales des formateurs en atelier d'école.** *Phronesis*, 15(1), 146-165. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-1-page-146>

Plusieurs recherches montrent qu'une dimension importante des activités professionnelles consiste à percevoir et interpréter ce qui est pertinent pour l'action dans une situation de travail. Dans cet article, notre objectif est d'analyser le potentiel d'un type de situation formative particulier, les ateliers d'école, pour former à cette dimension. Nous étudions plus spécifiquement le rôle de la multimodalité des interventions du formateur. Les résultats montrent comment le caractère intermédiaire et hybride des situations d'atelier permet de confronter les élèves à des dimensions perceptives réalistes sur le plan professionnel, tout en laissant des possibilités importantes pour des médiations multimodales de la part de la formatrice.

West. (2026). **Wood's Job Satisfaction Survey 50 Years Later: A Principal Components Analysis of Community College Faculty Job Satisfaction.** *Community College Journal of Research and Practice*, 50(4), 277-292. <https://doi.org/10.1080/10668926.2024.2373171>

The community college plays a vital role in educating college students, enrolling nearly half of all undergraduates in the United States. Those who interact with these students, faculty, play a pivotal role in both persistence and retention, with high faculty job satisfaction linked to better student outcomes. However, the number of qualified instructors who work at these institutions may be at risk due to the very same reasons there is a K-12 teacher shortage: relatively lower pay, increasing cost of living, and job dissatisfaction. It is therefore paramount that institutions measure their present dimensions of job satisfaction to keep their best faculty and attract new instructors. In this study, an instrument constructed by Woods (1973, 1976) was used to measure full-time community college faculty job satisfaction in a sample of two-year colleges in Alabama. The main goal of this research was to assess whether an instrument that is now fifty years old continues to adequately capture the myriad dimensions of job satisfaction and dissatisfaction. The results of a principal components analysis substantiate the continued utility of nine of the 10 constructs originally espoused by Woods (1973, 1976), satisfaction with achievement, growth, interpersonal relations, policy/administration, recognition, responsibility, salary, supervision, and the work itself. Results suggest that the tenth construct, working conditions, actually represents two distinct components rather than the previously unidimensional latent construct.

## Numérique et éducation

Agrawal, K., Athey, S., Kanodia, A., Nath, S., & Palikot, E. (2026). **The Economics of Algorithmic Personalization: Evidence from an Educational Technology Platform** (Working paper N° 34950). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34950>

Can personalized recommendations improve engagement in educational technology? We design, test, and scale a collaborative filtering system for Freedom, an English-learning app for Indian children. A randomized controlled trial (RCT) with 7,750 students shows that personalization, deployed in a single content section, increases engagement by 60% in that section and by 14% app-wide. We then exploit an eligibility threshold in a regression discontinuity design (RDD) to track effects over five months of deployment. For user cohorts receiving personalization during deployment, RDD estimates exceed RCT benchmark by a factor of 2.5, opposite of the "voltage drop" typically observed in policy scale-ups. This provides evidence that, for algorithmic interventions, RCT estimates may be lower bounds on scaled impact rather than upper bounds.

However, personalization benefits are front-loaded. Gains concentrate in users' first weeks, with diminishing returns thereafter. This pattern, combined with the sharp decline in predicted match quality as users exhaust their best content matches, suggests that content availability rather than algorithmic sophistication becomes the binding constraint.

Allesant, H., Theric, V., & Impedovo, M. (2026). **État de l'art international des recherches sur les intelligences artificielles génératives en école primaire : une revue systématique selon PRISMA.** AFEVO: Journée d'étude des doctorants du laboratoire ADEF (UR 4671) à destination de l'ensemble des doctorants de la structure fédérative SFERE-Provence (FED 4238). Consulté à l'adresse <https://hal.science/hal-05559770>

The rapid development of generative artificial intelligence (GenAI) has generated growing interest in its integration into educational contexts, including primary education. However, the existing literature remains fragmented in terms of contexts, methodologies, and theoretical frameworks. This study provides a systematic synthesis of the international literature on the use of GenAI in primary education. The review was conducted in accordance with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. A comprehensive literature search was carried out across multiple databases (HAL, Google Scholar, ERIC, and Web of Science), using search queries that combined terms related to generative AI (e.g., ChatGPT, large language models) and primary education. Following the screening and eligibility phases, 17 empirical studies were included. The results show that 70% of the studies focus on specific AI tools, while 30% address general-purpose systems. The populations studied mainly include teachers (50%) and students (35%). Methodologically, qualitative and mixed-method approaches are predominant (approximately 40%), along with a notable proportion of experimental studies (30%). Theoretical frameworks include, in particular, TPACK and AI-TPACK (approximately 30%). The main research focuses concern teacher competency development (40%), student learning outcomes (35%), and professional and ethical issues (25%). These findings highlight the potential of GenAI to support pedagogical innovation, while also pointing to challenges related to ethics, teacher training, and implementation conditions.

Alush, K., Olsher, S., & Biton, Y. (2025). **Exploring elementary school students' involvement in modifying learning resources.** *Proceedings of the Fifth International Conference on Mathematics Textbook Research and Development*, 101-108. Consulté à l'adresse <https://hal.science/hal-05456878>

This research contributes to the development of student-centred digital learning resources, fostering 21st-century skills by prompting students to engage critically and actively in their learning. It involves students in the design and improvement of digital resources, shifting their role from users to active participants. Drawing on suggestions from 4th- and 6th-grade students regarding assessment, practice, and game-based questionnaires, this qualitative study identifies key themes in their suggestions, including clarity, task difficulty, and real-world relevance. The findings reveal age-related differences in how students engage with digital tasks and provide insights into how student input can inform curricular design. LITERATURE REVIEW Typically, experts develop digital learning resources with occasional teacher input, whereas students mainly use these resources. However, both teachers and students may have valuable insights into the learning process that can enhance task development. Although it may be impractical to expect students to design content from scratch, their understanding of learners' challenges and needs is crucial for refining learning resources. This study explores how involving students in suggesting changes to the learning resources they use can bridge the gap between content experts and

users, creating a bidirectional development process. Experts are responsible for designing digital tasks, a process guided by principles aimed at ensuring that students deepen their understanding and actively engage in learning by creating activities that are adapted to different levels (Borba et al., 2016). High-quality tasks not only prompt students to present knowledge but also challenge them to explore, apply, and actively engage with content (Bray & Tangney, 2017). The medium and format of digital tasks, including multimedia elements, interactive videos, and educational games, are crucial for enhancing engagement. Research shows that multimedia improves learning by integrating visual and auditory channels (Mayer, 2014) and combining digital texts with videos enhances learning outcomes by engaging multiple channels (Mason et al., 2022). Digital games further boost motivation in supportive environments (Li et al., 2024), indicating that task design must consider the medium to optimize engagement and learning (Lackmann et al., 2021).

Aristizábal, A. M., Guillen, B., Child, F., Sarakatsannis, J., Riomalo, S., Acevedo, A., & Noguera, F. (2026). **Tech and philanthropy: fueling learning in Latin America and the Caribbean** (p. 41). Consulté à l'adresse McKinsey & Company website: <https://curated-library.iiep.unesco.org/fr/node/58451>

Aslan Altan, B., & Göçen Kabaran, G. (2026). **Understanding students' intentions to use of AI-Based personalized learning environments in higher education: A TPB and ARCS model approach.** *Education and Information Technologies*, 31(5), 1433-1458. <https://doi.org/10.1007/s10639-025-13871-4>

The present research integrates the Theory of Planned Behavior (TPB) with the ARCS Motivation Model to describe the elements influencing students' intentions to use AI-based Personalized Learning Environments (PLE) in higher education. The study intends to offer insights into how behavioral intentions (Attitudes, Subjective Norms, and Perceived Behavioral Control) and motivation variables (Attention, Relevance, Confidence, and Satisfaction) together predict the use of AI-based PLE. Using structural equation modeling (SEM) and a correlational research approach, the study examines data from 725 students in a Turkish state university. Results show that whilst confidence and satisfaction have both direct and indirect effects on perceived behavioral control and subjective norms, attention and relevance indirectly influence behavioral intentions through attitudes. The results highlight the need of creating interesting, relevant, and confidence-boosting AI-based PLE as well as of a favorable social context to improve technology use. Practical insights provided by this multidisciplinary approach help instructors and developers design more successful and interesting AI-based learning systems.

Atıcı, Ş., & Akman, B. (2026). **Exploring preschool teachers' and parents' experiences with story-based mathematics, digital math activities, and realistic mathematics: a phenomenological study.** *Education and Information Technologies*, 31(5), 1313-1349. <https://doi.org/10.1007/s10639-025-13851-8>

This phenomenological study examines preschool teachers' and parents' perspectives on children's early mathematics experiences. Starting from story-based mathematics, which are frequently used as a learning tool in the early years, digital experiences, digital applications, and the attitudes towards them are discussed. Experiences with mathematical models in realistic mathematics education are presented. Data were collected from preschool teachers and parents through semi-structured interviews. Eight teachers selected by snowball sampling and 16 parents selected from their classrooms participated in the study. The data were analyzed

thematically using MAXQDA Plus 24 software. The findings were explained under three themes: storybooks for mathematical skills, digital activities, and mathematical modeling in mathematical skills. The results emphasized that participants engaged in story-based maths activities with children, covering numbers and operations, measurement skills, reasoning, proof, and problem-solving processes. Participants stated that they used various apps in digital maths activities and tried to ensure collaboration between teachers and parents. It was concluded that they guided children in embracing digital-maths integration with entertainment games that support mathematical skills and educational games. In realistic maths education, it was found that the aim was to make maths noticeable in daily life and to increase its comprehensibility with mathematical models. In summary, teachers and parents guided and provided opportunities for children's mathematical interactions through story-based mathematics activities, digital mathematics applications, and realistic mathematics. Various recommendations were made considering the discussions regarding this conclusion.

Bai, Q., Alayrangues, S., Romero, M., & Carre, P. (2026). **Enseignement des LLM au lycée : une proposition exploratoire**. Consulté à l'adresse <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.

Bailleau, C. (2024). **Les pratiques connectées des lycées normands : efficacité du BYOD (Bring Your Own Device) éducatif** (Theses, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-05565361>

BYOD in education raises crucial questions: can it truly transform student learning and modernize teaching practices? This thesis explores the connected practices of high school students in Normandy from an innovative perspective. Should we opt for massive distribution of digital devices or rather encourage the use of students' personal smartphones and computers? The Normandy Region has chosen the latter approach, betting on BYOD as a lever for innovation. The study, spanning three years, includes periods marked by the pandemic, during which lockdown exacerbated digital inequalities and deepened dependence to connected devices. Two major surveys, conducted during and after the pandemic, analyze how students and teachers have integrated BYOD into their daily practices. Beyond simply evaluating the effectiveness of BYOD

in learning, this thesis also examines the changes it brings about, the pedagogical resistances encountered, and the levers necessary for successful integration. The results show that BYOD in education is a significant challenge. The thesis emphasizes the need for strengthened support for both students and educational teams, while adjusting regional digital policies. The success of BYOD relies on the collective adoption of these technologies by all educational stakeholders, including institutions, schools, students, and teachers, in order to fully harness them for learning and academic success.

Bellet, P. (2026). **Establishing an AI Practices Observatory in Higher Education: Current Trends and Future Directions**. *World Education Forum 2025*. Consulté à l'adresse <https://hal.science/hal-05564422>

As artificial intelligence becomes increasingly present in higher education, universities are confronted with the challenge of aligning institutional strategies with the complex realities of AI use in teaching and learning. This presentation introduces the ongoing development of an Observatory of AI Practices at Aix-Marseille University, aimed at documenting, analyzing, and supporting the evolving relationship between AI technologies and university teaching practices. We begin by surveying a series of grassroots and institutional initiatives, including tools like RaGaRenn or Lucie.chat, which exemplify the diversity of AI experiments taking place across national campuses. These projects serve as both pedagogical tools and real-time indicators of how faculty and students interact with AI in practice. Building on these observations, we propose a structured observatory model that combines technological monitoring, faculty development, and pedagogical research. This observatory functions as both a data collection platform and a collaborative space for exploring institutional responses—such as AI usage charters and localized initiatives underway in other French institutions. A key focus is the identification of mismatches between prescribed uses of AI (e.g., institutional guidelines or policies) and actual teaching practices. These gaps highlight the need for more adaptable and critically-informed strategies that can bridge policy with real-world adoption. Through mixed-methods research and field experimentation, the Observatory aims to develop tools and recommendations to inform institutional governance, faculty development, and ethical implementation frameworks. Ultimately, this initiative represents a forward-looking effort to move beyond reactive approaches to AI in higher education, by fostering shared understanding, critical reflection, and responsible integration at both strategic and classroom levels.

Benoit, H. (2026). **Enjeux, principes et méthodologie de l'observation in situ des usages pédagogiques inclusifs du numérique (GTnum #EvalNumInclus)**. Consulté à l'adresse <https://hal.science/hal-05553454>

Le cadre théorique et la méthode de l'observation en classe des usages pédagogiques inclusifs du numérique dans le cadre du GTnum #EvalNumInclus sont précisés : le cadre théorique s'inscrit dans une approche anthropocentrée et didactique et se démarque d'une vision technocentrée qui conçoit les outils numériques comme précédant la mise en œuvre du pédagogique et déterminant son efficacité ; la méthode consiste à croiser, dans un contexte scolaire donné, les modalités ou schèmes d'usage pédagogique inclusif des outils numériques et l'identification des moteurs ou freins contextuels de l'opérationnalité inclusive de ces outils.

Benoit, H., & Petry Genay, I. (2026a). **Évaluer l'inclusivité d'un dispositif numérique dans l'éducation : enjeux et méthodologie (GTnum #EvalNumInclus)**. Consulté à l'adresse <https://hal.science/hal-05553451>

Dans le cadre du GTnum #EvalNumInclus, sont analysés les enjeux socioscolaires de l'évaluation de l'inclusivité d'un dispositif numérique. En effet, le recours privilégié, dans le contexte actuel, aux aides techniques et artefacts numériques dans le champ du handicap ou des troubles des apprentissages, pourrait conduire à une approche restrictive de l'analyse de la plus-value inclusive des outils numériques. Il s'avère en conséquence essentiel d'examiner l'importance relative et la répartition des travaux scientifiques centrés, d'un côté, sur la logique interne des outils (l'intentionnalité de leur conception), souvent orientée vers la compensation d'un trouble ou d'une pathologie, et, de l'autre, sur leur usage dans un contexte pédagogique situé didactiquement par rapport à un ou plusieurs objectifs d'apprentissage clairement identifiés.

Benoit, H., & Petry Genay, I. (2026b). **Évaluer l'inclusivité d'un dispositif numérique dans l'éducation: la littérature scientifique (GTnum #EvalNumInclus)**. Consulté à l'adresse <https://hal.science/hal-05553452>

Dans le cadre du GTnum EvalNumInclus, une revue de littérature scientifique et professionnelle, en France et à l'international, a été engagée pour mesurer l'importance respective et la distribution des publications entre trois types d'usages inclusifs des dispositifs numériques : Le type 1 caractérise les usages destinés à la compensation de troubles via des logiciels éducatifs ou des technologies d'aide ; le type 2 concerne l'usage de l'outil numérique dans un objectif pédagogique ; le type 3 est relatif à l'émergence d'usages favorisant l'accessibilisation de l'environnement d'apprentissage.

Benoit, H., Petry Genay, I., & Dupré, F. (2026). **Évaluer l'inclusivité d'un dispositif numérique dans l'éducation (GTnum #EvalNumInclus): état de l'art**. *La Nouvelle revue – Éducation et société inclusives*, 2(104), 295-316. Consulté à l'adresse <https://hal.science/hal-05553463>

This literature review is one component of the research project entitled "Evaluating the Inclusivity of a Digital Tool in Education: A Multidisciplinary and Systemic Approach" (GTnum #EvalNumInclus), which falls within the framework of the 2021-2025 GTnum projects led by the Directorate for Digital Education (French Ministry of National Education). This state-of-the-art review is based on a collection of scientific works in France and internationally, aiming to highlight the distribution of literature across different categories of inclusive uses. The extraction methodology and sorting criteria are presented, as well as the analytical categories defined a priori. The distribution of products across three main types of uses, defined in terms of their inclusive operationality, is characterized chronologically and didactically. The emergence of french-language research focusing on the inclusiveness of digital tool uses opens up perspectives for the evolution of practices.

Çakı, E., Zenasni, F., & Nguyen, H. (2026). **Virtual reality for gender microaggression training: A qualitative exploration of higher education students' immersive learning experiences**. *Computers & Education: X Reality*, 8, 100149. <https://doi.org/10.1016/j.cexr.2026.100149>

Gender-based microaggressions remain a pervasive challenge for women, compromising their success in academia and the workplace. Despite increased awareness of overt sexism, these subtle forms of bias often go unaddressed, highlighting the need for innovative training approaches that equip individuals with the skills needed to counteract such behaviors. Virtual Reality (VR) has emerged as a promising medium for Diversity, Equity, and Inclusion (DEI) training, offering immersive simulations of real-world scenarios that allow learners to engage in complex social interactions within a computer-controlled environment. This study qualitatively explores higher education students' experiences with VR DEI training through a gender inclusion module

focused on navigating microaggressions. Using semi-structured interviews and reflexive thematic analysis, four key themes were developed: (a) immersion and engagement afforded by the VR medium, (b) perceived realism and contextual fidelity of the scenario, (c) perceived learning outcomes, and (d) the practical and technical factors that influenced training delivery. These findings highlight the potential of VR as a pedagogical tool for DEI training, particularly its ability to provide experiential learning opportunities. However, these findings also reveal areas for improvement, including the need for dynamic and adaptive interactions, greater contextual fidelity, and personalized learning tailored to individual learner needs. By addressing these challenges, VR can serve as a practical and impactful training tool for fostering inclusive environments.

Céci, J.-F. (2024). **Évolution de la “pré-disponibilité numérique” des supports de cours pré et post-Covid**. *Colloque International TICEMED 14 - Digitalisation des pratiques en éducation : risques, valeurs et opportunités*. Consulté à l'adresse <https://hal.science/hal-05442606>

La « pré-disponibilité numérique » d'un support de cours a été défini comme sa fourniture et son accessibilité avant la date du cours, par tout moyen technique relevant des Tice, pour permettre aux étudiants un travail préparatoire sur la base du volontariat. Dans cette communication, nous revenons sur les résultats de 2017, avec un nouveau terrain mené en 2023, pour confirmer les tendances et représentations véhiculées par cette pré-disponibilité numérique. Nous souhaitons notamment valider si elle est génératrice d'absentéisme et de distraction en cours, ou a contrario, encourage les étudiants à lire le support avant le cours pour engager un travail préparatoire, à être plus disponible en cours et donc plus attentif et enfin, influence leur prise de notes durant le cours en prenant appui sur ces supports pré-disponibles. Cette étude diachronique (à six ans d'intervalle) fait un pont sur la période de pandémie due à la Covid 19 et permettra d'envisager -de nos jours-, l'influence de la numérisation forcée de l'éducation sur cette pré-disponibilité numérique des supports de cours.

Cerisier, J.-F. (2026, mars 23). **Interdire les smartphones au lycée, est-ce une bonne stratégie pour protéger les adolescents ?** <https://doi.org/10.64628/AAK.npmk6qn46>

Bannir les smartphones des établissements scolaires peut-il vraiment écarter les dangers auxquels sont confrontés les adolescents ?

Charlier, B., & Peltier, C. (2026). **Vers une compréhension élargie et située de l'hybridation : réponses et perspectives**. *Distances et Médiations des Savoirs*, 53. <https://doi.org/10.4000/15ye2>

Chen, L. K., Daugherty, L., Sakowicz, M., Hamidi, F., Godwin, K., & Lipsmeyer, L. L. (2026). **ABii at School: Findings from a Long-Term In-School Field Study with a Commercial Robot-Assisted Learning System**. *Education and Information Technologies*, 31(5), 1481-1516. <https://doi.org/10.1007/s10639-025-13865-2>

Although there is growing evidence of the potential value of physically present educational robots in improving engagement and learning outcomes with young children, there is limited understanding of how those effects may play out over an extended period in a real school environment. There is also sparse literature on students' and teachers' experiences and perspectives with a robot-assisted learning system deployed at school. In this paper, we report a two-phase pilot study using a commercially available robot-assisted learning system ABii from Van Robotics with 24 students from two early childhood classrooms in a resource-constrained urban public school on the east coast of the US. The first phase was a researcher-directed pilot that ran

for eight weeks, followed by a second phase of a teacher-directed pilot that lasted five months, where teachers were empowered to take charge of the robot usage in their classrooms. We reported the findings concerning students' and teachers' experience and perspectives with the systems using a combination of quantitative data from the system logs and qualitative data from observation and interviews. We observed positive effects of the physically present robot, as students maintained sustained interest and engagement with ABii even after eight weeks of use. Teachers likewise valued ABii's role in supporting engagement and delivering personalized learning experiences—benefits that were particularly meaningful in resource-constrained environments, despite certain challenges associated with deploying physical robots. Moreover, our findings highlight the essential role of teachers in the successful integration of advanced technologies such as educational robots, suggesting that human teachers remain central to realizing educational robots' full pedagogical potential. We discuss the implication of those findings by reflecting on the current literature on educational social robots and articulating their contribution to the empirical understanding of the potential value and challenges in leveraging robot-assisted learning systems with young children in under-resourced school environments.

Descamps, S. (2026). **La protection de l'environnement, une compétence numérique : conception, mise en oeuvre et évaluation d'une éducation à la sobriété numérique** (Theses, Université de mons). <https://doi.org/10.13140/RG.2.2.21458.82880>

At a time when digital technologies are increasingly integrated into education while simultaneously contributing to global environmental pressures, this dissertation examines environmental protection as a digital competence, as identified in the European DigComp framework. Situated within the context of the Anthropocene, the research investigates the conditions under which this competence can be taught in order to support learners in understanding the environmental impacts of digital technologies, developing a critical perspective on their digital practices, and adopting more responsible uses. By articulating the European frameworks DigComp and GreenComp, and drawing on the concept of didactic transposition, the dissertation analyses how digital sobriety can be translated from a socio-environmental issue into a structured and assessable object of teaching and learning. The study is based on an action research approach and a mixed-methods methodology, drawing on empirical studies conducted in secondary education, higher education, and among educational stakeholders. The findings highlight the potential of various pedagogical interventions to strengthen knowledge about the environmental impacts of digital technologies, environmental awareness, digital sobriety practices, and learners' sense of competence. The dissertation therefore proposes conceptual, pedagogical, and institutional guidelines to support the sustainable integration of digital sobriety into curricula, teacher education, and institutional policies, thereby contributing to the recognition of environmental protection as an integral dimension of digital competence.

Domínguez Figaredo, D., Fernández Vindel, J. L., & Guerrero Puerta, L. (2026). **Explainable pedagogical alignment: auditing LLMs with learning theories**. *Education and Information Technologies*, 31(5), 1283-1311. <https://doi.org/10.1007/s10639-025-13857-2>

As artificial intelligence systems integrate deeper into educational contexts, ensuring pedagogical alignment of large language models (LLMs) becomes critically important. This research investigates the alignment of GPT-4 with three established learning theories—Active Learning, Behaviorism, and Social Learning—to enhance explainability and addresses two questions: (1) how well GPT-4 outputs align with these learning theories, and (2) whether

additional educational input improves this alignment. Two studies were conducted to answer these. Study 1 evaluated GPT-4's alignment in tutoring via Khanmigo on Khan Academy courses by tagging instructional features in student prompts and outputs. The results revealed a strong alignment with Behaviorism (71.99%), but weaker alignments with Active Learning (24.63%) and Social Learning (10.74%). Study 2 assessed GPT-4's performance as an instructional designer using a two-stage process to generate courses through the OpenAI API. Stage 1 generated benchmark courses with flexible inputs, and Stage 2 produced courses with theory-specific skill prompts. Pedagogical Alignment Distance (PAD) scores showed improved Behaviorism alignment in enriched courses ( $\Delta PAD = 0.11$ ); however, Active Learning ( $PAD = -0.17$ ) and Social Learning ( $PAD = -0.29$ ) alignments remained negative. The increased relevance of detailed input variables—particularly “skills” (0.35), compared to “course topic” (0.25) and “engagement methods” (0.29)—demonstrates GPT-4's responsiveness to precise pedagogical cues. These results underscore the need for refined prompting strategies to enhance GPT-4's alignment across diverse educational settings and advance explainable AI frameworks in education.

Dupuy, B. (2026). **Former aux littératies numériques multimodales: enjeux pour la professionnalisation des enseignant.e.s de langue seconde.** *Phronesis*, 15(1), 94-114. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-1-page-94>

Les associations professionnelles d'enseignants en langues (par exemple, ACTFL, TESOL, CASLT, APLV) ont récemment priorisé les nouvelles littératies et la multimodalité, reconnaissant que les outils numériques permettent de combiner l'écriture, le son et les images. Cependant, les enseignant.e.s se disent mal préparé.e.s à mettre en œuvre des pédagogies multimodales, rendant indispensable leur préparation systématique. Cette étude a examiné les modes, ressources sémiotiques et relations intersémiotiques dans les infographies numériques créées par des étudiants en linguistique appliquée qui ont resémiotisé un article scientifique sur la technologie dans l'enseignement des langues. S'appuyant sur la resémiotisation et la recontextualisation, l'étude a abordé deux questions : (1) Quels modes et ressources sémiotiques ont été choisis ? (2) Quels facteurs contextuels ont influencé ces choix et façonné la rhétorique ?

European Commission. Directorate general for education, youth, sport and culture, DG EAC. (2026). **Guidelines on the ethical use of artificial intelligence and data in teaching and learning for educators.** Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/f692aa0b-17a7-11f1-8870-01aa75ed71a1/language-en>

Cette mise à jour des lignes directrices européennes sur l'usage éthique de l'intelligence artificielle et des données dans l'enseignement et l'apprentissage s'inscrit dans le cadre réglementaire européen actuel, notamment le Règlement général sur la protection des données (RGPD) et le Règlement européen sur l'intelligence artificielle (IA Act), afin d'orienter les pratiques éducatives vers une utilisation conforme aux exigences juridiques et aux valeurs européennes. Ces lignes directrices ne prescrivent pas des usages spécifiques de l'IA, mais fournissent un cadre de réflexion destiné aux acteurs de l'éducation pour évaluer de manière critique les outils et services numériques. Elles insistent sur la protection des droits fondamentaux, la transparence des systèmes d'IA, la sécurité des données, la prévention des biais algorithmiques et la responsabilité des utilisateurs. Les lignes directrices encouragent une approche centrée sur l'humain, dans laquelle l'IA reste un outil d'appui à l'enseignement et à l'apprentissage, sans remplacer le jugement pédagogique. Elles proposent des principes et des questions d'analyse permettant de soutenir une adoption éthique, équitable et inclusive des technologies éducatives dans les établissements scolaires.

Gershoni, N., & Stryjan, M. (2026). **Disconnected: The Unequal Impact of Online Learning on Minority Students** (Working paper N° 18445). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18445>

Online instruction can expand access to education for disadvantaged groups, yet it often deepens performance gaps. We study its impact on high-stakes exam outcomes using administrative data on five cohorts of students in 31 Israeli vocational colleges and the abrupt shift to online instruction during the COVID-19 pandemic. In this setting, exams were held in person and graded centrally, ensuring comparability to pre-pandemic performance. A difference-in-differences design comparing outcomes within students and across cohorts shows significant declines in exam attendance and demonstrated knowledge after the switch to online instruction. These effects are not explained by local infection rates or childcare responsibilities and are especially pronounced among Arabic-speaking minority students, regardless of socioeconomic status. Drawing on variation in infrastructure, residential crowdedness, language of instruction, and prior academic performance we identify poor internet access as a key mechanism. In addition, while the negative effects on majority students are concentrated among lower-performing students, for minority students the effects are, if anything, larger among high achievers.

Greefrath, G., Li, S., Radmehr, F., Swidan, O., & Winsløw, C. (2025). **Theorizing digital curriculum resources: Recent cases from research in mathematics education**. *The Fifth International Conference on Mathematics Textbook Research and Development.*, 52-71. Consulté à l'adresse <https://hal.science/hal-05456797>

The use of digital tools has been common in schools for around 50 years and has affected many aspects of mathematics teaching and learning. The development and use of digital textbooks and similar forms of digital material is more recent. As the tools, digital curriculum resources come in many forms, for instance, text and tools may be integrated. Theorizing is needed for research to capture, with precision, the essential features of digital text for mathematics education, as well as their impact on teaching and learning. In this report of our panel at ICMT5, we present the examples of recent research and the corresponding theorizing that was the starting point for the panel, along with reflections on some of the comments.

Gschwendt, C., Viarengo, M., & Zollner, T. S. (2026). **Generative AI and Career Choices** (Working paper N° 18456). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18456>

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, our findings

suggest that AI-related educational opportunities in occupations improve attitudes towards working with GenAI across genders.

Hu, R., Lei, J., Xiang, H., & Duan, P. (2026). **How virtual field trip affects students' social-emotional competency: an analysis of emotional-cognitive synergy effect.** *Education and Information Technologies*, 31(5), 1411-1431. <https://doi.org/10.1007/s10639-025-13863-4>

With the rapid advancement of virtual technologies, virtual field trip (VFT) has attracted increasing attention as an innovative pedagogical approach in contemporary education. However, empirical evidence on their effectiveness in promoting students' competency development—particularly in the area of social-emotional competency (SEC)—remains scarce. To address this issue, this study employed a combination of self-report questionnaires and eye-tracking technology, using emotional scores and eye-movement data to investigate the effects of emotional engagement and cognitive engagement on students' SEC in VFT, as well as the underlying mechanisms. 91 high school students participated, split between virtual field trip group (VFT group) and traditional classroom teaching group (TCT group). Data were collected through self-report questionnaires and eye-tracking indicators. The results indicate that students in the VFT group demonstrated significantly higher levels of positive affect, fixation duration, blink rate, and overall SEC scores compared to those in the TCT group. Correlation analysis further demonstrates significant positive relationships among emotional engagement, cognitive engagement, and SEC during the VFT. Regression analysis reveals that these emotional and cognitive factors collectively accounted for 72% of the variance in SEC scores. Notably, indicators such as interest, enthusiasm, fixation, and blink rate are positively associated with the development of students' competency. These findings offer empirical support for the integration of VFT into educational practice, highlighting its potential in promoting the comprehensive development of students.

Huang, L., Xiao, W., & Vishnoi, N. (2026). **Delegation and Verification Under AI** (Working paper N° 2500). Consulté à l'adresse Cowles Foundation for Research in Economics, Yale University website: <https://EconPapers.repec.org/RePEc:cwl:cwldpp:2500>

As AI systems enter institutional workflows, workers must decide whether to delegate task execution to AI and how much effort to invest in verifying AI outputs, while institutions evaluate workers using outcome-based standards that may misalign with workers' private costs. We model delegation and verification as the solution to a rational worker's optimization problem, and define worker quality by evaluating an institution-centered utility (distinct from the worker's objective) at the resulting optimal action. We formally characterize optimal worker workflows and show that AI induces phase transitions, where arbitrarily small differences in verification ability lead to sharply different behaviors. As a result, AI can amplify workers with strong verification reliability while degrading institutional worker quality for others who rationally over-delegate and reduce oversight, even when baseline task success improves and no behavioral biases are present. These results identify a structural mechanism by which AI reshapes institutional worker quality and amplifies quality disparities between workers with different verification reliability.

JORGENSEN, T. E., & PHELAN, C. (2026). **Adopting AI that serves the needs and values of universities: final report of the EUA task-and-finish group on artificial intelligence.** Consulté à l'adresse [https://eua.eu/images/publications/Publication\\_PDFs/Adoping\\_AI\\_that\\_serves\\_the\\_needs\\_and\\_values\\_of\\_universities.pdf](https://eua.eu/images/publications/Publication_PDFs/Adoping_AI_that_serves_the_needs_and_values_of_universities.pdf)

L'intelligence artificielle (IA) suscite un fort intérêt dans l'enseignement supérieur et la recherche, car elle peut améliorer les pratiques de travail et d'apprentissage. Cependant, son intégration soulève aussi des questions importantes sur sa compatibilité avec les valeurs universitaires. Les établissements doivent ainsi réfléchir à des enjeux éthiques, à l'impact environnemental de ces technologies face aux objectifs de neutralité carbone, ainsi qu'au développement de la culture numérique tout en sensibilisant aux risques liés à leur utilisation. Le rapport examine ces problématiques à travers cinq domaines principaux : l'éthique, les stratégies institutionnelles, la formation des étudiants et du personnel, la réglementation, et la durabilité. Il s'appuie sur les travaux d'un groupe de représentants d'universités membres issus de différentes disciplines. L'objectif est de proposer un point de départ pour aider les responsables universitaires et les communautés académiques à envisager des ajustements progressifs et réfléchis dans l'adoption de l'IA.

Kamga Kouamkam, R., Many, H., Mercier, C., & Stockless, A. (2026). **Between Relief and Dispossession: A Critical Approach to Projected Uses of AI in Teaching Work**. Consulté à l'adresse <https://hal.science/hal-05520180>

Current research on AI in teaching presents it as a driver of educational innovation and competitiveness that can take over teaching tasks and thereby improve efficiency or lighten the teacher's workload. However, a task is not merely a set of actions; it is also a site of engagement where opportunities for self-investment, meaning-making, and perseverance in the teaching profession coexist. Tasks are also considered as supports for symbolic and material recognition and as elements of professional identity. Thus, delegating teaching tasks to AI does not simply modify their execution; it transforms the meaning of the teacher's relationship to work. Moreover, several studies highlight that teachers experience tensions when tasks described as sources of fatigue or overload are delegated to AI. Drawing on activity theory and affects, this exploratory study aimed to understand the reconfiguration of teaching tasks from the perspective of pre-service teachers. A questionnaire was administered to 86 pre-service teachers covering ten typical tasks. Results reveal four task configurations that depend not on the pre-service teachers' level of comfort or attachment to the task, but rather on the nature and place of the task within teaching work.

Kurtoğlu, Y. B., YILDIRIM, M., & REİSOĞLU, İ. (2026). **The effect of teachers' digital competencies on behavioral intention to use digital technologies**. *Education and Information Technologies*, 31(5), 1385-1410. <https://doi.org/10.1007/s10639-025-13858-1>

The increasing reliance on digital technologies in education has underscored the need to understand how teachers' digital competencies (DC) shape their technology acceptance. Although DC is a central professional requirement, its role within established acceptance frameworks remains underexplored. This study aimed to examine the effect of DC on behavioral intention (BI) by integrating DC into the Technology Acceptance Model (TAM) through perceived usefulness (PU), perceived ease of use (PEU), and attitude toward use (ATU). Linking teachers' BI with their DC and key TAM variables is expected to intensify understanding of technology acceptance and provide insights into why some teachers adopt technology only when necessary. Structural equation modeling (SEM) was employed to test seven hypotheses using data collected from 431 teachers through the Digital Competence Scale for Educators, the Technology Acceptance Scale for Teachers, and a demographic information form. All hypotheses were supported, and the extended model explained 83% of the variance in BI. DC had a low direct but moderate indirect effect on BI and a moderate positive effect on PEU. PU

emerged as the strongest predictor of ATU, while ATU demonstrated a very strong direct effect on BI. PEU significantly predicted both PU and ATU. Overall, the findings indicate that DC contributes to technology acceptance primarily through PU and ATU, underscoring the central role of perceptual and attitudinal mechanisms.

Larger, S., Mocquet, B., & Rongeat, D. (2026). **Faire communautés autour du numérique universitaire**. Consulté à l'adresse <https://www.amue.fr/publications/la-collection-numerique/40-faire-communautés-autour-du-numérique-universitaire>

Derrière les plateformes, les programmes et les financements, il y a des équipes, des communautés, des pratiques qui se transforment. Ce quarantième numéro met en lumière cette dynamique : apprendre à coopérer à l'ère numérique. Dans son éditorial, Guillaume Bordry, directeur du pôle Connaissance au Secrétariat général pour l'investissement, rappelle l'essentiel : le numérique n'est pas seulement une affaire d'outils. Il transforme les manières de travailler ensemble, de partager les idées, de faire circuler les innovations. Au fil des articles, ce numéro donne à voir cette dynamique à l'œuvre. On y retrouve des retours d'expérience de projets soutenus par France 2030, notamment dans le cadre de « Compétences et métiers d'avenir », qui montrent comment des équipes pédagogiques, des laboratoires, des startups et des établissements construisent des communautés actives. Comment une initiative locale devient un projet partagé. Comment une expérimentation trouve un écho au-delà de son point de départ. Plusieurs contributions analysent aussi les conditions du passage à l'échelle : les réseaux de confiance entre pairs, le rôle des communautés de pratiques, la place du dialogue entre chercheurs et praticiens, ou encore les enjeux très concrets de coordination entre acteurs.

Le Roux, B., & Bellet, P. (2025). **Inauguration de l'Observatoire des usages et laboratoire des pratiques de l'IA en formation**. *Journée de la pédagogie (CIPE, Aix-Marseille Université)*. Consulté à l'adresse <https://hal.science/hal-05564454>

Cette communication marque le lancement officiel d'ObsiaFormation auprès de la communauté éducative d'Aix-Marseille Université, lors de la journée de la pédagogie organisée par le CIPE. La plateforme, est présentée dans ses quatre dimensions : observatoire, veille, formation et séminaire. Elle s'inscrit dans une démarche contributive et évolutive pour mieux comprendre et accompagner les usages de l'IA en formation. Ce travail s'inscrit dans le cadre du projet DREAM-U (ANR-18-NCUN-0003).

Lu, Q. (2026). **Interactive art forms and gamification in modern art education: transforming art creation and perception**. *Education and Information Technologies*, 31(5), 1459-1479. <https://doi.org/10.1007/s10639-025-13856-3>

The relevance of the study is determined by the importance of ensuring the viewer's interaction with the artistic product using digital technologies, which is of interest to both Chinese and international audiences. The aim of the study is to examine the impact of integrating interactive art and gamification into art education on student learning outcomes. The research methodology consisted of conducting a controlled experimental project. The study, which involved 168 Chinese art students, utilized an experimental creative competition with elements of interactivity and gamification. Measurements were conducted at two points: at the beginning and end of the experiment (at the beginning and end of the academic year). Assessment methods included assessing participants' perception, creativity, empathy, gaming competence, and signaling system characteristics. The study's results showed that gamification in art education promotes the development of students' cognitive abilities, motivation, and creativity. It is

concluded that the integration of digital technologies into art education programs is the foundation for creating interactive creative products. The practical significance of the obtained results lies in their support for the use of gamification to develop students' professional competence in Chinese art education. The study's findings may also be of interest to international researchers studying ICT in education; however, caution should be exercised when applying them to other cultural and educational contexts.

Magogeat, Q., & Chaker, R. (2026). **Engagement de professeurs et professeures des écoles dans un projet de robotique et de programmation à l'école primaire : des dispositions individuelles aux traductions de prescriptions institutionnelles.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 49(1), 1-21. <https://doi.org/10.53967/cje-rce.6713>

We study how teachers engage, invest in, and appropriate a pedagogical innovation project in school robotics, driven by various institutional guidelines in the French context. Drawing on actor-network theory and the distributed cognition paradigm, we aim to understand how and under what conditions teachers engage in an innovative process involving the use of robots, while meeting the requirements of school curricula regarding computer programming in elementary schools, as well as those of pedagogical scenarios resulting from collective production. To answer this question, we cross two sets of data: Verbatim reports from 12 teachers about their reasons for engaging in the PREP project, and video observations of three cases (3 x 4 sessions) of the pedagogical implementation of school robotics lesson plans. The results show different motives for interest in the project (for training, to have new digital resources, among others), which translate into varying levels of engagement within the classroom. The expressed controversies eventually fade away, leading to the stabilization of new practices in favor of educational robotics in five out of the seven schools involved in the project, beyond the experimental period.

Marsal, A., & Perkowski, P. (2025). **A Task-Based Approach to Generative AI: Evidence from a Field Experiment in Central Banking** (Working paper N° WP 13/2025). Consulté à l'adresse Research Department, National Bank of Slovakia website: <https://EconPapers.repec.org/RePEc:svk:wpaper:1128>

We examine how generative AI impacts productivity across the task-based framework using a field experiment at the National Bank of Slovakia. In our experiment, we randomly assign generative AI access to central bank employees completing workplace tasks that mirror the theoretical task-based framework. Our results indicate that generative AI access leads to large improvements in both quality and efficiency for the majority of participants. We find a strong complementarity between generative AI and non-routine work, both on average and for most participants. We also find some support for generative AI as both cognitive-biased and specialist-biased, though smaller in magnitude than our tests of routine-biased. While workers in routine jobs experience larger individual performance gains, generative AI is less effective for the routine task content of their work. The mismatch between generative AI's task- versus worker-level impacts is economically large, and results from a simulation exercise suggest the organization can increase output by 7.3% by changing how workers are assigned to tasks in the presence of generative AI. Additionally, we find differences in how the benefits of generative AI relate to worker skills: low-skill workers benefit most in terms of quality while high-skill workers benefit in terms of efficiency. Our findings provide empirical support on generative AI and task-level complementarities, with important implications for how generative AI will impact workers, organizations, and labor markets more broadly.

Mouren, D., & Heiser, L. (2026). **Des usages créatifs de l'IA dans la formation initiale et continuée des professeurs des écoles à l'INSPE de Nice.** *Séminaire Intelligence Artificielle en Formation (SIAFO) - séance 3.* Consulté à l'adresse <https://hal.science/hal-05561346>

Les travaux sur le développement professionnel des enseignants convergent pour le concevoir comme un processus continu, situé et collectif, et non comme une simple accumulation de savoirs. Dans le contexte de l'intelligence artificielle, la littérature souligne l'importance de formations pratiques, immédiatement transférables en classe, favorisant l'expérimentation, la réflexion sur les usages de l'IA par les élèves et la constitution de communautés professionnelles. Ce cadre nous conduit à mettre en avant la question de la coopération dans la formation des enseignants à et avec l'IA. Les situations de formation proposées visent ainsi à se décentrer d'une approche strictement technologique du numérique pour mettre l'accent sur des enjeux plus larges de société : les choix, les prises de décision et la construction de sens. Cette perspective justifie le recours à une approche éactive du développement professionnel dans notre dispositif de formation à l'INSPE de Nice. Le développement professionnel à et avec l'IA y est envisagé comme un processus de transformation expérientielle, articulant problématisation, étude de cas et, à terme, la mise en place de dispositifs de simulation. Ces derniers ont pour objectif de donner la priorité, au cours de la formation, à l'expérience vécue des enseignants et à la manière dont celle-ci peut nourrir, enrichir et structurer le collectif professionnel.

Munoz-Najar, A., Gala, P., & Barron Rodriguez, M. R. (2025). **Formulating policies to address the gender digital skills divide in Sub-Saharan Africa.** Consulté à l'adresse <https://thedocs.worldbank.org/en/doc/a607bb6e3b76d2be0f3db8db34dcf73e-0140022025/related/8EDU-WP-17-Formulating-policies-to-address-the-gender-digital-skills-divide-in-SSA.pdf>

L'essor du numérique en Afrique subsaharienne présente des opportunités pour réduire la fracture numérique entre sexes. Visant à renforcer l'autonomisation économique des filles et des femmes et le développement inclusif et durable, le rapport analyse des approches politiques globales et sensibles au genre pour un accès équitable aux compétences numériques et à l'enseignement des sciences, technologies, ingénierie et mathématiques (STEM). S'appuyant sur des études mondiales et régionales, il souligne l'importance de la culture numérique dès le plus jeune âge, de l'insertion professionnelle des femmes par des interventions ciblées (bourses d'études, mentorat, formations, programmes d'entrepreneuriat), de réformes contre les biais sexistes dans les programmes, de l'accès au numérique et d'environnements d'apprentissage inclusifs, et des partenariats public-privé et des initiatives communautaires.

Nicolae, S., Serghai, A., Adăscăliței, A. A., Viorel, C., & Roman, G. (2026). **Implementation of Artificial Intelligence in engineering teaching and learning.** *Journal of Engineering Sciences and Innovation, 11(1)*, 113-124. Consulté à l'adresse <https://hal.science/hal-05566952>

Diese Arbeit befasst sich mit der Steigerung der Effizienz von Lehre und Lernen im Ingenieurwesen durch den Einsatz von Techniken und Technologien der künstlichen Intelligenz (KI). Vorgestellt wird ein Ansatz zur Realisierung eines personalisierten intelligenten Tutoringsystems (ITS), das speziell auf die Bedürfnisse der Ingenieurausbildung zugeschnitten ist. Die Kernidee besteht in der Entwicklung eines Subsystems zur Generierung personalisierter Aufgaben für Studierende in Form eines Entscheidungsmoduls auf Basis binärer und Fuzzy-Logik-Regeln. Intelligente Tutoringsysteme zeichnen sich durch die Speicherung dreier Arten von Wissensbasis aus: a) Domänenwissen, b) Lernerwissen und c) pädagogisches Wissen. Diese Wissensarten bestimmen auch die drei Hauptbestandteile der ITS-Architektur: Anwendungen zur Erstellung/Entwicklung von

Domänenwissen, Module zur Bewertung des Lernerwissens und Module zur Erstellung/Entwicklung von pädagogischem Wissen.

Parent, S. (2026). **Analyse de la distribution et de la reconfiguration des dimensions de la compétence numérique dans des progressions des apprentissages conçues pour le niveau primaire.** *Revue hybride de l'éducation*, 10(1), 1-39. <https://doi.org/10.1522/rhe.v10i1.1983>

L'article analyse le déploiement du Cadre de référence de la compétence numérique du Québec dans des progressions des apprentissages conçues pour le primaire par des centres de services scolaires. L'analyse de ces documents révèle une répartition inégale des dimensions de la compétence numérique : celles liées à la citoyenneté éthique et aux habiletés technologiques y occupent une place prédominante, tandis que les dimensions associées à la pensée critique, à la créativité ou à la résolution de problèmes en contexte numérique sont peu, voire pas du tout, représentées. L'article propose une réflexion sur la reconfiguration des éléments analysés afin de soutenir une opérationnalisation plus équilibrée du Cadre de référence dans les milieux scolaires. Il met également en lumière l'importance d'une concertation dans les milieux, envisagée comme un levier d'équité et un moyen de favoriser le développement d'une véritable citoyenneté numérique chez les élèves.

Parent, S., Boulanger, A., & Lauzier, K. L. (2026). **Démarche de mise en œuvre d'une progression des apprentissages numériques au primaire: deux approches visant à soutenir le développement de la compétence numérique des élèves.** *Revue hybride de l'éducation*, 10(1), 1-22. <https://doi.org/10.1522/rhe.v10i1.1984>

Cet article présente deux initiatives de centres de services scolaires québécois pour intégrer la compétence numérique au primaire qui sont des réponses locales à un cadre de référence provincial présenté en 2019. La première est née d'un besoin du terrain et a été cocréée par le personnel enseignant. Son implantation a été soutenue par une démarche de pensée design qui a mené à la création d'un nouveau poste de professionnel de la pédagogie. L'implantation de la seconde a d'abord rencontré de la résistance, étant perçue comme une surcharge. L'équipe a donc ajusté sa stratégie en s'appuyant sur des modèles de gestion du changement pour mieux accompagner les écoles. L'adoption d'une progression des apprentissages numériques locale permet de donner une direction quant aux apprentissages à faire par les élèves dans un établissement scolaire. L'article met ainsi de l'avant l'importance de la collaboration et d'un accompagnement structuré pour réduire les inégalités numériques.

Petit, F. (2026). **The future employment impact of artificial intelligence and emerging digital technologies in Europe.** Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/36418eac-f28a-11f0-8d3c-01aa75ed71a1/language-en>

Cette recherche analyse dans quelle mesure comment l'intelligence artificielle (IA) et les technologies numériques émergentes sont susceptibles de remodeler l'emploi en Europe d'ici 2040. L'analyse projette les activités d'innovation futures en s'appuyant sur le nombre de brevets. L'auteur montre que l'IA et les technologies numériques naissantes devraient entraîner une augmentation globale de l'emploi en Europe, mais que les bénéfices seront inégaux. Ces derniers profiteront principalement aux travailleurs hautement qualifiés, en âge de travailler et aux femmes, tandis que les travailleurs peu qualifiés et les jeunes, ainsi que les régions structurellement plus fragiles, resteront davantage exposés aux effets négatifs sans un soutien ciblé. Note synthétique.

Plaisimond, J. (2024). **Intégration pédagogique des technologies numériques et politiques publiques de l'éducation en Haïti : le cas du sous-secteur de la formation professionnelle (1973-2018)** (Theses, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-05556311>

The Haitian vocational training system faces shortcomings mainly in terms of quality and suitability for the expectations of local businesses. With such deficits, the system produces graduates with little or no qualifications, unsuited to the needs of the labor market. At the same time, desires for change come up against both institutional and human resistance, as needs and professional practices evolve, particularly under the influence of digital technologies. However, the latter seems to have the potential to contribute to an improvement of the entire training system. The interest of this research consists in analyzing public policies in this sector in order to consider to what extent they facilitate or not the pedagogical integration of digital technologies. The works carried out on the subject guide three main directions: infrastructure policies, policies for the professionalization of trainers and policies for pedagogical innovation. Official texts demonstrate an openness of the Haitian State to the use of audiovisual or any other technological device in training spaces. However, practices reveal that experiences with technologies are preferably located at the level of technological infrastructure equipment (computers, internet and computer rooms) and that the digital technologies visible in the training spaces result from international cooperation or from individual donations. In addition, the Haitian context, specific by its history, its geography and its social organization, presents resistance and shortcomings to developments in its training practices. This reflection on the pedagogical integration of digital technologies and on the analysis of public policies which accompanies this process aims to analyze public policies towards training, through a praxeological approach to what is happening on the ground, and through the observation of practices and the description of training contexts, from a comprehensive, prescriptive and critical approach. The review of the literature made it possible to identify logics (Beillerot and Collette, 2003; Robert, 2014) and rationalities underlying the choices of governments in this area (Dumez, 2011). The analysis of ethnographic observations, the analysis of interviews with stakeholders as well as analysis of the existing public policies, show that public policies for the pedagogical integration of digital technologies in the sector exist and that the latter, faced with institutional and human resistance, are slightly reflected in training practices. It seems that the State formulates and promulgates public policies then entrusts local or international actors for their implementation. Reflection on the coherence and readability of these public policies seems to be an essential avenue for understanding their integration or not in training institutions. Finally, this ethnographic research highlighted the fact that the Haitian State seems to limit itself to adopting and promulgating public policies for the professional training system. So, it seems necessary to problematize existing public policies to question their nature, the responsibilities of the State in the process and those of the actors involved. Achieving this objective seems to require the mobilization of all stakeholders involved in pedagogical integration initiatives for digital technologies to determine a specific public policy to the process, to think about roles and clarify responsibilities, with a view to effective integration of digital tools in technical training.

Rezat, S., Glasnović Gracin, D., Van Steenbrugge, H., & Sievert, H. (2025). **The quality of print and digital mathematics curriculum resources**. *The Fifth International Conference on Mathematics Textbook Research and Development (ICMT5)*, 72-76. Consulté à l'adresse <https://hal.science/hal-05456819>

The symposium approaches the issue of the quality of print and digital curriculum resources (CR) for the teaching and learning of mathematics from different perspectives. This multifaceted approach aims to better understand how the quality of CR can be defined, investigated, measured, and controlled.

Rivero, R., Atilano, L. A., & Moreno, F. (2026). **An Empirical and Doctrinal Analysis of Artificial Intelligence Utilization Among Juris Doctor Students in Zamboanga City, Philippines** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://EconPapers.repec.org/RePEc:pra:mprapa:127613>

This study investigates the utilization of artificial intelligence (AI) among Juris Doctor (JD) students in Zamboanga City, Philippines, combining empirical and doctrinal analysis. The research employs a mixed-methods approach, synthesizing data from surveys (N=150), interviews, and focus group discussions, alongside doctrinal review of Philippine legal education norms and professional responsibility standards. Findings indicate that students frequently adopt AI for research, case summarization, drafting, and exam preparation, yet institutional guidance and ethical clarity remain limited. Only 34% of students consistently disclose AI use, and faculty report inconsistent policies across courses. Doctrinal analysis identifies three guiding principles for AI integration: transparency, competence, and alignment with assessment objectives. Applying these principles, the study proposes that law schools develop localized pedagogical frameworks, including AI literacy instruction, disclosure protocols, and assessment strategies that emphasize reasoning processes. The research underscores a regulatory vacuum in Philippine legal education regarding AI, highlighting the need for institution-specific policies to maintain doctrinal rigor, academic integrity, and professional competence. By situating empirical evidence within doctrinal and pedagogical frameworks, the study provides actionable recommendations for responsible AI adoption, contributing to the scholarship on technology integration in legal education in non-metropolitan, Global South contexts.

Sapounidis, T., Ourda, D., Rapti, S., & Tsingidou, S. (2026). **The Effect of Tangibly Programmable Robots on Motor Creativity in Preschool Education**. *International Journal of Early Childhood*, 58(1), 75-98. <https://doi.org/10.1007/s13158-025-00443-3>

Tangible programming languages appear to be a promising way of interacting, particularly in preschool education. Similarly, physical education can contribute to embodied learning and skill promotion by fostering motor creativity. However, research evidence linking tangible programming languages with motor creativity is scarce. To address this gap, this study examines the effects of tangibly programmable robots on preschoolers' motor creativity. 33 children aged 5 to 6 participated in a 12-session intervention program. Participants used two existing tangibly programmable robots in schools (Bee-Bot) and a new system (DuckyCode). Children's motor creativity was assessed before and after the intervention using the Thinking Creatively in Action and Movement Test. The results showed a significant effect of the intervention on preschoolers' motor creativity, consisting of motor fluency, originality, and imagination. In all cases, motor creativity dimensions were improved after the intervention. Moreover, the study suggests learning theories on which interdisciplinary education programs, tailored to children's needs and interests, combining suitable, tangibly programmable robots and physical education, can foster preschoolers' motor creativity.

Shi, Y., & Villarroel, F. (2026). **The Consequences of Cellphone Restrictions in Classrooms** (Working paper N° 18426). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18426>

Schools are increasingly restricting cellphones worldwide amid concerns about achievement and mental health, yet causal evidence on school-level bans remains mixed. We examine cellphone restrictions in Chile before the pandemic, where teacher discretion over cellphone use generated classroom-level variation. Using administrative and survey data, we exploit cross-cohort, within-teacher, and within-student cross-subject variation in cellphone policies. Restrictions modestly reduce eighth graders' in-class recreational cellphone use but not for tenth graders, suggesting uneven compliance. They also lower eighth graders' perceived academic capability without affecting test scores. Our findings best extrapolate to decentralized policy contexts and contexts with uneven enforcement within schools.

Sia, B., & Sankara, T. (2025). **Motifs d'usage et expérience utilisateur de WhatsApp comme dispositif pédagogique informel en formation à distance**. *Revue Uirtus*, 2(5). <https://doi.org/10.59384/uirtus.2025.2953>

L'étude examine l'usage informel de WhatsApp comme dispositif pédagogique par des apprenants en formation à distance. Elle analyse les motifs du recours à cette application ainsi que l'expérience d'utilisation en contexte de formation. Les résultats mettent en évidence que la facilité d'accès à cet outil et sa simplicité d'utilisation sont les principales raisons de son adoption. WhatsApp est principalement utilisé pour la coordination, le partage de ressources et d'informations. L'étude montre l'importance d'intégrer les critères d'accessibilité, de disponibilité et d'ergonomie dans le choix des plateformes numériques pour la formation à distance.

Tian, S., & Xiang, H. (2026). **Exploring EFL students' effective use of GenAI in writing: Interplay of self-regulation, critical thinking, growth mindset, general writing competence, and GenAI literacy**. *Education and Information Technologies*, 31(5), 1351-1383. <https://doi.org/10.1007/s10639-025-13725-z>

Understanding individual factors influencing EFL students' effective use of GenAI in writing is essential for advancing EFL writing instruction in the GenAI era. However, empirical research in this area remains limited. Grounded in Social Cognitive Theory (SCT), this study introduces a model that conceptualizes EFL students as agentic learners who dynamically coordinate personal resources—cognitive (self-regulation, critical thinking), motivational (growth mindset), technological (GenAI literacy), and linguistic (general writing competence)—to regulate their behavior and engage effectively in GenAI-assisted writing. Data were collected from 342 first-year EFL students who completed a semester-long college English course integrating GenAI tools into writing, using questionnaires and two writing tasks. The model was tested using partial least squares structural equation modeling (PLS-SEM). The findings indicated that 1) self-regulation, critical thinking, GenAI literacy, and general writing competence all significantly influenced effective GenAI use. Among these, self-regulation and critical thinking were the strongest predictors, followed by GenAI literacy, while general writing competence had a lower but still significant impact. 2) Growth mindset did not directly impact GenAI use but had an indirect effect through critical thinking and self-regulation. 3) General writing competence significantly predicted growth mindset and critical thinking, while critical thinking was a key determinant of self-regulation and GenAI literacy. These results suggest that cognitive factors are primary drivers of effective GenAI use, with GenAI literacy serving a supportive role. Unlike previous perspectives that highlighted writing competence and motivation as central, these factors now play a less

significant role in the GenAI-assisted writing context. Theoretical and practical implications for writing pedagogy are discussed, including fostering cognitive skills, integrating GenAI literacy, re-conceptualizing traditional writing competence, sustaining adaptive motivation in the GenAI era, and addressing ethical concerns.

Touitou, C. (2026, mars 30). **Lire pour apprendre ? Comment l'IA transforme le rapport des étudiants aux bibliothèques.** <https://doi.org/10.64628/AAK.kenmhja7>

Permettant de contourner la lecture directe d'un texte, de le résumer ou de le comprendre, l'intelligence artificielle transforme le rapport des étudiants aux livres.

Wu, X., Huang, C., Huang, Q., He, T., & Han, Z. (2026). **Understanding learners' collaborative reflection in an online learning community: a consideration of cognitive and social interactions.** *Education and Information Technologies*, 31(5), 1517-1549. <https://doi.org/10.1007/s10639-025-13868-z>

Collaborative reflection (co-reflection) is a joint critical thinking process that involves cognitive and social interactions, playing a crucial role in collaborative knowledge construction. Many studies have explored the process of co-reflection, aiming to elucidate the support it provides. However, little effort has been made to identify the characteristics and differences in diverse learners' participation in the co-reflection process, from the perspectives of cognitive and social interactions in an online learning community. In this study, 53 learners participated in an online co-reflection activity for 12 weeks, contributing 1827 posts. Multiple approaches were used, including cluster analysis, epistemic network analysis (ENA), and multiple linear regression (MLR). The results show that three profiles of learners engaged in co-reflection, namely, social-oriented reflectors (SORs), collective cognition-oriented reflectors (CCORs), and individual cognition-oriented reflectors (ICORs). Comparing them, the SORs showed stronger relationships between shared cognition and social interaction, the CCORs showed stronger connections between shared and self-cognition, and the ICORs showed more frequent associations with self-cognition. Moreover, placing greater emphasis on shared understanding and evaluation, or on individual understanding and evaluation during idea exchange, can significantly predict higher levels of co-reflection among learners. Based on our findings, differentiated guidance should be provided to promote learners' deep co-reflection in online learning communities.

Yue, S., & Tang, X. (2026). **Analysis of the impact of intelligent multimedia educational systems on the learning outcomes of deaf and hard of hearing students.** *Education and Information Technologies*, 31(5), 1257-1282. <https://doi.org/10.1007/s10639-025-13845-6>

Deaf and Hard of Hearing students face persistent educational inequities due to sensory barriers in traditional pedagogy. Intelligent multimedia systems show potential for perceptual compensation but lack evidence-based frameworks. This study examines how multimodal integration in intelligent systems enhances learning through three dimensions: knowledge transfer efficiency, cognitive engagement, and ecological adaptability. A mixed-methods design was implemented with 132 DHH students (10–18 years) from three East China special education schools. The experimental group (n = 66) used an AI-driven system with visual-tactile feedback, while controls (n = 66) received traditional instruction. Data from behavioral analytics (4,320 logs), eye-tracking, and the NASA Task Load Index were analyzed via Analysis of Moment Structures (AMOS) path modeling. Dual-channel feedback increased knowledge retention by 41.7% ( $\beta = 0.37$ ,  $p < 0.01$ ) and reduced cognitive load ( $d = 1.21$ ). Adaptive interfaces improved engagement duration by 73.5% (32.7 vs. 18.9 min/class). The system achieved 92.3% sign

language recognition accuracy with 80% cost reduction in resource-scarce regions. The proposed «cognitive enhancement framework» demonstrates that technology-ecology synergy can transform special education from basic access to quality development. Findings provide empirical guidelines for WHO ICF-CY compliant educational product design.

Zeyringer, M., Bannier, N., & Grandadam, A. (2025). **Postures des lycéens face aux IAG : une étude mixte sur les défis éthiques et pédagogiques.** In M. Trestini, P. Viallon, & I. Ouadah (Éd.), *Congrès Orbicom – GTnum IA2GE - ITI LIRIC* (Vol. 1). Consulté à l'adresse <https://hal.science/hal-05564489>

Nous présentons une étude mixte menée auprès de 658 lycéens de la région Grand Est afin d'explorer leurs usages, intentions et postures éthiques face aux intelligences artificielles génératives (IAG) dans un contexte de démocratisation rapide de ces outils. S'appuyant sur le modèle UTAUT enrichi de deux variables explicatives (Risque perçu et Transparence), l'analyse quantitative révèle que 77 % des élèves utilisent déjà les IAG, et que l'intention d'usage reste élevée dans les mois à venir. Cinq facteurs principaux expliquent cette intention : la performance attendue, l'effort perçu, l'influence sociale, le risque perçu (effet négatif) et la transparence (effet positif), le modèle expliquant 57 % de la variance observée. Les élèves identifient plus facilement les avantages des IAG que les risques éthiques, qui concernent notamment la sécurité des données, le plagiat, les inégalités scolaires et la perte de créativité. L'analyse qualitative des verbatims distingue huit postures allant du refus méritocratique à l'indifférence, en passant par l'ambivalence, l'utilitarisme ou la dépendance assumée. Certains élèves expriment une méfiance ou une culpabilité, tandis que d'autres privilégient l'efficacité ou assument une dépendance à ces outils. L'usage des IAG soulève ainsi des enjeux pédagogiques et éthiques majeurs, justifiant la nécessité de renforcer la sensibilisation et l'accompagnement des élèves pour développer leur esprit critique face à l'IA en contexte éducatif.

Zeyringer, M., Grandadam, A., & Bannier, N. (2025). **Utiliser les IA de manière “raisonnée et responsable” en classe : analyse de la problématisation des usages par des formateurs.** *Congrès Orbicom – GTnum IA2GE - ITI LIRIC*, 1. Consulté à l'adresse <https://hal.science/hal-05564507>

L'irruption des intelligences artificielles génératives interroge les repères éthiques, pédagogiques et institutionnels de l'école. Notre étude qualitative menée auprès de formateurs et cadres de l'Éducation nationale analyse comment ces acteurs problématisent les usages «raisonnés et responsables» de l'IA à partir du cadre de la problématisation (Fabre, Orange) et d'une éthique située (Zacklad et Rouvroy, 2022). Les entretiens révèlent des tensions entre principes éthiques (protection des données, équité, responsabilité, etc.) et réalités de terrain : inégalités d'accès, résistances, besoin de formation. L'apport principal de notre étude réside dans l'application du cadre de la problématisation à l'analyse des usages éducatifs de l'IA, permettant de modéliser les tensions entre faits, nécessités et hypothèses de solutions. L'étude met en évidence la nécessité de construire des cadres d'usage explicites et une culture collective de l'IA en éducation, condition d'une véritable appropriation éthique et réflexive de ces technologies.

## Orientation scolaire et professionnelle

Anne, B., & Rutnam, D. (2026). **Parents' Perceptions of Occupational Fit** (Working paper N° 18431). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18431>

We study how adolescents' second-order beliefs about their parents' occupational preferences shape gendered career aspirations. In a consequential early-career choice setting, we combine a parental choice experiment with a randomized salience intervention among students. Parents give gendered recommendations, but students substantially overestimate fathers' preference for boys to choose male-dominated occupations as well as mothers' preference for girls to choose female-dominated occupations. Making the same-gender parent salient raises aspirations for gender-congruent occupations, while highlighting the opposite-gender parent and both parents has no effect. Salience does not shift perceived occupational fit, suggesting that identity-based second-order beliefs can reinforce occupational gender segregation.

Benveniste, S. (2026). **Ascendance noble et inégalités d'accès aux grandes écoles.** *Economie et Statistique / Economics and Statistics*, (548), 51-67. <https://doi.org/10.24187/ecostat.2025.548.2141>

Cet article quantifie la surreprésentation des étudiants d'origine aristocratique dans les grandes écoles les plus prestigieuses. Il s'appuie sur un échantillon de 269 917 étudiants de dix grandes écoles entre 1911 et 2015 et mobilise des indicateurs d'ascendance aristocratique fondés sur le nom de famille. Les individus d'ascendance noble ont, sur la période récente, entre six et neuf fois plus de chances d'intégrer l'une de ces dix grandes écoles que le reste de la population, contre onze à quinze fois au début du XX<sup>e</sup> siècle. Alors qu'ils étaient historiquement concentrés à Sciences Po Paris, leur présence est désormais plus uniformément répartie entre les établissements les plus prestigieux, les écoles de commerce affichant les niveaux de surreprésentation les plus élevés. Les hommes d'ascendance noble sont par ailleurs davantage surreprésentés que les femmes dans ces grandes écoles, même si l'écart s'est réduit. Ces résultats montrent qu'au-delà de l'abolition de privilèges juridiques, des hiérarchies historiques peuvent persister. Des recherches futures pourraient contribuer à distinguer ce qui, dans cette persistance, relève notamment de la transmission d'un capital social, scolaire, culturel ou encore économique.

Bernela, B., Bonnal, L., Touré, I., & Tritah, A. (2026). **Partir ou rester ? La mobilité des diplômés à l'épreuve des dynamiques économiques locales.** *Economie et Statistique / Economics and Statistics*, (548), 27-50. <https://doi.org/10.24187/ecostat.2025.548.2140>

Cet article analyse l'effet de l'origine sociale et territoriale sur les choix de mobilité géographique des jeunes. L'objectif est d'évaluer dans quelle mesure les dynamiques économiques locales influencent la mobilité à l'entrée dans l'enseignement supérieur et à l'entrée sur le marché du travail, et de voir si cet effet varie selon l'origine sociale. Nous mobilisons l'enquête Génération 2017 du Céreq pour caractériser les trajectoires individuelles de mobilité, complétée par les enquêtes Emploi de l'Insee pour décrire le contexte local d'emploi. Les résultats montrent qu'une conjoncture économique locale favorable, mesurée par un indice captant les chocs de demande de travail, freine la mobilité post-baccalauréat, mais n'a que peu voire pas d'effet repérable au moment de l'insertion professionnelle. Ces effets sont modulés par l'origine sociale : les jeunes ayant au moins un parent cadre sont un peu plus réactifs aux conditions économiques locales à l'entrée sur le marché du travail.

Bonneau, C. (2024). **Access to selective higher education : income inequalities, financial barriers, gender gaps** (Theses, Université Paris sciences et lettres). Consulté à l'adresse <https://theses.hal.science/tel-05454068>

This thesis focuses on inequalities in access to higher education, particularly in its selective tracks. The first chapter examines the disparities in access to higher education based on parental income in France and compares these inequalities with those observed in the United States. Both countries exhibit similar levels of inequality, despite very different institutional contexts. The second chapter addresses gender inequalities in selective STEM tracks and shows that a more competitive exam preparation environment leads to a more pronounced gender performance gap. The last chapter investigates the impact of application fees for competitive entrance exams to graduate schools (grandes écoles) on the educational choices and pathways of candidates to STEM graduate schools in France. This thesis, empirical in nature, relies on a rich body of administrative survey data.

Brunello, G., Campo, F., Lodigiani, E., Miotto, M., & Rocco, L. (2026). **Tastes, Ability or Expected Wages? The Intended Choice of College Majors by Students in Italy** (Working paper N° 18444). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18444>

We investigate the factors influencing the intended college major choices of high school students in Italy, ranking the relative importance of expected earnings, perceived ability, and major-specific tastes, that we measure directly using a Coller and Williams game. We find that major-specific tastes and self-assessed ability are significantly more influential in shaping academic intentions than mean expected earnings at age 30. We estimate that a one standard deviation change in the taste for (resp. perceived ability in) a given major increases the odds of choosing that major (relative to Humanities, our benchmark scenario) by 136.4% (resp. 114.1%), far outweighing the 39.3% increase associated with a one standard deviation change in mean expected earnings.

De Lescure, E. (2025). **Les ruses de la raison adéquattoniste. Quels dispositifs de formation pour "choisir son avenir professionnel" ?** In D. Nicolas & F. Maillard (Éd.), *La formation continue au service des reconversions ? Les liens fragiles entre aspirations et mobilités dans le monde du travail* (p. 19-40). <https://doi.org/10.4000/14h7s>

European Commission European education and culture executive agency, Abozeid, O., Popovaite, I., & European Commission. European education and culture executive agency. (2026). **STEM orientation in European higher education institutions: analysis of institutional characteristics : 2026**. Consulté à l'adresse [https://op.europa.eu/en/publication-detail/-/publication/ecbdc51a-0888-11f1-8870-01aa75ed71a1/language-en?WT.mc\\_id=Searchresult&WT.ria\\_c=64310&WT.ria\\_f=9643&WT.ria\\_ev=search&WT.URL=https%3A%2F%2Fwww.eacea.ec.europa.eu%2F](https://op.europa.eu/en/publication-detail/-/publication/ecbdc51a-0888-11f1-8870-01aa75ed71a1/language-en?WT.mc_id=Searchresult&WT.ria_c=64310&WT.ria_f=9643&WT.ria_ev=search&WT.URL=https%3A%2F%2Fwww.eacea.ec.europa.eu%2F)

Feldman, O., Hyman, J., & McGann, M. L. (2026). **« Feel » as a Determinant of College Choice: Evidence from Campus Tour Weather** (Working paper N° 34944). Consulté à l'adresse National

Bureau of Economic Research, Inc website:  
<https://EconPapers.repec.org/RePEc:nbr:nberwo:34944>

The feeling or impression that students get about enrolling in a particular college may be an important determinant of their college application decision. Combining institutional records on college campus tour participants over the last decade with hourly weather information, we leverage tour weather as a plausibly exogenous shock to students' « feel » for attending the toured college. We find that poor tour weather reduces participants' likelihood of applying. Tour participants, for example, are 10 percent less likely to apply when their tour is hot and 8 percent less likely when precipitation occurs during their tour. Using administrative data documenting where all tour participants enroll in college, we find that tour weather has little to no impact on the quality or type of college that participants ultimately attend. Nevertheless, our results suggest that students' « feel » for attending a college can play an important role in the college application decision.

Frisancho, V., Gallegos, S., & González, C. (2026). **Lasting Effects of Retaking College Admission Exams** (Working paper N° 2026-004). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: <https://EconPapers.repec.org/RePEc:hka:wpaper:2026-004>

Do second chances at a high-stakes admission exam yield long-term gains? Leveraging fifteen years of Chilean administrative data and an RDD, we examine the causal effects of retaking on educational and labor market trajectories. Narrowly missing a preferred program cutoff triggers a 44% increase in retaking, leading to substantial score gains (0.27 SD) and improved placement and enrollment chances. However, these immediate gains do not persist. Retakers graduate at the same rate and from programs with similar earnings and employability profiles as their counterfactual peers. Our results suggest that retaking serves as a reshuffling mechanism yielding null net welfare gains.

Gschwendt, C., Viarengo, M., & Zollner, T. S. (2026). **Generative AI and Career Choices** (Working paper N° 18456). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18456>

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, our findings suggest that AI-related educational opportunities in occupations improve attitudes towards working with GenAI across genders.

Haeringer, G., Nguyen, L., Placido, L., & Ravaioli, S. (2026). **Information and Self-selection in School Choice: an Experiment** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://EconPapers.repec.org/RePEc:pra:mprapa:127870>

We study how different framings of otherwise equivalent information affect school choice under uncertainty. In an online experiment, subjects repeatedly submitted rank-ordered lists of schools knowing only a probability distribution over their own score. Admission depended solely on whether the score exceeded exogenous school cutoffs. Across rounds, subjects varied in "type" (advantaged/disadvantaged score distributions) and faced one of four information treatments: a control (score distribution only), ex-ante admission probabilities, simulated ex-post composition statistics, and composition statistics based on actual choices of prior participants. We find that information framing has large and heterogeneous effects. Advantaged students react strongly to both ex-ante and ex-post information, becoming more cautious under probability information and more ambitious under composition information; disadvantaged students respond more weakly and only under specific cutoff environments. Ex-ante information significantly reduces segregation between advantaged and disadvantaged types. Our results highlight that the impact of information depends critically on student type and market competitiveness, implying that effective information policies must be carefully tailored to their intended beneficiaries.

Likoko, H. M., & Minxiang, W. (2026). **Intersecting inequalities: socioeconomic and gender disparities in access to higher education in Tanzania**. *Cogent Education*, 13(1), 2624882. <https://doi.org/10.1080/2331186X.2026.2624882>

Marengo, N., Szwat, J., & Lê Hung, M. (2026, mars). **Une démarche d'orientation partagée par l'écosystème des acteurs : un levier pour structurer le continuum à l'échelle territoriale ?** Consulté à l'adresse <https://hal.science/hal-05547761>

Robert, J. (2026). **"Faire de la dentelle pour la masse" ? Regards d'acteurs et enjeux méthodologiques autour de l'accompagnement à l'orientation en licence**. *Les politiques publiques d'orientation : continuum bac-3/+3*. Consulté à l'adresse <https://hal.science/hal-05557022>

In response to the high dropout rate in undergraduate programs, French public policies have developed career guidance support systems anchored in the high school diploma to bachelor's degree (bac-3/bac+3) continuum. We analyze the implementation of Réopass, a career guidance support system integrated into the first-year bachelor's curriculum, by examining the transition from policy intentions to actual practices. To understand the tensions inherent in this transition, our theoretical framework employs a ternary analysis of the programs, which we situate ecologically. We thus explore the rationales behind the support, which oscillate between a focus on optimization or remediation. Based on 18 semi-structured interviews conducted with a diverse range of stakeholders (faculty members, educational engineers, administrative staff, and decision-makers), our findings highlight three points of tension: a structural environment saturated by the accumulation of "entropic" reforms; a tension between the individualization of support to ensure its quality and the institutional imperative of massification; and the academic vulnerabilities of first-year undergraduate students. The analysis highlights the empirical shift from a prescribed logic of optimization toward a logic of remediation, questioning the actual capacity

of the high school–first-year undergraduate continuum to prevent failure. We discuss the conditions for the sustainability of such systems and the levers needed to move beyond the logic of “patchwork solutions.”

## Politique de l'éducation et système éducatif

Annual Status of Education Report. (2026). **Annual Status of Education Report (ASER) Pakistan**. Consulté à l'adresse ASER Pakistan Secretariat website: <https://curated-library.iiep.unesco.org/fr/node/58462>

The ASER Pakistan 2025 provisional report presents a nationally representative assessment of children's schooling status and foundational learning across 138 districts, covering 117,058 households and 183,876 children aged 3–16. School information was collected for public and nonstate/ private schools. A total of 5,632 government schools and 2,684 non-state/private institutions, including madrassahs and non-formal schools were surveyed.

Arseneau, R., Giguère, M.-H., Biao, F., Lemieux, A., & Lanctôt, S. (2025). **Quels enjeux du Projet de loi 23 pour la didactique du français ? Recherche, formation initiale, formation continue et enseignement**. *Revue des sciences de l'éducation*. <https://doi.org/10.7202/1122827ar>

Les propositions du Projet de loi (PL) 23, adopté par l'Assemblée nationale du Québec en décembre 2023, ont suscité de nombreuses inquiétudes dans le milieu de l'éducation. Cet article propose une synthèse théorique des réflexions partagées lors d'une journée d'étude organisée par la section québécoise de l'Association internationale pour la recherche en didactique du français (AIRDF). Il en ressort que l'approche basée sur les données probantes et la gestion axée sur les résultats mises de l'avant par le PL23 pourraient avoir des impacts négatifs, notamment sur les plans de la recherche, de la formation initiale et de la formation continue des enseignants de français, ainsi qu'en ce qui a trait à l'enseignement-apprentissage auprès des élèves.

Auverlot, D. (2026). **École primaire et évaluation: de nombreux rendez-vous déjà manqués, des rendez-vous à concrétiser**. *Administration & Éducation*, 189(1), 77-85. <https://doi.org/10.3917/admed.189.0079>

La mise en œuvre d'un Conseil pour l'évaluation de l'École (CEE) avait pour enjeu principal de proposer aux acteurs de terrain, par une analyse du fonctionnement des entités scolaires, collèges et établissements du second degré, des pistes d'évolution et d'amélioration de fonctionnement. Ce texte fait le bilan de cette politique et interroge les moyens de rendre plus autonome et plus efficient le pilotage des écoles.

Bara, F., & Bergamaschi, A. (2026). **Conclusion**. In C. Farrer, S. Goudeau, E. Tenret, & L.-A. Vallet (Éd.), *Questions d'éducation*. <https://doi.org/10.4000/15wfx>

Bergamaschi, A., & Bara, F. (2026). **Introduction**. In C. Farrer, S. Goudeau, E. Tenret, & L.-A. Vallet (Éd.), *Questions d'éducation*. <https://doi.org/10.4000/15wfe>

Beroud, M. (2026). **Le financement de la recherche et de l'enseignement supérieur par les collectivités territoriales entre 2022 et 2025**. *Note Flash du SIES*, (05), 1-2. Consulté à

l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/le-financement-de-la-recherche-et-de-l-enseignement-superieur-par-les-collectivites-territoriales-101164>

En 2024, les collectivités territoriales ont consacré 1,5 milliard d'euros (Md€) au financement de l'enseignement supérieur et de la recherche (ESR), en augmentation de 74 M€ par rapport à 2023.

Berthilier, D. (2026). **Le périscolaire, entre ambitions et renoncements, un temps pas si périphérique.** *Administration & Éducation*, 189(1), 41-46. <https://doi.org/10.3917/admed.189.0043>

Les temps périscolaires ont longtemps été définis par défaut. La réforme des rythmes scolaires de 2013-2014 a mis davantage en lumière leur apport essentiel dans la journée de l'enfant comme dans son parcours éducatif. Si les renoncements qui ont suivi ont pu en atténuer la portée, il n'en demeure pas moins que le périscolaire est ancré dans les écoles. Les collectivités sont désormais reconnues comme des acteurs éducatifs à part entière. L'articulation des temps périscolaires et l'alliance éducative doivent encore être consolidés dans le cadre des projets éducatifs territoriaux.

Bocquet, J.-M. (2026, mars 23). **Le périscolaire, grand oublié des politiques éducatives.** Consulté 23 mars 2026, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2026/03/23/le-periscolaire-grand-oublie-des-politiques-educatives/>

«Dans l'ensemble des interventions, personne ne parle jamais des finalités et des pratiques dans les accueils périscolaires, chacun produit du savoir sur les animateurices» écrit Jean-Michel Bocquet. Dans cette tribune, le pédagogue et chargé de cours à l'université Sorbonne Paris Nord, analyse les difficultés du périscolaire.

Borst, G., & Vibert, N. (2026). **Enjeux scientifiques et sociaux de la recherche pluridisciplinaire autour de l'éducation: Présentation du Réseau Thématique « Recherches autour des questions d'éducation » du CNRS.** In C. Farrer, S. Goudeau, E. Tenret, & L.-A. Vallet (Éd.), *Questions d'éducation*. <https://doi.org/10.4000/15wfi>

Butt, T. A., & Hussain, F. (2026). **Academic Engagement in Policymaking: Evaluating the Demand and Supply in Pakistan's Policy Advisory System.** *Review of Policy Research*, 43(2), e70028. <https://doi.org/10.1111/ropr.70028>

Policy advising involves various activities, from research and data analysis to stakeholder consultations and formulating recommendations for governmental decision-making. Traditionally focused on individual analysts, the concept of policy advice has evolved to include a wider array of actors, such as ministers, government departments, businesses, NGOs, universities, and research institutes. Academia plays a critical role in providing scientific evidence for evidence-based policymaking, yet its engagement with policymakers remains underexplored, particularly in the Global South. This study investigates the role of academia in Pakistan's policy advisory system, focusing on the demand for academic knowledge by policymakers and its supply by universities. Pakistan provides a unique case to study the aforementioned relationship because of its Westminster-style democratic system rooted in the British colonial system, outdated institutional structures, limited technical expertise of bureaucracy, and evolving research-intensive universities in the education sector. Data were collected from 300 faculty members at research-intensive universities, revealing limited academic involvement in policy advisory roles and infrequent interactions with policymaking bodies. Additionally,

academic participation in official advisory boards or committees is minimal. The findings highlight a significant gap between the demand for academic policy advice and its supply, raising concerns about the underutilization of academic expertise in Pakistan's policymaking processes. This research identifies limited engagement between academia and policymakers, suggesting a need for strategies to strengthen collaboration and promote evidence-based policymaking.

Cappellari, L., & Morelli, M. (2026). **Backward Spillovers and Equalized Access: The Effects of the Bologna Process across Italy's Education System** (Working paper N° def149). Consulté à l'adresse Università Cattolica del Sacro Cuore, Dipartimenti e Istituti di Scienze Economiche (DISCE) website: <https://EconPapers.repec.org/RePEc:ctc:serie1:def149>  
This paper estimates the causal effects of the Bologna Process reform in Italy, analyzing the impact of the introduction of the "3+2" degree structure at different stages of the educational system. We implement multiple Difference-in-Differences designs on a nationally representative dataset composed of more than 140,000 high school graduates and 220,000 university graduates. We find that the reform increased graduations from the academic-oriented high school track by +5.50 p.p., revealing a "backward spillover effect" on high school completion. For university-related outcomes, we estimate a positive effect on enrollments (+5.53 p.p.) and in-time graduations (+7.22 p.p.) and a negative effect on dropout (-2.70 p.p.). The effects are always larger for students coming from the most disadvantaged parental backgrounds, particularly when combined with high ability. These findings suggest that the Bologna Process was effective in reducing barriers to educational investment, especially for talented students with financial constraints, thus challenging the narrative of the reform attracting low ability students. Finally, descriptive labor-market analyses show a convergence of performances for graduates with different parental backgrounds, but only among Bachelor's graduates.

Carton, T., Martin, Y., Bossut, E., Lejeune, É., Gianoultis, E., Joertz, F., & Glineur, C. (2025). **Les paradoxes de l'éducation autodirigée dans les écoles démocratiques**. *Revue internationale de l'éducation familiale*, 56(2), 217-239. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-217>

L'article examine les tensions entre l'éducation autodirigée des écoles démocratiques en Fédération Wallonie-Bruxelles (FW-B) et le cadre législatif encadrant l'enseignement à domicile auxquelles les familles sont soumises. Ces établissements pratiquent l'éducation autodirigée, mais les contrôles de la FW-B suscitent des inquiétudes chez les parents quant à l'acquisition des compétences de l'enfant, car ils peuvent mener à sa réintégration dans le système traditionnel. Basée sur des entretiens semi-directifs avec des porteurs de projet de quatre écoles démocratiques, l'étude analyse les stratégies mises en œuvre par les écoles et les familles pour concilier valeurs éducatives et exigences législatives et révèle l'instabilité de ces établissements face aux attentes des parents.

CEDEFOP : European centre for the development of vocational training. (2026a). **The influence of learning outcomes**. Consulté à l'adresse [https://www.cedefop.europa.eu/files/5617\\_en.pdf](https://www.cedefop.europa.eu/files/5617_en.pdf)

Ce document examine comment le passage à une approche basée sur les résultats d'apprentissage influence l'évaluation - à la fois formative et sommative - dans l'enseignement et la formation professionnels initiaux de dix pays de l'Union européenne

(Bulgarie, Irlande, France, Lituanie, Malte, Pays-Bas, Pologne, Portugal, Slovénie et Finlande). Si les résultats d'apprentissage constituent un élément central des réglementations nationales en matière d'évaluation dans tous les pays étudiés, la question de savoir si les critères d'évaluation sont ou non définis au niveau national et utilisés à des fins d'évaluation formative varie. L'utilisation des résultats d'apprentissage dans l'évaluation est généralement appréciée par les enseignants, les formateurs et les apprenants.

CEDEFOP : European centre for the development of vocational training. (2026b). **The influence of learning outcomes.** Consulté à l'adresse [https://www.cedefop.europa.eu/files/5617\\_en.pdf](https://www.cedefop.europa.eu/files/5617_en.pdf)

Ce document examine comment le passage à une approche basée sur les résultats d'apprentissage influence l'évaluation - à la fois formative et sommative - dans l'enseignement et la formation professionnels initiaux de dix pays de l'Union européenne (Bulgarie, Irlande, France, Lituanie, Malte, Pays-Bas, Pologne, Portugal, Slovénie et Finlande). Si les résultats d'apprentissage constituent un élément central des réglementations nationales en matière d'évaluation dans tous les pays étudiés, la question de savoir si les critères d'évaluation sont ou non définis au niveau national et utilisés à des fins d'évaluation formative varie. L'utilisation des résultats d'apprentissage dans l'évaluation est généralement appréciée par les enseignants, les formateurs et les apprenants.

Cervantes, S., & Öqvist, A. (2026). **Principals' Beliefs—A Crucial Aspect in Positioning Preschool Teachers and Caregivers in Relation to Teaching in Preschool Education.** *International Journal of Early Childhood*, 58(1), 593-611. <https://doi.org/10.1007/s13158-026-00500-5>

Since 2010, policy reform in Sweden has stipulated preschool teachers' responsibility for teaching. In 2018, the revised preschool curriculum stipulated principals' responsibility to create conditions for preschool teachers to take responsibility for teaching. The concept of teaching in educational policy and practices is a complex issue. This study analyses how principals' position preschool teachers and caregivers in relation to preschool teachers' responsibility for teaching. Building on new institutionalism, positioning theory and a qualitative research design, the results show two dimensions of positioning: principals' positioning of preschool teachers as superior caregivers within the work team and principals' equal positioning of caregivers and preschool teachers. The results indicate that the beliefs of principals become crucial and define their agency for how to act in positioning preschool teachers and caregivers. Principals' beliefs significantly influence their agency in implementing curriculum and positioning of preschool teachers and caregivers and the quality of preschool education.

Clasquin-Johnson, M. G. (2026). **'Is this still the right place for him?' A mother's autoethnography on the barriers to her child's inclusion.** *International Journal of Inclusive Education*, 30(5), 862-876. <https://doi.org/10.1080/13603116.2025.2501122>

In this autoethnography, I reflect on the breakdown of inclusion through curriculum differentiation for my son with autism spectrum disorder. My aim was to illuminate how his learning support team differentiated the curriculum to include him. Data was obtained over a two-year period (2020–2021) from curriculum planning meetings, assessment feedback meetings, remote Zoom lessons during the COVID-19 pandemic, WhatsApp messages and phone calls between myself and my son's school principal, subject and

learning support teachers and therapists, and a personal reflective journal. Insights from Differentiated Instruction Theory reveal that my son's teachers were unable to sustain curriculum differentiation because they regarded it as too much extra work. Policymakers should strengthen support to teachers to operationalise inclusion through differentiation. Without rigorous training, adequate resources, practical support and monitoring, inclusive education for children with disabilities such as ASD will remain an elusive policy ideal.

Collin, S. (2025). **Le « système de dépôt et de communication de renseignements en éducation » prévu dans la loi 23 : vers une infrastructure de gestion pédagogique ?** *Revue des sciences de l'éducation*. <https://doi.org/10.7202/1122828ar>

Adoptée le 7 décembre 2023, la loi 23 prévoit un « système de dépôt et de communication de renseignements en éducation », dont les finalités, les usages et les implications ont été peu débattus. Quel sens lui donner ? Cet essai porte sur le rôle que pourrait jouer le système de dépôt et de communication de renseignements sur la base de tendances politiques et techniques documentées scientifiquement au Québec et à l'international. Nous rapprochons le système de dépôt et de communication de renseignements d'un certain type d'usage des données scolaires : celui de la responsabilisation. Cet usage nous semble discutable du fait qu'il consiste à gérer la pédagogie par les chiffres, une finalité qui soulève plusieurs enjeux.

Conférence des ministres de l'éducation des États et gouvernements de la Francophonie. (2025). **Rapport de synthèse des diagnostics des dispositifs nationaux d'évaluation (DNE)**. Consulté à l'adresse Conférence des ministres de l'éducation des États et gouvernements de la Francophonie website: <https://curated-library.iiep.unesco.org/fr/bibliotheque/rapport-de-synthese-des-diagnostics-des-dispositifs-nationaux-devaluation-dne>

L'évaluation de la qualité de l'éducation constitue un enjeu majeur pour les pays soucieux d'améliorer leurs systèmes éducatifs et de garantir une éducation équitable et efficace. À cet effet, les Dispositifs nationaux d'évaluation (DNE) jouent un rôle central en fournissant les données essentielles à la prise de décisions politiques et pédagogiques, fondées sur des preuves. Dans ce cadre, la CONFEMEN a conduit une série de diagnostics des DNE de 13 pays participant à l'évaluation PASEC, afin d'évaluer leur fonctionnalité et leur efficacité, identifier les défis récurrents, et proposer des recommandations concrètes pour leur renforcement. Le présent rapport de synthèse des diagnostics réalisés, vise principalement à présenter une vue d'ensemble consolidée des diagnostics, dans les pays concernés, en identifiant les tendances communes, les défis partagés et les bonnes pratiques observées.

Crowe, S., & Ghoneim, A. (2025). **From Compliance to Co-Design: Transforming Accommodation Services at a Canadian College Through a People-Centred Service Design and Change Management Approach**. *Canadian Journal of Higher Education*, 55(4), 148-166. <https://doi.org/10.47678/cjhe.v55i4.190519>

This study explores the transformation of academic accommodation services at a Canadian post-secondary institution through the integration of service design, systems thinking, and critical disability theory in the people-centred systems change (PCSC) framework. Using a mixed-methods approach combining interviews, operational data, and co-design sprints the research examined how outdated, compliance-driven models can evolve into values-based, learner-centred systems. Key interventions included a

tiered intake process, self-directed renewal options, and faculty development modules, resulting in reduced wait times, increased user satisfaction, and improved operational efficiency. Findings highlight how student experience can serve as a leverage point for systemic change and demonstrate that meaningful redesign is possible even within complex institutional environments. This case contributes to growing scholarship on equity-informed service innovation in higher education.

Cusset, P.-Y. (2026). **Baisse des effectifs scolaires: quelles marges de manœuvre?** *Administration & Éducation*, 189(1), 139-146. <https://doi.org/10.3917/admed.189.0141>

On enregistre depuis dix ans une baisse des effectifs scolaires qui devrait se poursuivre et se renforcer pour au moins dix nouvelles années. Au cours de la dernière décennie, ce gain démographique a notamment permis une réduction importante et ciblée de la taille des classes dans le premier degré, en particulier via les dédoublements de classes de CP, CE1 et grande section en éducation prioritaire. Il existe des arguments solides pour poursuivre ce mouvement. Mais il conviendrait néanmoins de ne pas abandonner d'autres chantiers de réforme qui, eux aussi, exigent des ressources importantes.

d'Aquino, M., & Jacqmin, J. (2026). **The invisible students: tracking the boom of for-profit higher education enrolment in France.** *Studies in Higher Education*, 0(0), 1-18. <https://doi.org/10.1080/03075079.2026.2633519>

For-profit higher education institutions have expanded rapidly in France, yet no reliable administrative data exist to measure their enrolment. Existing public figures suggest that between 8 and 15 percent of students attend for-profit institutions. This broad range reflects a deeper problem: many invisible students who are missing from official statistics. This article addresses three questions: (1) how and why has enrolment in for-profit higher education expanded so quickly, particularly after the 2018 apprenticeship reform; (2) why do existing estimates of the sector's size vary so widely; and (3) what is a more grounded figure? We show how apprenticeship funding, permissive regulation and weak oversight have supported the boom while obscuring its scale. Using self-reported data from providers, we obtain an estimate of around 450,000 students, close to the upper bound of existing approximations.

Delahaye, J.-P. (2026). **Questions vives pour l'école primaire.** *Administration & Éducation*, 189(1), 25-30. <https://doi.org/10.3917/admed.189.0027>

Le bilan de l'état de l'école primaire est inquiétant et nécessite de penser autrement les orientations à prendre pour résoudre la crise que tous les responsables soulignent. Au-delà d'un effort budgétaire, de la formation des enseignants et l'aménagement du temps scolaire, le texte interroge les finalités, les principes et les valeurs que la nation souhaite donner à l'école de la République.

Désautels, J. (2025). **L'institutionnalisation de l'idéologie scientiste en éducation.** *Revue des sciences de l'éducation*. <https://doi.org/10.7202/1122834ar>

À l'automne 2023, Marie-Michèle Sioui, correspondante parlementaire du journal *Le Devoir* à Québec, a révélé au grand public l'existence d'un comité sur les résultats scientifiques et le milieu scolaire (CRSMS). Créé par le ministère de l'Éducation du Québec (MEQ) en 2021, ce comité avait pour mandat de lui fournir des avis ad hoc et confidentiels sur les enjeux prioritaires de l'éducation. Le fonctionnement de ce comité inévitablement opaque avait un caractère plus ou moins démocratique, puisque l'on confiait à quelques spécialistes le soin de proposer des orientations en éducation alors

que celles-ci, compte tenu des enjeux qu'elles comportaient, auraient normalement fait l'objet d'un large débat sociétal. Il ne semble pas y avoir eu de réactions vives à ce propos de la part des collègues des facultés des sciences de l'éducation (FSÉ) alors que le ministère de l'Éducation faisait en quelque sorte fi de leurs expertises. Cela tient peut-être au fait que le rapport du CRSMS a été peu lu, alors qu'il ne proposait rien de moins que de généraliser l'usage des données probantes en éducation et la création de l'Institut national d'excellence en éducation (INEE). Mais sur quelles bases ces recommandations ont-elles été formulées ? L'analyse montrera non seulement que ces bases sont extrêmement fragiles, mais aussi, que le discours du CRSMS fait la promotion d'un crédo pédagogique inspiré de l'idéologie scientiste.

Elfert, M., Roche, S., & Stanistreet, P. (Éd.). (2025). **Seventy years with UNESCO: The role of the International Review of Education in advancing comparative education and lifelong learning**. *International review of education = Revue internationale de l'éducation*, 71(5-6), 731-1027. Consulté à l'adresse <https://link.springer.com/journal/11159/volumes-and-issues/71-5>

ETF : European training foundation. (2025). **Vocational excellence: from partnerships to skills ecosystems: international insights**. Consulté à l'adresse <https://www.etf.europa.eu/sites/default/files/2025-12/ETF%20Rapport%20Imme%2011122025.pdf>

Le rapport analyse comment des centres d'excellence professionnelle développent des écosystèmes de compétences pour répondre aux besoins du marché du travail. Il s'appuie sur quatre études de cas (Pays-Bas, Grèce, Égypte, Moldavie). Il n'existe pas de modèle unique : chaque centre évolue selon son contexte, sa gouvernance et ses partenariats. La coopération entre établissements, entreprises et acteurs publics est présentée comme essentielle pour adapter les formations aux réalités économiques. Le rapport insiste aussi sur la diversité des modes de financement et sur l'importance d'impliquer enseignants et étudiants dans la conception des programmes. En conclusion, l'excellence professionnelle est décrite comme un processus continu, fondé sur la collaboration, l'innovation et l'adaptation locale.

European Commission. (2026). **Erasmus+ digital bridges: Enhancing education across Europe and beyond: 2021-2027**. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/7c57c7d9-1f53-11f1-8c3a-01aa75ed71a1/language-en>

La publication analyse l'impact du programme Erasmus+ sur l'éducation numérique dans les pays tiers non associés au programme, sur tous les continents. Les auteurs examinent comment les initiatives d'intégration des technologies numériques dans les méthodes d'enseignement et de formation sont influencées par le contexte local dans lequel elles sont mises en œuvre et comment elles s'y adaptent. Dans certaines régions, les solutions numériques ont été adoptées en peu de temps, grâce à des infrastructures technologiques étendues et solides ainsi qu'à des cadres politiques favorables. D'autres régions sont confrontées à des obstacles tels que des ressources limitées, des problèmes de connectivité ou des niveaux variables de culture numérique. La publication préconise des solutions sur mesure et adaptées au contexte, en mettant l'accent sur le potentiel transformateur du numérique.

European Commission European education and culture executive agency. (2026). **Preparedness education in Europe 2025**. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/17cb4a0c-12c2-11f1-8870-01aa75ed71a1>

Le rapport examine comment les systèmes éducatifs européens intègrent l'éducation à la préparation aux risques face à la multiplication des catastrophes naturelles, des menaces cybernétiques et des tensions géopolitiques. Il analyse la manière dont ces compétences sont introduites dans les programmes scolaires, dès la petite enfance et dans l'enseignement primaire, ainsi que les approches adoptées par les pays pour former les enseignants et évaluer la qualité des initiatives. Le rapport présente également les politiques et plans nationaux existants, tout en soulignant le rôle de l'Union européenne pour soutenir le développement de cette éducation. L'objectif est de mieux préparer les jeunes à comprendre les risques et à y réagir, afin de renforcer la résilience des sociétés européennes.

European Commission (Transnational). (2026). **How to support schools in their journey towards more inclusive education for all?** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4210> [Report]. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/6245b941-19fe-11f1-9769-01aa75ed71a1>

Under its 2021-25 mandate, the Working Group Schools, Pathways to School Success sub-group, supports the implementation and follow-up of the Council Recommendation on Pathways to School Success, which aims at reducing underachievement and early leaving from education and training and promoting well-being at school. The Peer Learning Activity (PLA) in Malta focused on building the capacity of school leaders and teachers to foster inclusive education and was held in May 2024. During the PLA, participants from 13 Member States engaged in discussions to address the challenges and share strategies for fostering inclusive education

Fan, X., D'Amico, L. K., & Long, D. (2026). **A longitudinal mixed-methods study on the impact and implementation of a school improvement policy initiative**. *Educational Research for Policy and Practice*, 25(1), 89-108. <https://doi.org/10.1007/s10671-025-09393-y>

Improving schools has been the focus of many educational reform and policy initiatives worldwide. This study used a longitudinal mixed-methods design and investigated the implementation and impact of the School Improvement Grants (SIG) in one southeastern state in the United States. Analysis of school report card data and annual performance review (APR) of 12 schools that received SIG funds revealed informative findings. SIG school student achievement gaps from state averages decreased in both English Language Arts (ELA) and mathematics from 2016 to 2019. However, SIG schools had the largest gap from the state average in both ELA and mathematics in 2021 when COVID-19 greatly impacted schools. There was an increasing trend in the satisfaction rates of teachers, students, and parents with the school learning environment, social physical environment, and home-school relationship across five years of SIG implementation. SIG schools' teacher retention rate decreased from 2016 to 2019 and then increased from 2019 to 2021. Based on 2018 data, larger progress reported in APRs was strongly associated with a smaller achievement gap in ELA and mathematics, more satisfaction with the school learning environment, social-physical environment, and home-school

relationship. The findings can inform program development and implementation as well as policymaking to support school improvement.

Fardet, É. (2026). **Aménagement éducatif des territoires ruraux, histoire et perspectives.** *Administration & Éducation*, 189(1), 47-57. <https://doi.org/10.3917/admed.189.0049>

La généralisation de l'instruction publique, initiée en 1816 et renforcée en 1833, a permis de finaliser un maillage scolaire dense en 1901. Dès 1880, la baisse de la fécondité et l'exode rural influent sur les effectifs, tandis que l'urbanisation et les transports scolaires transforment la carte scolaire après 1950. Aujourd'hui, la réorganisation du réseau se heurte à des freins administratifs, symboliques et politiques, malgré des initiatives nationales. L'enjeu reste d'adapter l'offre éducative aux réalités démographiques, en conciliant accessibilité, qualité pédagogique et cohésion sociale.

Farrer, C., Goudeau, S., Tenret, E., & Vallet, L.-A. (Éd.). (2026). **Questions d'éducation : Regards interdisciplinaires.** <https://doi.org/10.4000/15wgb>

Comment fonctionnent les apprentissages ? Quelles pratiques pédagogiques permettent de réduire les inégalités sociales de réussite scolaire ? Quel rôle peuvent jouer les politiques publiques en éducation ? L'éducation soulève de nombreuses questions auxquelles la recherche peut apporter des réponses. Cet ouvrage, réunissant plus de soixante autrices et auteurs mobilisés au sein du réseau thématique pluridisciplinaire du CNRS « Recherches autour des questions d'éducation », ambitionne d'offrir un éclairage sur des thèmes qui suscitent de vifs débats au sein de la société : les inégalités sociales et de genre à l'école, les évaluations internationales, l'inclusion scolaire, l'évaluation de l'efficacité des pratiques pédagogiques, l'expérimentation en éducation, la formation des enseignants ou encore l'innovation pédagogique. Il invite à considérer l'école non seulement comme un lieu pour penser l'éducation et les nombreux enjeux auxquels elle est confrontée, mais aussi comme un espace où des transformations sont possibles — à condition de croiser les disciplines, d'articuler les niveaux d'analyse et de faire dialoguer les savoirs de la recherche avec ceux du terrain. À ce titre, il constitue un point d'appui pour les débats à venir, et des pistes de réflexion pour des évolutions concrètes du système éducatif.

Fouquet-Chauprade, B. (2025). **Les « édupreneurs » et les « choosers » au service de la marchandisation de l'éducation ? Comment les nouvelles eaux acteur rice s privé e s et les familles contribuent à la mise en marché de l'école.** *Revue des sciences de l'éducation*. <https://doi.org/10.7202/1122831ar>

Rares sont les contextes scolaires dans lesquels on ne constate pas une montée de la privatisation. Celle-ci revêt une ampleur et des formes assez contrastées à travers le monde. La privatisation s'explique en partie par la diffusion toujours plus importante d'un référentiel global néolibéral. Cette contribution questionne la privatisation et la mise en marché des systèmes éducatifs en interrogeant les raisons du succès du référentiel néolibéral. Elle développe l'idée selon laquelle ce référentiel ne s'impose pas directement dans les politiques éducatives et les réformes, et subit des formes de traduction et d'hybridation dépendantes des réalités locales. Cela conduit à y interroger le rôle qu'y jouent certain·e·s acteur·rice·s éducatif·ve·s. Nous nous centrerons ici sur deux acteur·rice·s principales·aux que sont les nouvelles·eaux acteur·rice·s privé·e·s, d'une part, et les familles, d'autre part. Les premier·ère·s contribuent à diffuser des représentations de l'école en visant un recadrage cognitif et normatif devant légitimer les politiques de choix scolaires et de privatisation. Les seconds contribuent au

fonctionnement du marché en formulant des demandes scolaires empruntant à plusieurs registres, parfois contradictoires, dont certaines renforcent la diffusion de modèles de marchandisation et de la privatisation.

Fukao, T., Katwal, S., Thwin, M. M., & Kyaw, A. P. (2026a). **Educational access and learning outcomes in Myanmar.** Consulté à l'adresse <https://openknowledge.worldbank.org/entities/publication/d57f080a-9a36-4ea9-a6d8-6aaf823d5b44>

Ce rapport analyse l'évolution récente de l'accès à l'éducation et des apprentissages au Myanmar dans un contexte marqué par les conflits, l'instabilité politique et les difficultés économiques. Il montre que la scolarisation au primaire s'est globalement redressée après la pandémie et la crise politique, mais que l'accès à l'enseignement secondaire reste fortement limité. Les adolescents, notamment âgés de 15 à 17 ans, constituent la majorité des enfants non scolarisés. L'étude met également en évidence une dégradation des compétences fondamentales en lecture et en mathématiques et des inégalités importantes selon le niveau socio-économique et le lieu de résidence. Elle souligne enfin le rôle croissant d'acteurs éducatifs non publics – écoles communautaires, réseaux éducatifs ethniques ou institutions monastiques – dans l'accès à l'éducation dans les zones touchées par les conflits.

Fukao, T., Katwal, S., Thwin, M. M., & Kyaw, A. P. (2026b). **Educational access and learning outcomes in Myanmar.** Consulté à l'adresse <https://openknowledge.worldbank.org/entities/publication/d57f080a-9a36-4ea9-a6d8-6aaf823d5b44>

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Garay, F. (2026). **L'école ouverte : une nouvelle conception du service public éducatif.** *Administration & Éducation*, 189(1), 59-63. <https://doi.org/10.3917/admed.189.0061>

Cet article présente une réflexion sur le temps et l'espace scolaires ayant conduit le maire de la ville des Mureaux à concevoir autrement la place de l'école dans une continuité éducative, une éducation globale, ouverte aux familles et ouverte sur la ville. Les constructions réalisées aménagent l'école dans des espaces plus vastes, composés aussi d'autres offres éducatives ou culturelles et dont l'ensemble des locaux sont accessibles tous les jours. Monsieur le maire nous propose une analyse et une évaluation du dispositif mis en œuvre dans sa ville pour améliorer la continuité éducative.

Gawne, L. (2026). **The politics and pedagogy of teaching literacy in the state of Victoria, Australia.** *Educational Research for Policy and Practice*, 25(1), 23-38. <https://doi.org/10.1007/s10671-024-09390-7>

This education policy analysis reviews the state of Victoria, Australia's position on the teaching and learning of literacy. This is of interest because until recently Victoria had resisted the trend of mandating pedagogical approaches to the teaching of literacy and more specifically to the teaching of reading which has and is occurring nationally and internationally. While much has been written in criticism of Victoria's approach to the teaching and learning of literacy, limited documentation has been found on why Victoria has developed the stances it has to underpin its ideology and epistemology. Through a document analysis of curriculum websites and the research literature, this paper will argue a confluence of unique circumstances has determined Victoria's position. These circumstances include the development of a national curriculum and Victoria's place in the Commonwealth of Australia with respect to education, Victoria's past approaches to the teaching of literacy, the influence of national and international reviews on literacy and Victoria's ranking in national and international literacy assessments, including Victoria's response to the Phonics Screening Check assessment task. Prior to June 2024, the absence of a clear and concise policy to argue for Victoria's position, however, left education leaders and teachers open to continued criticism and debate. As a result of this mounting pressure from politicians, academics and education think tanks, Victoria has fallen into line with the status quo mandating a synthetic phonic approach to the teaching of reading. Time and hindsight will be the critical evaluators of Victoria's recent decision.

Genakos, C., & Kyrkopoulou, E. (2026). **Social policy gone bad educationally: unintended peer effects from transferred students** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://EconPapers.repec.org/RePEc:ehl:lserod:137495>

What is the impact of an increase of lower-ability students in a university class? We examine a natural experiment in which students from large, low-income families had the chance to transfer to academic programs at a local university. Multiple law changes meant that there was significant, quasi-random variability in the number of transferred students over time, which was orthogonal to the quality of receiving students. We create a novel dataset for the top economics department in Greece and show that the social policy had a negative educational impact by uniformly lowering recipient students' academic performance once the proportion of transferred students exceeded a certain threshold.

Gensterblum, A., Waldron, S. F., Bertrand, A., & Jacobsen, R. (2026). **The Politics of Disruption and the Ongoing Impact on Local Education Politics**. *American Journal of Education*, 132(2), 141-176. <https://doi.org/10.1086/738771>

Purpose: This research examines how national actors, like Moms for Liberty (M4L), used the politics of disruption to challenge existing school leaders and reshape local education politics. Research Methods: Using a comparative case study approach, we examine school board meetings in 15 districts (156 meetings) to understand how the presence/absence of nationalized issues and national groups shape local education politics. We compare four case types: M4L-endorsed candidates win the majority of board seats (three cases), M4L-endorsed candidates win a minority of board seats (three cases), Nationalized-Issue presence (six cases), and comparison cases (three cases) with neither nationalized issues nor M4L present. Using an observation protocol, we track changes in engagement, tone, and rules/processes across three time periods: "pre-period" (late 2019 to early 2020), "contentious period" (summer of 2021 through 2022

elections), and "post-period" (after the 2022 elections). Findings: The politics of disruption motivated new actors to engage in board meetings. Attendees engaged in ways that broke with long-standing behavioral norms, mirroring the current style of national politics. Negativity, insults, and even threats to elected leaders grew in frequency, leading to polarization and an us-versus-them atmosphere. To quell the disruption, boards rigidly applied old and new rules in ways that fueled the narrative of unresponsive boards. Implications: This article contributes to the growing body of literature on the nationalization of local education politics. Although increased engagement and accountability from the community might be a positive outcome, our findings show how the politics of disruption can sow distrust and effectively stymie regular governance procedures.

Glineur, C., Rutze, F., Bossut, E., Lejeune, É., Joertz, F., Seran, L., ... Carton, T. (2025). **Relations école-famille-institution de placement: entre tensions et négociations interprofessionnelles**. *Revue internationale de l'éducation familiale*, 56(2), 73-97. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-73>

Dans des contextes de placement d'enfants en institution, un troisième acteur, l'institution de placement, s'ajoute à la relation école-famille, transformant les relations autour de la scolarité de l'enfant et générant de nouvelles sources de tensions interprofessionnelles. À partir d'une enquête qualitative conduite auprès de 24 professionnels, 18 travailleurs sociaux issus de services résidentiels généraux de la protection de l'enfance et six professionnels de l'enseignement primaire et secondaire, cet article analyse les tensions qui peuvent entraver la collaboration entre les secteurs de l'enseignement et de l'Aide à la jeunesse dans le suivi des enfants placés en Fédération Wallonie-Bruxelles. Trois grandes catégories de tensions émergent de l'analyse : une méconnaissance intersectorielle, nourrie par des finalités éducatives qui divergent entre réussite éducative et réussite scolaire ; des difficultés liées à la régulation du partage d'informations, prises entre respect du secret professionnel et besoin de contextualisation pédagogique ; et des représentations contrastées de la place des parents, oscillant entre différentes attentes d'implication parentale. L'article met en lumière les dynamiques de négociation que ces tensions appellent, en soulignant leur rôle structurant dans les processus de relations interprofessionnelles. Il contribue ainsi à une meilleure compréhension des logiques d'articulation ou de cloisonnement entre secteurs dans la scolarité des enfants en situation de placement institutionnel.

Global Education Monitoring Report Team. (2026). **Global education monitoring report 2026: access and equity, countdown to 2030** (p. 414). <https://doi.org/10.54676/JLKL3223>  
UNESCO Digital Library

Global Partnership for Education Knowledge and Innovation Exchange, GPE KIX. (2025). **What an EMIS policy should look like for KIX Africa 19 countries** (p. 29). Consulté à l'adresse <https://www.gpekix.org/knowledge-repository/what-emis-policy-should-look-kix-africa-19-countries>

Education Management Information Systems (EMIS) form the backbone of evidence-based planning and monitoring in education systems. Yet across the 19 countries of the GPE KIX Africa 19 Hub, the state of EMIS policy development is highly uneven. Most KIX Africa 19 countries do not have a standalone EMIS policy document. Instead, many integrate EMIS-related objectives into broader education sector plans, ICT strategies, or

general education laws (examples include Ghana, Kenya, Rwanda, and Uganda). A few countries (such as Eritrea, Liberia, South Sudan, Malawi, Mozambique) lack any formal EMIS framework at all, operating with ad-hoc guidelines or outdated plans. The absence of a formal policy often leads to unclear roles, fragmented data management, and inconsistent data collection practices. By contrast, countries with up-to-date EMIS policies tend to have clearer institutional arrangements, often establishing dedicated EMIS units or steering committees, and have even begun to address legal issues like data standards and privacy in their frameworks.

GOH, J. (2026). **5 trends to watch in 2026: East Asia insights**. Consulté à l'adresse <https://opportunities-insight.britishcouncil.org/analysis/british-councils-five-trends-watch-2026>

Ce rapport prospectif analyse cinq tendances susceptibles de transformer l'enseignement supérieur international à l'horizon 2026. Il met en évidence le rôle croissant de l'intelligence artificielle dans les parcours d'orientation et de candidature des étudiants, ainsi que l'influence des politiques migratoires et des contextes géopolitiques sur la mobilité étudiante internationale. L'étude souligne également le développement de nouvelles formes de coopération universitaire, notamment l'enseignement transnational. Elle met enfin en lumière l'importance croissante de l'Asie dans les dynamiques de mobilité et de partenariats académiques, ainsi que la progression de la mobilité étudiante intra-régionale et la montée en puissance des établissements asiatiques dans les classements internationaux.

Hossain, M. (2026). **Authoritarianism and Educational System Reforms by the World Bank in LMICs**. *American Journal of Education*, 132(2), 245-276. <https://doi.org/10.1086/738769>

Purpose: This study investigates the relationship between the degree of authoritarianism and the World Bank's (WB) promotion of decentralization reforms in educational systems across low- and middle-income countries (LMICs), where rigidly centralized institutions are often seen as barriers to improved educational outcomes. Research Methods: Drawing on original country-level panel data from 1965 to 2019 covering 99 LMICs, the analysis employs fixed-effects models with additional robustness checks to examine how regime type influences the WB's decentralization agenda. Findings: The analysis shows a significant association between higher levels of authoritarianism and the WB's promotion of decentralization reforms, which suggests that authoritarian regimes, characterized by highly centralized education systems, are more likely to be targeted by such reforms. Implications: These findings highlight that in authoritarian settings, decentralization may function not only as a governance reform but also as a political signal that allows regimes to align with international expectations, secure funding, or enhance legitimacy. More broadly, they show that the diffusion of reforms by international organizations depends not only on global agendas but also on the political structures of recipient countries.

Kyei-Gyamfi, S., Zakariah, A., Quartey, F. A., & Hayford, P. (2026). **Is Free Education Really Free? Achievements and Challenges of Free Basic and Secondary Education in Sub-Saharan Africa**. *Diversity & Inclusion Research*, 3(2), e70053. <https://doi.org/10.1002/dvr2.70053>

ABSTRACT Free education policies have been widely adopted across sub-Saharan Africa (SSA) as a strategy to expand access, promote equity, and foster human capital development. This review examines whether free education in SSA is genuinely free, identifies the challenges associated with implementing such policies, and highlights

achievements and success stories across selected countries. Evidence from Ghana, Kenya, Uganda, Tanzania, Malawi, and Nigeria reveals that while tuition fees have largely been abolished, households continue to bear significant indirect costs, including uniforms, textbooks, transport, and boarding, which disproportionately affect marginalized groups. Implementation challenges such as overcrowded classrooms, teacher shortages, inadequate infrastructure, declining quality, and governance deficits further constrain the effectiveness of free education. Despite these barriers, free education initiatives have led to notable successes, including increased enrollment, improved gender parity, inclusion of marginalized populations, and enhanced human capital development. Applying Structural Violence Theory, this review demonstrates that systemic social, economic, and political structures limit the full realization of educational rights, highlighting the need for equity-oriented, context-specific interventions. The findings underscore the importance of combining fee abolition with targeted support, investment in infrastructure and teacher capacity, and inclusive policies to ensure that free education is genuinely accessible and effective.

Laisney, P., & Brandt-Pomares, P. (2026). **Contributions pour une structuration de la recherche en éducation.** In PUP (Éd.), *Structuration de la recherche en éducation: L'héritage scientifique de Jacques Ginestié* (p. 246). Consulté à l'adresse <https://amu.hal.science/hal-05518420>

Cet ouvrage rend hommage à Jacques Ginestié, dont les travaux ont profondément structuré la recherche en éducation et la formation des enseignants, grâce à des contributions qui offrent une synthèse précieuse des enjeux éducatifs actuels : didactique de l'enseignement technologique, efficacité des processus d'apprentissage et structuration des politiques de formation. Clair, engagé et nourri d'une expertise de terrain, ce livre s'adresse aux professionnels de l'éducation, aux chercheurs et aux lecteurs voulant comprendre les dynamiques qui traversent l'éducation.

Le premier degré : les rendez-vous manqués de l'école. (2026). *Administration & Éducation*, (189). Consulté à l'adresse <https://shs.cairn.info/revue-administration-education-2026-1>

Le premier degré : les rendez-vous manqués de l'école

Lelièvre, C. (2026). **De moins en moins d'école ?** *Administration & Éducation*, 189(1), 17-23. <https://doi.org/10.3917/admed.189.0019>

La question du temps scolaire et de son aménagement est historiquement un sujet constant pour les responsables politiques. L'organisation des vacances des élèves, celle de la journée ou de la semaine de classe vont évoluer au fil des décennies pour parvenir à une semaine de quatre jours plébiscitée par les parents et les enseignants, déconseillée par les spécialistes du temps scolaire. Avec un paradoxe constant d'une année scolaire courte par rapport aux pays de l'OCDE et une durée de classe importante et mal répartie.

Lemieux, O., Éthier, M.-A., Sirois, G., Lefrançois, D., & Salem, R. (2025). **Quelle réception du Projet de loi n° 23 par les acteurs ? Analyse des mémoires déposés à la Commission sur la culture et l'éducation de l'Assemblée nationale du Québec.** *Revue des sciences de l'éducation*. <https://doi.org/10.7202/1122830ar>

Cet article propose une analyse des mémoires déposés par les différents acteurs, de type individuel ou collectif, dans le cadre des audiences publiques de la Commission

de la culture et de l'éducation de l'Assemblée nationale du Québec portant sur le Projet de loi n° 23. L'analyse permet d'observer le positionnement de ces acteur·rice·s (N = 40) à propos des principaux enjeux soulevés par ce Projet. La discussion et la conclusion suggèrent une lecture de l'alignement stratégique des principaux·les promoteur·rice·s du Projet et quelques pistes de réflexion quant aux motivations des principaux·les opposant·e·s représenté·e·s en majorité par des professeur·e·s d'universités affilié·e·s aux facultés et aux départements des sciences de l'éducation.

Lemoine, P. (2026). **Redonner du pouvoir d'agir à une école ouverte au monde et mieux prendre en charge les enfants en situation de handicap.** *Administration & Éducation*, 189(1), 87-92. <https://doi.org/10.3917/admed.189.0089>

Depuis la loi de 2005 pour les enfants en situation de handicap, des progrès pour leur scolarisation ont été mesurés, les obstacles et les limites à une meilleure inclusion aussi. Le bilan est donc contrasté et cet article souligne les orientations qu'il conviendrait de prendre pour améliorer les conditions d'accueil de tous les enfants. Le pilotage des dispositifs, la formation des enseignants et des cadres, la relation avec les parents sont autant de sujets que l'école doit désormais considérer.

Lepannetier, N., Camel, V., & Mraïhi, S. (2025). **“Mission ODD17” : une réflexion interdisciplinaire face aux défis environnementaux et sociétaux à travers la découverte des ODD.** *Actes du colloque QPES 2025 - Écosystèmes de formation - Pour quelle(s) transformation(s). XIIIe Colloque Questions de Pédagogie dans l'Enseignement supérieur “Écosystèmes de formation, Pour quelle(s) transformations(s)”*. Consulté à l'adresse <https://hal.science/hal-05557184>

Environmental and societal issues are complex and require a thorough understanding and interdisciplinary approach. In recent years, the latest ministerial directives have encouraged our teachers (experts in their field) to integrate sustainable development and social responsibility objectives into their teaching. However, a strictly disciplinary approach to these issues is often insufficient. To obtain a more global and effective vision of these challenges, it is essential to develop and promote interdisciplinarity, in particular by bringing teachers together to establish the possible connections and interactions between their disciplines. With this in mind, the Racine ParisTech network has designed a workshop to (re)discover the objectives and challenges of sustainable development, with the aim of giving participants concrete ways of changing their practice and incorporating (more) socio-environmental issues. This fun workshop is broken down into several tasks that gradually lead participants to think more deeply about the Sustainable Development Goals (SDGs) and how to integrate them into their professional practice. This is the workshop we are presenting here.

Lessard, C. (2025). **Guy Rocher et les sciences de l'éducation : fondateur et allié tout au long de leur développement.** *Revue des sciences de l'éducation*. <https://doi.org/10.7202/1122833ar>

López, N., Beltrán, A., & Paul Midyett, A. A. (2026). **Stand-With Vibes: The Influence of Institutional Response to Political Events on Student-of-Color Political Learning and Engagement.** *American Journal of Education*, 132(2), 215-243. <https://doi.org/10.1086/738766>

Purpose: Given the current political polarization, historical disenfranchisement, and racial tensions in this country, universities should consider how they respond to political events.

Although many universities claim civic goals as part of their educational mission, they adopt neutral postures in their institutional responses, but how neutrality affects student-of-color political learning and engagement at Minority-Serving and Emerging Institutions (MSIs) is not well understood. Research Methods: We chose a multisite case study to consider how MSIs are similar in their approach to institutional response. An embedded case study design was selected to highlight two subunits within each case: student perspective and leadership rationale. Findings: In this paper, we argue that universities' self-proclaimed attempts at neutral postures impede young people's political learning and shirk universities' commitment to equitable academic outcomes and education for an engaged democracy. Our findings highlight that this occurs through a practice of neutral responses, which are viewed by students as either performative or nonperformative, negatively affecting the campus racial climate. We assert that free speech is not a form of deliberative democratic dialogue. In fact, deliberative democratic dialogue is something much more uncomfortable that universities must be willing to model and teach their students so they may engage in a participatory democracy. Implications: Universities' apolitical approach models say nothing but expect students to exchange ideas that they know to be contentious and distressing. Universities should promote conversations that urge us to enact different and radical forms of democracy through a political pedagogy.

Mahdi, K. (2024). **Approches pédagogiques dans les systèmes éducatifs anglophones et francophones: Une analyse comparative des défis et opportunités d'hybridation.** *Sciences & Education*, 1(1), 1-14. <https://doi.org/10.5281/zenodo.18868185>

This comparative study examines the differences and convergences between the pedagogical approaches of anglophone and francophone educational systems in the context of increasing globalization. By highlighting the strengths and weaknesses of each model, the aim is to propose pathways for a pedagogical hybridization that combines rigor and creativity. The methodology is based on a literature review of academic publications from 2010 to 2024, as well as a qualitative analysis of official educational policies. The results indicate that while Anglophone systems emphasize flexibility, engagement, and creativity, Francophone systems are characterized by rigorous structuring and strong standardization, aimed at ensuring equity. However, the study reveals a trend toward hybrid convergence, integrating the strengths of both models to meet the demands of a globalized educational environment

Mamoon, D. (2026). **From Credentials to Capabilities: Mapping the Future of Education** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://EconPapers.repec.org/RePEc:pra:mprapa:127727>

The paper provides a detailed discussion on different aspects of University Education and University Research. The author had various administrative positions at GIK, Superior University and UMT and thereby role of Director Research and Director Office of Research, Innovation and Commercialization (ORIC) in development of research culture at university level is in-detailed covered to provide understanding of performance of private sector universities in Pakistan and their overtime evolution to become higher education institutions of excellence. The paper further provides the discussion on the importance of international education by providing his personal account towards international enrollment at Erasmus university for a PhD program and its academic and policy aspects that contribute towards economic development of nation states.

Mansour, H. A., & Ait Mansour, H. (2025). **Évaluation du préscolaire au Maroc : rapport d'évaluation**. Consulté à l'adresse <https://www.csefrs.ma/wp-content/uploads/2026/02/Rapport-Préscolaire-FR-24-02.pdf>

Portant sur un échantillon représentatif de 871 enfants, cette évaluation analyse la situation de l'enseignement préscolaire au Maroc : qualité des environnements d'apprentissage, conditions d'accueil et pratiques pédagogiques, compétences socio-émotionnelles et cognitives, enfin, fonctions exécutives développées par les enfants à la fin du préscolaire. Le rapport tient compte de la diversité des milieux (urbains et ruraux) et des modes d'offre (préscolaire public, privé, non structuré et en partenariat). Le rapport s'articule autour de plusieurs axes couvrant la méthodologie d'évaluation, les politiques publiques et la dynamique de généralisation du préscolaire, l'évaluation des compétences précoces, l'environnement d'apprentissage, les profils et conditions professionnelles des éducatrices et éducateurs, les pratiques éducatives, ainsi que les défis et perspectives.

Marengo, N., Szwat, J., & Lê Hung, M. (2026, mars). **Une démarche d'orientation partagée par l'écosystème des acteurs : un levier pour structurer le continuum à l'échelle territoriale ?** Consulté à l'adresse <https://hal.science/hal-05547761>

Martinez, I., & Véran, J.-P. (2026). **Pour une approche vraiment « libérale » des savoirs scolaires à l'école**. *Administration & Éducation*, 189(1), 105-112. <https://doi.org/10.3917/admed.189.0107>

Programmes, évaluations nationales, formation initiale et continue des maîtres manifestent une focalisation réductrice des apprentissages révélatrice d'une conception peu « libérale » des enseignements à l'école primaire, qui vise à les standardiser. Nous proposons de sortir de cette approche réductrice pour que l'école permette à tous les élèves de partager une culture commune en redonnant aux enseignants la possibilité de faire pleinement leur métier.

Mauny, C. (2026). **Le pilotage pédagogique, questions autour de la gouvernance du premier degré**. *Administration & Éducation*, 189(1), 121-128. <https://doi.org/10.3917/admed.189.0123>

La gouvernance du premier degré révèle divers enjeux et complexités qui mobilisent les inspecteurs d'académie-directeurs académiques des services de l'Éducation Nationale (IA-DASEN) au quotidien ainsi que leurs collaborateurs proches, parmi lesquels l'adjoint au DASEN (ADASEN) et les inspecteurs de l'Éducation nationale (IEN). Au cœur de la réflexion individuelle et collective est posé le sujet du pilotage pédagogique. Au prisme du concept de proximité, cet article a vocation à décrire et analyser les interactions et des leviers mobilisateurs pour une amélioration des pratiques professionnelles qui peuvent permettre de réduire les écarts entre les différents niveaux de responsabilité et de pilotage.

Mawene, D., Li, L., Mejia, A., Mella, B., Cass, H. N., Tohuey-Childress, K., & Chandrashekhar, S. (2026). **Fostering inclusion: students' voices in the co-design of a school-district level policy**. *International Journal of Inclusive Education*, 30(5), 827-843. <https://doi.org/10.1080/13603116.2025.2496419>

This paper presents a one-year Learning Lab formative intervention conducted in a predominantly white school in New England in the U.S., where a diverse group of participants collaborated to co-design a district-level protocol for addressing

discrimination and harassment. The collaborative effort involved 16 members, including students, parents/community members, teachers, school and district-level administrators. In this paper we focus on the strategies emerged during the Lab to dismantle the exclusion of students' voices. Theoretical frameworks of rightful presence and inclusive education guided the analysis, focusing on inevitable tensions and contradictions inherent in diverse group collaboration. Three strategies emerged to challenge the exclusion of students' voices and center students' rightful presence in the inclusive decision-making process: (1) Problematizing the dominance of adult authority figures; (2) Amplifying student epistemology; and (3) Reconfiguring spaces and discourses. The implications of students' rightful presence in protocol co-design are discussed, along with implications for research and practice.

Maximino-Pinheiro, M. (2025). **Promoting metacognition in early childhood education as a lever to reduce SES-related inequalities?** (Theses, Université Paris Cité). Consulté à l'adresse <https://theses.hal.science/tel-05554894>

Metacognition refers to individuals' capacity to reflect on their own thought processes and to regulate them accordingly. Because of its close link with academic achievement, it has drawn considerable interest in education. However, studies focusing on young children remain scarce. Moreover, the relation between socioeconomic status (SES) and metacognition has been little explored, even though some evidence suggests that promoting metacognition could serve as a lever for reducing educational inequalities. Therefore, further research in young children appears particularly relevant, as these inequalities emerge from the earliest years and educational systems struggle to mitigate them, especially in France. This thesis thus aims to (1) explore the associations between metacognition, academic achievement, and SES in children aged 4 to 7; (2) assess the effectiveness of different interventions, either implemented directly with students in classrooms or targeting teaching and parenting practices, on children's metacognitive knowledge and skills; (3) examine their effects on academic outcomes in language and mathematics; and (4) analyze their contribution to reducing SES-related inequalities. Study 1 revealed the mediating role of metacognition in the relation between family SES and language and mathematics abilities in 90 kindergarteners. Study 2 replicated these findings in 350 students at the same grade level, while also assessing the effects of a seven-week classroom intervention centered on metacognition. The quasi-experimental design included an experimental group receiving the intervention and a control group following the regular curriculum (n = 175 in both groups), with three assessment points (pre-test, immediate post-test, and a delayed post-test three months later). The results revealed sustained gains in metacognitive knowledge and arithmetic, as well as emerging effects on the reduction of inequalities in grammar. Study 3 examined the effects of an 18-hour professional development program focused on metacognition, targeting teachers of K2 and K3 (i.e., second and third years of mandatory pre-primary school in France). The quasi-experimental design included 22 trained teachers (n = 270 children) and 22 control teachers who attended training that did not include metacognition (n = 233 children). The findings highlighted improvements in teaching practices related to metacognition, benefits in children's metacognition and mathematical skills, and a reduction in SES-related inequalities. Study 4 evaluated the effects of a parental program on self-regulated learning in Grade 1, consisting of 16 short videos and weekly text messages sent throughout the school year. The randomized controlled trial included an experimental group receiving the program (n = 650 children) and a control group not receiving it (n = 645). Assessments covered both children (pre-

test and immediate post-test) and parents (pre-test, immediate post-test, and a one-year follow-up after the end of the program). The results showed limited effects with parental practices largely unchanged and no effects on children's metacognition. Modest gains were only found on students' inhibitory control and mathematics skills. The findings of this thesis confirm that metacognition can serve as a lever for reducing educational inequalities related to SES from the earliest years, with particularly robust effects for the teacher training program. They open theoretical, methodological, and practical perspectives, both for research and for practitioners and policymakers.

McNamara, S., & Klein, T. (2025). **Rethinking tracking: Lessons from Hungary for German education reform** (Working paper N° 10/2025). Consulté à l'adresse ZEW - Leibniz Centre for European Economic Research website: <https://EconPapers.repec.org/RePEc:zbw:zewpbs:338248>

Educational tracking - separating students into different classes, tracks, or schools based on ability - is relatively commonplace worldwide, despite mixed evidence concerning how it affects student outcomes. Our new empirical analysis for secondary-school-aged children in Hungary provides causal evidence that students benefit from high-track attendance in terms of academic achievement and university aspirations. However, differential accession to the highest track conditional on socioeconomic background may exacerbate educational inequalities. Students from more deprived backgrounds are less likely to access the highest track, though we find they benefit at least as much from high-track attendance as their relatively better-off peers. Similarly, students with lower levels of prior achievement equally benefit from high-track attendance in terms of learning gains, and we find only minor evidence of academic peer spillovers. Overly restrictive tracking policies may therefore unnecessarily threaten educational equality goals, and in the German context, where tracking has been a cornerstone of the education system since the 19th century, particularly rigid and early tracking policies may further amplify these effects. Rethinking Germany's approach to tracking means re-centring discussions of equality in light of this new evidence for the efficiency-equity trade-off.

Micheletti, F. (2026). **La continuité éducative dans le 1er degré : des réussites partielles et des pistes à explorer.** *Administration & Éducation*, 189(1), 31-39. <https://doi.org/10.3917/admed.189.0033>

Cet article analyse les évolutions de la relation entre l'école et le périscolaire ces dernières années. Il met en évidence le bilan des différentes organisations établies pour améliorer cette continuité éducative et les limites et obstacles qu'elle a connus. La conclusion souligne des pistes susceptibles de mieux répondre aux enjeux démocratiques et sociaux de cette priorité, qui devient majeure eu égard au suivi des jeunes dans la cité.

Mohohlwane, N., & Ardington, C. (2026). **Critères d'évaluation de l'apprentissage en Afrique : Les enseignements tirés de l'expérience sud-africaine.** Consulté à l'adresse <https://knowledgehub.adeanet.org/files/documents/ADEA2026D001F.pdf>

La publication examine l'élaboration de critères de référence en lecture dans les premières années de scolarité en Afrique du Sud, où de nombreux élèves n'acquièrent pas les compétences en compréhension écrite en fin de primaire, ce qui souligne la nécessité de normes claires et mesurables. Elle décrit comment l'Afrique du Sud, grâce à l'étude nationale Funda Uphumelele (FUNS), a établi des critères de référence

empiriques spécifiques à chacune des 11 langues officielles qui servent de normes minimales pour les niveaux 1 à 3 et sont intégrés dans l'enseignement, l'évaluation et le suivi du système. L'expérience de l'Afrique du Sud est présentée comme un modèle évolutif pour les autres pays souhaitant renforcer l'apprentissage fondamental par une évaluation fondée sur des preuves, la collaboration et l'alignement des politiques.

Moumami, A. (2026). **À l'école de la Mission laïque française au Liban : politiques publiques, distinction scolaire, socialisation laïque** (Theses, École des Hautes Etudes en Sciences Sociales (EHESS)). Consulté à l'adresse <https://hal.science/tel-05557589>

This thesis is based on three observations. The concept of "mission" has received little attention in contemporary Middle Eastern studies. Furthermore, the literature on the socio-history of cultural diplomacy pays relatively little attention to the world of education, and schools as a subject of diplomacy remain largely unexplored. Finally, education is one of the neglected areas of research on the Arab world, particularly beyond the single issue of the confessionalization of education. Based on ethnographic research in MLF schools in Lebanon, the aim is to understand how relationships are forged between this mission, the Lebanese state, and the French state, and in particular, how these schools shape the political socialization and relationship to the secularization of the Lebanese state among students and staff at these institutions. Schools are thus viewed as institutions of socialization, whose political fabric must be understood in order to better examine their consequences in terms of socialization. The first part of the thesis explores how French public policies affect MLF schools in Lebanon. These schools are all linked to the Agency for French Education Abroad and are therefore dependent on French public policies. By showing the links that have existed since the early 20th century between the Mission Laïque and the Third Republic, the aim is to demonstrate that French public policies have far-reaching consequences for the Secular Mission institutions, thereby questioning the place occupied by the Lebanese state in this school ecosystem. The second part of the thesis examines how these schools are affected by the directives of the Lebanese state. Based on the discourse and practices observed, the aim is to show that Lebanese standards are exceeded, or even challenged, by MLF school stakeholders in order to offer an educational model that meets the expectations of the Lebanese socio-economic elites. This premise provides an opportunity to explore in detail the consequences of the multifactorial crisis affecting Lebanon on the school system, particularly by considering the friction between Lebanese law and the expectations of stakeholders (families, teachers, staff, etc.). This exploration of the effects of public policy allows us to examine the interactions between educational institutions that are members of the French education network. We postulate that these schools are part of an educational market. This market brings together all French educational offerings in Lebanon, explaining the Secular Mission's desire to become a secular educational niche in the Lebanese educational market, in opposition to the existing Christian and Muslim educational offerings in Lebanon, which are also affiliated with the French education network. The claim of such an educational project therefore encompasses all the discourse formulated and practices implemented within the MLF in Lebanon. The final part of the demonstration questions the effects of this socializing ambition of the French Secular Mission. Based on practices observed in the classroom, the aim is to highlight the nature of the socialization that develops in MLF schools, particularly in relation to demands for the secularization of Lebanese society. I attempt to demonstrate that both staff and students are socialized into a "secular hypothesis" that contributes to the politicization of the actors. This gives rise to new apprehensions about the Lebanese state,

tending to break with political confessionalism. Ultimately, this thesis aims to contribute to the contemporary analysis of the Lebanese school system and the relationships that develop between state institutions and schools, by considering the interactions between individuals, schools, and states.

Munoz-Najar, A., Gala, P., & Barron Rodriguez, M. R. (2025). **Formulating policies to address the gender digital skills divide in Sub-Saharan Africa**. Consulté à l'adresse <https://thedocs.worldbank.org/en/doc/a607bb6e3b76d2be0f3db8db34dcf73e-0140022025/related/8EDU-WP-17-Formulating-policies-to-address-the-gender-digital-skills-divide-in-SSA.pdf>

L'essor du numérique en Afrique subsaharienne présente des opportunités pour réduire la fracture numérique entre sexes. Visant à renforcer l'autonomisation économique des filles et des femmes et le développement inclusif et durable, le rapport analyse des approches politiques globales et sensibles au genre pour un accès équitable aux compétences numériques et à l'enseignement des sciences, technologies, ingénierie et mathématiques (STEM). S'appuyant sur des études mondiales et régionales, il souligne l'importance de la culture numérique dès le plus jeune âge, de l'insertion professionnelle des femmes par des interventions ciblées (bourses d'études, mentorat, formations, programmes d'entrepreneuriat), de réformes contre les biais sexistes dans les programmes, de l'accès au numérique et d'environnements d'apprentissage inclusifs, et des partenariats public-privé et des initiatives communautaires.

Nawab, A., Zain Ul Abidin, N., Hashmi, K., Kiani, L., & Niazi, M. T. K. (2026). **Creating opportunities: advancing women's leadership in Sindh, Pakistan** (p. 17). Consulté à l'adresse Global Partnership for Education Knowledge and Innovation Exchange, GPE KIX website: <https://curated-library.iiep.unesco.org/fr/node/58447>

This policy brief is in the context of the KIX EMAP Learning Cycle "Increasing Women's Representation in School Leadership". It presents an analysis of women's participation in school leadership in Pakistan (Sindh), along with policy and practice recommendations.

N'guia, G. (2026). **Les candidats au diplôme national du brevet professionnel - Session 2024**. Note d'Information, (26.07), 1-2. Consulté à l'adresse <https://www.education.gouv.fr/les-candidats-au-diplome-national-du-brevet-professionnel-session-2024-470603>

À la session 2024 du diplôme national du brevet (DNB), 84 000 candidats se sont présentés à la série professionnelle.

Niyongabo, J., & De Ketele, J.-M. (2026). **Déterminants de la réussite à l'université : Comparaison entre les universités privées et publiques au Burundi**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/determinants-de-la-reussite-a-l-universite/82050?srsltid=AfmBOorN02cWJVHcdsJT4YGipiQtHynMeJ5ckac0zB7uBWo0z8hK-2On>

Entre l'Europe et l'Afrique, la question de la réussite universitaire révèle des enjeux humains, sociaux, psychologiques et éducatifs d'une étonnante universalité. À travers une enquête menée dans trois universités du Burundi, ce livre plonge au coeur du parcours des étudiants de master : leurs choix d'orientation, leurs espoirs, leurs difficultés, leurs stratégies d'apprentissage. Pourquoi certains étudiants réussissent-ils là où d'autres échouent ? Croisant les regards burundais et occidentaux, cet ouvrage met en lumière les ressorts souvent invisibles de la réussite : les choix d'orientation, la motivation,

l'engagement, les caractéristiques individuelles, ainsi que la cohérence entre le projet personnel, intellectuel et professionnel. Issu d'une recherche scientifique rigoureuse, ce livre éclairant et stimulant invite à repenser l'université comme un lieu de croissance intégrale, où se construisent à la fois le savoir, la personnalité et l'avenir.

OECD. (2026a). **The Modernisation of Vocational Education and Training Project in Bulgaria: Lessons from early implementation.** <https://doi.org/10.1787/ad5ceddc-en>

OECD. (2026b). **Using climate projections to assess increasing student exposure to high temperatures.** <https://doi.org/10.1787/98a7f132-en>

Adapting school systems to rising temperatures is essential to safeguard students' future well-being and ability to learn. Using granular climate projections from the Coupled Model Intercomparison Project Phase 6 (CMIP6) and school location data from the 2024 OECD ad-hoc survey on primary schools, this technical paper develops a methodology to assess the number of schools and students at risk of rising temperatures in 2050 across 13 OECD countries and economies. It accompanies a policy brief that summarises the results and discusses its policy implications: What are the likely impacts of rising temperatures on students and how are countries adapting?

OECD. (2026c). **What are the likely impacts of rising temperatures on students and how are countries adapting?** (91<sup>e</sup> éd.) [Education Indicators in Focus]. <https://doi.org/10.1787/960244d5-en>

Park, H., Fong, E., & Kim, J. (2025). **Whose Education Matters? The Protective Role of Education in the Acculturation of Immigrant Women Facing Foreign-Origin Discrimination in South Korea.** *Population Research and Policy Review*, 45(1), 2. <https://doi.org/10.1007/s11113-025-09984-w>

Since the 1990s, South Korea has undergone a rapid demographic transition from an ethnically homogenous country to a more multicultural society, driven largely by the influx of migrants. Among them, immigrant women who marry Korean-born men play a crucial role in shaping multicultural families and contributing to demographic change. Despite governmental efforts to support their integration, these women continue to face substantial challenges, including discrimination, which may hinder their acculturation. This study examined the relationship between foreign-origin discrimination—a form of discrimination often rooted in migrants' perceived foreignness in Korean society—and acculturation outcomes among immigrant women in South Korea. We also explored whether educational attainment, both of the women and their husbands, moderated these relationships. Using data from the Multicultural Adolescents Panel Study II (MAPS II) and employing fixed-effects models, we analyzed four distinct acculturation outcomes: integration, assimilation, separation, and marginalization. The findings indicated that foreign-origin discrimination was negatively associated with integration and assimilation but was not significantly related to separation or marginalization. Additionally, husbands' higher educational attainment buffered the negative effects of discrimination on integration and assimilation, while the women's own education did not exhibit a similar moderating effect. These results highlight the protective role of a native-born husband's education in mitigating the effects of negative social experiences on the acculturation process of immigrant women. The study also offers important policy implications, emphasizing the need to combat discrimination and implement targeted interventions, particularly for immigrant women with less-educated husbands, to foster their integration in South Korea.

Parsons, J., Parsons, S., Bryden, P., & Fletcher, P. (2025). **Are Graduate Students with Disabilities Seen? A Study of Canadian University Websites, Policies, and Faculty Training Materials.** *Canadian Journal of Higher Education*, 55(4), 19-34. <https://doi.org/10.47678/cjhe.v55i4.190629>

Despite a national task force recommending policy reforms nearly a decade ago to improve inclusion, increased enrolment, and evolving legislation, the visibility of graduate students within Canadian universities remains limited. This study examined the websites of 55 Canadian universities, their accommodation policies for students with disabilities, and publicly available training resources for graduate faculty. Findings showed that graduate students with disabilities are largely absent from these institutional narratives. Notably, the scope, intent, and rationale behind the accommodation policies varied significantly, indicating a lack of consistency across institutions, which may hinder equitable access and support. The study highlights the need for coordinated efforts among student affairs professionals, graduate faculties, and equity, diversity, and inclusion units to enhance visibility and inclusion of graduate students in higher education.

Péloquin, K., Beaudoin, C., & Strong-Wilson, T. (2025). **Réflexions sur les enjeux et controverses entourant la Loi 23.** *Revue des sciences de l'éducation*. <https://doi.org/10.7202/1122825ar>

Un article de la revue *Revue des sciences de l'éducation*, diffusée par la plateforme Érudit.

Petreault, G. (2026). **Les rendez-vous manqués de l'éducation : L'école maternelle, pilier d'une éducation ambitieuse.** *Administration & Éducation*, 189(1), 95-104. <https://doi.org/10.3917/admed.189.0097>

L'école maternelle française semble depuis quelques années partagée entre les tenants d'une « école de l'éveil » et ceux qui assignent à celle-ci une préparation plus intense des apprentissages dits fondamentaux. Cet article, en analysant l'histoire de cette école, témoigne de la persistance de ce débat tout en proposant des orientations originales pour que l'école maternelle soit inscrite dans une continuité pédagogique et éducative qui réponde aux enjeux actuels du système éducatif et à une amélioration de l'accueil des jeunes enfants.

Plaisimond, J. (2024). **Intégration pédagogique des technologies numériques et politiques publiques de l'éducation en Haïti : le cas du sous-secteur de la formation professionnelle (1973-2018)** (Theses, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-05556311>

The Haitian vocational training system faces shortcomings mainly in terms of quality and suitability for the expectations of local businesses. With such deficits, the system produces graduates with little or no qualifications, unsuited to the needs of the labor market. At the same time, desires for change come up against both institutional and human resistance, as needs and professional practices evolve, particularly under the influence of digital technologies. However, the latter seems to have the potential to contribute to an improvement of the entire training system. The interest of this research consists in analyzing public policies in this sector in order to consider to what extent they facilitate or not the pedagogical integration of digital technologies. The works carried out on the subject guide three main directions: infrastructure policies, policies for the professionalization of trainers and policies for pedagogical innovation. Official texts

demonstrate an openness of the Haitian State to the use of audiovisual or any other technological device in training spaces. However, practices reveal that experiences with technologies are preferably located at the level of technological infrastructure equipment (computers, internet and computer rooms) and that the digital technologies visible in the training spaces result from international cooperation or from individual donations. In addition, the Haitian context, specific by its history, its geography and its social organization, presents resistance and shortcomings to developments in its training practices. This reflection on the pedagogical integration of digital technologies and on the analysis of public policies which accompanies this process aims to analyze public policies towards training, through a praxeological approach to what is happening on the ground, and through the observation of practices and the description of training contexts, from a comprehensive, prescriptive and critical approach. The review of the literature made it possible to identify logics (Beillerot and Collette, 2003; Robert, 2014) and rationalities underlying the choices of governments in this area (Dumez, 2011). The analysis of ethnographic observations, the analysis of interviews with stakeholders as well as analysis of the existing public policies, show that public policies for the pedagogical integration of digital technologies in the sector exist and that the latter, faced with institutional and human resistance, are slightly reflected in training practices. It seems that the State formulates and promulgates public policies then entrusts local or international actors for their implementation. Reflection on the coherence and readability of these public policies seems to be an essential avenue for understanding their integration or not in training institutions. Finally, this ethnographic research highlighted the fact that the Haitian State seems to limit itself to adopting and promulgating public policies for the professional training system. So, it seems necessary to problematize existing public policies to question their nature, the responsibilities of the State in the process and those of the actors involved. Achieving this objective seems to require the mobilization of all stakeholders involved in pedagogical integration initiatives for digital technologies to determine a specific public policy to the process, to think about roles and clarify responsibilities, with a view to effective integration of digital tools in technical training.

Ravindranath, S., Bhatnagar, A., Saini, S., Rijo, J. T., Hui, C., Adefeso-Olateju, M., & Dyl, R. (2026). **Learning what matters in India. Shifting mindsets: transforming education systems that enable every young person to thrive** (p. 34). Consulté à l'adresse Center for Universal Education at Brookings website: <https://curated-library.iiep.unesco.org/fr/node/58439>

Robert, J. (2026). **"Faire de la dentelle pour la masse" ? Regards d'acteurs et enjeux méthodologiques autour de l'accompagnement à l'orientation en licence. Les politiques publiques d'orientation : continuum bac-3/+3.** Consulté à l'adresse <https://hal.science/hal-05557022>

In response to the high dropout rate in undergraduate programs, French public policies have developed career guidance support systems anchored in the high school diploma to bachelor's degree (bac-3/bac+3) continuum. We analyze the implementation of Réopass, a career guidance support system integrated into the first-year bachelor's curriculum, by examining the transition from policy intentions to actual practices. To understand the tensions inherent in this transition, our theoretical framework employs a ternary analysis of the programs, which we situate ecologically. We thus explore the rationales behind the support, which oscillate between a focus on optimization or remediation. Based on 18 semi-structured interviews conducted with a diverse range of stakeholders (faculty members, educational engineers, administrative staff, and

decision-makers), our findings highlight three points of tension: a structural environment saturated by the accumulation of “entropic” reforms; a tension between the individualization of support to ensure its quality and the institutional imperative of massification; and the academic vulnerabilities of first-year undergraduate students. The analysis highlights the empirical shift from a prescribed logic of optimization toward a logic of remediation, questioning the actual capacity of the high school–first-year undergraduate continuum to prevent failure. We discuss the conditions for the sustainability of such systems and the levers needed to move beyond the logic of “patchwork solutions.”

Roda, A., Makris, M. V., Debs, M., & Nielsen, R. S. (2026). **Choosing, Then Leaving Danish Public Schools: A Theory of Fragile Integration.** *American Journal of Education*, 132(2), 277-311. <https://doi.org/10.1086/738770>

Purpose: In Copenhagen, Denmark, a city with many public and private school options, the public schools (folkeskole) span grades 0–9, with children looping with the same students and teachers. This model can develop cohesive classrooms that have the potential to support school integration in diverse but gentrifying areas. Yet, school choice policies make it easier for parents to leave early. While researchers have documented why privileged parents choose to enroll their children in public schools, the decision to stay in later grades is undertheorized. Research Methods: Using a case study design, we conducted interviews with 17 white, privileged parents to explore the role that their choices play in school integration, examining what factors contribute to them staying or leaving early for choice options and the consequences for integration. Findings: Parents in our sample made a series of ongoing decisions around school choice, with most initially choosing their assigned folkeskole. Yet, despite the strengths of the classroom community, many obstacles to creating long-term school integration exist, including a domino effect that occurs when parents exit, or consider exiting, for school choice options in the later elementary years. This phenomenon of choosing then leaving is what we have called “fragile integration.” Implications: Our research shows how ongoing school choice undermines school integration, even when parents opt in to diverse public schools. As students leave in the older grades, the integration in public school classrooms can be fragile, leading to inequities in access to opportunities and unintended challenges for the children left behind.

Rothstein, J., Umosen, I., & Walters, C. R. (2026). **School Choice and Segregation: Evidence from the Oakland Unified School District** (Working paper N° 34957). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34957>

We study the prospects for changes in school priorities to reduce income segregation in a context of centralized school assignment, accounting for behavioral responses to school offers. Promoting integration is a central objective for large urban school districts in the US, and reforms to school assignment priorities are a prominent means of pursuing this goal. Such efforts may be constrained by students' decisions to exit the public school system in response to less-preferred school offers. Using data on kindergarten applicants to the Oakland Unified School District (OUSD), we show that offers of spots at first-choice schools boost the likelihood that applicants remain in OUSD. Nevertheless, simulations show that policy reforms giving priority for low-income students at high-income schools can substantially reduce segregation with minimal impacts on retention in the district.

Schmick, E., & Shertzer, A. (2026). **The Impact of Early Investments in Urban School Systems in the United States** (Working paper N° 26-15). <https://doi.org/10.21799/frbp.wp.2026.15>  
Cities in the United States dramatically expanded spending on public education after World War I, with the average urban school district increasing per pupil expenditures by over 70 percent by 1924. We provide the first evaluation of these unprecedented investments in public education using a new dataset and plausibly exogenous growth in school spending generated by anti-German sentiment. We find that school resources significantly increased educational attainment and wages later in life, particularly for less advantaged children. Increases in expenditures can explain about 40 percent of the sizable increase in educational attainment of cohorts born between 1895 and 1913.

Schmider, C., & De Smet, C. (2026). **Curricular Reforms in France**. In Brill (Éd.), *Teacher Education and Knowledge Transformation in Times of Change* (Vol. 4, p. 217-239). [https://doi.org/10.1163/9789004731554\\_012](https://doi.org/10.1163/9789004731554_012)

The most important reform the French Teacher Education system ever underwent started in 2011-2012 and has been continuously adapted since. A major objective of the reform was to professionalise the teacher training system and establish national frameworks for teacher competencies in primary and secondary schools. The 2020 reform focuses on changes to the role of the state exam (Concours) and the reduction of practical training to provide more opportunities for gaining subject-related knowledge and didactical skills. To measure the impact of the reforms, five cohorts of students within the INSPE of Nice following the Master education courses secondary education were surveyed during the school years 2014-2015, 2016-2017, 2017-2018, 2018-2019 and 2022-2023. This paper examines the effects of the consecutive curriculum reforms on future teachers' perceptions and compares the results of the 2020 reform with those of the 2011 reform, referred to as the « mastering » of the curriculum. The aim is to investigate how these changes in educational policy have affected the perspectives of pre-service teachers. This research will help local and international policymakers in assessing the effects of the 2020 reform and comparing them to previous findings to adapt the teacher education curriculum and its connection to practical training.

Schweig, J. D., Kaufman, J. H., Wang, E. L., & Berglund, T. (2026). **A Relational Perspective on Instructional System Coherence: Introducing New Approaches from Network Analysis**. *American Journal of Education*, 132(2), 177-214. <https://doi.org/10.1086/738772>

Purpose: Instructional system coherence plays an important role in sustaining high-quality learning environments. Though it is acknowledged that instructional systems are dynamic and relational, most research quantifies coherence in terms of its overall presence (or absence) in the learning environment. In this study, we investigate whether a network-based approach that accounts for the relational nature of system coherence can yield new insights into teachers' perceptions of instructional systems. Methods: We analyzed survey data from a multistate sample of K–12 English language arts (ELA) teachers using methods adapted from network analysis. These methods allow us to visualize coherence more holistically by illustrating the ties between different components of teachers' instructional systems that give them messages about what and how to teach. Findings: We found that teachers perceived relatively high levels of instructional system coherence, though there was disagreement among teachers within schools. We found structural differences in how coherence is perceived and identified five main profiles of instructional system coherence. When we relate these profiles to contextual conditions hypothesized to be associated with coherence, we find that several profiles associate

similarly with preconditions. Implications: Our findings illustrate ways that relational measures of instructional system coherence can characterize not only how many instructional system components are perceived to be similar or reinforcing but also which components may have strongly reinforcing relationships, and which may have weaker or conflicting relationships. Such insights could lead to the formulation of new theories of how coherence influences teaching and learning and may inform school improvement strategies.

Sereno, I., Sesenio. (2026). **Beyond Contingency: A Pedagogical Effectiveness Framework for Part-time Faculty Integration in Higher Education.** *The International Review of Multidisciplinary Research*, 1(2), 1-6. <https://doi.org/10.5281/zenodo.18572916>

This study examines the integration of part-time faculty within higher education institutions across Metro Manila and the National Capital Region (NCR) of the Philippines. Despite constituting a significant portion of the academic workforce, contingent faculty often operate within institutional frameworks that fail to optimize their pedagogical potential. Through a mixed-methods approach involving surveys (n=215) and semi-structured interviews (n=28) with part-time instructors across twelve higher education institutions, this research identifies key structural barriers to effective integration while proposing a comprehensive Pedagogical Effectiveness Framework that reconceptualizes contingent faculty engagement. The findings reveal substantial disparities in professional development opportunities, institutional support mechanisms, and pedagogical autonomy afforded to part-time faculty compared to their full-time counterparts. Analysis demonstrates that these disparities significantly impact teaching effectiveness, student outcomes, and faculty job satisfaction. The proposed framework addresses these challenges through a three-dimensional model encompassing institutional policy reform, pedagogical capacity building, and community of practice development. This research contributes to the scholarly discourse on higher education workforce dynamics by challenging traditional contingency models, particularly within the unique socioeconomic and educational context of Metro Manila. The Pedagogical Effectiveness Framework offers actionable strategies for educational leaders and policymakers to enhance instructional quality while creating more equitable academic environments. Recommendations include structural reforms to departmental integration practices, targeted professional development initiatives, and mechanisms.

Simons (Semenov), A. (2026). **When Persistence Signals Exit: Identity, Legitimacy, and Indigenous Educational Persistence** (Working paper N° 2602E). Consulté à l'adresse University of Ottawa, Department of Economics website: <https://EconPapers.repec.org/RePEc:ott:wpaper:2602e>

Why does scholarship aid sometimes fail to increase postsecondary persistence among Indigenous students, and in some settings even reduce it? Because schooling has historically been associated with residential schools, boarding schools, and assimilationist state projects, persistence can signal not only investment in human capital but also exit from the home community. I model persistence as a signaling game between a student and the home community in which community support feeds back into the student's payoff from schooling. The student privately knows whether the orientation type is community-oriented or exit-oriented, while the community observes persistence and decides whether to extend support. The baseline model yields four implications. First, when schooling is culturally alienating, students most attached to the community may be the most likely to leave. Second, scholarships can crowd out persistence by

weakening the inference that persistence reflects community-oriented motives. Third, Indigenous institutional design raises persistence directly and by preserving legitimacy. Fourth, legitimacy thresholds generate multiple equilibria. Extensions show that scholarship crowd-out is not generic and that sponsor mission shapes the mix between cash aid and institutional legibility. I also document descriptive patterns consistent with the mechanism: large attainment gaps alongside substantial scholarship infrastructure, stronger persistence in tribally governed and culturally grounded institutions, and a strong association between support environments and educational completion. The policy implication is not that financial aid is unimportant, but that it is most effective when combined with institutional design and support structures that make persistence legible as community-serving.

Sirois, G., Sarti, F., & Bacha, M. (2025). **Une décennie plus tard, où s'en va la professionnalisation de l'enseignement? L'émergence d'un nouvel âge de l'enseignement.** *Revue des sciences de l'éducation*. <https://doi.org/10.7202/1122832ar>  
En 2013, Maurice Tardif publiait un texte intitulé « Où s'en va la professionnalisation de l'enseignement ? » interrogant les résultats de ce mouvement 30 ans après son émergence. L'auteur mettait en évidence le fait que la professionnalisation était alors confrontée à différents facteurs qui bloquent son développement. Cet article propose de renouveler la réflexion initiée plus de 10 ans après la publication de l'article de Tardif, à partir de deux cas illustratifs, soit le Québec et le Brésil. Les transformations actuelles qui marquent la profession enseignante sont analysées dans une perspective large, interrogeant la trajectoire actuelle du mouvement de professionnalisation de l'enseignement et suggérant l'émergence d'un nouvel âge, celui de la déprofessionnalisation, qui se caractérise notamment par l'émergence d'un professionnalisme managérial et une professionnalité vocationnelle chez les enseignants.

Study on the State of EMIS Policy Development and Implementation in KIX Africa 19 Countries. (s. d.). Consulté 1 avril 2026, à l'adresse GPEKIX website: <https://www.gpekix.org/knowledge-repository/study-state-emis-policy-development-and-implementation-kix-africa-19-countries>

Tajouri, S., Meinard, Y., Tsoukias, A., & Kirat, T. (2026). **Explainability and Justification of Automatic-Decision Making: a Conceptual Framework and a Practical Application.** <https://doi.org/10.48550/arXiv.2603.02073>  
Explainability of algorithmic decision-making systems is both a regulatory objective and an area of intense research. The article argues that a crucial condition for the acceptability of algorithmic decision-making systems is that decisions must be justified in the eyes of their recipients. We make a clear distinction between explanation and justification. Explanations describe how a decision was made, while justifications give reasons that aim to make the decision acceptable. We propose a conceptual framework of explanations and justifications, based on Habermas's theory of communicative action and Perelman's New Rhetoric theory of law. This framework helps to analyze how different forms of explanation can support or fail to support justification. We illustrate our approach with a case study on university admissions in France.

Thémines, J.-F. (2026). **La réforme de 2025 : quelle vision du métier de professeur des écoles ?** *Administration & Éducation*, 189(1), 67-75.  
<https://doi.org/10.3917/admed.189.0069>

La réforme de la formation des enseignants s'inscrit dans un contexte marqué par une désaffection longue pour le métier de professeur des écoles, une défiance grandissante des professeurs vis-à-vis de l'institution, une représentation peu structurée du métier chez les débutants, et une mise en cause de l'engagement professionnel des formateurs en INSPE. Au regard de ces fortes contraintes, quelques axes de travail sont mis en exergue : la formalisation par les équipes d'INSPE d'un modèle de référence pour la formation, l'incarnation d'une posture délibérative en formation, le questionnement réciproque de la polyvalence et des didactiques, l'accompagnement des étudiants.

UNESCO. IPE : Institut international de planification de l'éducation. (2026). **IPE-UNESCO 12e Stratégie à moyen terme, 2026-2029**. Consulté à l'adresse [https://unesdoc.unesco.org/ark:/48223/pf0000397335\\_fre/PDF/397335fre.pdf.multi](https://unesdoc.unesco.org/ark:/48223/pf0000397335_fre/PDF/397335fre.pdf.multi)

La stratégie 2026-2029 de l'IPE de l'UNESCO propose une vision pour transformer la planification de l'éducation en résultats concrets pour les systèmes éducatifs du monde entier. S'appuyant sur plus de 60 ans d'expérience, la stratégie se concentre sur la conception des politiques et des plans, mais aussi sur une mise en œuvre collective et agile.

UNESCO : Organisation des Nations unies pour l'éducation la science et la culture. (2025). **School feeding programmes in Mali**. Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000396125/PDF/396125eng.pdf.multi>

L'étude dresse un panorama des programmes d'alimentation scolaire au Mali, l'étude décrit les défis interdépendants auxquels est confronté le système éducatif (faiblesse des taux de scolarisation, fort taux d'abandon scolaire et insécurité alimentaire) et présente les initiatives nationales visant à améliorer la nutrition et l'éducation des enfants : la Politique nationale d'alimentation scolaire (PNAS), le programme d'alimentation scolaire à base de produits locaux (HGSF) et les partenariats avec le Programme alimentaire mondial (PAM), la Banque mondiale et Catholic Relief Services. Elle formule aussi des recommandations pour renforcer et pérenniser ces initiatives. Un environnement politique favorable, de solides capacités financières, des mécanismes de coordination efficaces impliquant divers secteurs et la communauté, sont essentiels au soutien éducatif et au bien-être des enfants.

Vallet-Giannini, F. (2025). **La réforme du baccalauréat : quelles incidences sur l'orientation et le parcours scolaire des élèves ?** (Theses, Université Bourgogne Europe). Consulté à l'adresse <https://theses.hal.science/tel-05556911>

This PhD research aims to clarify the effects of the Baccalauréat reform on students' educational choices and academic paths, both during high school and at key transition points, namely during the Parcoursup enrollment process, and at the end of the first year of university. The factors influencing the choice of combination of specialization subjects (enseignements de spécialité, or EDS) in high school, and how these choices contribute to the selection of applicants on Parcoursup (the higher education application platform) as well as to academic achievement in the first year of university, are thus analysed. In addition, given the introduction of continuous assessment in the evaluation of students, the differences in grading practices between schools are studied. Using a quantitative methodology based on a sample of around 15,000 Baccalauréat graduates from 2022,

the research retraces students' educational choices and academic paths, in the light of their individual characteristics and the contextual characteristics of their school. Ultimately, the research seeks to better understand how the new structure of the Baccalauréat shapes school careers, and to what extent they play a part in reproducing or transforming social inequalities, both in secondary school and in higher education, particularly university.

Wickramasinghe, G. L. D., & Wickramasinghe, V. (2026). **Implementation of Sustainable Development Goals into Technical and Vocational Education and Training Curricula: Regional Differences in Southeast Asia and South Asia.** *Jurnal Vokasi Indonesia*, 13(2). Consulté à l'adresse <https://hal.science/hal-05551036>

The implementation of Sustainable Development Goals (SDGs) into curricula is within the current discourse of education for sustainable development to maintain a curriculum relevant to SDGs. We present findings of a research study that investigated the implementation of SDGs into Technical and Vocational Education and Training (TVET) curricula in the Global South -Southeast Asia and South Asia. The objectives of the paper are to present findings on 1) the implementation of nine (9) SDGs into TVET curricula, namely, 1 -'No Poverty', 2 -'Zero Hunger', 3 -'Good Health and Well-being', 10 -'Reduced Inequalities', 11 -'Sustainable Cities and Communities', 12 -'Responsible Consumption and Production', 14 -'Life below Water', 15 -'Life on Land', and 16 -'Peace, Justice, and Strong Institutions', b) the use of vertical and horizontal approaches for the implementation of SDGs into curricula, and c) the existence of significant differences in the implementations in terms of the geographic location of the countries in the Global South -Southeast Asia and South Asia. This explanatory research study was conducted in 11 countries in Southeast Asia (6) and South Asia (5), building on the positivist research paradigm. Data were collected by surveying TVET teachers engaged in tertiary-level science, technology, engineering, and mathematics (STEM) programmes. Total of 761 responses collected. The findings showed that by using both vertical and horizontal approaches, institutions were committed to implementing the nine SDGs. Still, the hypothesis testing showed that significant differences prevail in the implementation between Southeast Asia and South Asia. The differences by the geographic region of a country imply that regional context, even within the Global South, is a vital consideration when assessing a country's skill development systems. The findings have ample implications for research, practice, and policymaking not only in the Global South but also in the Global North.

Zheriobkina, T., Odusanvo, V., Budz, O., Nikulina, O., & Satsuk, O. (2026). **Education system resilience in Eastern Europe, the Caucasus, and Central Asia: policies and practices. Analysis report** (p. 80). Consulté à l'adresse GPE KIX website: <https://curated-library.iiep.unesco.org/fr/node/58457>

## Pratiques enseignantes

Alexandre, M., & Daigle, G. (2026). **Évolution du processus de raisonnement professionnel chez les infirmières et les infirmiers auxiliaires : une exploration du savoir collaboratif entre novices et experts.** *Phronesis*, 15(3), 34-49. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-3-page-34>

Cet article rend compte des résultats de deux études sur la pratique professionnelle en Santé, assistance et soins infirmiers (SASI) menée auprès d'infirmières auxiliaires novices sur le marché du

travail et de membres expérimentés du personnel enseignant ou exerçant le métier d'infirmier ou d'infirmière auxiliaire. Le processus de raisonnement de métier structuré selon des activités clés et des actions a permis d'arrimer «les espaces de travail et de formation». L'analyse des entretiens d'explicitation (n =10) selon le modèle de la sémiologie de Vermersch met en évidence la complexité de la prise en compte d'une chaîne de contributeur. La collaboration avec l'équipe soignante exercée par les novices se transforme en une pratique collaborative interprofessionnelle ancrée dans la situation de soin chez les personnes expérimentées. Les divers degrés d'ajustements requis sur le plan de la coopération en situation de soins mettent en lumière «l'activité du collectif» au et pour le travail.

Al-Issa, A. (2026). **Using critical applied linguistics to produce a code of professional ethics and values at a Foundation Program English Language in the Sultanate of Oman.** *Educational Research for Policy and Practice*, 25(1), 57-85. <https://doi.org/10.1007/s10671-025-09392-z>

The government of the Sultanate of Oman subscribed to the neoliberal ideology in higher education academic institutions. Accordingly, this reflected badly on students' learning and English language teachers' professionalism. In this qualitative study, critical phenomenology was used to discuss the experiences of seven English language teachers at the Foundation Program English Language at a College of Technology in Oman about using Critical Applied Linguistics in a one-off continuing professional development workshop to produce a code of professional ethics and values. Critical discourse analysis was used for data analysis. Three themes were identified. Findings suggested that the participant teachers used Critical Applied Linguistics effectively to produce a code of professional ethics and values at the Foundation Program English Language. The findings have important implications for other similar contexts worldwide.

Balug, M., & Baguio, J. (2026). **Unravelling the Experiences of Implementing Authentic Assessment in Diverse Classrooms: Elementary School Teachers in Focus.** *International Journal of Transformative Multidisciplinary Studies*, 2(1), 168-179. <https://doi.org/10.66074/H1J2K3L4Z>

This qualitative phenomenological study explored how public elementary school teachers experience authentic assessment in diverse classrooms within the Baganga South District of Davao Oriental, Philippines. Through indepth interviews with experienced educators selected via purposive sampling, the research investigated the practical challenges, coping strategies, and personal meanings attached to these assessment practices. Thematic analysis revealed that teachers face significant challenges related to diverse student needs, demanding curriculum and time constraints, and institutional barriers. To navigate these issues, educators employ individualized student-centered strategies, effective time management, and peer collaboration. Ultimately, these experiences led to enhanced instructional approaches, deeper observations of student learning, and a greater appreciation for authentic assessment. The findings suggest that while authentic assessment is pedagogically valuable, its operational demands require not only teacher adaptability but also manageable curriculum pacing, contextualized support, and sustained institutional investment in professional development.

Barbato, S. (2025). **La logique de l'enquête sociale et la construction d'une pédologie critique : Le principe de la méthode pragmatique pédagogique au prisme des tiers-lieux** (Theses, Université Côte d'Azur). Consulté à l'adresse <https://theses.hal.science/tel-05460042>

This dissertation examines the construction of a critical pedagogy through the logic of social inquiry, by bringing into dialogue John Dewey's pragmatism and Paulo Freire's critical thought, as well as contemporary contributions from Henry Giroux and Joe Kincheloe. The central aim is

to demonstrate how education can become a lever for social and democratic transformation, particularly through educational third places, which function as hybrid spaces between school, work, and civil society. The first part retraces the theoretical foundations of critical pedagogy. In Dewey's perspective, education is inseparable from democracy and unfolds as a collective experimentation, where inquiry constitutes the essential method for connecting experience, reflection, and action. For Freire, critical praxis aims at the emancipation of the oppressed through dialogue, conscientization, and the capacity to act upon the world. Both traditions converge on the idea that learning is not a mere transmission of knowledge but an active construction of meaning, oriented toward social justice. The second part analyzes the role of judgment and of third spaces in education and training. Drawing on Biesta's work, it underlines that the educational act cannot be reduced to the acquisition of competences; it presupposes choice, responsibility, and confrontation with pluralism. Third places, by virtue of their hybrid and inclusive character, foster this experience of judgment by opening a field in which practical and theoretical knowledge, as well as individual and collective perspectives, intersect and are transformed. The third part presents the results of an empirical investigation carried out in two Italian contexts: Cascina Oremo in Biella and the Rondò dei Talenti in Cuneo. These structures welcome highly diverse populations, ranging from children to adults in professional transition, and develop pedagogical devices oriented toward inclusion and employability. The qualitative analysis shows that these places function as genuine social laboratories: they articulate training, guidance, and innovation, while highlighting cooperation, creativity, and reflexivity. Their horizontal organization and the active participation of users contribute to redefining the relationship between knowledge, power, and society. Finally, the conclusion stresses that critical pedagogy cannot be reduced to a method but must be understood as a political and cultural project. It calls for a rethinking of schooling and lifelong learning in light of contemporary challenges — globalization, inequalities, ecological and social crises. Third places thus emerge as catalysts of an educational democracy in action, where emancipation is not only individual but collective. The dissertation therefore offers both a theoretical and a practical model for an emancipatory education, open to minorities and oriented toward social transformation.

Benoit, H. (2026). **Enjeux, principes et méthodologie de l'observation in situ des usages pédagogiques inclusifs du numérique (GTnum #EvalNumInclus)**. Consulté à l'adresse <https://hal.science/hal-05553454>

Le cadre théorique et la méthode de l'observation en classe des usages pédagogiques inclusifs du numérique dans le cadre du GTnum #EvalNumInclus sont précisés : le cadre théorique s'inscrit dans une approche anthropocentrée et didactique et se démarque d'une vision technocentrée qui conçoit les outils numériques comme précédant la mise en œuvre du pédagogique et déterminant son efficacité ; la méthode consiste à croiser, dans un contexte scolaire donné, les modalités ou schèmes d'usage pédagogique inclusif des outils numériques et l'identification des moteurs ou freins contextuels de l'opérationnalité inclusive de ces outils.

Bergeron, G., Point, M., Fournier, J., & Cossette, A.-A. (2026). **Mettre en œuvre une éducation par la nature inductive et expérientielle au primaire : une démarche marquée d'occasions et de défis**. *Revue hybride de l'éducation*, 10(2), 1-26. <https://doi.org/10.1522/rhe.v10i2.1948>

L'éducation par la nature peut offrir la possibilité de sortir du cadre traditionnel de l'enseignement primaire. C'est dans l'idée de faciliter la transition des approches magistrocentrées actuelles vers une éducation pédocentrée plus inductive et expérientielle qu'un dispositif d'éducation par la nature a été codéveloppé et expérimenté avec deux

enseignantes dans le cadre d'une recherche. Cet article présente le dispositif ainsi que le point de vue des enseignantes concernant les forces et les défis qui y sont associés. Les aspects inductif, multisensoriel et holistique de ce dispositif sont à la fois des occasions et des défis dans leur travail. Enfin, la réalisation de cartographies, l'appel à divers médiateurs du territoire ainsi que le travail collaboratif entre les élèves sont des éléments qui ont enrichi le dispositif et qui ont posé certains défis. Ces derniers concernent notamment la compréhension par les élèves du rôle des médiateurs de même que la gestion des interactions entre les élèves.

Bimonte, A. (2026). « **C'est vous la voix!** »: La multimodalité comme objet d'apprentissage, ressource de l'accompagnement socio-professionnel et levier pour la professionnalisation dans les entreprises sociales. *Phronesis*, 15(1), 53-73. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-1-page-53>

L'article étudie la multimodalité dans le contexte de l'insertion socio-professionnelle d'adultes vivant avec des troubles psychiques. Il vise à décrire les processus de sémiotisation à l'œuvre dans l'accompagnement des bénéficiaires, ainsi qu'à identifier les effets d'un dispositif de formation continue fondé sur l'analyse collective des interactions, destiné aux professionnels de l'accompagnement. L'analyse séquentielle et multimodale des interactions d'accompagnement met en lumière les compétences interactionnelles mobilisées dans les processus sémiotiques soutenant la professionnalisation des bénéficiaires. L'analyse des commentaires analytiques des professionnels en formation montre qu'en décrivant finement la multimodalité, ceux-ci identifient les compétences interactionnelles et réfléchissent aux potentialités ainsi qu'aux risques liés à certaines pratiques d'accompagnement. Enfin, l'article souligne que les choix sémiotiques dans l'accompagnement constituent des traces observables de l'agentivité des participants et que le dispositif de formation continue, orienté vers la description des ressources sémiotiques, favorise le développement professionnel.

Boelen, V., Bergeron, G., & Point, M. (2026). **Les apports d'une approche écoformatrice d'éducation par la Nature-Territoire au primaire sur l'éveil et le développement de l'identité écologique des enfants.** *Revue hybride de l'éducation*, 10(2), 1-30. <https://doi.org/10.1522/rhe.v10i2.1951>

Cet article présente les résultats d'une recherche sur la perception de personnes enseignantes concernant les apports d'une approche écoformatrice d'éducation par la Nature-Territoire sur l'éveil et le développement de l'identité écologique de l'enfant. Le principe d'écoformation mobilisé dans cette approche met en avant le fait que l'être humain se forme au travers de la relation qu'il établit avec la Nature, que nous appelons Nature-Territoire. Il s'agit ainsi ici d'accorder à la fois une agentivité au jeune et à la Nature-Territoire dans les apprentissages. Cette recherche qualitative interprétative s'est déroulée auprès de cinq personnes enseignantes du primaire dans trois écoles qui ont intégré cette approche écoformatrice dans leur pratique éducative durant une année scolaire à la suite d'un dispositif de formation. Les résultats montrent que les enfants développent une sensibilité écologique qui passe par la somatique, donnant le sentiment de faire corps avec la Nature-Territoire, source d'attachement et de mobilisation écocitoyenne au-delà de la sphère scolaire.

Bouchard, P.-O., & Beauchamp, P. (2026). **La mobilisation du travail émotionnel en contexte d'expédition éducative.** *Revue hybride de l'éducation*, 10(1), 1-20. <https://doi.org/10.1522/rhe.v10i1.1986>

Cet article propose une réflexion issue de la pratique sur la mobilisation du travail émotionnel en contexte d'expédition éducative universitaire. À partir d'un cours-expédition en kayak de mer, trois situations significatives sont analysées en vue de documenter comment l'équipe enseignante régule ses émotions pour soutenir les apprentissages en contexte d'incertitude. L'analyse met en évidence trois manifestations du travail émotionnel chez l'équipe enseignante : 1) réguler ses déséquilibres internes (fatigue, stress, inconfort) afin de demeurer disponible pédagogiquement; 2) ajuster sa posture éducative pour maintenir l'engagement et la confiance des personnes étudiantes; 3) soutenir un climat relationnel sécurisant et respectueux, indispensable au bon déroulement de l'expédition. Cette contribution vise à rendre visible un savoir professionnel souvent implicite et à offrir des repères utiles à la formation en éducation plein air.

Buck Bracey, Gardner, Weindling, & Yahdi. (2026). **Creating Collaborative Spaces for Community College Faculty and Staff to Discuss Pedagogy.** *Community College Journal of Research and Practice*, 50(4), 293-310. <https://doi.org/10.1080/10668926.2024.2417400>

Research from undergraduate and K-12 environments suggests that providing meaningful support for Community College students requires faculty and staff to engage in ongoing self-reflection, peer support, and a commitment to research-based pedagogical shifts. Currently, California Community College (CCC) faculty and staff get very few of these opportunities. This study aims to address this issue through an intervention designed to provide opportunities for CCC faculty and staff to be part of a flexible, coherent professional learning community. The intervention is part of an NSF-funded research and development project at a community college in central California designated as a Hispanic Serving Institution (HSI), with the goal of providing faculty and staff with tools and processes to support students toward higher retention and success in STEM by facilitating "micro-internships." Micro-internships are designed to reduce inequalities inherent in the traditional internship paradigm by providing access to professional and research skills for students who do not have the opportunities and/or confidence to participate in a more traditional full-length internship. Conversations with participants showed how they embraced the design principles that were negotiated as a project team, and how one or more of the study interventions had played a powerful role in supporting their learning and development toward certain pedagogical shifts. Our results highlight the power of providing spaces such as summer workshops and ongoing "community of practice" meetings for collaboration, professional learning, and peer-to-peer mentorship.

Burkander & Duffy. (2026). **Becoming "Student-Ready": Faculty Mind-Sets and Student Perceptions of Instructional Strategies Employed in Corequisite-Paired Courses.** *Community College Journal of Research and Practice*, 50(4), 334-347. <https://doi.org/10.1080/10668926.2025.2502627>

As states and institutions continue to move away from traditional developmental education, many are embracing corequisite remediation as a strategy to reduce attrition and time-to-degree. In tandem with revising student placement practices, many institutions are also updating their curricula and implementing equity-focused instructional strategies, as well as working on shifting faculty mind-sets to be more growth-oriented. Drawing on data from California community colleges, the largest and most diverse community college system in the country, this study considers the role of faculty mind-set in influencing instructional strategies, as perceived by students in the classroom. This study contributes to this literature by examining the ways in which faculty mind-sets and instructional practices are related to campus-wide implementation of

acceleration reforms. Our data suggest that while innovative pedagogical strategies are helpful to students, changing faculty mind-sets may be essential in scaling and sustaining implementation of these reforms.

Caron, B. (2025, avril). **L'APC au service des étudiants - cas des licences à l'USMB**. École thématique présenté à France. Consulté à l'adresse <https://hal.science/hal-05493323>  
Ce document décrit les différentes étapes de la mise en place de l'APC au sein de l'USMB ainsi qu'un support d'atelier afin de construire des SAé avec les critères de qualité définis par l'institution.

Cervantes, S., & Öqvist, A. (2026). **Principals' Beliefs—A Crucial Aspect in Positioning Preschool Teachers and Caregivers in Relation to Teaching in Preschool Education**. *International Journal of Early Childhood*, 58(1), 593-611. <https://doi.org/10.1007/s13158-026-00500-5>

Since 2010, policy reform in Sweden has stipulated preschool teachers' responsibility for teaching. In 2018, the revised preschool curriculum stipulated principals' responsibility to create conditions for preschool teachers to take responsibility for teaching. The concept of teaching in educational policy and practices is a complex issue. This study analyses how principals' position preschool teachers and caregivers in relation to preschool teachers' responsibility for teaching. Building on new institutionalism, positioning theory and a qualitative research design, the results show two dimensions of positioning: principals' positioning of preschool teachers as superior caregivers within the work team and principals' equal positioning of caregivers and preschool teachers. The results indicate that the beliefs of principals become crucial and define their agency for how to act in positioning preschool teachers and caregivers. Principals' beliefs significantly influence their agency in implementing curriculum and positioning of preschool teachers and caregivers and the quality of preschool education.

Chien, C.-W. (2026). **Non-native English-speaking teachers' awareness and current practices of glocalized English instruction**. *Educational Research for Policy and Practice*, 25(1), 39-56. <https://doi.org/10.1007/s10671-024-09391-6>

English teaching should be glocalized, the combination of both global and local discourses. This study employed the questionnaire along with follow-up interviews and document analysis to explore 132 Taiwanese elementary school non-native English-speaking teachers' knowledge, lesson planning, and curriculum planning of glocalization. This study reached the following major findings. First, a gap existed between teachers' knowledge and classroom practices of glocalization. Secondly, teachers' glocalized English lessons tended to focus more on global issues, and only two of the eight teachers who joined the follow-up interviews completely designed and implemented glocalized lessons into classroom practices. The findings of this study contributed to the current body of the literature on English teachers' awareness and classroom practices of glocalized English instruction, and the findings and implications can provide language teacher education programs with insights into professional development for teachers in glocalization.

Ciavaldini-Cartaut, S. (2026). **Un collectif professionnel au service d'un design pédagogique de prévention des risques d'épuisement professionnel des internes de médecine générale**. *Phronesis*, 15(3), 21-33. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-3-page-21>  
Cet article rend compte d'une recherche intervention menée au sein d'une Faculté de médecine en France entre 2019 et 2022 ayant comme objectif la prévention des facteurs de

risque d'épuisement professionnel des internes de médecine générale en 3<sup>e</sup> cycle de formation universitaire. Cette recherche visait à accompagner la conception d'une formation permettant de les préserver des abus de certains terrains de stage en milieu hospitalier à l'origine de leurs troubles de santé au travail. Une démarche méthodologique qualitative éclairée par les théories de l'activité documente d'abord le cheminement d'un collectif professionnel vers de nouveaux usages du numérique requis pour concevoir un « design pédagogique de prévention de l'épuisement professionnel ». Puis nous montrons en quoi leur agentivité collective conduit à définir des règles de sanctuarisation de cette formation et de l'alternance professionnelle qui s'y réalise pour un changement durable au bénéfice de la santé des formés.

Cipriano, G., & da Cruz Martins, S. (2026). **Examining the effects of the COVID-19 pandemic and professional development on teachers' grade repetition beliefs and practice.** *Educational Research for Policy and Practice*, 25(1), 109-128. <https://doi.org/10.1007/s10671-025-09403-z>

Grade repetition has been a controversial educational decision consisting of requiring students to remain at the same grade level for an additional school year. During the COVID-19 pandemic, in some countries where grade repetition rates are usually high, a notable decrease in these rates was observed. This study investigates the impact of the COVID-19 pandemic on teachers' grade repetition beliefs and practices. Additionally, it examines the effect of professional development in assessment literacy on these beliefs and practices. Using data from two independent samples collected through two survey questionnaires before and after the COVID-19 pandemic, where a portion of surveyed teachers participated in an assessment literacy professional development programme, we found that while the pandemic had minimal influence on teachers' grade repetition beliefs, professional development had a significant effect: Grade repetition beliefs were not affected by the COVID-19 pandemic, although the trend towards reducing the practice of grade repetition was positively influenced by the COVID-19 pandemic. Hence, both grade repetition beliefs and practices were positively influenced by professional development in assessment literacy. The results are consistent with the literature and institutional statistical indicators.

Cliche, J., & Guay, M.-H. (2026). **Modéliser et inspirer la pédagogie de projet : démarche, stratégies d'accompagnement et posture réflexive d'une direction d'école alternative.** *Revue hybride de l'éducation*, 10(1), 1-15. <https://doi.org/10.1522/rhe.v10i1.1987>

Cet article présente comment, en tant que direction d'une école secondaire alternative, l'auteure principale a accompagné l'actualisation du projet éducatif afin d'inspirer la mise en œuvre de la pédagogie de projet. Constatant que l'équipe enseignante rencontrait des difficultés à déployer une pédagogie de projet à la fois riche et rigoureuse, elle a élaboré, dans le cadre d'une recherche-action, une démarche d'accompagnement visant à soutenir la compréhension et l'anticipation des défis liés à cette pratique pédagogique. Cette démarche lui a également permis de renforcer sa posture réflexive, puisque l'auteure a pu agir et réfléchir de concert avec l'équipe enseignante relativement à ses pratiques, dans une logique d'accompagnement favorisant la réflexivité et la coconstruction (Guillemette, 2021). L'article expose cette démarche, les stratégies d'accompagnement déployées pour soutenir l'équipe ainsi que la posture réflexive adoptée, dans le but d'inspirer d'autres directions d'école désireuses de mobiliser leur équipe dans une dynamique collective de développement professionnel engageant et innovant.

Cobb, P., & Wilhelm, A. G. (2026). **Supporting Mathematics Teachers' Development of Ambitious Classroom Practices: The Contributions of Improvement Research.** *Éducation & didactique*, (1), 59-74. Consulté à l'adresse <https://shs.cairn.info/revue-education-didactique-2026-1-page-59>

Our purpose in this paper is to clarify and illustrate key characteristics of improvement research that focuses on supports for teachers to improve the quality of their classroom practice. The key criteria for investigations to be viewed as instances of improvement research include that they involve cycles of disciplined inquiry in which conjectured solutions to pragmatically significant problems are systematically tested and, as necessary, revised, elaborated, or abandoned. Furthermore, in investigations of this type, researchers often collaborate directly with practitioners and negotiate common problems of practice with them. Thus, in improvement research, the process of making improvements in the quality of students' education is an ongoing, incremental, data-driven enterprise in which researchers conduct studies in collaboration with rather than on practitioners. We ground our discussion by focusing on four exemplary lines of investigation that aimed to support teachers' efforts to improve their classroom practice. Taken together, these studies indicate the importance of establishing coherent teacher learning systems that coordinate different types of support for teachers' learning. We conclude by considering the implications of our discussion for future investigations including the need for improvement research to focus more explicitly on issues of equity.

Colletta, A., Jaffredou, M., Leborgne, A., & Zitzmann, C. (2024). **Echo-pédago: accompagner, collaborer, améliorer et partager.** *AIPU 2024*. Consulté à l'adresse <https://hal.science/hal-05572134>

Dans cet atelier Co-lab, nous proposons de vivre une partie du dispositif hybride Echopédago, qui vise à améliorer les pratiques pédagogiques dans l'enseignement supérieur en favorisant la collaboration entre divers acteurs. L'origine du projet remonte aux journées d'études de l'AIPU France en mars 2023, axées sur l'hybridation des enseignements. Un groupe interdisciplinaire s'est formé lors de ces journées pour travailler sur les effets de l'hybridation sur la pratique d'enseignement, avec une diversité de membres en termes de profils, de disciplines et d'établissements. Le groupe a identifié des besoins communs et des idées de projets répondant à des critères spécifiques, tels que la promotion de la collaboration entre enseignant•e•s, la résolution de problématiques professionnelles individuelles et la mise en oeuvre pratique dans les établissements respectifs. Après des sessions de travail post-événement, le groupe a développé le dispositif Echo-pédago, répondant à des constats tels que la surcharge de tâches pour les enseignants, le manque de valorisation de l'enseignement, le besoin de ressources et l'isolement professionnel. Le dispositif Echo-pédago s'inscrit dans la vision du développement professionnel selon laquelle les enseignants révisent, renouvellent et augmentent leur engagement en tant qu'agents de changement. Il met l'accent sur des activités en lien avec les pratiques d'enseignement, dans la durée et impliquant une participation active des enseignant•e•s. Les communautés font partie intégrante du dispositif. Non seulement, ce dispositif est né au sein de la communauté AIPU, mais l'approche s'appuie sur l'interaction diverses communautés pour faire émerger un dispositif enseignant au service de la communauté universitaire. Echo-pédago, structuré en plusieurs étapes telles que le brief, le test, l'atelier et le bilan, vise à répondre au manque d'accompagnement des enseignant•e•s dans la transformation de leurs pratiques pédagogiques. Le dispositif s'inspire de méthodes collaboratives comme le hackathon, impliquant la communauté pédagogique dans l'amélioration des pratiques. L'atelier Co-lab que nous proposons est la partie atelier du dispositif Echo-pedago. Il implique 25 participant•e•s répartis en 5 groupes, composés de divers acteurs tels que les enseignant•e•s, les étudiant•e•s, les

formateur·rice·s, les ingénieur·e·s pédagogiques, etc. L'atelier est animé par deux personnes, une agissant en tant que demandeur (présentant Echo-pédago et souhaitant des propositions d'amélioration) et l'autre en tant que facilitatrice. Les participants jouent le rôle de testeur·euse·s, contribuant à l'amélioration du dispositif, après avoir pris connaissance des retours précédemment obtenus dans l'étape de test notamment. Les objectifs pédagogiques de l'atelier visent à: -Identifier les grandes étapes d'Echo-pédago; -Analyser, catégoriser et pondérer des feedbacks; -Définir des pistes d'amélioration; -Restituer une proposition; -Travailler en groupe. L'ensemble de l'initiative vise à proposer un outil d'implication permettant de renforcer le développement professionnel des enseignant·e·s et favoriser la collaboration intra et intercommunautaire. Donc à travers l'animation de cet atelier Co-lab, nous souhaitons partager notre dispositif avec la communauté AIPU et dans le même temps recueillir des feedbacks sur notre dispositif de la part d'une communauté ouverte et expérimentée, en termes de pédagogie.

Collin, S. (2025). **Le « système de dépôt et de communication de renseignements en éducation » prévu dans la loi 23 : vers une infrastructure de gestion pédagogique ?** *Revue des sciences de l'éducation*. <https://doi.org/10.7202/1122828ar>

Adoptée le 7 décembre 2023, la loi 23 prévoit un « système de dépôt et de communication de renseignements en éducation », dont les finalités, les usages et les implications ont été peu débattus. Quel sens lui donner ? Cet essai porte sur le rôle que pourrait jouer le système de dépôt et de communication de renseignements sur la base de tendances politiques et techniques documentées scientifiquement au Québec et à l'international. Nous rapprochons le système de dépôt et de communication de renseignements d'un certain type d'usage des données scolaires : celui de la responsabilisation. Cet usage nous semble discutable du fait qu'il consiste à gérer la pédagogie par les chiffres, une finalité qui soulève plusieurs enjeux.

Colognesi, S., & Coppe, T. (2026). **Créer, adapter, utiliser : comment les enseignants du primaire préparent-ils leurs supports de cours ?** *Canadian Journal of Education/Revue canadienne de l'éducation*, 49(1), 22-40. <https://doi.org/10.53967/cje-rce.6835>

This study explores the diverse approaches adopted by primary school teachers in the preparation of their teaching materials, a critical aspect of their pedagogical practice that directly influences student learning. Using a mixed-methods design combining a survey (N = 183) and interviews (N = 12), we aimed to understand general trends in the use, adaptation, or creation of teaching materials, as well as the specific concerns of different teacher profiles. By examining common and distinct elements across these profiles, this research sheds new light on the complexity of teachers' pedagogical choices and the dynamics guiding their decisions in the preparation of teaching materials.

Connac, S., Casteil, P., Dumont, S., Pinçart, A. L., Maurin, C., Sharpe, M., & Taillard, M. (2026). **Le parrainage au collège, entre intégration des codes et accueil des élèves.** *Revue hybride de l'éducation*, 10(1), 1-29. <https://doi.org/10.1522/rhe.v10i1.1829>

Un parrainage entre élèves est un dispositif pédagogique où des élèves expérimentés accompagnent de nouveaux élèves afin qu'ils s'approprient les codes de l'établissement scolaire. Cet article décrit une recherche collaborative au sein d'un collège français ayant introduit un tel dispositif. À partir d'une méthodologie par triangulation, il présente des résultats sous la forme de précautions, d'avis des élèves et de réserves constatées. Un parrainage entre élèves basé sur un principe de réciprocité aiderait les nouveaux élèves à mieux se sentir dans

leur collègue tout en valorisant leurs accompagnants. En revanche, cela n'aurait pas d'effet sur les apprentissages scolaires.

Debliqy, D. (2026). **Récit d'une expérience d'accompagnement de l'écriture réflexive des futur·e·s enseignant·e·s du préscolaire.** *Revue hybride de l'éducation*, 10(1), 1-22. <https://doi.org/10.1522/rhe.v10i1.1976>

Cet article relate une expérience menée lors de l'accompagnement à la réflexivité de futur·e·s enseignant·e·s du préscolaire au retour des stages pratiques. Il s'agit de la mise en place des principes clés du dispositif d'écriture « Itinéraire » (Colognesi, 2015) afin que les étudiant·e·s puissent développer simultanément leurs compétences réflexive et scripturale (Colognesi et al., 2021). Cette expérience témoigne du besoin d'accompagnement dans le développement de l'écriture réflexive en formation initiale à l'enseignement, de façon à rendre les moments de retour sur l'expérience vécue en stage profitables au développement professionnel de chacun·e.

Debliqy, N., Deschepper, C., & Colognesi, S. (2026). **Entre stratégie et authenticité : explorer la boîte noire de l'écriture de l'autoévaluation post-stage des futur·e·s enseignant·e·s.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 49(1), 169-193. <https://doi.org/10.53967/cje-rce.7005>

This research explores the hidden dynamics of reflective writing by pre-service teachers during post-internship self-evaluation, a field still underexplored in the literature. Through a descriptive and comprehensive qualitative approach, 11 pre-service teachers participated in metagraphic interviews, revisiting their writings to explain their choices and the strategies they used. Content analysis reveals that these pre-service teachers adjust their writing practices to achieve success, aligning them with perceived expectations based on the evaluation reports from their supervisors and what they believe is expected. Alongside these adaptive mechanisms, a concern for authenticity and objectivity during self-evaluation is evident, sometimes linked to training needs and misunderstandings about reflective writing and its implications. These findings provide valuable insights for enhancing the development of reflective skills among pre-service teachers.

Dehbi, A. (2026). **La Communication Omnicanale en Classe : Efficacité et Défis.** *Revue du LaRSLAM*, 1(13), <https://revues.imist.ma/index.php/LARSLAM/article/view/44022>. <https://doi.org/10.34874/IMIST.PRSM/larslame-i13.44022>

La communication omnicanale dans l'éducation est un concept qui émerge comme un moyen d'améliorer l'engagement des étudiants et leur réussite académique. Cet article examine les divers canaux de communication utilisés en classe, en mettant l'accent sur leur efficacité et les défis associés à leur intégration. La manière dont les enseignants communiquent avec les étudiants a radicalement changé au cours des dernières décennies, en particulier avec l'avènement des technologies numériques. Cette évolution a introduit le concept de communication omnicanale, une approche qui utilise plusieurs canaux pour faciliter l'interaction et l'engagement des étudiants. Dans un environnement d'apprentissage de plus en plus diversifié, il est essentiel de comprendre comment cette approche peut améliorer l'expérience éducative. La communication omnicanale en classe offre de nombreuses opportunités pour améliorer l'apprentissage, mais nécessite une planification et une exécution rigoureuses pour surmonter les obstacles rencontrés.

Deneault, J., Bouchard, C., Leboeuf, M., & Asselin, M. (2026). **Étude de la pédagogie émergente en éducation par la nature à l'aune des actions éducatives et de la qualité des interactions en centre de la petite enfance.** *Revue hybride de l'éducation*, 10(2), 1-28. <https://doi.org/10.1522/rhe.v10i2.1946>

Cette étude explore le recours à la pédagogie émergente par des éducatrices et éducateurs œuvrant en éducation par la nature en centre de la petite enfance, selon la fréquence de leurs sorties en milieu naturel avec leur groupe d'enfants (sorties fréquentes et sorties peu fréquentes). La pédagogie émergente est étudiée à travers les actions éducatives déclarées et la qualité des interactions observées dans les groupes d'enfants. Les personnes éducatrices ont rempli le Questionnaire de la Boussole et ont été observées au moyen de l'outil Classroom Assessment Scoring System. Bien que les actions de pédagogie émergente déclarées ne se distinguent pas toujours selon les deux profils, la qualité des interactions observées est significativement plus élevée chez le profil s'adonnant à des sorties fréquentes en milieu naturel. La discussion aborde les dimensions de la qualité des interactions susceptibles de qualifier la pédagogie émergente et propose des avenues pour étudier les actions éducatives qui la caractérisent.

Domínguez Figaredo, D., Fernández Vindel, J. L., & Guerrero Puerta, L. (2026). **Explainable pedagogical alignment: auditing LLMs with learning theories.** *Education and Information Technologies*, 31(5), 1283-1311. <https://doi.org/10.1007/s10639-025-13857-2>

As artificial intelligence systems integrate deeper into educational contexts, ensuring pedagogical alignment of large language models (LLMs) becomes critically important. This research investigates the alignment of GPT-4 with three established learning theories—Active Learning, Behaviorism, and Social Learning—to enhance explainability and addresses two questions: (1) how well GPT-4 outputs align with these learning theories, and (2) whether additional educational input improves this alignment. Two studies were conducted to answer these. Study 1 evaluated GPT-4's alignment in tutoring via Khanmigo on Khan Academy courses by tagging instructional features in student prompts and outputs. The results revealed a strong alignment with Behaviorism (71.99%), but weaker alignments with Active Learning (24.63%) and Social Learning (10.74%). Study 2 assessed GPT-4's performance as an instructional designer using a two-stage process to generate courses through the OpenAI API. Stage 1 generated benchmark courses with flexible inputs, and Stage 2 produced courses with theory-specific skill prompts. Pedagogical Alignment Distance (PAD) scores showed improved Behaviorism alignment in enriched courses ( $\Delta$ PAD = 0.11); however, Active Learning (PAD = -0.17) and Social Learning (PAD = -0.29) alignments remained negative. The increased relevance of detailed input variables—particularly “skills” (0.35), compared to “course topic” (0.25) and “engagement methods” (0.29)—demonstrates GPT-4's responsiveness to precise pedagogical cues. These results underscore the need for refined prompting strategies to enhance GPT-4's alignment across diverse educational settings and advance explainable AI frameworks in education.

Dupuy, B. (2026). **Former aux littératies numériques multimodales: enjeux pour la professionnalisation des enseignant.e.s de langue seconde.** *Phronesis*, 15(1), 94-114. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-1-page-94>

Les associations professionnelles d'enseignants en langues (par exemple, ACTFL, TESOL, CASLT, APLV) ont récemment priorisé les nouvelles littératies et la multimodalité, reconnaissant que les outils numériques permettent de combiner l'écriture, le son et les images. Cependant, les enseignant.e.s se disent mal préparé.e.s à mettre en œuvre des pédagogies multimodales, rendant indispensable leur préparation systématique. Cette étude a examiné les modes,

ressources sémiotiques et relations intersémiotiques dans les infographies numériques créées par des étudiants en linguistique appliquée qui ont resémiotisé un article scientifique sur la technologie dans l'enseignement des langues. S'appuyant sur la resémiotisation et la recontextualisation, l'étude a abordé deux questions : (1) Quels modes et ressources sémiotiques ont été choisis ? (2) Quels facteurs contextuels ont influencé ces choix et façonné la rhétorique ?

Esqueda-Villegas, F., van der Steen, S., & Minnaert, A. (2026). **Teachers' needs in mainstream secondary schools regarding the inclusion of students with Autism Spectrum Disorder: a cross-country study.** *International Journal of Inclusive Education*, 30(5), 954-969. <https://doi.org/10.1080/13603116.2025.2508986>

The Dutch and Mexican education systems face different challenges in building inclusive schools, but in both countries, teachers play an essential role in the inclusion of students with special educational needs. This study therefore identifies the needs of mainstream secondary school teachers (n = 79) within both countries, specifically when teaching students with Autism Spectrum Disorder (ASD). Using Q methodology, we distinguished four specific teacher needs profiles for each country. In this article, we compare and contrast these different perspectives. Notably, most of the higher-ranked needs were not country-specific, despite the different organisation of school systems and ways in which inclusive education was implemented.

Estève, I. (2026). « **Bricolage pluri-sémiotique** » et multimodalité : **quelles réalités dans les pratiques professionnelles ? quels enjeux pour la forma(lisa)tion ?** *Phronesis*, 15(1), 115-145. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-1-page-115>

La question de la multimodalité et de la professionnalisation sera abordée à travers les « bricolages pluri-sémiotiques » quotidiens mise en œuvre par les (futurs) professionnels sourds et entendants face à des situations d'interactions exolingues (Porquier, 2003) et interculturelles (Marandon, 2003). Ces asymétries amènent une fenêtre unique sur les stratégies adaptatives multimodales de ces professionnels quand ils tentent d'agir langagièrement, en puisant dans l'ensemble de leurs ressources disponibles, pour réguler l'intercompréhension et pouvoir poursuivre l'interaction.

European Commission. Directorate general for education, youth, & European Commission. Directorate general for education, youth, sport and culture, DG EAC. (2026). **Guidelines for teaching informatics: practical strategies for European classrooms.** Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/69cf2ffc-1842-11f1-8870-01aa75ed71a1/language-en>

Ces lignes directrices visent à soutenir les enseignants européens dans l'enseignement de l'informatique en présentant des stratégies pédagogiques concrètes et adaptées aux divers contextes scolaires d'Europe. Il part du constat que l'informatique est actuellement enseignée de manière très variable à travers les États membres de l'Union européenne. L'objectif est de clarifier comment introduire et organiser l'enseignement de concepts fondamentaux en informatique, tout en veillant à ce que cet enseignement soit équitable, engageant et significatif pour tous les élèves. Des approches pratiques sont proposées pour rendre l'apprentissage de l'informatique accessible, en abordant des questions telles que le moment le plus approprié pour introduire certains concepts ou méthodes didactiques, et en soulignant l'importance de favoriser la participation de tous les élèves dans un monde de plus en plus numérique. Le document reconnaît les progrès accomplis en Europe, mais met également en avant des défis persistants,

comme la définition d'une vision commune de l'enseignement de l'informatique et l'engagement de chaque élève dans ce domaine.

European Commission. Directorate general for education, youth, sport and culture, DG EAC. (2026). **Guidelines on the ethical use of artificial intelligence and data in teaching and learning for educators**. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/f692aa0b-17a7-11f1-8870-01aa75ed71a1/language-en>

Cette mise à jour des lignes directrices européennes sur l'usage éthique de l'intelligence artificielle et des données dans l'enseignement et l'apprentissage s'inscrit dans le cadre réglementaire européen actuel, notamment le Règlement général sur la protection des données (RGPD) et le Règlement européen sur l'intelligence artificielle (IA Act), afin d'orienter les pratiques éducatives vers une utilisation conforme aux exigences juridiques et aux valeurs européennes. Ces lignes directrices ne prescrivent pas des usages spécifiques de l'IA, mais fournissent un cadre de réflexion destiné aux acteurs de l'éducation pour évaluer de manière critique les outils et services numériques. Elles insistent sur la protection des droits fondamentaux, la transparence des systèmes d'IA, la sécurité des données, la prévention des biais algorithmiques et la responsabilité des utilisateurs. Les lignes directrices encouragent une approche centrée sur l'humain, dans laquelle l'IA reste un outil d'appui à l'enseignement et à l'apprentissage, sans remplacer le jugement pédagogique. Elles proposent des principes et des questions d'analyse permettant de soutenir une adoption éthique, équitable et inclusive des technologies éducatives dans les établissements scolaires.

European Commission (Transnational). (2026). **How to support schools in their journey towards more inclusive education for all?** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4210> [Report]. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/6245b941-19fe-11f1-9769-01aa75ed71a1>

Under its 2021-25 mandate, the Working Group Schools, Pathways to School Success sub-group, supports the implementation and follow-up of the Council Recommendation on Pathways to School Success, which aims at reducing underachievement and early leaving from education and training and promoting well-being at school. The Peer Learning Activity (PLA) in Malta focused on building the capacity of school leaders and teachers to foster inclusive education and was held in May 2024. During the PLA, participants from 13 Member States engaged in discussions to address the challenges and share strategies for fostering inclusive education

Farrer, C., Goudeau, S., Tenret, E., & Vallet, L.-A. (Éd.). (2026). **Questions d'éducation : Regards interdisciplinaires**. <https://doi.org/10.4000/15wgb>

Comment fonctionnent les apprentissages ? Quelles pratiques pédagogiques permettent de réduire les inégalités sociales de réussite scolaire ? Quel rôle peuvent jouer les politiques publiques en éducation ? L'éducation soulève de nombreuses questions auxquelles la recherche peut apporter des réponses. Cet ouvrage, réunissant plus de soixante autrices et auteurs mobilisés au sein du réseau thématique pluridisciplinaire du CNRS « Recherches autour des questions d'éducation », ambitionne d'offrir un éclairage sur des thèmes qui suscitent de vifs débats au sein de la société : les inégalités sociales et de genre à l'école, les évaluations internationales, l'inclusion scolaire, l'évaluation de l'efficacité des pratiques pédagogiques, l'expérimentation en éducation, la formation des enseignants ou encore l'innovation pédagogique. Il invite à considérer l'école non seulement comme un lieu pour penser l'éducation et les nombreux enjeux

auxquels elle est confrontée, mais aussi comme un espace où des transformations sont possibles — à condition de croiser les disciplines, d'articuler les niveaux d'analyse et de faire dialoguer les savoirs de la recherche avec ceux du terrain. À ce titre, il constitue un point d'appui pour les débats à venir, et des pistes de réflexion pour des évolutions concrètes du système éducatif.

Faure, J., Wigham, C. R., Tilmant, C., & Sagnet, C. (2026). **La réflexivité à l'université : entre expérimentations et scénarisations pédagogiques**. Consulté à l'adresse <https://hal.science/hal-05565035>

Depuis le « virage réflexif » exploré par Tarif et al. (2012), la réflexivité se place encore aujourd'hui au cœur des enjeux de scénarisation pédagogique dans l'enseignement supérieur. Identifiée comme un levier de professionnalisation (Poumay et Georges, 2022), de nombreuses questions subsistent quant à la mise en place de la pratique réflexive au sein des cursus universitaires, entre autres : - Comment intégrer la pratique réflexive dans les cursus universitaires ? - Quels types de tâches proposer aux étudiant·es afin d'impulser une réflexivité propice à leur professionnalisation ? Selon quelles modalités et quelles temporalités ? - Considère-t-on la réflexivité comme une compétence à part entière ? Si oui, alors comment l'évaluer ? À visée interdisciplinaire, entre recherche et échanges de pratiques, ce séminaire propose dans un premier temps les interventions de Ciara R. Wigham et Jules Faure, qui illustrent les évolutions impulsées par la recherche quant à la scénarisation de la réflexivité dans des UE de cursus de Master visant l'enseignement des langues étrangères (anglais et français). Dans un second temps, Christophe Tilmant (ISIMA) et Chloé Sagnet (Pôle IPPA) abordent leur travail conjoint de scénarisation de la réflexivité à l'échelle du diplôme d'ingénieur en informatique et les retombées perçues.

Filliettaz, L., & Mornata, C. (2026). **« Nous on imite des comportements pour mieux les comprendre ! » : multimodalité et mimétisme dans le travail interactionnel des éducateurs spécialisés**. *Phronesis*, 15(1), 26-52. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-1-page-26>

Cet article aborde la problématique de l'adoption de comportements mimétiques en tant qu'ils constituent un trait particulier de la professionnalité des éducateurs spécialisés dans le domaine de l'autisme. L'article cherche à comprendre les rôles et les usages des différents modes sémiotiques et leur articulation pour appréhender la compétence d'interaction consistant à s'ajuster à l'autre, dans des logiques de ressemblance. À partir d'une analyse des traces enregistrées de séquences de co-analyse impliquant des éducateurs spécialisés en formation, nous nous appliquons à montrer comment le dispositif de l'analyse collective permet aux participants de s'orienter vers la part interactionnelle de leur travail d'accompagnement.

Fillion-Quibel, I., Carminatti, N., Alvarez, D., & Carnus, M.-F. (2025). **Construire une posture inclusive pour prévenir certains effets de stéréotypes de genre à l'École. Une ingénierie inclusive didactique clinique coopérative en mathématiques et en EPS au lycée**. *Education et socialisation - Les cahiers du CERFEE*, 78. <https://doi.org/10.4000/15ike>

This article examines school inclusion through the impact of gender stereotypes on teaching practices in mathematics and Physical and Sports Education (PSE). It is grounded in the epistemology of clinical didactics, which integrates psychoanalysis and didactics to analyse classroom interactions. The central research question is to identify heuristic levers for developing an inclusive stance that prevents the unequal effects of gender stereotypes. Three key concepts

are mobilised to analyse teaching practices: the “already-there” (the influence of personal history), “didactic conversion” (the transposition of experiential knowledge into teaching), and “the unbearable” (the gap between intention and decision). The methodology involves an observation of ordinary practices, followed by the co-construction of a “clinical-didactic inclusive cooperative engineering (2ID2C)”. Two secondary school teachers, Antoine (mathematics) and Emma (PSE), participate in this action research. The dataset consists of classroom observations and semi-structured interviews. The findings reveal that, despite heightened awareness of gender stereotypes, differences in treatment persist. While both participants adapt their interactions, implicit biases continue to shape their practices. The pedagogical sequences designed in this study aim to foster equity by leveraging specific mechanisms particularly sensitive to gender inclusion, such as linguistic registers and grouping structures. This study underscores the necessity of constructing an inclusive stance to mitigate gender inequalities and enhance school well-being. This process requires recognising one's own biases, which are deeply embedded in an individual's singular relationship with gender and must be critically examined.

Forgione, R., & Marquet, P. (2026). **Le Laboratoire du Changement, un révélateur de la construction de l'identité professionnelle des Médiateurs de Ressources et Services et de la professionnalisation à l'ingénierie pédagogique.** *Phronesis*, 15(2), 104-126. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-2-page-104>

Cette étude examine comment un Laboratoire du Changement (Engeström et al., 1996) contribue à la construction identitaire de Médiateurs de Ressources et Services (MRS) de Réseau Canopé, engagés dans un processus de professionnalisation vers la formation. Ancré dans la Théorie Historico-Culturelle de l'Activité (Engeström, 2015) et la tension épistémè-praxis (Albero, 2019), la recherche-intervention menée auprès de cinq MRS met en évidence que la co-analyse de l'activité favorise la reconnaissance mutuelle, la réflexivité et l'appropriation de l'ingénierie pédagogique (Basque, 2017). Le dispositif apparaît ainsi comme un instrument de développement professionnel et de visibilité des dynamiques identitaires collectives.

Gagné, M.-A., Bergeron, G., & Borri-Anadon, C. (2026). **Soutenir l'engagement scolaire d'apprenants en difficulté grâce à une intervention orthopédagogique par la nature et l'aventure.** *Revue hybride de l'éducation*, 10(2), 1-22. <https://doi.org/10.1522/rhe.v10i2.1945>

Des écrits montrent que les élèves handicapés ou en difficulté d'adaptation ou d'apprentissage (HDAA) ou à risque vivent des enjeux motivationnels importants (Chouinard et al., 2014; Berger, 2006). Dans cette perspective, nous avons développé et mis en œuvre une intervention orthopédagogique par la nature et l'aventure (IONA) auprès de deux élèves en difficulté. À partir de 10 entrevues métacognitives, nous décrivons les principales retombées de l'IONA sur les déterminants internes de l'engagement des deux élèves participants. Nous mettons également en évidence comment l'IONA facilite le déploiement d'une intervention orthopédagogique qui contribue aux visées inclusives, notamment à travers ses ingrédients actifs et sa dimension groupale.

Gauthier, C., Bissonnette, S., & Van der Maren, J.-M. (s. d.). **Esquisse d'une théorie de la pédagogie: Stratégies d'enseignement validées en classe et à l'école.** Consulté à l'adresse <https://www.pulaval.com/livres/esquisse-d-une-theorie-de-la-pedagogie-strategies-d-enseignement-validees-en-classe-et-a-l-ecole-2e-edition-revue-et-augmentee>

La pédagogie comme concept et comme discipline d'enseignement a pratiquement disparu du paysage éducatif. Cet ouvrage vise à la réhabiliter, à en renouveler la compréhension, à montrer qu'elle se soucie de ce qui préoccupe foncièrement l'enseignant, soit le collectif des élèves de la classe. Mieux, elle propose des stratégies d'enseignement validées par la recherche expérimentale, pour instruire et éduquer les élèves non seulement dans la classe, mais aussi dans l'école tout entière. Cet ouvrage est le prolongement d'un autre publié en 1997, qui avait pour titre *Pour une théorie de la pédagogie*. Il le revisite, le simplifie et le met à jour, il ajoute à ce qui lui manquait et enlève ce qui était en trop; bref, il l'améliore. Même s'il s'agit d'un ouvrage théorique, ce livre porte sur une question foncièrement pratique : comment faire pour enseigner à des collectifs d'élèves pour qu'ils apprennent ? On y discute de recherche, de méthode, de validation de stratégies d'enseignement, on y propose l'enseignement explicite comme socle de stratégies pédagogiques, on décrit même une expérimentation concrète de cette approche à l'échelle d'un pays, qui a donné d'excellents résultats auprès des élèves. Bref, on y présente une esquisse d'une théorie de la pédagogie qui donne à ce concept une valeur résolument porteuse d'avenir.

Gauvin, É., Desmeules, A., & Caron, S. (2026). **Partenariat entre milieux de formation initiale et de travail : soutenir l'insertion professionnelle des novices par une démarche d'accompagnement aux enseignant·es mentor·es**. *Revue hybride de l'éducation*, 10(1), 1-16. <https://doi.org/10.1522/rhe.v10i1.1978>

Le mentorat est l'une des mesures de soutien les plus souvent offertes aux enseignant·es novices (Ingersoll et Strong, 2012 ; Mukamurera et al., 2020). Cependant, force est de constater que plusieurs types de mentorat sont documentés dans la littérature (Hurtel et Guillemette, 2022), ce qui entraîne une variabilité des dispositifs mis en place dans les milieux scolaires et une certaine confusion (Keese et al., 2023). L'objectif général de cet article est de présenter la démarche de formation et d'accompagnement réalisée auprès d'enseignant·es mentor·es dans le cadre d'un projet d'engagement partenarial entre un milieu universitaire et un milieu de travail, et de mettre en exergue certaines retombées.

Gawne, L. (2026). **The politics and pedagogy of teaching literacy in the state of Victoria, Australia**. *Educational Research for Policy and Practice*, 25(1), 23-38. <https://doi.org/10.1007/s10671-024-09390-7>

This education policy analysis reviews the state of Victoria, Australia's position on the teaching and learning of literacy. This is of interest because until recently Victoria had resisted the trend of mandating pedagogical approaches to the teaching of literacy and more specifically to the teaching of reading which has and is occurring nationally and internationally. While much has been written in criticism of Victoria's approach to the teaching and learning of literacy, limited documentation has been found on why Victoria has developed the stances it has to underpin its ideology and epistemology. Through a document analysis of curriculum websites and the research literature, this paper will argue a confluence of unique circumstances has determined Victoria's position. These circumstances include the development of a national curriculum and Victoria's place in the Commonwealth of Australia with respect to education, Victoria's past approaches to the teaching of literacy, the influence of national and international reviews on literacy and Victoria's ranking in national and international literacy assessments, including Victoria's response to the Phonics Screening Check assessment task. Prior to June 2024, the absence of a clear and concise policy to argue for Victoria's position, however, left education leaders and teachers open to continued criticism and debate. As a result of this mounting

pressure from politicians, academics and education think tanks, Victoria has fallen into line with the status quo mandating a synthetic phonic approach to the teaching of reading. Time and hindsight will be the critical evaluators of Victoria's recent decision.

Georgiou, G. K., Vieira, A. P. A., Peng, P., Carter, T., & Joshi, R. M. (2026). **Teachers' Knowledge of Language and Literacy Concepts: A Meta-Analysis**. *Educational Psychology Review*, 38(1), 30. <https://doi.org/10.1007/s10648-026-10128-5>

In this meta-analysis, we aimed to examine teachers' knowledge of language and literacy concepts and identify factors associated with variation in their knowledge. A comprehensive search of electronic databases, supplemented by hand searches and author contact, identified studies published between January 1994 and March 2025. Studies were eligible if they reported empirical data on PK–12 teachers' knowledge of language or literacy concepts and provided sufficient information to compute standardized mean scores. A total of 143 studies met inclusion criteria, yielding 258 independent samples (a total of 22,727 participants). Outcomes included teachers' knowledge of specific literacy concepts (e.g., phonological awareness, phonics, morphology), with moderators including teacher category, type of language and literacy concept measured, years of teaching experience, type of publication, and location. Random-effects meta-analysis and meta-regression revealed substantial heterogeneity across studies. Teacher category, type of language and literacy concept measured, and type of publication significantly moderated the standardized mean scores. Teachers of English as a foreign language demonstrated lower knowledge than other teacher groups, and teachers' knowledge of morphology was significantly lower than knowledge of other literacy concepts, whereas knowledge of spelling exceeded that of reading fluency. Years of teaching experience and location were not significant moderators. Interpretation of these findings is limited by measurement variability, uneven sample distributions, and studies of lower methodological quality (shown in supplementary sensitivity analyses). These findings highlight systematic gaps in teachers' literacy-related knowledge and underscore the need for targeted teacher education and professional development.

Ghalem, N., & Colin, S. (2026). **Enseignement de la compréhension en lecture aux élèves présentant un trouble du développement intellectuel**. *Phronesis*, 15(2), 188-202. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-2-page-188>

Les pratiques efficaces d'enseignement de la lecture reposent sur un enseignement explicite et structuré des stratégies de compréhension et de méta-compréhension. Cet article explore les pratiques d'enseignement utilisées auprès d'élèves présentant un trouble du développement intellectuel alors mêmes que celles-ci sont peu documentées. Il s'appuie sur 523 réponses à un questionnaire diffusé à des enseignants coordonnant un dispositif ULIS. Les résultats montrent que (1) les choix réalisés par les enseignants sont en lien avec leur niveau de formation et de leur sentiment de maîtrise des connaissances didactiques ; (2) les enseignants ont davantage recours à du matériel visant la construction d'images mentales qu'à des supports illustrant les stratégies mobilisées ; (3) bien que les stratégies de compréhension soient fréquemment enseignées, le développement de la méta-compréhension est souvent négligé.

Gibbons, L., Mckie, K., & Hiebert, J. (2025). **Using educative curriculum materials to support analysing mathematics teaching in deep and specific ways**. *Proceedings of the Fifth International Conference on Mathematics Textbook Research and Development*, 197-204. Consulté à l'adresse <https://hal.science/hal-05460768>

In this paper, we examined how educative curriculum materials can support mathematics teacher educators (MTEs) and teachers to engage in fine-grained analyses of teaching. Our thesis is that conversations focused on educative materials can provide especially rich collaborative learning opportunities for teachers. Through analysing planning conversations within teacher collaborative groups, we found that the teachers and an MTE used curricular materials to examine and prepare rich learning opportunities for students. This analysis provides an additional perspective of what an educative curriculum means in terms of supporting teachers to develop ambitious teaching practices.

Grosbois, M., & Zoghliami, N. (2026). **Multimodalité dans la communication pour l'agir professionnel: repérage et analyse.** *Phronesis*, 15(1), 13-17. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-1-page-13>

Guillon, S., Causer, J.-Y., & Zaouani-Denoux, S. (2026). **L'accompagnement au temps des vulnérabilités.** Consulté à l'adresse <https://www.peterlang.com/document/1618745>

Depuis plusieurs décennies, on assiste dans de nombreux secteurs à l'instauration graduelle de l'accompagnement comme dispositif et comme activité ...

Gürkan, S. N., Güven, G., & Karaarslan, T. (2026). **Multiculturalism in Early Childhood Education: A Qualitative Study on Teachers' Perceptions and Practices.** *International Journal of Early Childhood*, 58(1), 475-497. <https://doi.org/10.1007/s13158-026-00489-x>

The purpose of this study is to examine preschool teachers' perceptions of multicultural education, the practices they implement in their classrooms, and the challenges they face throughout this process by adopting a holistic perspective. This research aims to shed light on how teachers understand and apply multicultural principles in early childhood settings, and what kind of support or barriers they encounter along the way. A qualitative research method, specifically an interpretive qualitative design, was employed to explore the lived experiences of educators. Semi-structured interviews were conducted with 30 preschool teachers working in culturally diverse districts of Istanbul. The collected data were analyzed through content analysis and organized into six primary themes: teacher awareness, classroom practices, curriculum approaches, teacher competencies, encountered challenges, and suggestions for improvement. The findings indicated that although teachers generally had a positive attitude toward multicultural education, they struggled with several structural and practical limitations. Key problems included inadequate instructional materials, insufficient curriculum integration, limited in-service training opportunities, language-related difficulties, cultural misunderstandings with families, and a lack of institutional guidance. Participants highlighted the urgent need for more professional development programs, culturally responsive resources, and administrative support. Overall, this study provides important insights into improving cultural inclusivity in early childhood education and contributes to the development of teacher competencies in multicultural settings.

Haals Brosnan, M., Hayes, N., Oke, M., & Barr, A. (2026). **Protecting Professional Selves Through Student-Centred Supervised Professional Practice Placement Preparation: Lessons from the Covid-19 Pandemic.** *International Journal of Early Childhood*, 58(1), 331-348. <https://doi.org/10.1007/s13158-025-00465-x>

In March 2020, the Covid-19 pandemic led to extended closures of early childhood education and care (ECEC) settings in Ireland, significantly disrupting the supervised professional practice

placement (SPPP) component of HEIs delivering ECEC initial educator programmes. Five years later, the Irish ECEC sector is experiencing staffing and sustainability challenges affecting both the implementation of quality practice and the experience of student educators on placement. In this article, we interrogate what we have learned about SPPP in Irish HEIs delivering ECEC initial educator programmes since Covid-19. The article explores the pedagogical adaptations made during and after the pandemic, particularly the shift to digitally supported, student-centred, and reflective placement practices, and examines their potential long-term value. Drawing on emerging research and institutional responses, we argue that these innovations offer important insights into how higher education institutions can better prepare students for practice, support their students develop strong professional identities and strengthen placement experiences in a post-pandemic landscape. The research identifies a paradigm shift toward more student-centred, digitally enhanced approaches to placement preparation, supervision, and assessment. The study highlights how pandemic-related disruptions brought student wellbeing to the fore and prompted institutions to reconsider their support strategies, leading to a greater emphasis on reflective practice, professional confidence, and emotional preparedness. Technology played a pivotal role in maintaining connectivity among students, supervisors, and lecturers, while also facilitating innovative pedagogical practices such as micro-teaching using video snippets. These findings point to new possibilities for sustaining pedagogical innovation in SPPP and contribute to the underexplored post-pandemic literature on ECEC professional placement in higher education.

Hammoud, R. (2026). **Transformations des acteurs scolaires et de leurs pratiques professionnelles par la recherche collaborative : le cas du réseau LÉAL**. *Revue hybride de l'éducation*, 10(1), 1-24. <https://doi.org/10.1522/rhe.v10i1.1853>

Cet article explore les transformations des acteurs scolaires et de leurs pratiques professionnelles induites par la recherche collaborative menée dans le réseau LÉAL (Lieux d'éducation associés au Liban). Cette recherche, axée sur l'interdisciplinarité, et plus précisément la mise en place de projets interdisciplinaires, a été conduite avec des enseignants de divers établissements scolaires libanais en trois phases (entre 2019 et 2024). L'étude souligne le potentiel de cette recherche collaborative comme levier de transformation des acteurs scolaires et de leurs pratiques sous différents angles, favorisant le développement de la profession enseignante, l'innovation et la collaboration au sein des établissements scolaires.

Hanssen, N. B., Valle, A. M., Lagestad, P., Tverbakk, M. L., & Marôco, J. (2026). **A survey of teachers' self-reported competence regarding mathematical learning disabilities in Norwegian dyslexia-friendly schools**. *International Journal of Inclusive Education*, 30(5), 1005-1021. <https://doi.org/10.1080/13603116.2025.2514139>

In this study, we explored how teachers at Norwegian dyslexia-friendly schools self-report their competence regarding mathematical learning disabilities (MLD) and what is positively associated with this competence. In total, 433 teachers working at dyslexia-friendly schools in Norway answered the questionnaire. The findings show that approximately quarter of the teachers reported their competence regarding MLD as low or very low. Overall, the strongest variable which positively associated with the teachers' competence regarding MLD was assistive technology (AT), followed by years of teaching. Female teachers reported lower competence regarding MLD than male teachers. Our results point to the importance of prioritising the development of AT as part of teachers' competence regarding MLD. We recommend the implementation of practical training throughout all stages of teacher education to ensure that

teachers are equipped with the expertise needed to enter diverse classrooms and provide high-quality inclusive education for students with MLD.

Hippolyte, É., Mohib, N., & Coulibaly, B. (2026). **Faire ou enquêter ? La théorie de l'enquête de Dewey à l'épreuve d'un fablab scolaire Étude de cas du dispositif « Fablab à l'école »**. *Phronesis*, 15(2), 59-78. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-2-page-59>

Cet article examine les conditions dans lesquelles un fablab scolaire peut ou non fonctionner comme un laboratoire d'enquête susceptible de favoriser des apprentissages tant du côté des enseignants que des élèves. Une recherche-intervention a été conduite dans trois établissements scolaires engagés dans le projet « Fablab à l'école » déployé par Réseau Canopé. Les résultats montrent que des indices d'enquête émergent chez les élèves lorsque les enseignants s'engagent eux-mêmes dans une démarche d'enquête, acceptent le doute et s'écartent de la forme scolaire. Ils invitent aussi à reconsidérer l'usage de l'expression learning by doing en distinguant plus nettement une pédagogie du faire d'une pédagogie de l'enquête, souvent confondues.

Holgado, O., & Olry, P. (2026). **Analyses de l'activité des et en collectifs : apports de recherches pour former au travail**. *Phronesis*, 15(3), 14-20. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-3-page-14>

Homier, M., & Champoux, M. (2026). **Codéveloppement d'une séquence d'enseignement-apprentissage des mathématiques au primaire selon une approche critique, culturelle et écologique : « à la rencontre de la température »**. *Revue hybride de l'éducation*, 10(2), 1-25. <https://doi.org/10.1522/rhe.v10i2.1947>

Cet article envisage l'enseignement-apprentissage des mathématiques dans une optique de reconnexion au vivant. Nous appuyant sur les fondements de l'approche culturelle et écologique de l'enseignement et du mouvement de l'éducation mathématique critique (Critical Mathematics Education), nous codéveloppons une séquence d'enseignement-apprentissage des mathématiques qui invite personnes enseignantes et élèves du primaire « à la rencontre de la température ». Cette initiative, inspirée de la Design Based Research, nous permet notamment de faire émerger des principes pour l'enseignement-apprentissage des mathématiques dans une perspective critique, culturelle et écologique.

Hulot, F. D., Barthes, L., Bazot, S., Bonnaud, E., Branca, A., Delpierre, N., ... Allaire-Duquette, G. (2023). **Comment les personnes enseignantes-chercheuses perçoivent-elles l'évolution de leurs connaissances en pédagogie après l'implantation d'une approche-programme ?** Consulté à l'adresse <https://hal.science/hal-05567996>

As part of the reform of the bachelor's degree program, we have implemented a program-based approach for ecology courses. On this occasion, we explored how the members of the teaching team perceive their role in the teaching and how their knowledge in pedagogy has evolved with the implementation of a program-based approach. Analysis of the responses to a questionnaire shows that the evolution of pedagogical knowledge and the development of the program-based approach, accompanied targeted pedagogical training, are very much linked and that collegiality is a determining factor.

Jeune, N. (2024). **Éduquer aux approches critiques**. Consulté à l'adresse ÉPhiScience website: <https://hal.science/hal-05566382>

Jochmans, B., Baco, C., Bocquillon, M., & Demeuse, M. (2026). **Maitre de stage, pédagogue et didacticien : quel degré d'encadrement de la planification de la gestion des apprentissages et de la gestion des comportements, ainsi que de la pratique réflexive selon les stagiaires ?** *Canadian Journal of Education/Revue canadienne de l'éducation*, 49(1), 135-168. <https://doi.org/10.53967/cje-rce.6997>

During their initial training, particularly during internships, the supervision of future teachers by their trainers is essential. These trainers have varied profiles (e.g., cooperating teacher, supervisor specialized in pedagogy, subject specialist supervisor), which represent both an asset and a challenge for future teacher supervision. Based on a questionnaire administered to 181 final-year student teachers, this article examines their perceptions of the level of supervision provided by each of these trainers throughout an internship, focusing on three key competencies of initial teacher training: learning management planning, classroom behaviour management planning, and reflective practice. The descriptive analysis of the results indicates that the supervisor specialized in pedagogy is perceived as the trainer who provides the most supervision in these three competencies, although this supervision is not always extensive, particularly with regard to behaviour management and reflective practice. Furthermore, there are differences in supervision between the three types of trainers, particularly for the cooperating teacher with regard to reflective practice. Finally, the results, based on the perceptions of the pre-service teachers, highlight a weak establishment of links between the experience gained in the two training locations (internship and training institution).

Jost, S. G., & Prignot, P. (2026). **La coévaluation ou les enjeux de l'évaluation scolaire dans la négociation des savoirs au lycée.** *Phronesis*, 15(4), 64-88. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-4-page-64>

Cet article analyse la coévaluation entre enseignants et élèves comme dispositif d'évaluation formative favorisant l'engagement et la réflexivité des apprenants. Inscrite dans le champ de la négociation des savoirs, la coévaluation ouvre un espace dialogique dépassant les limites de l'évaluation normative. Une recherche-intervention menée dans un lycée français a montré que ce processus révèle un agir ensemble souvent invisible. Les effets se traduisent par une meilleure compréhension des enjeux d'apprentissage pour les élèves et de l'évaluation pour les enseignants. La coévaluation apparaît ainsi comme un levier d'apprentissage expansif et d'émancipation, malgré les contraintes institutionnelles persistantes.

Kalyuga, S. (2026). **Instructional Implications of Evolutionary Perspective on Human Cognitive Architecture as an Intelligent Natural Information Processing System.** *Educational Psychology Review*, 38(1), 33. <https://doi.org/10.1007/s10648-026-10135-6>

Sweller and Sweller (2006) suggested that human cognitive architecture represents a class of natural information processing systems. In contrast to most other known natural information processing systems, human cognition seamlessly integrates within the same architecture both evolved implicit (frequently called biologically primary) abilities and controlled explicit (biologically secondary) processes. The ability to engage in explicit, intentionally controlled processes is essential in making human cognition an intelligent natural information processing system with intelligence as its key characteristic which enables humans to generate and learn biologically secondary knowledge. This paper describes some instructional consequences of this feature of human cognition, specifically focusing on (1) the need for a goal-driven approach to selecting instructional methods (including the goals of enhancing learners' motivation, engagement and altering their affective states which are essential for managing their intents to

effortfully learn new biologically secondary knowledge); (2) the need to enhance functional and focused use of human intelligence in solving novel problems, in general, and in particular, (3) the need to enhance learner abilities to effectively use heuristics-based search approaches during controlled, conscious problem solving in truly novel situations.

Kamga Kouamkam, R., Many, H., Mercier, C., & Stockless, A. (2026). **Between Relief and Dispossession: A Critical Approach to Projected Uses of AI in Teaching Work**. Consulté à l'adresse <https://hal.science/hal-05520180>

Current research on AI in teaching presents it as a driver of educational innovation and competitiveness that can take over teaching tasks and thereby improve efficiency or lighten the teacher's workload. However, a task is not merely a set of actions; it is also a site of engagement where opportunities for self-investment, meaning-making, and perseverance in the teaching profession coexist. Tasks are also considered as supports for symbolic and material recognition and as elements of professional identity. Thus, delegating teaching tasks to AI does not simply modify their execution; it transforms the meaning of the teacher's relationship to work. Moreover, several studies highlight that teachers experience tensions when tasks described as sources of fatigue or overload are delegated to AI. Drawing on activity theory and affects, this exploratory study aimed to understand the reconfiguration of teaching tasks from the perspective of pre-service teachers. A questionnaire was administered to 86 pre-service teachers covering ten typical tasks. Results reveal four task configurations that depend not on the pre-service teachers' level of comfort or attachment to the task, but rather on the nature and place of the task within teaching work.

Keung, C. (2026). **Supporting Socio-Economically Disadvantaged Children and Families through Working with Multiple Agencies: Perspectives of Kindergarten Teachers**. *International Journal of Early Childhood*, 58(1), 247-261. <https://doi.org/10.1007/s13158-025-00455-z>

This study explores kindergarten teachers' perceptions and experiences of working with different agencies, addressing social accountability in education regarding support for socio-economically disadvantaged children and families. Through semi-structured interviews with 26 classrooms and head teachers from Hong Kong kindergartens, the study identified three types of multi-agency practices emphasised by the participating teachers when working with children and families from low-income backgrounds. These three themes, collaborating with parents, connecting with communities, and engaging in policymaking, provide insights into how kindergarten teachers navigate the challenges and opportunities inherent in multi-agency collaboration. Our data reflect the pivotal role of teachers as gatekeepers, exercising agentic practices to mobilise a broader network of resources and expertise from various professionals to meet the multifaceted needs of disadvantaged children and families. The findings highlight the importance of teachers' agency in bridging gaps between families, communities, and policymakers, which could foster greater social accountability and holistic support.

Kong, S.-H. (2026). **Confidence in Music Teaching: The Impact of Instrumental Training, Teaching Experience, and Pedagogical Skills on Early Childhood Educators**. *International Journal of Early Childhood*, 58(1), 123-140. <https://doi.org/10.1007/s13158-025-00447-z>

Music plays a vital role in early childhood education, fostering creativity, structuring daily routines, and integrating curricular themes. However, kindergarten teachers, as generalists, often lack the confidence and training to effectively implement music activities in their classrooms. This study investigates the factors influencing kindergarten teachers' confidence in leading music activities.

The study asks two research questions: (1) To what extent do teaching experience and instrumental learning backgrounds influence kindergarten teachers' confidence in music instruction? (2) How do enhanced pedagogical teaching skills contribute to teachers' confidence and ability to facilitate music activities? To address two research questions, the study employed a mixed-methods design. A total of 35 in-service kindergarten teachers enrolled in a 30 h musicianship course participated in the quantitative phase by completing a questionnaire. This was followed by semi-structured interviews with 10 selected participants. The study found that neither teaching experience nor prior instrumental learning significantly predicted confidence in music instruction. Instead, enhanced teaching skills were found to have a positive impact on teachers' music instruction and their ability to adapt to institutional context and challenges. This research suggests that teacher preparation programmes should shift focus from musical proficiency as the primary indicator of readiness to emphasising pedagogical adaptability.

Kurtoğlu, Y. B., YILDIRIM, M., & REİSOĞLU, İ. (2026). **The effect of teachers' digital competencies on behavioral intention to use digital technologies.** *Education and Information Technologies*, 31(5), 1385-1410. <https://doi.org/10.1007/s10639-025-13858-1>

The increasing reliance on digital technologies in education has underscored the need to understand how teachers' digital competencies (DC) shape their technology acceptance. Although DC is a central professional requirement, its role within established acceptance frameworks remains underexplored. This study aimed to examine the effect of DC on behavioral intention (BI) by integrating DC into the Technology Acceptance Model (TAM) through perceived usefulness (PU), perceived ease of use (PEU), and attitude toward use (ATU). Linking teachers' BI with their DC and key TAM variables is expected to intensify understanding of technology acceptance and provide insights into why some teachers adopt technology only when necessary. Structural equation modeling (SEM) was employed to test seven hypotheses using data collected from 431 teachers through the Digital Competence Scale for Educators, the Technology Acceptance Scale for Teachers, and a demographic information form. All hypotheses were supported, and the extended model explained 83% of the variance in BI. DC had a low direct but moderate indirect effect on BI and a moderate positive effect on PEU. PU emerged as the strongest predictor of ATU, while ATU demonstrated a very strong direct effect on BI. PEU significantly predicted both PU and ATU. Overall, the findings indicate that DC contributes to technology acceptance primarily through PU and ATU, underscoring the central role of perceptual and attitudinal mechanisms.

Laisney, P., & Brandt-Pomares, P. (2026). **Contributions pour une structuration de la recherche en éducation.** In PUP (Éd.), *Structuration de la recherche en éducation : L'héritage scientifique de Jacques Ginestié* (p. 246). Consulté à l'adresse <https://amu.hal.science/hal-05518420>

Cet ouvrage rend hommage à Jacques Ginestié, dont les travaux ont profondément structuré la recherche en éducation et la formation des enseignants, grâce à des contributions qui offrent une synthèse précieuse des enjeux éducatifs actuels : didactique de l'enseignement technologique, efficacité des processus d'apprentissage et structuration des politiques de formation. Clair, engagé et nourri d'une expertise de terrain, ce livre s'adresse aux professionnels de l'éducation, aux chercheurs et aux lecteurs voulant comprendre les dynamiques qui traversent l'éducation.

Lamarche, M.-A., Nader, A.-M., & Courchesne, V. (2026). **À la croisée des expertises : revue narrative sur les pratiques enseignantes favorables aux enfants autistes**. *Revue de la Neurodiversité*, 3(1). <https://doi.org/10.65130/hj5nr8q>

School is an environment where children spend most of their day. It is a place that fosters emancipation and participation in a variety of activities, promoting the development of a wide range of social and academic skills. However, for autistic children, school often presents significant challenges. Many autistic children experience anxiety at school, which often increases with rising academic demands, and they suffer from the consequences of a lack of understanding of their strengths and challenges. As a result, teaching and assessment methods do not always enable these children to reach their full potential. In light of this, our aim is to understand the conditions that help autistic students learn at school. To achieve this, we conducted a narrative review of scientific literature on school learning contexts that support the development of autistic children's full potential and, consequently, their success. Concrete examples will illustrate pedagogical and assessment methods based on the strengths and interests of autistic children, grounded in the principles of universal design. This contribution aims to highlight the importance of considering the diversity of learner profiles at school, valuing their strengths, and understanding the intersections with school realities and ministerial requirements. All of this will be presented from an inclusive perspective, where everyone deserves to experience their schooling in a way that respects their pace and difference.

Lavy, V., & Shayo, M. (2026a). **When Teachers Break the Rules: Imitation, Reciprocity, and Community Structure in the Transmission of Ethical Behavior** [Working paper]. Consulté à l'adresse Competitive Advantage in the Global Economy (CAGE) website: <https://EconPapers.repec.org/RePEc:cge:wacage:796>

We study how teachers' rule violations in grading affect students' ethical behavior. Using administrative data from high-stakes exams, combining teacher-assigned internal scores with externally graded national exam scores, we track teacher grading violations and subsequent student cheating. We explore three potential mechanisms: imitation (learning that rules can be broken), positive reciprocity (responding favorably to favorable treatment), and negative reciprocity (retaliating against unfavorable treatment). Exploiting within-student variation in exposure to different teachers, we find students are significantly more likely to cheat when teachers break the rules to their detriment (systematically undergrading), consistent with both imitation and negative reciprocity. However, when teachers systematically overgrade, responses vary by community structure. In heterogeneous communities, overgrading increases student cheating, suggesting imitation dominates. In homogeneous communities, students respond by cheating less, consistent with positive reciprocity dominating. This pattern holds across multiple homogeneity measures, including surname concentration and residential clustering. Survey measures of mutual respect and support between students and teachers confirm this pattern.

Lavy, V., & Shayo, M. (2026b). **When Teachers Break the Rules: Imitation, Reciprocity, and Community Structure in the Transmission of Ethical Behavior** [Working paper]. Consulté à l'adresse University of Warwick, Department of Economics website: <https://EconPapers.repec.org/RePEc:wrk:warwec:1604>

We study how teachers' rule violations in grading affect students' ethical behavior. Using administrative data from high-stakes exams, combining teacher-assigned internal scores with externally graded national exam scores, we track teacher grading violations and subsequent student cheating. We explore three potential mechanisms: imitation (learning that rules can be

broken), positive reciprocity (responding favorably to favorable treatment), and negative reciprocity (retaliating against unfavorable treatment). Exploiting within-student variation in exposure to different teachers, we find students are significantly more likely to cheat when teachers break the rules to their detriment (systematically undergrading), consistent with both imitation and negative reciprocity. However, when teachers systematically overgrade, responses vary by community structure. In heterogeneous communities, overgrading increases student cheating, suggesting imitation dominates. In homogeneous communities, students respond by cheating less, consistent with positive reciprocity dominating. This pattern holds across multiple homogeneity measures, including surname concentration and residential clustering. Survey measures of mutual respect and support between students and teachers confirm this pattern.

Lavy, V., & Shayo, M. (2026c). **When Teachers Break the Rules: Imitation, Reciprocity, and Community Structure in the Transmission of Ethical Behavior** (Working paper N° 34931). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34931>

We study how teachers' rule violations in grading affect students' ethical behavior. Using administrative data from high-stakes exams, combining teacher-assigned internal scores with externally graded national exam scores, we track teacher grading violations and subsequent student cheating. We explore three potential mechanisms: imitation (learning that rules can be broken), positive reciprocity (responding favorably to favorable treatment), and negative reciprocity (retaliating against unfavorable treatment). Exploiting within-student variation in exposure to different teachers, we find students are significantly more likely to cheat when teachers break the rules to their detriment (systematically undergrading), consistent with both imitation and negative reciprocity. However, when teachers systematically overgrade, responses vary by community structure. In heterogeneous communities, overgrading increases student cheating, suggesting imitation dominates. In homogeneous communities, students respond by cheating less, consistent with positive reciprocity dominating. This pattern holds across multiple homogeneity measures, including surname concentration and residential clustering. Survey measures of mutual respect and support between students and teachers confirm this pattern.

Lesellier, J., Escalié, G., & Legrain, P. (2026). **Optimiser la dynamique collective de formation par une recherche intervention : le cas de la formation des entraîneurs de football**. *Phronesis*, 15(3), 50-63. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-3-page-50>

Dans un contexte de professionnalisation accru de l'encadrement sportif, la mise en place d'un collectif de formateurs pour accompagner le développement des compétences chez l'entraîneur tient une importance forte dans le processus de formation. Au demeurant, ces dynamiques interactives collectives d'accompagnement restent peu étudiées dans ce contexte. Au travers d'une recherche-action, cette étude interroge l'espace partagé renvoyant à l'articulation des rôles et missions des différents formateurs. Les résultats, issus d'une étude de cas longitudinal, permettent de relever des traces de l'activité collective des formateurs autour de l'accompagnement de l'entraîneur en formation et d'envisager des pistes d'optimisation du dispositif de formation.

Magogeat, Q., & Chaker, R. (2026). **Engagement de professeurs et professeures des écoles dans un projet de robotique et de programmation à l'école primaire : des dispositions individuelles aux traductions de prescriptions institutionnelles**. *Canadian Journal of Education/Revue canadienne de l'éducation*, 49(1), 1-21. <https://doi.org/10.53967/cje-rce.6713>

We study how teachers engage, invest in, and appropriate a pedagogical innovation project in school robotics, driven by various institutional guidelines in the French context. Drawing on actor-network theory and the distributed cognition paradigm, we aim to understand how and under what conditions teachers engage in an innovative process involving the use of robots, while meeting the requirements of school curricula regarding computer programming in elementary schools, as well as those of pedagogical scenarios resulting from collective production. To answer this question, we cross two sets of data: Verbatim reports from 12 teachers about their reasons for engaging in the PREP project, and video observations of three cases (3 x 4 sessions) of the pedagogical implementation of school robotics lesson plans. The results show different motives for interest in the project (for training, to have new digital resources, among others), which translate into varying levels of engagement within the classroom. The expressed controversies eventually fade away, leading to the stabilization of new practices in favor of educational robotics in five out of the seven schools involved in the project, beyond the experimental period.

Mahdi, K. (2024). **Approches pédagogiques dans les systèmes éducatifs anglophones et francophones: Une analyse comparative des défis et opportunités d'hybridation.** *Sciences & Education*, 1(1), 1-14. <https://doi.org/10.5281/zenodo.18868185>

This comparative study examines the differences and convergences between the pedagogical approaches of anglophone and francophone educational systems in the context of increasing globalization. By highlighting the strengths and weaknesses of each model, the aim is to propose pathways for a pedagogical hybridization that combines rigor and creativity. The methodology is based on a literature review of academic publications from 2010 to 2024, as well as a qualitative analysis of official educational policies. The results indicate that while Anglophone systems emphasize flexibility, engagement, and creativity, Francophone systems are characterized by rigorous structuring and strong standardization, aimed at ensuring equity. However, the study reveals a trend toward hybrid convergence, integrating the strengths of both models to meet the demands of a globalized educational environment

Marchand, M.-C., Bouchard, C., & Robert-Mazaye, C. (2026). **Coengagement enfant[s]-enseignant[e] dans le jeu partagé: penser le jeu comme un espace collaboratif et selon la perspective de ses acteurs.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 49(1), 65-91. <https://doi.org/10.53967/cje-rce.7097>

Co-engagement between children and their teacher during shared play, all types of play combined, is complex to establish in the preschool classroom (Bouchard et al., 2021) but essential to implement, as it promotes children's learning and development (Fleer, 2015). The aim of this thematic synthesis is to identify the elements perceived by children and teachers as influencing their co-engagement during jointed play. Following the Preferred Reporting Items for Systematic Reviews and Meta-analyses guide, 17 articles with qualitative or mixed methods were included. The data were thematized into 10 subcategories and classified into one of the three moments of sequential organization of joint play interaction, which included play signalling, play connection, and sustained co-participation (Pursi & Lipponen, 2018). The results show the importance of the presence of cognitive and affective reciprocity, enabling the play to be negotiated and perceived as a collaborative project in which each partner is important. This tipping point could be the foundation of a culture of play in the early children's education field, leading favourably to children's learning and development.

Mauny, C. (2026). **Le pilotage pédagogique, questions autour de la gouvernance du premier degré.** *Administration & Éducation*, 189(1), 121-128. <https://doi.org/10.3917/admed.189.0123>

La gouvernance du premier degré révèle divers enjeux et complexités qui mobilisent les inspecteurs d'académie-directeurs académiques des services de l'Éducation Nationale (IA-DASEN) au quotidien ainsi que leurs collaborateurs proches, parmi lesquels l'adjoint au DASEN (ADASEN) et les inspecteurs de l'Éducation nationale (IEN). Au cœur de la réflexion individuelle et collective est posé le sujet du pilotage pédagogique. Au prisme du concept de proximité, cet article a vocation à décrire et analyser les interactions et des leviers mobilisateurs pour une amélioration des pratiques professionnelles qui peuvent permettre de réduire les écarts entre les différents niveaux de responsabilité et de pilotage.

McKeithan, G. K., Rivera, M. O., & Robinson, G. G. (2026). **High-leverage instructional practices for students with disabilities in inclusive settings.** *International Journal of Inclusive Education*, 30(5), 895-912. <https://doi.org/10.1080/13603116.2025.2502525>

Addressing the needs of students with disabilities (SWD) in K-12 settings effectively must be a collaborative, data-driven, and purposeful process (Aceves and Kennedy [2024, February]. High-leverage practices for SWD, 2nd ed. Arlington, VA: Council for Exceptional Children and CEEDAR Center.). Implementing a core foundation of easy-to-use, evidence-based practices (EBPs) supported by research can enhance teaching across content areas. The practices provide a structured approach that benefits general education, special education and those at risk of disabilities. The publication of the High-Leverage Practices (HLPs) in Special Education updated by the Council for Exceptional Children (CEC) and the CEEDAR Center can help educators meet the needs of SWD (Aceves and Kennedy [2024, February]. The updated HLPs are relevant for all educational settings and all learners. Educators, whether in pre-service programmes or undergoing in-service professional development, must be prepared to implement practices that support all students. The present article focuses on the practical application of 12 of the 22 HLPs related to effective instructional practices, further categorised into two groups (1) Collaborative and Data-Driven Instructional Planning, and (2) Effective Instruction and Supportive Learning Environments. The strategies can help with designing and delivering instruction that is intentional, adaptable, and responsive to all students.

Mezzena, S. (2026). **Du feeling à la perceptude : engagement et communication hypnotiques dans l'activité éducative pour favoriser une transformation diplomatique des mondes.** *Phronesis*, 15(1), 186-206. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-1-page-186>

Une recherche consacrée à la modélisation du savoir-faire ambulatoire des éducateurs de la protection de l'enfance genevoise, ou action éducative en milieu ouvert (AEMO) a été l'occasion de déceler dans leur activité une phénoménalité de nature hypnotique. Elle intervient "naturellement" dans leur activité sans usage volontaire de techniques pour l'induire. En appui sur la notion de perceptude de Roustang, nous la rattachons à une forme d'engagement et de communication sensorielle et analogique qui participe de la connaissance pratique et sensible des professionnels. En favorisant la construction de la confiance, la transe hypnotique est discutée comme participant d'un travail diplomatique au service de la construction d'un monde commun avec le parent.

Montefusco, C. (2026). **Le rôle du collectif dans la thématization des émotions pendant les stages en travail social.** *Phronesis*, 15(3), 84-100. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-3-page-84>

Cet article explore le travail émotionnel dans la formation en travail social, en particulier durant les stages où les étudiantes vivent des situations professionnelles à forte charge émotionnellement. À partir d'une perspective interactionnelle, il analyse comment les émotions sont thématiques dans les espaces de formation et comment le collectif participe à ce processus de thématisation. Les émotions, exprimées ou implicites, circulent entre espaces de formation et le collectif participe parfois à les reconnaître et les soutenir par des processus de collaboration sur le plan émotionnel. Le travail émotionnel apparaît donc comme un processus relationnel, situé et réciproque, engageant aussi bien les étudiantes que le collectif dans les différents espaces de formation.

Moreau, G. (2025). **Coenseigner les mathématiques en 6ème dans une dynamique inclusive : une ingénierie coopérative au service de l'accessibilité épistémique au collègue** (Theses, Nantes Université). Consulté à l'adresse <https://theses.hal.science/tel-05477635>

This thesis focuses on a co-teaching approach to mathematics in secondary school, in a so-called inclusive Year 7 class, teaching Year 7 pupils, some of whom have been referred to SEGPA (a specialized educational program for pupils with learning difficulties). A mathematics teacher and a specialized school teacher share teaching responsibilities. Our theoretical approach is based on the Theory of Joint Action in Didactics (TJAD), with the implementation of a cooperative engineering process bringing together researchers and teachers. The engineering research aims to understand how cooperative work focused on knowledge and work organization promotes educational accessibility, thereby supporting the epistemic dimensions of an inclusive school. Data collection took place over a period of six years and included interviews and video recordings in the classroom. Our analytical approach places significant emphasis on the graphic aspect, particularly through drawn research. The concept of didactic territories, highlighted in this thesis, helps us understand how didactic responsibilities are distributed when two teachers work simultaneously in a classroom. Our results indicate that when based on close cooperation, co-teaching allows for a diversity of articulations between didactic systems, thereby enhancing epistemic accessibility.

Mornata, C., & Filliettaz, L. (2026). **«Tu fais l'entonnoir à l'envers!» : analyse collective des interactions comme levier de réflexivité sur les pratiques d'accompagnement en formation.** *Phronesis*, 15(3), 64-83. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-3-page-64>

Cet article vise à comprendre comment les échanges lors d'analyse collectives participent au processus réflexif sur les pratiques professionnelles des participants. Il s'appuie sur un corpus de données filmées d'analyses collectives des interactions avec des professionnelles du champ du handicap à partir de traces de leur travail. L'analyse se concentre sur l'émergence d'une métaphore, celle de l'«entonnoir», utilisé pour décrire, partager et ajuster les pratiques d'accompagnement. En explorant les usages langagiers et les effets réflexifs de cette métaphore, l'étude met en évidence son rôle dans le développement de compétences professionnelles, notamment interactionnelles, au sein du dispositif de co-analyse.

Mouren, D., & Heiser, L. (2026). **Des usages créatifs de l'agen dans la formation initiale et continuée des professeurs des écoles à l'INSPE de Nice.** *Séminaire Intelligence Artificielle en Formation (SIAFO) - séance 3*. Consulté à l'adresse <https://hal.science/hal-05561346>

Les travaux sur le développement professionnel des enseignants convergent pour le concevoir comme un processus continu, situé et collectif, et non comme une simple accumulation de savoirs. Dans le contexte de l'intelligence artificielle, la littérature souligne l'importance de

formations pratiques, immédiatement transférables en classe, favorisant l'expérimentation, la réflexion sur les usages de l'IA par les élèves et la constitution de communautés professionnelles. Ce cadre nous conduit à mettre en avant la question de la coopération dans la formation des enseignants à et avec l'IA. Les situations de formation proposées visent ainsi à se décentrer d'une approche strictement technologique du numérique pour mettre l'accent sur des enjeux plus larges de société : les choix, les prises de décision et la construction de sens. Cette perspective justifie le recours à une approche énaïve du développement professionnel dans notre dispositif de formation à l'INSPE de Nice. Le développement professionnel à et avec l'IA y est envisagé comme un processus de transformation expérientielle, articulant problématisation, étude de cas et, à terme, la mise en place de dispositifs de simulation. Ces derniers ont pour objectif de donner la priorité, au cours de la formation, à l'expérience vécue des enseignants et à la manière dont celle-ci peut nourrir, enrichir et structurer le collectif professionnel.

Mousmi, N. (2026). **Analyse du travail des étudiants de l'éducation physique et sportive au cours du module de la sensibilisation professionnelle.** *African Scientific Journal*. <https://doi.org/10.5281/zenodo.18620821>

Cette recherche s'inscrit dans une perspective d'analyse du travail enseignant au cours de la formation initiale en éducation physique et sportive (EPS) au sein de la faculté des sciences de l'éducation Rabat. L'étude vise à évaluer, au sein du module de la sensibilisation professionnelle, le degré de maîtrise des compétences professionnelles requises pour l'entrée dans le métier. L'étude porte sur quatre compétences : 1) la maîtrise des savoirs didactiques relatifs à l'EPS, 2) la maîtrise de la communication, du langage et attitude professionnelle, ainsi que 3) la planification et 4) la gestion des apprentissages. L'enquête a été menée auprès de n= 80 futurs enseignants d'EPS au sein de la faculté des sciences de l'éducation Rabat, au moyen d'un protocole d'observation in situ par le biais d'une grille structurée, permettant une analyse fine des comportements professionnels effectifs. Les résultats mettent en évidence une appropriation limitée de ces compétences, traduite par des difficultés à articuler savoirs didactiques et actions pédagogiques, à mobiliser un registre communicationnel adapté et à organiser efficacement les situations d'enseignement-apprentissage. À partir de ces constats, l'étude propose un ensemble de recommandations visant à renforcer le dispositif actuel de formation et à soutenir plus efficacement le processus d'acquisition et de développement des compétences professionnelles des futurs professeurs d'EPS au Maroc.

Nadeau-Tremblay, S., Tremblay, P., & Turcotte, J. (2026). **Réseauter le personnel enseignant pour le développement de pratiques soutenant l'apprentissage en nature.** *Revue hybride de l'éducation*, 10(2), 1-17. <https://doi.org/10.1522/rhe.v10i2.1937>

Les personnes enseignantes du primaire montrent un intérêt croissant pour proposer à leurs élèves l'apprentissage en nature. Cette approche soulève divers défis, notamment le manque de formation, l'isolement professionnel et des contraintes logistiques. Pour y répondre, deux enseignantes ont mis en place des dispositifs de réseautage à l'échelle provinciale : les communautés de pratique (CoP) Enseigner dehors et les activités interclasses Mission plein air! Ces initiatives amènent les personnes enseignantes à échanger, à s'inspirer pour la création d'activités et à s'entraider, tout en ancrant les apprentissages dans des contextes réels et collaboratifs. Ce modèle, accessible et adaptable, montre que le réseautage apparaît comme une stratégie permettant de dépasser des obstacles et d'accroître l'apprentissage en nature dans les pratiques enseignantes.

Nolan-Bock, M., & Hassan, H. (2026). **Metaphors as Critical Pedagogy: Guiding Creative Thinking in Novice Design and Non-Design Foundation Year University Students in the United Arab Emirates.** *International Journal of Art and Design Education*. <https://doi.org/10.1111/jade.70019>

This article evaluates the use of metaphors as a technique for prompting creative thinking in design education, specifically within the context of a university pre-entry foundation course, 'Introduction to Design' in the United Arab Emirates (UAE). Both the student transition to higher education and global standardization practices in higher education present challenges when fostering creative thinking. With metaphorical thinking exercises and a mind-wandering method, students are encouraged to pursue creative connections with disparate topics, moving beyond literalism to more conceptual and imaginative ideas. The study's methodological framework is grounded in an art-based action research approach, which positions the lecturer as a reflective practitioner and encourages a participatory role from students. Our critical reflection suggests that while students generally respond positively to a metaphorical teaching technique, a portion struggle with the transition from rote or standardized learning to creative ideation. Despite these challenges, the metaphor technique along with mind wandering present distinct pedagogical value, particularly in promoting creative thinking processes that enable students to articulate creative ideas visually. As an accessible critical pedagogy, the metaphor technique supports a participatory approach not only for design education but other creative, artistic, and academic contexts. More broadly, we argue that metaphor exercises can help with a wider educational mission of moving towards an environment that privileges creativity as an intrinsic, rather than merely functional, performative capacity.

Ogay, T., Banholzer, R., Ceriani, L., & Conus, X. (2025). **Quand les cadres d'une administration scolaire deviennent les avocats des familles.** *Revue internationale de l'éducation familiale*, 56(2), 49-71. Consulté à l'adresse <https://shs.cairn.info/revue-revue-internationale-de-leducation-familiale-2025-2-page-49>

Alors que les discours sur le partenariat entre l'école et les familles tendent souvent à en donner une image idéalisée d'harmonie et de consensus, la collaboration suscite inévitablement des tensions sur le terrain. Approchant la relation école-familles sous l'angle de la communication interculturelle et de la «thérapie sociale» de Charles Rojzman (2007), cet article analyse des situations où les tensions ont débouché sur l'intervention de cadres de l'administration scolaire. Recueillies lors d'une recherche ethnographique au sein de l'administration scolaire fribourgeoise (Suisse), les 12 situations analysées se caractérisent par le fait que les cadres y ont relayé la voix des parents auprès de leurs collègues du terrain en endossant les habits de l'avocat. Si l'analyse montre leurs compétences à désamorcer les tensions, le souci des cadres de préserver l'alliance avec leurs collègues de terrain limite leur intervention à trouver une solution acceptable par toutes et tous. Ainsi, seuls les parents qui osent interpeller l'école de la manière perçue comme adéquate bénéficient du soutien des cadres. Les situations de tension restent un potentiel d'apprentissage largement inexploité par l'institution scolaire, qui y trouverait de quoi interroger son ethnocentrisme et améliorer ses pratiques avec toutes les familles.

Pagnani, B., Denny, J.-L., Antoni, É., & Durrive, L. (2026). **Le recours aux normes pour construire le collectif.** *Phronesis*, 15(3), 129-150. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-3-page-129>

L'article vise à articuler compréhension et transformation des pratiques à travers une collaboration entre chercheurs, formateurs et professionnels, à partir d'une Afest expérimentale mise en œuvre dans le cadre du Plan d'Investissement et des Compétences (PIC) Grand Est

après la loi de 2018. Le dispositif repose sur une démarche collaborative interprofessionnelle associant formateur métier, ergoformateur, professionnels expérimentés et alternants préparant un CAP agricole de jardinier paysagiste. Les apprenants sont engagés à la fois comme sujets observés et comme producteurs de savoirs sur le métier. La recherche s'appuie sur l'analyse de traces d'activité issues d'une séance de débriefing filmée, fondée sur des entretiens collectifs en autoconfrontation croisée. L'article montre comment l'analyse d'une activité ordinaire – le soufflage de feuilles – permet de distinguer travail collectif et collectif de travail, et de mettre en évidence un régime de production de savoirs du métier inscrit dans une épistémologie canguilhémienne. Inscrite dans une démarche d'intervention-recherche ergologique, l'étude interroge le potentiel transformateur de l'enquête sur les sujets, les activités, le collectif et l'environnement de travail.

Panzer-Gonçalves, J., Marcolan Valverde, T., Segatelli, T. M., & Aparecida de Oliveira, C. (2026). **Teaching cell biology to a student who is blind: promoting inclusion and teacher training in higher education.** *International Journal of Inclusive Education*, 30(5), 913-935. <https://doi.org/10.1080/13603116.2025.2503511>

Students with visual impairments face several barriers in higher education, including methodological approaches that do not favour their learning processes. Difficulties are critical in Cell Biology and students with visual impairments often rely on other senses to learn. In this sense, multisensory approaches may be more effective than those traditionally used for teaching this discipline in undergraduate courses. This study described the learning experiences of a student who is blind, mediated by multisensory Cell Biology teaching strategies presented by a sighted intern. Aiming to reduce the student's learning gaps and combining Universal Design for Learning (UDL), Meaningful Learning Theory (MLT) and active learning principles, the intern used palpation of three-dimensional models representing organelles and cell structures, printed representations with braille support and hand-made schematic drawings with high-relief contours accompanied by oral explanations. Effectiveness of these procedures was evidenced by the improvement of student who is blind's learning abilities, increase of participation in class activities and positive development of communication skills. These observations demonstrate the importance of adapting and creating teaching strategies that encourage the establishment of educational spaces enriched with integration, inclusion, and diversity principles, not only for students with visual impairments, but also for other students with disabilities.

Parent, S., Boulanger, A., & Lauzier, K. L. (2026). **Démarche de mise en œuvre d'une progression des apprentissages numériques au primaire: deux approches visant à soutenir le développement de la compétence numérique des élèves.** *Revue hybride de l'éducation*, 10(1), 1-22. <https://doi.org/10.1522/rhe.v10i1.1984>

Cet article présente deux initiatives de centres de services scolaires québécois pour intégrer la compétence numérique au primaire qui sont des réponses locales à un cadre de référence provincial présenté en 2019. La première est née d'un besoin du terrain et a été cocréée par le personnel enseignant. Son implantation a été soutenue par une démarche de pensée design qui a mené à la création d'un nouveau poste de professionnel de la pédagogie. L'implantation de la seconde a d'abord rencontré de la résistance, étant perçue comme une surcharge. L'équipe a donc ajusté sa stratégie en s'appuyant sur des modèles de gestion du changement pour mieux accompagner les écoles. L'adoption d'une progression des apprentissages numériques locale permet de donner une direction quant aux apprentissages à faire par les

élèves dans un établissement scolaire. L'article met ainsi de l'avant l'importance de la collaboration et d'un accompagnement structuré pour réduire les inégalités numériques.

Pascal, A. A., Vidal, Y. Y., Desmars, A. A., & Cornu, G. G. (2025, avril). **Les grilles critériées : l'outil pour évaluer les compétences des étudiants**. École thématique présenté à France. Consulté à l'adresse <https://hal.science/hal-05493342>

Ce support de formation présente une méthodologie structurée pour concevoir des grilles critériées dans le cadre des situations d'apprentissage et d'évaluation (SAÉ) . L'objectif est de fournir aux enseignants un cadre rigoureux pour objectiver l'évaluation des compétences et favoriser la réflexivité des étudiants. Le document détaille une approche pas-à-pas en six étapes clés proposant de définir la compétence et ses composantes essentielles avant de rédiger des critères d'évaluation observables et pondérés, avant d'établir des niveaux d'acquisition précis, complétés par des descripteurs concrets et des feedbacks formatifs pour guider la progression de l'étudiant. En mettant l'accent sur le contrat pédagogique et la collaboration entre pairs, ce guide souligne l'importance de communiquer ces grilles aux étudiants dès le début de l'apprentissage pour donner du sens à leur travail et accroître leur motivation.

Pelipas, H. J., & Baguio, J. (2026). **Educational Philosophy and Instructional Practices of English Language Teachers in Public Secondary Schools**. *International Journal of Transformative Multidisciplinary Studies*, 2(1), 115-123. <https://doi.org/10.66074/S5D4F3G2H>

This study examined the relationship between educational philosophy and instructional practices among English language teachers in public secondary schools in the Paquibato District of Davao City. Utilizing a descriptive correlational design, the research surveyed teachers using a questionnaire assessing various philosophical domains (essentialism, perennialism, progressivism, social reconstructivism, and existentialism) and instructional practices (assessment for learning, ICT integration, and differentiated instruction). Overall, teachers reported highly extensive engagement in both their philosophical orientations and instructional methods. Existentialism emerged as the most prominent philosophy, while progressivism was the least. Regarding practices, ICT integration was prioritized most. Crucially, the analysis revealed a significant positive correlation between teachers' educational philosophies and their instructional practices. Furthermore, all philosophical domains significantly predicted instructional behaviors, with existentialism serving as the strongest predictor. Ultimately, the findings highlight that a teacher's philosophical foundation is deeply interconnected with how they assess students, utilize technology, and differentiate instruction.

Perrier, S. (2026). **Dispositif collaboratif avec des formateurs d'apprentis en CFA : une activité-pivot de professionnalisation par la recherche**. *Phronesis*, 15(2), 93-104. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-2-page-93>

La professionnalisation des formateurs d'apprentis en Centre de Formation d'Apprentis (CFA) constitue un enjeu majeur, dans un contexte marqué par une identité professionnelle duale et une reconnaissance fragile. Cet article analyse un dispositif de recherche collaborative mis en œuvre avec des formateurs d'apprentis en CFA, envisagé comme un espace-temps de professionnalisation à et par la recherche. Les résultats mettent en évidence des processus de reconfiguration identitaire, de reconnaissance professionnelle et de développement du pouvoir d'agir, dans les activités collaboratives et individuelles. L'article montre que la recherche collaborative ne constitue pas seulement un levier parmi d'autres, mais une activité-pivot de professionnalisation, articulant visées épistémique et transformative au sein d'un même dispositif.

Persson, R. (2026). **Measuring teacher collaboration in Swedish schools: A validation study using survey data from primary school teachers** (Working paper N° 26/2). Consulté à l'adresse Stockholm School of Economics, Center for Educational Leadership and Excellence website: [https://EconPapers.repec.org/RePEc:hnb:hastel:2026\\_002](https://EconPapers.repec.org/RePEc:hnb:hastel:2026_002)

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.

Peyrotte, M., & Zanna, O. (2024). **Formation des enseignants : quand l'empathie rassemble**. *Revue des sciences de l'éducation*, 50(3). <https://doi.org/10.7202/1122164ar>

Cette recherche examine les retours d'expérience de 164 enseignants en formation initiale ayant expérimenté quatre dispositifs qui suscitent l'empathie en classe : des vidéos, les « mousquetaires », « le funambule » et l'écoute empathique. Utilisant le Basic Empathy Scale et un questionnaire, elle révèle, en accord avec la littérature existante, que les étudiants perçoivent ces dispositifs positivement. En sus, plus l'empathie collective augmente, plus les participants expriment leurs pensées et leurs émotions. L'analyse factorielle exploratoire montre que l'empathie et le langage sont intriqués dans l'expérience de formation et confirme l'importance de dynamiques de groupes positives pour susciter l'engagement des participants.

Plaisimond, J. (2024). **Intégration pédagogique des technologies numériques et politiques publiques de l'éducation en Haïti : le cas du sous-secteur de la formation professionnelle (1973-2018)** (Theses, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-05556311>

The Haitian vocational training system faces shortcomings mainly in terms of quality and suitability for the expectations of local businesses. With such deficits, the system produces graduates with little or no qualifications, unsuited to the needs of the labor market. At the same time, desires for change come up against both institutional and human resistance, as needs and professional practices evolve, particularly under the influence of digital technologies. However, the latter seems to have the potential to contribute to an improvement of the entire training system. The interest of this research consists in analyzing public policies in this sector in order to consider to what extent they facilitate or not the pedagogical integration of digital technologies. The works carried out on the subject guide three main directions: infrastructure policies, policies for the professionalization of trainers and policies for pedagogical innovation. Official texts demonstrate an openness of the Haitian State to the use of audiovisual or any other technological device in training spaces. However, practices reveal that experiences with technologies are preferably located at the level of technological infrastructure equipment (computers, internet and

computer rooms) and that the digital technologies visible in the training spaces result from international cooperation or from individual donations. In addition, the Haitian context, specific by its history, its geography and its social organization, presents resistance and shortcomings to developments in its training practices. This reflection on the pedagogical integration of digital technologies and on the analysis of public policies which accompanies this process aims to analyze public policies towards training, through a praxeological approach to what is happening on the ground, and through the observation of practices and the description of training contexts, from a comprehensive, prescriptive and critical approach. The review of the literature made it possible to identify logics (Beillerot and Collette, 2003; Robert, 2014) and rationalities underlying the choices of governments in this area (Dumez, 2011). The analysis of ethnographic observations, the analysis of interviews with stakeholders as well as analysis of the existing public policies, show that public policies for the pedagogical integration of digital technologies in the sector exist and that the latter, faced with institutional and human resistance, are slightly reflected in training practices. It seems that the State formulates and promulgates public policies then entrusts local or international actors for their implementation. Reflection on the coherence and readability of these public policies seems to be an essential avenue for understanding their integration or not in training institutions. Finally, this ethnographic research highlighted the fact that the Haitian State seems to limit itself to adopting and promulgating public policies for the professional training system. So, it seems necessary to problematize existing public policies to question their nature, the responsibilities of the State in the process and those of the actors involved. Achieving this objective seems to require the mobilization of all stakeholders involved in pedagogical integration initiatives for digital technologies to determine a specific public policy to the process, to think about roles and clarify responsibilities, with a view to effective integration of digital tools in technical training.

Poirion, V., Chaliès, S., Cordier, V., & Bertone, S. (2026). **Modélisation de règles professionnelles mobilisées au sein d'un collectif pionnier, les Vigies Requins Renforcées, à partir de l'analyse de leurs activités situées : une étude de cas en anthropologie culturaliste.** *Phronesis*, 15(3), 151-175. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-3-page-151>

Initiée par une commande institutionnelle de conception d'une formation professionnelle adressée à un collectif pionnier de « Vigies Requins Renforcées » (VRR) à La Réunion, la présente recherche technologique visait à mettre en lumière et modéliser les lignes de force communes et les singularités de leur activité ordinaire. La théorie de l'action collective anthropoculturelle a été choisie pour identifier les règles de ce métier émergent (Bertone, 2011 ; Bertone et Chaliès, 2015 ; Chaliès, 2012). La vision synoptique modélisant les jeux de langage (Wittgenstein, 2004) des VRR a montré une variabilité/instabilité des actions réalisées, qui ont fait l'objet de tentatives d'accord au cours des dialogues introduits lors d'entretiens d'auto-confrontation.

Pongsophon, P. (2026). **The role of reading instruction practices in enhancing digital literacy and comprehension strategies in Singapore.** *Educational Research for Policy and Practice*, 25(1), 129-144. <https://doi.org/10.1007/s10671-025-09404-y>

Singapore's reading education system has significantly evolved, integrating digital technology into reading instruction, which is central to its high performance in international assessments like PIRLS. This study investigates how Reading Instruction Practices (RIP) influence Reading Comprehension Strategies (RCS) and Digital Literacy in Reading Instruction (DLRI) within Singapore's high-achieving educational system. Using Structural Equation Modeling (SEM) based on 221 observations, the model demonstrated excellent fit indices (CFI=0.993, TLI=0.991,

RMSEA = 0.072, SRMR = 0.079). Significant paths were found between RIP and RCS (estimate = 0.643,  $p < 0.001$ ), RIP and DLRI (estimate = 0.411,  $p < 0.001$ ), and RCS and DLRI (estimate = 0.200,  $p = 0.041$ ). The model explained 41.4% of the variance in RCS and 31.5% in DLRI, suggesting other factors also influence these outcomes. The findings underscore the need for comprehensive professional development programs that equip educators to integrate digital technologies with traditional reading techniques. Policymakers should allocate resources for professional learning communities and digital infrastructure. Educators must create integrative instructional designs, refine responsive practices, and commit to ongoing professional growth, ensuring the effective use of technology in enhancing reading education. This holistic approach prepares students for the demands of the digital age while maintaining high literacy standards.

Pozhegu-Ermeni, G. (2025). **Problem posing as a curriculum resource for teaching mathematics through inquiry-based learning: An activity theory analysis of mathematics pre-service teachers' practice reports.** *Proceedings of the Fifth International Conference on Mathematics Textbook Research and Development*, 325-332. Consulté à l'adresse <https://hal.science/hal-05454294>

The purpose of this study is to determine which problem posing (PP) task can serve as a curriculum resource to support the learning objectives in an inquiry-based learning (IBL) approach. Our theoretical framework is based on activity theory. A total of seventeen mathematics pre-service teachers' practice reports were collected and analysed using content analysis. Findings show that semi-structured PP tasks are the most effective and it can be used as curriculum resources for implementing IBL approach. This study recommends to balance openness and guidance in diverse classrooms by integrating semi-structured PP tasks with contextual prompts for teaching mathematics in IBL approaches. Future research should explore how curriculum materials can integrate PP examples for implementing IBL to foster inquiry and creativity.

Ran & Bickerstaff. (2026). **Connecting Faculty Development and Student Outcomes: Evidence from Faculty Professional Development in Two Community Colleges.** *Community College Journal of Research and Practice*, 50(4), 348-366. <https://doi.org/10.1080/10668926.2025.2546363>

Faculty play a pivotal role in shaping college student success, yet rigorous evidence linking faculty professional development to student outcomes remains limited. This study examines a faculty-led cohort-based professional development program aiming to improve instructional quality and enhance non-instructional student support in two community colleges using a difference-in-differences design. Drawing on two rounds of faculty surveys and student administrative data spanning from 2014–15 to 2017–18, we examined the effects of professional development participation on faculty and student outcomes. While participating faculty reported increased confidence in instruction, greater knowledge of campus services, and higher rates of student referral to some of these services, the effects on student outcomes were modest, with slight improvements in course completion and term-to-term persistence rates. We conclude with several recommendations for the design and assessment of faculty professional development programs, emphasizing the need for clear intended goals, alignment with appropriate assessment measures, and careful consideration of program duration and intensity.

Ratelle, C. (2026). **Soutenir le développement positif dans les parcours éducatifs.** Consulté à l'adresse <https://www.pulaval.com/livres/soutenir-le-developpement-positif-dans-les-parcours-educatifs>

Rousseau-Trapy, H., & Doumen, S. (2026). **Analyse des gestes professionnels lors d'une guidance de mémoire en sciences infirmières : la multimodalité de la communication au service de la**

**professionnalisation infirmière.** *Phronesis*, 15(1), 166-185. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-1-page-166>

Dans un contexte d'universitarisation de la profession infirmière, le mémoire en formation socle initie les étudiants à la recherche. Cet article présente une étude de cas analysant la multimodalité de la communication dans la dyade formatrice-étudiante par la focale des gestes professionnels, lors d'une guidance de mémoire. Cette analyse montre la richesse des modes sémiotiques des registres langagiers au profit de l'apprentissage méthodologique de l'étudiante, de l'éthos professionnel infirmier et des aspirations du groupe professionnel. Elle encourage à l'utilisation de l'analyse de la multimodalité dans la communication au service de la qualité de l'agir professionnel infirmier.

Sanojca, E., & Tribby, E. (2026). **La négociation des savoirs : un concept pour renouveler l'analyse et les pratiques en formation.** *Phronesis*, 15(4), 14-23. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-4-page-14>

Sauli, S. S., Isa, F. M., Kosnin, A. M., & Romice, O. (2026). **Nature-Based Learning in Malaysian Early Childhood Education: A Systematic Literature Review.** *International Journal of Early Childhood*, 58(1), 573-591. <https://doi.org/10.1007/s13158-026-00499-9>

Nature-based learning (NBL) has gained global recognition as a pedagogical approach that supports children's holistic development and fosters environmental stewardship. However, contributions from the Global South remain underrepresented, underscoring the need for a Malaysian-focused synthesis. This systematic literature review (SLR) examines fifteen empirical studies published between 2018 and 2025 on the integration of NBL in Malaysian early childhood education. A structured search across Scopus, ScienceDirect, ERIC, and Google Scholar guided the identification, screening, and eligibility assessment of studies. Findings reveal strong enthusiasm among teachers and parents, with reported benefits spanning cognitive, physical, social, and ecological domains. However, affective outcomes such as nature connection and sustainability values remain underexplored. NBL is often treated as an add-on rather than embedded within the national preschool curriculum, with implementation constrained by limited teacher training, insufficient resources, restricted access to natural spaces, and inadequate policy support. These findings reflect broader international debates on the marginalisation of outdoor learning and the challenges of integrating experiential pedagogies into standardised curricular systems. The review underscores the need for a structured, yet flexible NBL framework that aligns with curriculum objectives, evaluates both affective and cognitive outcomes, and is adaptable to diverse learning environments, including urban and indoor settings. Beyond Malaysia, this synthesis contributes to global early years environmental education scholarship by illustrating how NBL can be universal in principle yet context-specific in practice, with implications for theory, pedagogy, and policy reform.

Schweig, J. D., Kaufman, J. H., Wang, E. L., & Berglund, T. (2026). **A Relational Perspective on Instructional System Coherence: Introducing New Approaches from Network Analysis.** *American Journal of Education*, 132(2), 177-214. <https://doi.org/10.1086/738772>

Purpose: Instructional system coherence plays an important role in sustaining high-quality learning environments. Though it is acknowledged that instructional systems are dynamic and relational, most research quantifies coherence in terms of its overall presence (or absence) in the learning environment. In this study, we investigate whether a network-based approach that accounts for the relational nature of system coherence can yield new insights into teachers' perceptions of

instructional systems. Methods: We analyzed survey data from a multistate sample of K–12 English language arts (ELA) teachers using methods adapted from network analysis. These methods allow us to visualize coherence more holistically by illustrating the ties between different components of teachers' instructional systems that give them messages about what and how to teach. Findings: We found that teachers perceived relatively high levels of instructional system coherence, though there was disagreement among teachers within schools. We found structural differences in how coherence is perceived and identified five main profiles of instructional system coherence. When we relate these profiles to contextual conditions hypothesized to be associated with coherence, we find that several profiles associate similarly with preconditions. Implications: Our findings illustrate ways that relational measures of instructional system coherence can characterize not only how many instructional system components are perceived to be similar or reinforcing but also which components may have strongly reinforcing relationships, and which may have weaker or conflicting relationships. Such insights could lead to the formulation of new theories of how coherence influences teaching and learning and may inform school improvement strategies.

Sempowicz, T., Burtenshaw, R., Devi, A., & Grainger, P. (2026). **Preservice teachers' motivations and perceived benefits of undertaking an introductory course in Auslan.** *International Journal of Inclusive Education*, 30(5), 989-1004. <https://doi.org/10.1080/13603116.2025.2511895>

Deaf or Hard of Hearing (D/HoH) students face engagement challenges in mainstream classrooms. While teachers may have favourable attitudes towards teaching students who are D/HoH, they are not adequately trained or equipped with specialised knowledge and skills required to cater for their unique needs. The Australian Curriculum identifies Auslan as an Australian language that may be offered to students in F-10 schools. This paper stems from a larger project that offered an introductory Auslan course, taught by an Auslan (L1) instructor, to university students as an engagement initiative. The study used an exploratory qualitative multimethod design (questionnaires and interviews) to investigate the motivations and perceived benefits for preservice teachers (PSTs) participating in this pilot course (n = 15). The results of the study reveal that PSTs were highly motivated to undertake the introductory course, to extend their learning beyond the course, and to incorporate Auslan signing into their classroom practice. PSTs perceived professional benefits (E.g. alternative mode of communication, classroom management) and personal benefits (E.g. engagement with D/HoH community) from undertaking the course. Findings have implications for PST training and professional development to promote inclusive classroom practices for all students, particularly those who are D/HoH and those with additional communication needs.

Sensevy, G., Paven, M. L., Forest, D., & Santini, J. (2026). **Sur la nécessité comparatiste. Comparatisme en théorie de l'action conjointe: vers un programme de recherche en didactique.** *Éducation & didactique*, (1), 9-32. <https://doi.org/10.4000/15vgh>

Issu des Journées d'étude 2024 de l'Association pour des Recherches Comparatistes en Didactique, cet article approfondit la place structurante du comparatisme en Théorie de l'Action Conjointe en Didactique (TACD). Il revient notamment sur la genèse des notions-modèles de la TACD en précisant leur portée conceptuelle en didactique, et plus généralement dans les sciences de la culture. Les auteurs soulignent la nécessité de penser ensemble pratiques, structures et conditions de l'action conjointe. L'étude comparée de différentes situations d'enseignement-apprentissage apparaît comme un levier conceptuel majeur pour saisir l'épaisseur des processus de transmission-appropriation en tant que coopération. Cette

perspective, dans l'ascension de l'abstrait au concret, fonde un programme de recherche qui renforce la portée épistémologique et politique de la TACD.

Sereno, I., Sesenio. (2026). **Beyond Contingency: A Pedagogical Effectiveness Framework for Part-time Faculty Integration in Higher Education.** *The International Review of Multidisciplinary Research*, 1(2), 1-6. <https://doi.org/10.5281/zenodo.18572916>

This study examines the integration of part-time faculty within higher education institutions across Metro Manila and the National Capital Region (NCR) of the Philippines. Despite constituting a significant portion of the academic workforce, contingent faculty often operate within institutional frameworks that fail to optimize their pedagogical potential. Through a mixed-methods approach involving surveys (n=215) and semi-structured interviews (n=28) with part-time instructors across twelve higher education institutions, this research identifies key structural barriers to effective integration while proposing a comprehensive Pedagogical Effectiveness Framework that reconceptualizes contingent faculty engagement. The findings reveal substantial disparities in professional development opportunities, institutional support mechanisms, and pedagogical autonomy afforded to part-time faculty compared to their full-time counterparts. Analysis demonstrates that these disparities significantly impact teaching effectiveness, student outcomes, and faculty job satisfaction. The proposed framework addresses these challenges through a three-dimensional model encompassing institutional policy reform, pedagogical capacity building, and community of practice development. This research contributes to the scholarly discourse on higher education workforce dynamics by challenging traditional contingency models, particularly within the unique socioeconomic and educational context of Metro Manila. The Pedagogical Effectiveness Framework offers actionable strategies for educational leaders and policymakers to enhance instructional quality while creating more equitable academic environments. Recommendations include structural reforms to departmental integration practices, targeted professional development initiatives, and mechanisms.

Sia, B., & Sankara, T. (2025). **Motifs d'usage et expérience utilisateur de WhatsApp comme dispositif pédagogique informel en formation à distance.** *Revue Uirtus*, 2(5). <https://doi.org/10.59384/uirtus.2025.2953>

L'étude examine l'usage informel de WhatsApp comme dispositif pédagogique par des apprenants en formation à distance. Elle analyse les motifs du recours à cette application ainsi que l'expérience d'utilisation en contexte de formation. Les résultats mettent en évidence que la facilité d'accès à cet outil et sa simplicité d'utilisation sont les principales raisons de son adoption. WhatsApp est principalement utilisé pour la coordination, le partage de ressources et d'informations. L'étude montre l'importance d'intégrer les critères d'accessibilité, de disponibilité et d'ergonomie dans le choix des plateformes numériques pour la formation à distance.

Silatan, A. B., & Baguio, J. (2026). **Embracing Diversity: Lived Experiences of Beginning Elementary Teachers in Supporting Learners with Emerging Needs.** *International Journal of Transformative Multidisciplinary Studies*, 2(1), 75-85. <https://doi.org/10.66074/P00918U7Y>

This phenomenological study explored the lived experiences of beginning public elementary school teachers in supporting learners with emerging needs in Tarragona Central District, Division of Davao Oriental. Eleven participants were interviewed in depth, and their narratives were analyzed through reflexive thematic analysis. Findings revealed that participants navigated a complex landscape of challenges, particularly concerning instructional adaptation, heavy

workloads, and relational and emotional dynamics. To navigate these hurdles, the teachers employed adaptive coping mechanisms, relying heavily on differentiated instruction, the integration of supplementary materials, and strategies designed to empower and engage students. Through these experiences, the educators developed profound professional insights centered on the importance of continuously monitoring student progress, fostering holistic growth, and engaging in reflective teaching practices. Ultimately, beginning teachers described inclusive classroom work as demanding yet inherently meaningful, requiring flexibility, sustained effort, and relationship-centered support. These findings offer practical implications for school administrators and policymakers to strengthen professional development, resource provision, and targeted support for inclusive elementary classrooms.

Silatan, H. J., & Baguio, J. (2026). **Exploring the Lived Experiences of Public Elementary School Teachers in Implementing Academic Support Strategies for Student-Athletes.** *International Journal of Transformative Multidisciplinary Studies*, 2(1), 124-134. <https://doi.org/10.66074/J1K2L3P4O>

This qualitative phenomenological study explored the lived experiences of public elementary school teachers supporting student-athletes in the Mati South District of the Philippines. Through in-depth interviews with experienced educators selected via purposive sampling, the research documented the challenges faced, strategies employed, and insights gained when balancing students' academic and athletic demands. Thematic analysis revealed key findings across multiple areas. Teachers reported significant strain from balancing competing demands, navigating limited institutional support, and managing emotional and professional pressures. To cope, educators utilized adaptive instruction, deliberate time management, and extensive collaboration with parents, colleagues, and school personnel. Ultimately, these experiences fostered a more nuanced understanding of student-athletes' performance, spurred recommendations for robust support systems, and catalyzed the teachers' personal and professional growth. The findings emphasize that effective academic support requires both dedicated teachers and flexible, coordinated school structures.

Solignat, B., & Saintomer, G. (2026). **Des passeurs de savoirs, de soins, de culture : dynamiques de professionnalisation des infirmières en pratique avancée en Guyane à l'aune de la négociation des savoirs.** *Phronesis*, 15(4), 151-173. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-4-page-151>

La pratique avancée infirmière en Guyane met en lumière les tensions d'une profession en construction dans un contexte géographique, social et culturel singulier. Les infirmières en pratique avancée y composent entre référentiels nationaux et réalités de terrain, engageant une négociation et un métissage des savoirs académiques, expérientiels et locaux. L'analyse des CDPS et l'entretien avec une IPA de terrain soulignent l'importance d'une posture réflexive et de la sécurité culturelle pour penser une professionnalisation dynamique, contextualisée et transformatrice des pratiques de soin.

Starck, S. (2026). **Éléments en vue d'une conceptualisation de la notion de posture en Sciences de l'éducation et de la formation.** *Phronesis*, 15(2), 160-187. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-2-page-160>

Ce texte prend tout d'abord acte de la place croissante qu'occupe aujourd'hui la notion de posture dans les espaces professionnels, de formation et institutionnels mais aussi dans le champ de recherche en éducation et formation. L'usage croissant du terme dans ce champ

scientifique, tout au moins dans la littérature francophone, contraste avec un certain déficit concernant sa conceptualisation. L'objet de cette note de synthèse est donc d'établir dans un premier temps, un panorama des travaux issus des sciences de l'éducation et de la formation (SEF) et d'autres disciplines contributives pour mieux baliser ce travail de conceptualisation en cours. Par la suite, nous proposons une conceptualisation de la posture prenant appui sur certaines de ses caractéristiques que nous pouvons identifier dans le prolongement de l'exploration qui précède. Nous interrogeons, sous forme d'hypothèses, les besoins contemporains auxquels l'usage de cette notion dans le champ scientifique semble vouloir répondre et les enjeux auxquels les SEF sont finalement confrontées.

Tagod, R., & Baguio, J. (2026). **In the Spotlight: Success Stories of Award-Winning Elementary School Paper Advisers**. *International Journal of Transformative Multidisciplinary Studies*, 2(1), 192-204. <https://doi.org/10.66074/Q9W8E7R6T>

This qualitative phenomenological study explores how award-winning elementary school paper advisers guide student journalists in the Panabo South District. Through in-depth interviews with purposively selected public school educators, the research utilized thematic analysis to uncover the realities of their mentoring experiences. The findings highlight best practices centered on cultivating journalistic curiosity, balancing guidance with creative autonomy, and embedding ethical thinking. Advisers derived meaning from a strong mentoring purpose, recognizing student growth, and experiencing professional fulfillment. Furthermore, they identified enhancing student ownership, providing authentic journalistic exposure, and ensuring continuous mentorship as priorities for improving school programs. Ultimately, successful advising emerges not merely as a technical function but as pedagogical leadership that integrates literacy development, ethical formation, and student voice, emphasizing the adviser's role as a mentor and steward of responsible expression.

Tardif-Bourgoin, F. (2026). **Ce que des étudiants en travail social disent d'un dispositif d'analyse de l'activité sur la construction de leur engagement professionnel. Et ce que l'analyse produite dit des liens entre « mise en recherche » et perspectives de professionnalisation**. *Phronesis*, 15(2), 21-39. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-2-page-21>

La contribution s'inscrit dans le prolongement d'un dispositif de formation reposant sur des ateliers d'analyse de situations, vécues en stage par des étudiants en travail social. Ce dispositif a permis aux étudiants de partager leurs pratiques avec le groupe avant de restituer (par écrit) ce qu'ils en avaient retenu en termes d'acquisition de compétences. Les propos recueillis dans les dossiers remis en fin de module sont analysés ici au double plan des dynamiques d'engagement professionnel produites et des projections que les étudiants identifient dans le champ élargi de l'éducation spécialisée. La double visée de professionnalisation et de recherche engagée par le dispositif se prolonge par quelques perspectives inspirées de la didactique professionnelle dans l'optique de formuler de nouvelles propositions de formation.

Thiboud, S. (2025). **Transformation des pratiques d'enseignement par le développement professionnel: évaluation randomisée contrôlée du programme " Apprenance-R "**. (Theses, Université Grenoble Alpes [2020-....]). Consulté à l'adresse <https://theses.hal.science/tel-05565342>

This thesis examines the conditions under which evidence-based teaching practices can be transferred to actual classroom practice (Slavin, 2002). From the perspective of teacher professional development, it draws on the evaluation of a standardized program, Apprenance-R. This in-service program, originally developed in the Grenoble school district, aims to influence

teachers' pedagogical practices in order to enhance student engagement. The effectiveness of the program was evaluated through a randomized controlled trial involving 56 teachers and 1,012 students in Grades 4 and 5. Two groups were formed: an Apprenance-R group and a control group, with pre and post-intervention measures collected for both. Findings from the teacher data indicate that the Apprenance-R program strengthened participants' sense of self-efficacy, improved their perceptions of the classroom climate, and encouraged a shift in their pedagogical conceptions toward explicit teaching practices. Such practices are widely recognized as promoting academic achievement and reducing educational inequalities. The student data are particularly compelling: students in the Apprenance-R group reported feeling better guided, having a clearer understanding of their teachers' expectations, and perceiving that their teachers made greater efforts to understand their reasoning. These outcomes are especially noteworthy given that the students were not direct participants in the training program and were unaware both of its content and of their group assignment. As such, their evaluations provide a highly reliable external indicator, reinforcing the empirical validity of the observed effects. Taken together, the findings point to a genuine transformation in teachers' attitudes and pedagogical practices, observable after only five months of program implementation. In conclusion, this doctoral research makes a significant contribution to the field of evidence-based education by producing robust empirical evidence derived from a rigorous experimental design, and by offering both the Apprenance-R program and concrete recommendations aimed at strengthening learning outcomes for all primary school pupils.

Thievenaz, J. (2026). **Le «récit d'enquête»: méthode de recherche et outil de formation.** *Phronesis*, 15(2), 40-58. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-2-page-40>  
Les apports de la philosophie de l'expérience de John Dewey, et plus particulièrement les propositions conceptuelles développées dans sa Théorie de l'enquête (1938), permettent d'explorer une dimension peu étudiée qui est celle des rapports entre perturbations de l'activité et reconstruction continue de l'expérience du sujet. Un tel constat a donné lieu à l'élaboration d'une méthode de recherche (intitulée «récit d'enquête»), qui a pour particularité d'explorer après-coup les situations de perturbation de l'activité et les transformations qu'elles occasionnent chez l'individu. Cet article étudie la façon dont cette méthode, de mise en mots et réflexivité de l'action, est susceptible d'être mobilisée dans une intention de recherche, mais aussi de formation. Un exemple issu d'un module de formation destiné à un public d'enseignants permet de mettre en évidence les incidences potentiellement professionnalisantes de cet outil. Un questionnement de nature épistémologique concernant la double nature fonctionnelle de ce type de méthodes de recherche et de formation est également conduit à cette occasion.

Thievenaz, J., & Fortuna, C. (2026). **Étudier les processus de professionnalisation par l'activité : des outils d'analyse en tension entre visée épistémique et/ou transformative de la recherche.** *Phronesis*, 15(2), 17-20. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-2-page-17>

Tremblay, F., Plante, I., & Dion, É. (2025). **Faire fonctionner ce qui fonctionne : le transfert des connaissances éducationnelles par le What Works Clearinghouse étatsunien.** *Revue des sciences de l'éducation*. <https://doi.org/10.7202/1122829ar>

L'Institut national d'excellence en éducation (INEE) transmet les résultats de la recherche en vue d'orienter les pratiques éducatives au Québec. Il est impératif de tirer des leçons d'initiatives similaires. Ainsi, cet article examine le travail du What Works Clearinghouse étatsunien, qui répertorie les pratiques éducatives efficaces en évaluant les études selon leur rigueur. Notre

analyse des écrits empiriques révèle que l'utilisation de ces pratiques est limitée puisque les membres du corps enseignant interprètent mal les niveaux de preuve et préfèrent s'inspirer de leurs collègues. Nous proposons conséquemment de promouvoir les pratiques optimales par des vidéos de praticien-ne-s et d'exclure les niveaux de preuves.

Wang, J., Ouyang, Y., Gan, S., Ma, Y., Pan, Y., & Gao, S. (2026). **What influences teaching methods of K-12 inclusive school teachers? An fsQCA study on teacher professional development projects at a group school in Beijing.** *International Journal of Inclusive Education*, 30(5), 844-861. <https://doi.org/10.1080/13603116.2025.2499546>

Inclusive education demands flexible and effective teaching methods to accommodate diverse student needs. However, existing teaching approaches often fall short in supporting personalized development. This study investigates the complex causal mechanisms influencing teaching method effectiveness in inclusive schools by adopting a fuzzy set qualitative comparative analysis (fsQCA) framework. Drawing on a survey of 254 elementary and middle school teachers participating in a professional development program in a Beijing group school, the study explores how eight professional competence dimensions—disciplinary thinking, knowledge system, learning effectiveness, core concepts, disciplinary methods, metacognition, content organization, and curriculum standards—interact to shape effective teaching modes. Results indicate that content organization is a necessary condition for high teaching effectiveness. Furthermore, five distinct configurations of conditional factors were identified, each capable of producing highly effective teaching methods. Among them, disciplinary thinking, disciplinary methods, and content organization consistently play a central role. The findings highlight multiple equivalence pathways to effectiveness and reveal substitution relationships between factors such as curriculum standards, knowledge systems, and metacognition. This research contributes to refining theoretical models of teaching effectiveness and offers practical implications for designing teacher training programs tailored to inclusive education contexts.

Wang, L., & Jokikokko, K. (2026). **Encountering diversity: educators' ways in mediating toddler's inclusion in the Finnish early childhood classroom.** *International Journal of Inclusive Education*, 30(5), 970-988. <https://doi.org/10.1080/13603116.2025.2509799>

This study explores educator-child interactions and their relationship with educators' approaches to diversity and inclusion during the mealtimes in Finnish early childhood education and care. Based on video-recordings of mealtimes, a mixed-method approach was adopted to analyse 539 moments of educator-child interactions. The results suggest diverse educator-child interaction patterns mediating children's inclusion. In educator-child interactions, children's diverse agency for participation is considered by educators. Educators' approaches to diversity suggest their open attitudes towards inclusion which are not limited to ethnicity but relate to children's individual needs. During moments of tension within educator-child interactions, children's agency contributes to transform educators' attitudes towards inclusion. However, there seems to be a tendency to understand equality as uniformity which contradicts the core principle of equity as social justice in multicultural inclusive education.

Zoghiami, N., & Grosbois, M. (2026). **Former à la communication multimodale en anglais L2: pratiques enseignantes et perspectives pour la formation des professionnels.** *Phronesis*, 15(1), 74-93. Consulté à l'adresse <https://shs.cairn.info/revue-phronesis-2026-1-page-74>

Dans cet article, nous explorons la maîtrise de compétences communicationnelles multimodales en anglais L2 pour l'agir professionnel, sachant que la communication est médiatisée et se

produit désormais dans un contexte globalisé. Nous interrogeons plus spécifiquement dans quelle mesure les pratiques enseignantes préparent les apprenants à développer ces compétences, ce qui représente un défi pour les institutions d'enseignement supérieur et de recherche. Pour cela, nous examinons en particulier la part non-verbale de la communication telle que développée dans un dispositif d'apprentissage de l'anglais L2 spécifiquement conçu et mis en place pour un public d'adultes professionnels en formation continue dans le secteur LANSAD. Nos résultats mettent en lumière que les enseignants de langue participent au développement des compétences communicationnelles multimodales de leurs apprenants – un aspect essentiel de la « fabrication » des professionnels – mais à des degrés divers, et qu'ils gagneraient à bénéficier d'un accompagnement dans la perspective de développement d'une conscience sémiotique critique et de pratiques pédagogiques informées par la recherche.

## Relation formation-emploi

Böckerman, P., Haapanen, M., Jepsen, C., & Karhunen, H. (2026). **Graded for Life? Long-Run Impacts of High-Stakes Exam Thresholds** (Working paper N° 12532). Consulté à l'adresse CESifo website: <https://EconPapers.repec.org/RePEc:ces:ceswps:12532>

We estimate the effect of receiving a higher grade on an academic high school exit exam on labor-market outcomes in adulthood. Identification is based on comparing students on different sides of grade cutoffs. Using nationwide Finnish register data, we find that better grades lead to higher income, although the effects are heterogeneous across the grade distribution. The largest and most precise income gains are concentrated among students in the middle of the grade scale. In contrast, we find little evidence of an income increase for those who barely passed, and the estimates for men with the highest grade are large but imprecise.

Boza, I., & Horn, D. (2026). **From Mincer to AKM: Decomposing School Effects on Early-Career Wages** (Working paper N° 2604). Consulté à l'adresse Institute of Economics, Centre for Economic and Regional Studies website: <https://EconPapers.repec.org/RePEc:has:discpr:2604>

This paper introduces a framework that combines a traditional Mincer wage equation with an Abowd–Kramarz–Margolis (AKM) decomposition in a unified linear framework. The approach allows pre-labor market entry group-level factors to be mapped transparently onto the underlying channels of wage determination, including individual earning capacity, firm sorting, and occupational allocation. Applying the method to linked employer–employee administrative data from Hungary, we study how secondary schools are related to early-career wage inequality. Secondary school affiliation explains about 15% of wage variation among young workers, with a substantial share operating through sorting into firms and occupations. Controlling for completed educational attainment reduces school effects. However, these effects do not disappear completely and persist even after controlling for pre-existing differences in student pools measured around the age of 14-15. More broadly, the framework provides a general tool for studying how institutions shape labor-market outcomes through multiple economic channels.

Dempster, H., & Ricou, M. (2026). **Linking labor mobility and technical and vocational education and training (TVET)**. Consulté à l'adresse Center for Global Development website: <https://curated-library.iiep.unesco.org/fr/node/58441>

Leight, J. (2025). **The effects of a secondary school scholarship on youth outcomes: Evidence from a randomized trial** (Working paper N° 9). Consulté à l'adresse International Food Policy Research Institute (IFPRI) website: <https://EconPapers.repec.org/RePEc:fpr:poshrs:178139>

Although primary school enrollment has steadily increased in sub-Saharan Africa in recent years, enrollment in secondary school remains generally low in comparison with other regions (Evans and Mendez Acosta 2021). In Ethiopia, enrollment in lower secondary school roughly doubled over the past decade to reach an estimated 46 percent in 2021–2022, but substantial heterogeneity exists across rural and urban areas and across poorer and richer households (Tiruneh and Molla 2024). In rural areas, long distances from home to school often pose a substantial barrier to secondary school enrollment, especially for poor households. In addition to the real or perceived risks of insecurity linked to attendance – encountering insecure conditions along the route, or risks for youth who reside away from home to attend – these lengthy distances imply substantial out-of-pocket costs for transportation or accommodation, and households may struggle to manage these costs (Leight et al. 2022). Limited post-primary educational attainment can have substantial adverse effects for youth, limiting their opportunities for future employment and income generation and increasing the likelihood of early marriage for girls (Giacobino et al. 2024). This project note reports the main findings from a randomized trial conducted in rural Ethiopia, which assessed the effects of a scholarship for lower secondary school students (ninth and tenth grade) targeting extremely poor youth. We find that the provision of a scholarship led to a 12-percentage-point increase in the probability of secondary school enrollment two years later compared to youth who did not receive a scholarship, an effect that was greatest among students who received early notification about the scholarship (one year before eligibility). There was no change in attendance or academic performance, suggesting that students in the treatment arm performed as well as those in the control arm. Some evidence also indicated a small decline in the likelihood of child marriage and an enhancement in youth well-being. Overall, the findings suggest that the scholarship may be a valuable intervention to increase secondary school attainment, particularly if announced earlier; however, a third of youth who passed the primary school exam and were offered a scholarship still did not enroll. This suggests there are other important barriers to secondary school progression in this sample.

Liu, A., & Wu, P. (2026). **Educational Attainment and the Evolution of Cumulative Earnings across 45 US Birth Cohorts** (Working paper N° 26-5). <https://doi.org/10.29412/res.wp.2026.05>

Educational attainment profoundly shapes cumulative earnings trends across US birth cohorts. Between the 1933 and 1977 cohorts, men with an advanced degree experienced rising earnings in both the early-career (ages 25 to 44) and late-career (ages 45 to 64) stages, while those with a sub-baccalaureate education—and college graduates outside the 1951–1965 cohorts—saw minimal earnings growth. Women experienced broad-based gains, with larger increases among those with a bachelor's or advanced degree. For less educated men, extended work life represented the primary growth margin in the late-career stage. While gaps between education groups widened, within-group dispersion rose across cohorts, particularly among men born between 1933 and 1957. These cohort-to-cohort changes emerged at labor market entry and persisted throughout the career cycle, indicating that the conditions in which careers begin critically shape long-run inequality dynamics.

Mbekeani, P. P., Papay, J. P., Mantil, A., & Murnane, R. (2026). **Understanding High Schools' Effects on Longer-Term Outcomes** (Working paper N° 34913). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34913>

Improving education and labor market outcomes for low-income students is critical for advancing socioeconomic mobility in the United States. We use longitudinal data on five cohorts of 9th grade students to explore how Massachusetts public high schools affect the longer-term outcomes of students, with a special focus on students from low-income families. Using detailed administrative and student survey data, we estimate school value-added impacts on college outcomes and earnings. Observationally similar students who attend a school at the 80th percentile of the value-added distribution instead of a school at the 20th percentile are 11% more likely to enroll in college, are 31% more likely to graduate from a four-year college, and earn 25% (or \$10,500) more annually at age 30. On average, schools that improve students' longer-run outcomes the most are those that improve their 10th grade test scores and increase their college plans the most.

Ricou, M., Mounford, J., Dempster, H., & Warren, S. (2026). **A Landscape analysis of green skills TVET providers: focus on Côte d'Ivoire, Ghana, Kenya, Morocco, and Senegal.** Consulté à l'adresse Center for Global Development website: <https://curated-library.iiep.unesco.org/fr/node/58440>

The global transition to a low-carbon economy demands the increased delivery of green skills, yet technical and vocational education and training (TVET) systems in Africa struggle to meet this need. This landscape analysis, by the Center for Global Development and IREX, aims to identify "investment-ready" TVET providers in Côte d'Ivoire, Ghana, Kenya, and Morocco that are capable of scaling green skills training for local and international markets. Drawing on a literature review, field visits, and stakeholder interviews, the landscape analysis identifies nine high-performing providers – mainly public-private partnerships and utility-based Centres of Excellence – delivering industry-aligned, employment-driven training. To accelerate green skills development, support international labour mobility, and advance equitable participation in the green transition, donors and national governments should invest in these providers and help scale their models. This agenda is particularly urgent when considering the challenges facing Africa: a demographic youth bulge, increasing unemployment rates, and a scarcity of workers to support Africa's green transition. The paper concludes with actionable opportunities for international donors and national governments to invest in scalable, sustainable green-skilled migration partnerships.

Sirois, G., Sarti, F., & Bacha, M. (2025). **Une décennie plus tard, où s'en va la professionnalisation de l'enseignement ? L'émergence d'un nouvel âge de l'enseignement.** *Revue des sciences de l'éducation.* <https://doi.org/10.7202/1122832ar>

En 2013, Maurice Tardif publiait un texte intitulé « Où s'en va la professionnalisation de l'enseignement ? » interrogant les résultats de ce mouvement 30 ans après son émergence. L'auteur mettait en évidence le fait que la professionnalisation était alors confrontée à différents facteurs qui bloquent son développement. Cet article propose de renouveler la réflexion initiée plus de 10 ans après la publication de l'article de Tardif, à partir de deux cas illustratifs, soit le Québec et le Brésil. Les transformations actuelles qui marquent la profession enseignante sont analysées dans une perspective large, interrogeant la trajectoire actuelle du mouvement de professionnalisation de l'enseignement et suggérant l'émergence d'un nouvel âge, celui de la déprofessionnalisation, qui se caractérise notamment par l'émergence d'un professionnalisme managérial et une professionnalité vocationnelle chez les enseignants.

## Réussite scolaire

Abdulkadiroglu, A., Pathak, P. A., & Walters, C. R. (2026). **Who Gets What in Education: Can School Matching Improve Student Achievement?** (Working paper N° 34936). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34936>

We examine two approaches to improving urban school systems: changing who gets to go to existing schools (reallocation) and restructuring school portfolios through closures and reconstitution (resource augmentation). Using data from New York City high schools, we estimate models of school effects allowing for both vertical school quality differences and horizontal student-specific match effects. While sophisticated reallocation policies that optimize student-school matches can generate modest educational gains, they are constrained by limited seats at highly effective schools. Simple resource-augmentation policies targeting replacement of low-performing schools achieve comparable improvements with less systemic disruption. Analysis of NYC's school closures reveals that basic graduation rate metrics effectively identify struggling schools, suggesting complex value-added models may be unnecessary for targeting closure decisions. Our findings indicate that capacity constraints, rather than poor school matching, primarily drive educational inequality.

Bakhtiar, M. M., & Karim, R. (2025). **Threshold effects of extreme heat on schooling and child labor in rural Bangladesh** (Working paper N° 2401). Consulté à l'adresse International Food Policy Research Institute (IFPRI) website: <https://EconPapers.repec.org/RePEc:fpr:ifprid:180558>

Identifying threshold effects of extreme heat is key to understanding the true scale of climate-related risks to human capital development. This paper investigates how extreme heat shapes adolescent schooling and labor outcomes in rural Bangladesh, combining household survey data on adolescents with high-resolution temperature records to estimate the effects of prior-year, cumulative, and early-life heat exposure. We identify a precise temperature threshold at 36°C, above which each additional day reduces school attendance by 3.1 percentage points and increases child labor by 2.5 percentage points. Below this threshold, moderate heat (30-36°C) shows minimal single-year effects, though cumulative exposure over three years reveals significant negative impacts, indicating limited household adaptation. Effects are disproportionately concentrated among girls, who shift primarily toward household work rather than wage labor. Three interconnected channels drive these effects: heat-induced income shocks (11% reduction in household income), increased domestic labor demands from heat-related illness, and restrictive gender norms that amplify these impacts by magnifying girls' household responsibilities. Extending the analysis to early-life conditions, exposure during the first 1,000 days also reduces adolescent schooling probability by 3.4-3.8 percentage points, with strongest effects at ages one and two. Boys show slightly larger early-life effects, contrasting with girls' greater vulnerability to contemporaneous exposure, suggesting distinct mechanisms operating through biological development versus gendered household labor allocation. The findings point to both immediate income-mediated responses and long-term developmental pathways, with implications for temperature-triggered social protection, school infrastructure investments, and early-life health interventions.

Ben Hamouda, L. (2024, avril 24). **Évaluations nationales à l'école primaire : les bilans de la Depp**. Consulté 30 mars 2026, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/04/24/evaluations-nationales-a-lecole-primaire-les-bilans-de-la-depp/>

Dans plusieurs notes publiées ces derniers jours, la Direction de l'évaluation, de la prospective et de la performance, fait le point sur les différentes évaluations nationales 2023

Berlinski, S., Giannola, M., & Toppeta, A. (2026). **Effective Families or Effective Schools? Experimental Evidence on Fostering Children's Numeracy** (Working paper N° 12563). Consulté à l'adresse CESifo website: <https://EconPapers.repec.org/RePEc:ces:ceswps:12563>

We study the relative effectiveness, cost-effectiveness, and interaction of family- and school-based learning interventions using a randomized controlled trial in Colombia that assigns children to a parental engagement program, a teacher professional development program, both, or a control group. Both interventions are grounded in a child-centered learning approach that emphasizes active engagement and the progression from informal to formal mathematical understanding. Each intervention independently generates sizable and statistically similar gains in early numeracy (0.17SD and 0.20SD). Combining them produces no additional learning gains, suggesting that the two interventions act as substitutes over the time horizon and skill domain we study. When benefits accruing to future cohorts are taken into account, the teacher development program becomes at least as cost-effective as, and potentially more cost-effective than, the parental engagement intervention. Our results suggest that, in this setting, strategically concentrating resources on a single binding constraint -- either at home or in school -- maximizes the short-run learning gains per dollar spent.

Braun, N. (2026, mars 18). **Maths en classe : la confiance en soi, une clé de la réussite ?** <https://doi.org/10.64628/AAK.dy3gjr6pf>

La réussite en maths n'est pas qu'une question de programmes et de compétences, elle est aussi affaire d'émotions. Mais comment lutter contre la peur de se tromper et le stress face aux maths ?

Caron, B. (2025, avril). **L'APC au service des étudiants - cas des licences à l'USMB**. École thématique présenté à France. Consulté à l'adresse <https://hal.science/hal-05493323>

Ce document décrit les différentes étapes de la mise en place de l'APC au sein de l'USMB ainsi qu'un support d'atelier afin de construire des SAé avec les critères de qualité définis par l'institution.

Dehbi, A. (2026). **La Communication Omnicanale en Classe : Efficacité et Défis**. *Revue du LaRSLAM*, 1(13), <https://revues.imist.ma/index.php/LARSLAM/article/view/44022>. <https://doi.org/10.34874/IMIST.PRSM/larslame-i13.44022>

La communication omnicanale dans l'éducation est un concept qui émerge comme un moyen d'améliorer l'engagement des étudiants et leur réussite académique. Cet article examine les divers canaux de communication utilisés en classe, en mettant l'accent sur leur efficacité et les défis associés à leur intégration. La manière dont les enseignants communiquent avec les étudiants a radicalement changé au cours des dernières décennies, en particulier avec l'avènement des technologies numériques. Cette évolution a introduit le concept de communication omnicanale, une approche qui utilise

plusieurs canaux pour faciliter l'interaction et l'engagement des étudiants. Dans un environnement d'apprentissage de plus en plus diversifié, il est essentiel de comprendre comment cette approche peut améliorer l'expérience éducative. La communication omnicanale en classe offre de nombreuses opportunités pour améliorer l'apprentissage, mais nécessite une planification et une exécution rigoureuses pour surmonter les obstacles rencontrés.

Duroisin, N., & Clerc, J. (2025). **Fonctions exécutives, apprentissages et réussite scolaire**. Consulté à l'adresse <https://www.dunod.com/sciences-humaines-et-sociales/fonctions-executives-apprentissages-et-reussite-scolaire-concepts>

Le rôle-clé des fonctions exécutives dans les apprentissages et la réussite scolaire n'est plus à démontrer. Alors que les recherches menées en psychologie cognitive et en neuropsychologie permettent aujourd'hui de mieux comprendre les mécanismes ...

Epper, T., Ibsen, K., Koch, A., & Nafziger, J. (2026). **Predicting University Dropouts: Evidence on the Value of Student Expectations and Motivation** (Working paper N° 18439). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18439>

University dropout is costly, making it a policy priority to identify factors that predict dropout. Using a survey experiment with incoming first-year students linked to long-run administrative outcomes, we assess which information improves dropout prediction beyond standard university records. A small number of targeted, study-specific survey items - especially motivation and expectations about degree completion - substantially improve predictive performance. By contrast, widely used measures of general preferences and traits (such as grit and self-control) add little incremental value - a result that we qualitatively replicate in a large population. Our findings suggest inexpensive, scalable ways to improve dropout predictions.

Genakos, C., & Kyrkopoulou, E. (2026). **Social policy gone bad educationally: unintended peer effects from transferred students** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://EconPapers.repec.org/RePEc:ehl:lserod:137495>

What is the impact of an increase of lower-ability students in a university class? We examine a natural experiment in which students from large, low-income families had the chance to transfer to academic programs at a local university. Multiple law changes meant that there was significant, quasi-random variability in the number of transferred students over time, which was orthogonal to the quality of receiving students. We create a novel dataset for the top economics department in Greece and show that the social policy had a negative educational impact by uniformly lowering recipient students' academic performance once the proportion of transferred students exceeded a certain threshold.

Gershoni, N., & Stryjan, M. (2026). **Disconnected: The Unequal Impact of Online Learning on Minority Students** (Working paper N° 18445). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18445>

Online instruction can expand access to education for disadvantaged groups, yet it often deepens performance gaps. We study its impact on high-stakes exam outcomes using administrative data on five cohorts of students in 31 Israeli vocational colleges and the abrupt shift to online instruction during the COVID-19 pandemic. In this setting, exams

were held in person and graded centrally, ensuring comparability to pre-pandemic performance. A difference-in-differences design comparing outcomes within students and across cohorts shows significant declines in exam attendance and demonstrated knowledge after the switch to online instruction. These effects are not explained by local infection rates or childcare responsibilities and are especially pronounced among Arabic-speaking minority students, regardless of socioeconomic status. Drawing on variation in infrastructure, residential crowdedness, language of instruction, and prior academic performance we identify poor internet access as a key mechanism. In addition, while the negative effects on majority students are concentrated among lower-performing students, for minority students the effects are, if anything, larger among high achievers.

Goegan, L., Young, S., Bouchard, J., & Wood-Warren, A. (2025). **Pathways to Post-Secondary Success: Applying Situated Expectancy-Value Theory to the Experiences of Students With Disabilities and Their Peers**. *Canadian Journal of Higher Education*, 55(4), 1-18. <https://doi.org/10.47678/cjhe.v55i4.190603>

The number of Canadians beginning post-secondary education (PSE) each fall continues to grow. One group in particular that is seeing an increase in numbers is students with disabilities (e.g., learning disabilities, attention-deficit/hyperactivity disorder). The purpose of this study was to examine how students broadly, and students with disabilities specifically, can be supported in their PSE journey. Utilizing situated expectancy-value theory (SEVT) as our guiding theory, we examined how the components of expectancy, value, and cost, alongside the attendance of a transition program, supported various student outcomes (i.e., emotions, acquisition of knowledge and skills, GPA, and satisfaction). Our findings highlight the role of both psychosocial factors and institutional support in promoting successful student transitions to PSE. Limitations and future research directions are also discussed.

Huebsch, T., Mahlstedt, R., Pinger, P., Settele, S., & Willadsen, H. (2026). **Mental Models of High School Success** (Working paper N° 26-03). Consulté à l'adresse University of Copenhagen. Department of Economics. The Center for Economic Behavior and Inequality (CEBI) website: <https://EconPapers.repec.org/RePEc:kud:kucebi:2603>

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.

Joyce, T., Khosroshahi, M. A., Truelsch, S., Gentsch, K., & Du, K. (2026). **Standardized Test Scores and Academic Performance at a Public University System** (Working paper N°

34975). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34975>

Recent studies of Ivy-Plus institutions suggest that standardized test scores (SAT/ACT) are far better predictors of college success than high school grade point average (HS-GPA), prompting a return to the requirement that test scores be submitted for admission at elite colleges. We ask whether re-establishing the SAT requirement for admission at a large urban public university system would improve the predictability of academic outcomes. Using administrative data for the 2010-2019 first-year cohorts, we update earlier work of students from public universities as to the relative predictive power of HSGPA and SAT scores on first-year outcomes and graduation rates. Contrary to findings at elite private institutions, we find that HSGPA is the dominant predictor of academic success in this public system. A one-standard-deviation increase in HSGPA is four to six times more predictive of six-year graduation than a comparable increase in SAT scores. Out-of-sample forecasts for the post-COVID period (2020–2024) confirm that test-optional models relying only on HSGPA experience relatively little loss in predictive accuracy compared to models that include test scores. We conclude that HSGPA remains the most reliable signal of degree completion at broad-access public universities.

Le, T. T. K., Tran-Mai, P. A., & Tran, E. (2025). **Factors Influencing International Students' Willingness to Seek Support in Canada**. *Canadian Journal of Higher Education*, 55(4), 35-54. <https://doi.org/10.47678/cjhe.v55i4.190539>

This study examines factors influencing international students' help-seeking behaviour in Canada using the theory of planned behaviour (TPB) framework. Semi-structured interviews with 19 international students from diverse backgrounds were analyzed using thematic analysis. Findings revealed that students exhibited selective, cautious approaches whereby help-seeking preferences are domain-specific and relationally strategic, matching problems to appropriate support sources based on expertise, shared experience, and willingness to help. Our findings demonstrate how TPB operates differently in cross-cultural contexts where students navigate dual cultural frameworks, while also revealing how multiple intersecting identities compound to create unique help-seeking contexts beyond TPB's dimensions. We introduce "strategic non-help-seeking" as a key conceptual contribution: a deliberate, rational, decision-making process whereby students actively choose not to engage with support systems based on careful evaluation of costs, benefits, and contextual constraints. Findings underscore the need for Canadian institutions to move beyond one-size-fits-all approaches and toward culturally responsive, accessible support systems recognizing international students' diverse, intersecting needs.

Lessard, G., Schnobb, J., & Lapointe, A. (2026). **L'éducation en plein air pour transformer le statut des élèves jugés en difficulté scolaire : éclatement de la forme scolaire et reconnaissance de l'enfant au-delà des étiquettes**. *Revue hybride de l'éducation*, 10(2), 1-26. <https://doi.org/10.1522/rhe.v10i2.1940>

Cet article examine le potentiel de l'éducation en plein air (EPA) pour transformer le statut des élèves en difficultés scolaires. Malgré une évolution vers des représentations multifactorielles, la forme scolaire maintient une vision déficitaire marginalisant ces élèves. À partir d'une recherche qualitative écocollaborative réalisée avec dix enseignants, nous illustrons comment l'EPA offre une flexibilité structurelle permettant de dépasser les cadres normatifs et de reconnaître l'enfant dans sa globalité. L'approche inductive a mené à la coconstruction d'un cadre d'analyse réflexif exposant différentes

configurations possibles qui permettent de répondre aux besoins des enfants et ainsi de contourner, de réduire ou de retirer des obstacles à l'apprentissage et donc d'ouvrir la voie à une éducation inclusive.

Martin, M.-A., Courtinat-Camps, A., & Guignard, J.-H. (2026). **Points de vue de parents sur le parcours pré-identificatoire du haut potentiel intellectuel.** *Pratiques Psychologiques*, 32(1), 17-34. <https://doi.org/10.1016/j.prps.2025.07.001>

Introduction. – Le parcours pré-identificatoire du haut potentiel intellectuel (HPI) est peu documenté dans la littérature scientifique et principalement étudié par les psychologues. Alors que les parents jouent un rôle clé dans ce processus, leur point de vue reste peu exploré avec une approche qualitative. Objectifs. – Cette étude vise à identifier différentes trajectoires du parcours pré-identificatoire du HPI en adoptant une approche rétrospective, qualitative, compréhensive et exploratoire. Elle examine les enjeux autour de l'origine de l'identification, de sa temporalité, des acteurs impliqués, des attentes des parents et de leur vécu. Méthode. – Des entretiens semi-directifs ont été conduits auprès de 40 parents ayant au moins un enfant identifié HPI. Résultats. – L'analyse thématique montre que l'identification est généralement initiée par le repérage de difficultés psychoaffectives, sociales ou scolaires plutôt que par la reconnaissance de facilités intellectuelles. Différents acteurs interviennent dans ce processus : enseignants, professionnels de santé, associations et entourage. La temporalité du parcours est assez courte mais varie en fonction de la présence d'une tradition familiale du HPI. Les parents recherchent avant tout une meilleure compréhension du fonctionnement de leur enfant et la légitimation de ses besoins. L'identification peut également révéler des enjeux familiaux et identitaires. Conclusion. – Le parcours pré-identificatoire est un processus multidimensionnel influencé par des facteurs individuels, sociaux et institutionnels. Une meilleure information et une approche plus nuancée du HPI sont nécessaires pour dépasser les stéréotypes et offrir un accompagnement adapté aux enfants et à leur famille.

Mehou, J. M., & Leventhal, B. C. (2026). **What about Tests Make Students Switch Off? Item-Level Predictors of Disengagement on the PISA.** *Journal of Educational Measurement*, 63(1), e70034. <https://doi.org/10.1111/jedm.70034>

International assessments, such as the Programme for International Student Assessment (PISA), play a critical role in monitoring educational progress, evaluating teaching effectiveness, and supporting institutional accountability. The validity of these interpretations rests on the assumption that students exert sufficient effort and perform to the best of their abilities, condition necessary for tests to reflect students' true proficiency. However, researchers have documented concerns about low effort in low-stakes test contexts where results carry no direct consequences for examinees. Despite growing awareness of this issue, research examining low effort correlates in large-scale assessments like PISA remains limited. Moreover, existing approaches often overlook the correlation between low effort and ability, which can bias estimates of both constructs. The current work used an explanatory IRTree model that jointly estimated science ability and rapid-guessing propensity to examine item-level predictors of disengagement in PISA 2022 science, including Item Position, item interactivity, cognitive demand, and assessment sequencing. Interactive items decreased disengagement which rose with Item Position. Cognitive demand was the strongest predictor, with high-demand items sharply increasing disengagement. Also, science items were less likely to be rapidly guessed when students started with adaptive math or reading rather than science, even

after controlling for position. As expected, disengagement was strongly negatively related to science ability, underscoring the value of jointly modeling proficiency and effort in low-stakes contexts. We discuss these results and explore avenues for future research.

Meli, F. (2026a). **The Role of Genetic Predisposition for Chronotype in Academic Performance** [Working paper]. Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://EconPapers.repec.org/RePEc:zbw:esprep:337666>

Does chronotype affect academic performance? Chronotype is an expression of a person's circadian rhythm. The combination of its biological variation across individuals with rigid social constraints inevitably results in different degrees of alignment between the biological and the social clock, potentially altering efficiency when performing tasks. Using data from Add Health, which combines official high school transcripts with DNA-based information, this paper examines whether the genetic predisposition for a morning-oriented chronotype affects high school GPA. Exploiting the natural experiment of random genetic inheritance among full siblings, I estimate causal effects. Results indicate that, holding the genetic predisposition for educational attainment fixed, a higher propensity for morningness has a positive and statistically significant impact on high school GPA. Findings suggest that this enhancing effect derives from a closer synchronisation between their biological and the social clocks.

Meli, F. (2026b). **The Role of Genetic Predisposition for Chronotype in Academic Performance** [Working paper]. Consulté à l'adresse School of Economics, University of Bristol, UK website: <https://EconPapers.repec.org/RePEc:bri:uobdis:26/825>

Does chronotype affect academic performance? Chronotype is an expression of a person's circadian rhythm. The combination of its biological variation across individuals with rigid social constraints inevitably results in different degrees of alignment between the biological and the social clock, potentially altering efficiency when performing tasks. Using data from Add Health, which combines official high school transcripts with DNA-based information, this paper examines whether the genetic predisposition for a morning-oriented chronotype affects high school GPA. Exploiting the natural experiment of random genetic inheritance among full siblings, I estimate causal effects. Results indicate that, holding the genetic predisposition for educational attainment fixed, a higher propensity for morningness has a positive and statistically significant impact on high school GPA. Findings suggest that this enhancing effect derives from a closer synchronisation between their biological and the social clocks.

Niyongabo, J., & De Ketele, J.-M. (2026). **Déterminants de la réussite à l'université : Comparaison entre les universités privées et publiques au Burundi**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/determinants-de-la-reussite-a-l-universite/82050?srsltid=AfmBOorN02cWJVHcdsJT4YGipiQtHynMeJ5ckac0zB7uBWo0z8hk-2On>

Entre l'Europe et l'Afrique, la question de la réussite universitaire révèle des enjeux humains, sociaux, psychologiques et éducatifs d'une étonnante universalité. À travers une enquête menée dans trois universités du Burundi, ce livre plonge au coeur du parcours des étudiants de master : leurs choix d'orientation, leurs espoirs, leurs difficultés, leurs stratégies d'apprentissage. Pourquoi certains étudiants réussissent-ils là où d'autres échouent ? Croisant les regards burundais et occidentaux, cet ouvrage met en lumière les ressorts souvent invisibles de la réussite : les choix d'orientation, la motivation,

l'engagement, les caractéristiques individuelles, ainsi que la cohérence entre le projet personnel, intellectuel et professionnel. Issu d'une recherche scientifique rigoureuse, ce livre éclairant et stimulant invite à repenser l'université comme un lieu de croissance intégrale, où se construisent à la fois le savoir, la personnalité et l'avenir.

Shan, X. (2026). **Gender Diversity Improves Performance but Reinforces Gendered Roles** (Working paper N° 12565). Consulté à l'adresse CESifo website: <https://EconPapers.repec.org/RePEc:ces:ceswps:12565>

Does group gender diversity benefit individuals? I examine this question with a field experiment randomizing 3,060 students to small study groups at university entry. Assignment to mixed-gender rather than single-gender groups improves performance and well-being for both men and women: first-year grades increase by about 0.10 SD, well-being by 0.15 SD, and program dropout falls by 6 pp (24%). However, mixed-gender groups also induce more traditional attitudes toward family gender roles. Mechanism analyses suggest that gender diversity fosters collaboration and shifts gender attitudes by reinforcing gendered roles in social interaction: while women coordinate and ask questions, men compete and explain.

Theresa, H., Mahlstedt, R., Pinger, P., Settele, S., & Willadsen, H. (2026). **Mental Models of High School Success** (Working paper N° 18433). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18433>

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.

Xu, L., & Zhu, Y. (2026). **Peer Effects in Classrooms: Evidence from Random Assignment** (Working paper N° 18416). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18416>

We apply a novel approach to estimate the effects of exposure to peers with different attributes by using the predetermined leave-one-out attributes of all classmates in randomly assigned classes. This strategy allows a behavioural interpretation of the peer effect over and above the pure mechanical channel. We find that being exposed to peer groups with attributes conducive to academic achievements, induced by random variations in the shares of classmates with college-educated parents, increases exam scores. We show that estimates based on the commonly used leave-one-out measures are highly sensitive to sample selection bias arising from non-random tracking in the sample. We show that estimates based on the commonly used leave-one-out measures are highly sensitive to non-random tracking in the sample.

## Valeurs

Al-Issa, A. (2026). **Using critical applied linguistics to produce a code of professional ethics and values at a Foundation Program English Language in the Sultanate of Oman.** *Educational Research for Policy and Practice*, 25(1), 57-85. <https://doi.org/10.1007/s10671-025-09392-z>

The government of the Sultanate of Oman subscribed to the neoliberal ideology in higher education academic institutions. Accordingly, this reflected badly on students' learning and English language teachers' professionalism. In this qualitative study, critical phenomenology was used to discuss the experiences of seven English language teachers at the Foundation Program English Language at a College of Technology in Oman about using Critical Applied Linguistics in a one-off continuing professional development workshop to produce a code of professional ethics and values. Critical discourse analysis was used for data analysis. Three themes were identified. Findings suggested that the participant teachers used Critical Applied Linguistics effectively to produce a code of professional ethics and values at the Foundation Program English Language. The findings have important implications for other similar contexts worldwide.

Boelen, V., Bergeron, G., & Point, M. (2026). **Les apports d'une approche écoformatrice d'éducation par la Nature-Territoire au primaire sur l'éveil et le développement de l'identité écologique des enfants.** *Revue hybride de l'éducation*, 10(2), 1-30. <https://doi.org/10.1522/rhe.v10i2.1951>

Cet article présente les résultats d'une recherche sur la perception de personnes enseignantes concernant les apports d'une approche écoformatrice d'éducation par la Nature-Territoire sur l'éveil et le développement de l'identité écologique de l'enfant. Le principe d'écoformation mobilisé dans cette approche met en avant le fait que l'être humain se forme au travers de la relation qu'il établit avec la Nature, que nous appelons Nature-Territoire. Il s'agit ainsi ici d'accorder à la fois une agentivité au jeune et à la Nature-Territoire dans les apprentissages. Cette recherche qualitative interprétative s'est déroulée auprès de cinq personnes enseignantes du primaire dans trois écoles qui ont intégré cette approche écoformatrice dans leur pratique éducative durant une année scolaire à la suite d'un dispositif de formation. Les résultats montrent que les enfants développent une sensibilité écologique qui passe par la somatique, donnant le sentiment de faire corps avec la Nature-Territoire, source d'attachement et de mobilisation écocitoyenne au-delà de la sphère scolaire.

Descamps, S. (2026). **La protection de l'environnement, une compétence numérique : conception, mise en oeuvre et évaluation d'une éducation à la sobriété numérique** (Theses, Université de mons). <https://doi.org/10.13140/RG.2.2.21458.82880>

At a time when digital technologies are increasingly integrated into education while simultaneously contributing to global environmental pressures, this dissertation examines environmental protection as a digital competence, as identified in the European DigComp framework. Situated within the context of the Anthropocene, the research investigates the conditions under which this competence can be taught in order to support learners in understanding the environmental impacts of digital technologies, developing a critical perspective on their digital practices, and adopting more responsible uses. By articulating the European frameworks DigComp and GreenComp, and drawing on the concept of didactic transposition, the dissertation analyses how digital sobriety can be translated from a socio-environmental issue into a structured and assessable object of teaching and learning. The study

is based on an action research approach and a mixed-methods methodology, drawing on empirical studies conducted in secondary education, higher education, and among educational stakeholders. The findings highlight the potential of various pedagogical interventions to strengthen knowledge about the environmental impacts of digital technologies, environmental awareness, digital sobriety practices, and learners' sense of competence. The dissertation therefore proposes conceptual, pedagogical, and institutional guidelines to support the sustainable integration of digital sobriety into curricula, teacher education, and institutional policies, thereby contributing to the recognition of environmental protection as an integral dimension of digital competence.

European Commission. Directorate general for education, youth, sport and culture, DG EAC. (2026). **Guidelines on the ethical use of artificial intelligence and data in teaching and learning for educators**. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/f692aa0b-17a7-11f1-8870-01aa75ed71a1/language-en>

Cette mise à jour des lignes directrices européennes sur l'usage éthique de l'intelligence artificielle et des données dans l'enseignement et l'apprentissage s'inscrit dans le cadre réglementaire européen actuel, notamment le Règlement général sur la protection des données (RGPD) et le Règlement européen sur l'intelligence artificielle (IA Act), afin d'orienter les pratiques éducatives vers une utilisation conforme aux exigences juridiques et aux valeurs européennes. Ces lignes directrices ne prescrivent pas des usages spécifiques de l'IA, mais fournissent un cadre de réflexion destiné aux acteurs de l'éducation pour évaluer de manière critique les outils et services numériques. Elles insistent sur la protection des droits fondamentaux, la transparence des systèmes d'IA, la sécurité des données, la prévention des biais algorithmiques et la responsabilité des utilisateurs. Les lignes directrices encouragent une approche centrée sur l'humain, dans laquelle l'IA reste un outil d'appui à l'enseignement et à l'apprentissage, sans remplacer le jugement pédagogique. Elles proposent des principes et des questions d'analyse permettant de soutenir une adoption éthique, équitable et inclusive des technologies éducatives dans les établissements scolaires.

Faisca, É., Rurka, A., & Séraphin, G. (2025). **Acteurs et citoyens. Ou comment construire les parcours de vie en tant que jeune soutenu par les services de la protection de l'enfance en participant collectivement à une Assemblée des enfants du Conseil départemental des Yvelines** (p. 129 p.). Consulté à l'adresse Université paris nanterre website: <https://hal.science/hal-05552553>

Le rapport « Acteur et citoyen » rend compte d'une recherche collaborative et participative menée avec le Département des Yvelines pour concevoir et analyser une Assemblée des enfants, impliquant des jeunes concernés ou intéressés par la protection de l'enfance. L'équipe de recherche a soutenu le département dans la construction du dispositif, en adoptant une observation participante tout au long des séances, tout en associant les enfants à toutes les étapes de la recherche, depuis la co-construction des questions jusqu'à l'analyse des effets. Les axes explorés portent sur les conditions de mise en œuvre d'une telle démarche (recrutement, animation, cadre éthique), les dynamiques de participation des enfants (motivations, prise de parole, rapport au collectif), et les tensions entre logiques d'action (institutionnelles, professionnelles, enfantines). La recherche interroge également les effets du dispositif sur les enfants eux-mêmes, les professionnels et les politiques publiques, en mettant l'accent sur les expériences vécues et les processus plutôt que sur des résultats figés. Le rapport explore les expériences des enfants et des professionnels non comme de simples témoignages ou effets

observables, mais comme un processus situé et dynamique où se jouent leur appropriation progressive de la parole, leurs stratégies d'engagement (entre curiosité, revendication et solidarité), et leur transformation subjective (confiance, légitimité, sentiment d'appartenance), le tout traversé par des tensions entre reconnaissance et instrumentalisation, entre espace protégé et contraintes institutionnelles. En conclusion, ce travail révèle la complexité des logiques d'action en tension dans un projet participatif, où se croisent enjeux de pouvoir, d'inclusion et de reconnaissance, tout en ouvrant des pistes pour repenser la place des enfants dans les décisions qui les concernent.

Jacob, E., Tremblay, M.-M., & Tremblay, M.-L. (2026). **Des enfants citoyens engagés avec leurs pairs, leur environnement et leur éducatrice ou enseignante lors de jeux en nature**. *Revue hybride de l'éducation*, 10(2), 1-30. <https://doi.org/10.1522/rhe.v10i2.1941>

Portant sur les jeux en nature et l'engagement civique des enfants, cet article présente les principaux résultats d'une recherche réalisée avec deux éducatrices et six enseignantes de maternelle 5 ans. L'article s'attarde principalement aux données issues des observations en milieu naturel pour mieux comprendre les actions civiques des enfants. Les résultats suggèrent que les enfants jouent à différents types de jeux en nature et que le jeu symbolique et le jeu de construction semblent être ceux joués le plus fréquemment. Les jeux en nature, dont le jeu symbolique, sont un contexte idéal pour permettre aux enfants de s'engager dans des actions civiques, puisque les enfants ont la liberté de choisir ou encore d'interagir avec leurs pairs et leur environnement.

Lavy, V., & Shayo, M. (2026a). **When Teachers Break the Rules: Imitation, Reciprocity, and Community Structure in the Transmission of Ethical Behavior** [Working paper]. Consulté à l'adresse Competitive Advantage in the Global Economy (CAGE) website: <https://EconPapers.repec.org/RePEc:cge:wacage:796>

We study how teachers' rule violations in grading affect students' ethical behavior. Using administrative data from high-stakes exams, combining teacher-assigned internal scores with externally graded national exam scores, we track teacher grading violations and subsequent student cheating. We explore three potential mechanisms: imitation (learning that rules can be broken), positive reciprocity (responding favorably to favorable treatment), and negative reciprocity (retaliating against unfavorable treatment). Exploiting within-student variation in exposure to different teachers, we find students are significantly more likely to cheat when teachers break the rules to their detriment (systematically undergrading), consistent with both imitation and negative reciprocity. However, when teachers systematically overgrade, responses vary by community structure. In heterogeneous communities, overgrading increases student cheating, suggesting imitation dominates. In homogeneous communities, students respond by cheating less, consistent with positive reciprocity dominating. This pattern holds across multiple homogeneity measures, including surname concentration and residential clustering. Survey measures of mutual respect and support between students and teachers confirm this pattern.

Lavy, V., & Shayo, M. (2026b). **When Teachers Break the Rules: Imitation, Reciprocity, and Community Structure in the Transmission of Ethical Behavior** [Working paper]. Consulté à l'adresse University of Warwick, Department of Economics website: <https://EconPapers.repec.org/RePEc:wrk:warwec:1604>

We study how teachers' rule violations in grading affect students' ethical behavior. Using administrative data from high-stakes exams, combining teacher-assigned internal scores with

externally graded national exam scores, we track teacher grading violations and subsequent student cheating. We explore three potential mechanisms: imitation (learning that rules can be broken), positive reciprocity (responding favorably to favorable treatment), and negative reciprocity (retaliating against unfavorable treatment). Exploiting within-student variation in exposure to different teachers, we find students are significantly more likely to cheat when teachers break the rules to their detriment (systematically undergrading), consistent with both imitation and negative reciprocity. However, when teachers systematically overgrade, responses vary by community structure. In heterogeneous communities, overgrading increases student cheating, suggesting imitation dominates. In homogeneous communities, students respond by cheating less, consistent with positive reciprocity dominating. This pattern holds across multiple homogeneity measures, including surname concentration and residential clustering. Survey measures of mutual respect and support between students and teachers confirm this pattern.

Lavy, V., & Shayo, M. (2026c). **When Teachers Break the Rules: Imitation, Reciprocity, and Community Structure in the Transmission of Ethical Behavior** (Working paper N° 34931). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:34931>

We study how teachers' rule violations in grading affect students' ethical behavior. Using administrative data from high-stakes exams, combining teacher-assigned internal scores with externally graded national exam scores, we track teacher grading violations and subsequent student cheating. We explore three potential mechanisms: imitation (learning that rules can be broken), positive reciprocity (responding favorably to favorable treatment), and negative reciprocity (retaliating against unfavorable treatment). Exploiting within-student variation in exposure to different teachers, we find students are significantly more likely to cheat when teachers break the rules to their detriment (systematically undergrading), consistent with both imitation and negative reciprocity. However, when teachers systematically overgrade, responses vary by community structure. In heterogeneous communities, overgrading increases student cheating, suggesting imitation dominates. In homogeneous communities, students respond by cheating less, consistent with positive reciprocity dominating. This pattern holds across multiple homogeneity measures, including surname concentration and residential clustering. Survey measures of mutual respect and support between students and teachers confirm this pattern.

Lepannetier, N., Camel, V., & Mraïhi, S. (2025). **"Mission ODD17" : une réflexion interdisciplinaire face aux défis environnementaux et sociétaux à travers la découverte des ODD**. Actes du colloque QPES 2025 - Écosystèmes de formation - Pour quelle(s) transformation(s). XIII<sup>e</sup> Colloque Questions de Pédagogie dans l'Enseignement supérieur "Écosystèmes de formation, Pour quelle(s) transformations(s)". Consulté à l'adresse <https://hal.science/hal-05557184>

Environmental and societal issues are complex and require a thorough understanding and interdisciplinary approach. In recent years, the latest ministerial directives have encouraged our teachers (experts in their field) to integrate sustainable development and social responsibility objectives into their teaching. However, a strictly disciplinary approach to these issues is often insufficient. To obtain a more global and effective vision of these challenges, it is essential to develop and promote interdisciplinarity, in particular by bringing teachers together to establish the possible connections and interactions between their disciplines. With this in mind, the Racine ParisTech network has designed a workshop to (re)discover the objectives and challenges of sustainable development, with the aim of giving participants concrete ways of changing their practice and incorporating (more) socio-environmental issues. This fun workshop is broken down

into several tasks that gradually lead participants to think more deeply about the Sustainable Development Goals (SDGs) and how to integrate them into their professional practice. This is the workshop we are presenting here.

Wickramasinghe, G. L. D., & Wickramasinghe, V. (2026). **Implementation of Sustainable Development Goals into Technical and Vocational Education and Training Curricula: Regional Differences in Southeast Asia and South Asia.** *Jurnal Vokasi Indonesia*, 13(2). Consulté à l'adresse <https://hal.science/hal-05551036>

The implementation of Sustainable Development Goals (SDGs) into curricula is within the current discourse of education for sustainable development to maintain a curriculum relevant to SDGs. We present findings of a research study that investigated the implementation of SDGs into Technical and Vocational Education and Training (TVET) curricula in the Global South -Southeast Asia and South Asia. The objectives of the paper are to present findings on 1) the implementation of nine (9) SDGs into TVET curricula, namely, 1 -'No Poverty', 2 -'Zero Hunger', 3 -'Good Health and Well-being', 10 -'Reduced Inequalities', 11 -'Sustainable Cities and Communities', 12 -'Responsible Consumption and Production', 14 -'Life below Water', 15 -'Life on Land', and 16 -'Peace, Justice, and Strong Institutions', b) the use of vertical and horizontal approaches for the implementation of SDGs into curricula, and c) the existence of significant differences in the implementations in terms of the geographic location of the countries in the Global South - Southeast Asia and South Asia. This explanatory research study was conducted in 11 countries in Southeast Asia (6) and South Asia (5), building on the positivist research paradigm. Data were collected by surveying TVET teachers engaged in tertiary-level science, technology, engineering, and mathematics (STEM) programmes. Total of 761 responses collected. The findings showed that by using both vertical and horizontal approaches, institutions were committed to implementing the nine SDGs. Still, the hypothesis testing showed that significant differences prevail in the implementation between Southeast Asia and South Asia. The differences by the geographic region of a country imply that regional context, even within the Global South, is a vital consideration when assessing a country's skill development systems. The findings have ample implications for research, practice, and policymaking not only in the Global South but also in the Global North.

Zeyringer, M., Bannier, N., & Grandadam, A. (2025). **Postures des lycéens face aux IAG : une étude mixte sur les défis éthiques et pédagogiques.** In M. Trestini, P. Viallon, & I. Ouadah (Éd.), *Congrès Orbicom – GTnum IA2GE - ITI LIRIC* (Vol. 1). Consulté à l'adresse <https://hal.science/hal-05564489>

Nous présentons une étude mixte menée auprès de 658 lycéens de la région Grand Est afin d'explorer leurs usages, intentions et postures éthiques face aux intelligences artificielles génératives (IAG) dans un contexte de démocratisation rapide de ces outils. S'appuyant sur le modèle UTAUT enrichi de deux variables explicatives (Risque perçu et Transparence), l'analyse quantitative révèle que 77 % des élèves utilisent déjà les IAG, et que l'intention d'usage reste élevée dans les mois à venir. Cinq facteurs principaux expliquent cette intention : la performance attendue, l'effort perçu, l'influence sociale, le risque perçu (effet négatif) et la transparence (effet positif), le modèle expliquant 57 % de la variance observée. Les élèves identifient plus facilement les avantages des IAG que les risques éthiques, qui concernent notamment la sécurité des données, le plagiat, les inégalités scolaires et la perte de créativité. L'analyse qualitative des verbatims distingue huit postures allant du refus méritocratique à l'indifférence, en passant par l'ambivalence, l'utilitarisme ou la dépendance assumée. Certains élèves

expriment une méfiance ou une culpabilité, tandis que d'autres privilégient l'efficacité ou assument une dépendance à ces outils. L'usage des IAG soulève ainsi des enjeux pédagogiques et éthiques majeurs, justifiant la nécessité de renforcer la sensibilisation et l'accompagnement des élèves pour développer leur esprit critique face à l'IA en contexte éducatif.