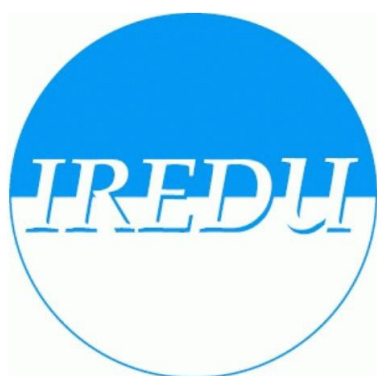


Veille de l'IREDU



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Acquisition de compétences

Aiswarya, U. B., & Manivel, K. (2026). **Turning Green Training Into Advocacy: A Stimulus-Organism-Behaviour-Consequence Framework to Workplace Sustainability**. *International Journal of Training and Development*, 30(2), 149–165. <https://doi.org/10.1111/ijttd.70012>

This study investigates the role of green training in promoting employees' green advocacy among employees by drawing on the Stimulus-Organism-Behaviour-Consequence (SOBC) framework, the Theory of Planned Behaviour (TPB), and Self-Determination Theory (SDT). Within the SOBC lens, green training is conceptualized as a critical stimulus that influences employees' green psychological resources, namely green mindfulness and green self-efficacy. These psychological constructs serve as organisms, sequentially mediate the relationship between green training (stimulus) and private sphere pro-environmental behaviours (response), ultimately culminating in green advocacy (consequence). TPB provides the foundation for explaining how green mindfulness and green self-efficacy influence employees' pro-environmental behaviours, while SDT explains how green training fosters mindfulness and self-efficacy in sustaining such behaviours. Data were collected from 237 IT sector employees in India and analyzed using SmartPLS to test the hypothesized relationships. The findings highlight the essential role of green training in enhancing green mindfulness and self-efficacy, which function as a sequential mediator linking green training with private sphere pro-environmental behaviour and green advocacy of the employees. This empirical validation extends the applicability of the SOBC framework to workplace sustainability by meaningfully integrating the TPB and SDT, thereby addressing existing gaps in the literature and providing incremental theoretical insights into the associations between green psychological constructs and workplace behaviours. From a managerial perspective, the findings emphasize the importance of implementing targeted green training programs in IT firms to cultivate these psychological resources, thereby driving employee engagement in sustainable practices and advocacy for organizational environmental objectives.

Alan, S. (2026). **Shaping Society's Character: The Role of Schools in Developing Social and Emotional Skills** (Working paper No. 35161). Retrieved from National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35161>

This chapter examines how schools cultivate socio-emotional skills that influence both individual success and broader social cohesion. Moving beyond the traditional focus on cognitive ability, I argue that education plays a crucial role in fostering traits that promote cooperation, trust, and long-term societal well-being. Drawing on insights from neuroscience, psychology, and economics, I explore how schools shape not only academic and labor market outcomes but also intergenerational beliefs, attitudes, and the formation of social capital. Using evidence from experimental studies, I highlight how school-based interventions can instill perseverance, enhance social learning, and create environments that curb anti-social tendencies, promote prosocial behavior—ultimately influencing the cultural fabric of society. This perspective reframes education as a mechanism for building more equitable and cohesive communities.

Barbaroux, P. (2025). **Les défis de la digitalisation dans les secteurs de l'éducation et de la formation: une illustration des pratiques d'apprentissage dans les armées françaises**. Retrieved from <https://editions-ems.fr/boutique/defis-de-la-digitalisation/>

Comment le numérique transforme-t-il l'éducation et la formation, jusque dans les milieux les plus exigeants ? Cet ouvrage s'adresse aussi bien aux spécialistes de l'éducation qu'aux curieux désireux de mieux comprendre les mutations à l'oeuvre sous l'effet des technologies digitales. Il propose des outils d'analyse clairs et accessibles pour penser la transformation numérique dans les environnements éducatifs, en mettant en lumière son impact sur les apprentissages, le développement des connaissances et l'évolution des pratiques professionnelles. Pour illustrer ces enjeux, l'auteur s'appuie sur un terrain d'étude singulier et peu exploré : la formation académique et professionnelle des officiers au sein des Armées françaises. À travers des exemples concrets, il dévoile comment les avancées en matière de données collectées, traitées, exploitées redessinent les pratiques pédagogiques et transforment en profondeur l'acquisition des compétences liées au commandement. Fort de plus de vingt ans d'expérience comme enseignant-chercheur au Centre de recherche de l'École de l'air et de l'espace, l'auteur livre ici une réflexion vivante, étayée et rigoureuse, sur les défis de la digitalisation de la formation dans des contextes à haute responsabilité

Berlinski, S., Giannola, M., & Toppeta, A. (2026). **Effective Families or Effective Schools? Experimental Evidence on Fostering Children's Numeracy** [Working paper]. Retrieved from Centre for Studies in Economics and Finance (CSEF), University of Naples, Italy website: <https://EconPapers.repec.org/RePEc:sef:csefwp:781>

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 (0.17† and 0.20†). 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.

Blachly, B. D., Pitcher, B. D., White, J. C., & Behrend, T. S. (2026). **Forging Technical Career Skills in Virtual Reality: How Immersion Shapes Learning and Engagement**. *International Journal of Training and Development*, 30(2), 192–201. <https://doi.org/10.1111/ijtd.70017>

Virtual reality (VR) is rapidly gaining popularity in vocational education and training (VET). We conducted a between-subjects experiment to explore how VR modality (headset vs. desktop VR) influences trainee reactions and performance for a simulated welding task. Participants completed six welding trials, receiving feedback on three key performance metrics after each trial. Results indicate that participants performed better in the desktop VR condition. However, participants in the headset VR condition reported higher levels of future interest in welding and found the training to be less boring. Presence and engagement did not significantly mediate the relationship between VR modality and performance, as VR modality did not significantly predict presence. In post hoc analyses, we found that affect, interest and motivation positively mediated the relationship between presence and performance. Our results suggest that less immersive media may promote VET skill development more effectively, possibly due to a greater sense of

fidelity. More immersive media may be better for developing engagement and interest for people who are not already committed to or interested in developing a skill, which may also counteract performance differences over time.

Blanche, V., Edouard, S., Jourde, C., Pac, S., & Phibert, L. (2026). **Sciences en fin de collège : la baisse des résultats se poursuit en 2024**. *Note d'Information*, (26.13), 1–4. Retrieved from <https://www.education.gouv.fr/depp/sciences-en-fin-de-college-la-baisse-des-resultats-se-poursuit-en-2024-504467>

Le dispositif Cedre (cycle des évaluations disciplinaires réalisées sur échantillon), conçu et conduit par la direction de l'évaluation, de la prospective et de la performance (DEPP), établit des bilans nationaux des acquis des élèves en fin d'école et en fin de collège au regard des objectifs fixés par les programmes officiels.

Cece, V., Royet, T., Vors, O., & Lentillon-Kaestner, V. (2025). **Professional Action Competence in Education for Sustainability Among Pre-service Physical Education Teachers: A Mixed Method Approach**. *Current Issues in Sport Science*, 10(2), 069. <https://doi.org/10.36950/2025.2ciss069>

Education for sustainability (EfS) represents a complex question that appears to require a holistic and emancipatory vision to achieve its long-term objectives. The action competence model for EfS aligns with this vision by considering both self-efficacy, knowledge, and willingness. Physical education (PE) offers a unique opportunity to implement EfS through the action competence model. This approach emphasizes the bodily dimension, learning through action, and affective and sensory aspects. However, EfS is not currently implemented in PE yet. It is therefore important to investigate the professional action competence of future PE teachers to identify potential barriers to implementing EfS in PE. A mixed-methods approach appears to be the most suitable for accurately assessing Professional Action Competence in Education for Sustainability. The objectives of this study were: (1) to evaluate the physical education pre-service teachers' Professional Action Competence for Sustainability (PACesd); (2) to establish profiles of physical education pre-service teachers based on their PACesd; and (3) to analyze the associations between the self-reported profiles and an external assessment of pre-service teachers' pedagogical content knowledge (PCK) in EfS. A total of 412 French physical education pre-service teachers (Mean Age = 22.61 years, 141 females, and 271 males) completed French versions of the PACesd questionnaire. Additionally, they were asked to respond to open-ended questions indicating: (1) the words they associate with the concept of sustainability and EfS, and (2) examples of how physical education can educate students about sustainability, to conduct an external assessment of pre-service PE teachers' pedagogical content knowledge in EfS. The responses were coded into categories using deductive approach. Following descriptive and correlation analyses, a latent profile analysis approach was used to establish PACesd profiles. Quantitative analyses were complemented by a chi-squared test of association to examine the distribution of open-ended responses within the profiles. The correlation analyses revealed positive and significant associations between all dimensions of PACesd, suggesting that improving one dimension could positively impact the others. Four profiles of PE pre-service teachers were established based on their PACesd levels (high score, moderate to high score, low to moderate score, low score). This result highlights the heterogeneity in EfS competences. The open-ended questions revealed a greater understanding of the theoretical concept of sustainability and EfS among the profile with the highest PACesd scores. This result aligns with the higher self-reported pedagogical content knowledge scores for this profile. However, the question on practical examples did not confirm these differences and showed very few

distinctions between the four profiles in the concrete teaching of EfS in PE. These results suggest that perceived understanding and knowledge of theoretical concepts of EfS do not yet enable pre-service PE teachers to transfer this knowledge into practical activities aligned with holistic and emancipatory visions of EfS in the context of PE. These findings offer concrete perspectives in terms of initial and in-service training for physical education teachers. They highlight the need to provide concrete tools specific to the discipline.

Depond, L., Sarret, A., & Thérésin, C. (2026). **Leviers de la résistance à la désinformation en temps de conflit**. *10e Colloque International Game Evolution*. Retrieved from <https://hal.science/hal-05611499>

Selon le rapport 2025 du World Economic Forum, le principal risque dans les deux années à venir est la désinformation. C'est dans ce contexte que nous avons décidé d'organiser un hackathon du 16 au 17 octobre 2026 sous le patronage de l'Association Française d'Étude du Wargaming (AFEW) et du laboratoire Influence & Wargaming du Centre interarmées de concepts, de doctrines et d'expérimentations (CICDE). L'objectif était de répondre à la question suivante : Quel dispositif ludopédagogique concevoir afin de créer ou soutenir la résistance à la désinformation en temps de conflit ? Près de cent-cinquante étudiants ont travaillé en équipe et produits dix-sept jeux sérieux intégrant trente-quatre leviers de résistance à la désinformation identifiés dans des sources académiques et institutionnelles. Cet article détaille ces leviers, classés en cinq catégories : prévention, détection, contradiction, coordination et régulation.

Farrugia, A., & Rakocevic, R. (2026). **La France face aux repères européens en éducation en 2026 : des acquis solides, des défis persistants**. *Note d'Information*, (26.15), 1–4. Retrieved from <https://www.education.gouv.fr/depp/la-france-face-aux-reperes-europeens-en-education-en-2026-des-acquis-solides-des-defis-persistants-504587>

La France dépasse les objectifs européens fixés en 2021 en matière de participation à l'éducation et de niveau de diplôme. En revanche, ses résultats restent plus nuancés concernant les compétences de base et l'égalité des chances face à la réussite scolaire.

Ho, Y.-T., Chien, C.-C., & Hou, H.-T. (2026). **Designing an online game-based learning framework with three-stage scaffolding interactive mechanism for communication skills training**. *Education and Information Technologies*, 31(8), 2241–2268. <https://doi.org/10.1007/s10639-026-13893-6>

The study combined the interactive mechanism of contextual conversation videos with a three-stage scaffolding strategy to develop an innovative game framework for distance communication training to promote the level of simulation and learning engagement in the training of communication and expression skills using Gather Town virtual space for higher education. It also investigates learners' effectiveness, flow, anxiety, and acceptance. There was a total of 63 learners aged 20 years and above who participated in this study and were randomly assigned to an experimental group (a game with a situational video mechanism) and a control group (a game with a general case text). This study found that the experimental group had significantly higher flow and acceptance of the game than the control group, and the experimental group had significantly lower anxiety, which suggests that the scaffolding mechanism has a more significant effect on facilitating learners' engagement and experience with the game.

Hou, H., Ma, L., Wang, D., & Qu, L. (2026). **Untangling the influence of data literacy and knowledge sharing willingness on academic achievement of college students in China: a moderated**

mediation model. *Asia Pacific Education Review*, 27(2), 693–704. <https://doi.org/10.1007/s12564-024-10010-5>

With the application and promotion of digital technology in higher education, college students are immersed in the virtual learning environment, and the data literacy has become an important factor affecting college students' academic performance. According to DIKW Pyramid Model, which clarifies the transformation process of data into knowledge and wisdom, this study proposed a theoretical model to describe the relationship among data literacy, knowledge sharing willingness, self-efficacy and academic performance. 1816 college students were investigated using cluster random sampling. The statistical results suggested that data literacy of college students had a significant positive effect on their knowledge sharing willingness and academic performance. Knowledge sharing willingness mediated the relationship between data literacy and academic performance. Additionally, self-efficacy moderated the back radius of the structural equation model, which means that compared to college students with low self-efficacy, those with high self-efficacy demonstrated a stronger promoting effect of knowledge sharing willingness on academic performance. The conclusion enriched DIKW Pyramid Model, and provided inspirations for universities to cultivate data literacy of college students.

Huang, C.-Q., Lu, L.-N., Huang, Q.-H., Zhang, Y.-R., He, T., Tu, Y.-F., & Hwang, G.-J. (2026). **Effects of Artificial Intelligence Feedback on Students' Self-Regulated Learning in Higher Education: A Three-Level Meta-Analysis.** *Educational Psychology Review*, 38(1), 64. <https://doi.org/10.1007/s10648-026-10166-z>

As higher education environments become digitized and complex, self-regulated learning (SRL) remains a pivotal cornerstone of student achievement. While artificial intelligence (AI) offers new possibilities for supporting SRL through feedback, its efficacy remains controversial. A three-level meta-analysis of 85 articles ($k = 387$; $N = 9,564$) published between 2015 and 2025 was conducted. The results demonstrated a significant, medium-sized positive effect of AI feedback on students' SRL ($g = 0.509$). Dimension-specific analyses revealed that effects were stronger for the motivational and cognitive dimensions, but comparatively weaker for behavioral and metacognitive outcomes. Notably, the wide 95% prediction interval $[-0.661, 1.678]$ indicates substantial heterogeneity, suggesting that AI feedback effects are conditional rather than uniformly beneficial. Hierarchical multilevel meta-regression identified feedback source and AI technology type as primary drivers of between-study heterogeneity. AI-led feedback yielded larger effect sizes than human-AI hybrid feedback, and generative AI dialogue systems and intelligent tutoring systems demonstrated stronger effects than non-generative AI dialogue systems and learning analytics systems. Feedback modality and academic subject yielded marginally significant or dimension-specific differences. Additionally, within-category analyses indicated that the effects of generative AI dialogue systems were not significantly moderated across conditions, with the exception of a marginal effect for feedback modality. However, within the learning analytics systems group, the study design demonstrated a significant moderating role. Overall, these findings not only quantify the efficacy of AI feedback on SRL outcomes, but also delineate its boundary conditions, offering empirically grounded implications to instructors, designers, and researchers.

Huang, J., & Mok, K. H. (2026). **Contributions of tertiary students' background factors, learning strategies, behavioural engagement, and cognitive skills to problem solving in technology-rich environments: Evidence from 24 countries.** *Higher Education*, 91(4), 1355–1375. <https://doi.org/10.1007/s10734-025-01474-4>

The current study investigated the contributions of background factors (i.e., gender, age, and parents' education), learning strategies, behavioural engagement in different domains (i.e., reading, writing, numeracy, and ICT), and cognitive skills (i.e., literacy and numeracy) to problem solving in technology-rich environments among tertiary students across 24 countries. The sample for this study comprised 12,148 tertiary students (Mage = 25.68 years, 55% female). The results indicated that younger students exhibited better performance in problem solving within technology-rich environments. Furthermore, students whose parents had higher levels of education were more likely to demonstrate higher levels of problem-solving proficiency. Students who employed more effective learning strategies tended to have higher levels of problem-solving abilities. Higher levels of literacy and numeracy performance were associated with better problem-solving performance. Moreover, the study revealed a positive relationship between parents' education at the country level and students' problem-solving performance. This study further explored the similarities and differences in predicting the study variables related to problem solving. The implications of the study's findings were discussed in relation to learning, teaching, and policymaking in higher education. These findings can inform educational practices and policies to enhance problem-solving skills among tertiary students, ultimately improving their preparedness for technology-rich environments.

Keronen, S., Lemmetty, S., & Collin, K. (2026). **Conceptions of the Leading of Learning in Supervisory Work: A Qualitative Study Based on a Finnish Technology Organization and a Central Hospital.** *International Journal of Training and Development*, 30(2), 105–117. <https://doi.org/10.1111/ijtd.70009>

The meaning of learning in knowledge-intensive work for competence development and motivation is significant. Supervisors play a major role as facilitators of learning, making individual- and team-level learning possible in organizations. Supervisors need to implement organizational-level strategies in practice and enhance employees' learning processes in daily problem-solving situations. To facilitate learning, supervisors act as coaches in helping employees develop themselves. However, supervisors have difficulties recognizing this role, and they might not have enough knowledge and competence on how to support adults' learning processes based on self-determination. We explore how supervisors in technology organization and central hospital in Finland conceptualize their role as leaders of learning in their own work contexts. The findings of the phenomenographic analysis were derived from supervisors' diaries (N = 29) and interviews (N = 17). The findings consist of four logically constructed categories of descriptions in which supervisors depicted leading as a practice that focuses on recognizing and strengthening individual motivations and organizational goals, supporting personnel in learning situations, facilitating collective learning situations and acting as a role model. Leading learning is tied to everyday work situations, emphasizing supervisors' presence and participation among personnel in daily work. The findings can be utilized towards creating a pedagogically suitable environment for learning and development in organizations. Thus, understanding the actions that facilitate learning is essential for developing supervisors' training and education to meet employees' learning needs. Additionally, we offer suggestions for future research.

Liu, X., & Shen, W. (2026). **Common progress or congestion: protégé size and research competence of PhD candidates.** *Higher Education*, 91(4), 1315–1336. <https://doi.org/10.1007/s10734-025-01471-7>

Cultivating and enhancing the research competence of doctoral students is a crucial aspect in improving the quality of doctoral education. Academia has acknowledged the role of

interpersonal interactions and team composition of fostering doctoral students' research competence. However, ongoing debates persist regarding whether the impact of team size on doctoral students is characterized by a supportive or congestion effect. Based on the data obtained from the "Survey of PhD candidates in 2020 in China" (N = 709), this study focused on the protégé size composed of co-mentees who share supervisors and found that the correlation between protégé size and research competence follows a quadratic inverted U-shaped pattern. It indicates that during interactions with co-mentees, both mutual progress and congestion coexist, but there is an optimal protégé size (OPS) for enhancing the competence of doctoral students. When the protégé size is less than OPS, co-mentees have a supportive effect as the size grows, while when the protégé size exceeds OPS, co-mentees exhibit a congestion effect. In China, OPS is ten, but it differs with discipline, gender, and initial competence. Furthermore, the impact of protégé size is mediated by the supervision frequency and quality provided by supervisors. Against the backdrop of the continuous expansion of doctoral enrollment in China, this research underscores the importance of maintaining a stable size and fostering doctoral students' research competence from the perspectives of institutional policy and supervision, which extends the literature on doctoral practices and will stimulate debate about co-mentee learning as a strategy for supporting doctoral students.

Martinie, M.-A., Potocki, A., Broc, L., & Larigauderie, P. (2022). **Predictors of procrastination in first-year university students: role of achievement goals and learning strategies.** *Social Psychology of Education*, 26, 309–331. <https://doi.org/10.1007/s11218-022-09743-1>

Procrastination could be conceptualized as a self-regulation failure. However, it is still not clear what type of self-regulation processes are precisely underlying the students' tendency to procrastinate. The main objective of our study was therefore to predict variations in academic procrastination by considering two constructs related to self-regulation: motivational factors (i.e., achievement goals), and learning strategies: deep learning cognitive strategies -Elaboration and Critical thinking-, effort regulation management. The results of an online study on 249 first-year humanities and social sciences French students showed that 30% of the variance in procrastination was predicted positively by avoidance goals and negatively by effort regulation management. The effort regulation management strategy alone contributed to 24% of the variance in procrastination. Furthermore, the results confirmed the negative relationship between academic performance and procrastination tendency. Added together, these results support the conceptualization of procrastination as a self-regulation failure and specially of learning such as effort regulation management. Results are discussed in relation to possible interventions that aim to reduce procrastination in order to promote academic success and students' well-being.

Muratet, M. (2025). **SPY: vers l'accessibilité d'un jeu sérieux partagé et adaptable sur l'apprentissage de la pensée informatique.** *La nouvelle revue - Éducation et société inclusives*, 104(3), 281–294. <https://doi.org/10.3917/nresi.104.0284>

Dans cette contribution, nous présentons SPY, un jeu sérieux d'initiation à la programmation informatique. Nous décrivons les scénarios actuellement présents dans le jeu comme une illustration des champs de possibles. Ces scénarios sont utilisables en l'état par des enseignants qui souhaitent initier leurs élèves à la programmation informatique, y compris pour des élèves présentant des besoins particuliers. Nous présentons les caractéristiques et fonctionnalités d'accessibilité intégrées dans le jeu. Dans une optique de personnalisation et de partage, nous montrons qu'il est possible, pour des usagers, d'enrichir le jeu en créant de nouvelles missions et

de nouveaux scénarios à l'aide de deux éditeurs inclus. Enfin nous évoquons, à fins de recherche, la possibilité de mobiliser les données produites par le jeu au format xAPI.

OCDE. (2026). **L'enseignement des compétences relationnelles: Données issues des salles de classe pour orienter les politiques.** *L'enseignement à la loupe*, (47), 1–6. <https://doi.org/10.1787/121a0016-fr>

Pandya, S. P. (2026). **Doctoral students in arts and humanities: Soft skills, self-perceived employability, and mindfulness.** *Higher Education*, 91(4), 1291–1314. <https://doi.org/10.1007/s10734-025-01470-8>

There is a need to examine how doctoral students in Arts and Humanities (A&H) can bolster their psychological capital in seeking employment that can potentially impact future career trajectories. This article reports a study on soft skills and self-perceived employability of A&H doctoral students from universities in select South Asian cities who participated in online mindfulness training (OMT) sessions vis-à-vis a waitlist control group. A&H doctoral students who participated in the OMT sessions reported higher posttest scores on soft skills (self-determination, resilience, empathy, assertiveness, social support, and team work) and self-perceived employability measures. Female A&H doctoral students, ever-singles, and those with higher OMT compliance in terms of attendance and homework completion, gained more on outcomes. With some refinements for male and gender non-disclosing students, those currently married or having experienced marital disruptions, mindfulness programmes could add to competence employability models focusing on strategic self-enhancement to address graduate labour market volatility.

Quaireau, C., Le Bohec, O., Nogues, J., de la Haye, F., Lavandier, K., & Noël, Y. (2026). **Évolution différenciée de la capacité à gérer les homonymes à partir du collège, en fonction du parcours (Ordinaire vs SEGPA), mesurée avec l'outil d'évaluation et d'entraînement adaptatif des compétences transversales (TACIT).** *XXVIèmes Journées Internationales de la Psychologie Différentielle*. <https://doi.org/10.48464/ni-23-49>

Introduction Surveys (INSEE, 2011; PISA 2022; Bret et al., 2023; DEPP, 2022) indicate persistent difficulties in reading comprehension and spelling among French students. Three studies conducted between 2012 and 2024, using the implicit comprehension module of the TACIT platform (Le Bohec et al., in press), demonstrated widening gaps between mainstream and SEGPA middle school tracks (Quaireau et al., 2016). Regular training sessions led to competency gains among both primary and middle school students, across mainstream and SEGPA tracks alike (comparable gains), with several factors — including duration, intensity, initial level, delay, and gender — moderating these outcomes. Objectives INSEE reported in 2011 a stability in reading performance alongside a decline in language competencies (spelling, vocabulary, syntax), with downstream effects on comprehension among low-achieving students. The present study targets homonym mastery, a marker combining spelling and syntax that directly impacts reading comprehension. Two objectives were pursued: (1) to develop a psychometrically and pedagogically sound Homonyms module, and (2) to examine potential differences in learning progression between mainstream and SEGPA middle school students. Method This module (released January 2026), comprising 3,827 multiple-choice items (across 36 formats), addresses homonym type, grammatical category, agreement, gender (e.g., un/une crêpe), and contextual meaning (polysemy). Each item was administered to over 160 students to establish its difficulty level. Results Results indicate a satisfactory fit to the unidimensional Rasch model for

92.6% of items (INFIT and OUTFIT within acceptable ranges; $N = 9,956$). Steady progress was observed in the mainstream track, whereas performance remained stagnant in the SEGPA track. Discussion These findings confirm a differentiated developmental trajectory as a function of middle school track. Future steps will involve assessing, using control groups, whether all students can be brought to progress — as previously demonstrated for implicit comprehension — thereby narrowing the observed gaps between middle school tracks.

Yang, Q., & Chen, C. (2026). **The effectiveness of flipped classroom on autonomous learning ability: a meta-analysis.** *Asia Pacific Education Review*, 27(2), 705–720. <https://doi.org/10.1007/s12564-024-10013-2>

In order to investigate the overall effectiveness of the flipped classroom in improving the autonomous learning ability of students, a Meta-analysis of 46 independent samples from 40 studies published by the international academic community from 2015 to 2023 was carried out with Review manager 5.4 software. The Meta-analysis results showed that the pooled effect size of 46 independent samples was $SMD = 0.63$, $P < 0.05$, indicating that the flipped classroom had a moderately high promotion effect on students' autonomous learning ability. The results of subgroup analysis of 46 experimental variables also suggested that the influence of flipped classroom on students' autonomous learning ability was not restricted by the moderating variables such as experimental period, education level, Implementation form and measuring tools, sub-factors such as discipline, sample size and ways of acquiring instructional videos have great influence on students' autonomous learning ability. The main performance is: physics, chemistry, mathematics and English as the representative of the language course effect is good; The effect of small class teaching with less than 50 students and about 25 students is better than that of large class. The flipped classroom teaching without the help of teaching technology platform and self-made video has a greater role in improving students' independent learning ability.

Zhang, Y., Xu, Q., & Zhang, T. (2026). **The impact of after-school programs on K-12 students' creativity: a meta-analysis.** *Asia Pacific Education Review*, 27(2), 425–441. <https://doi.org/10.1007/s12564-024-09966-1>

In recent years, there was a significant increase in empirical research on fostering student creativity in after-school settings; however, there was no systematic review of the impact of after-school programs (ASP) on student creativity. The aim of this study was to systematically interpret the impact of ASP on student creativity with meta-analysis. This study brought together 25 experimental or quasi-experimental studies and 33 effect sizes. The findings suggested that ASP have a moderate positive impact on K-12 students' creativity (Hedge's $d = 0.674$, 95% CI: 0.513–0.836). Subgroup analyses found that interventions of 0–7 days and 3–5 months had the best effects, with similar best effects in preschool and mixed ASP; the effects were similar across gender and time frame. On this basis, we analyzed the mechanisms or causes of the moderating variables affecting K-12 students' creativity and discussed measures to enhance students' creativity by constructing a blended ASP curriculum, optimizing the design of the project time, and focusing on creativity development of students in the lower grades.

Zhengyi, J., & Luyan, W. (2026). **The impact of non-agricultural employment of parents on the cognitive abilities of left-behind children in rural areas.** *Asia Pacific Education Review*, 27(2), 461–473. <https://doi.org/10.1007/s12564-024-09991-0>

With the accelerated progress of industrialization and urbanization in China, the rural migrant population has been increasing annually. Nearly half of rural children are affected by population mobility, with the total number of left-behind children in rural areas exceeding 9 million. The cognitive status of these children has attracted attention from various sectors of society. This study utilizes panel data from the China Family Panel Studies for the years 2014, 2016, 2018, and 2020 to construct fixed-effects models, empirically examining the impact of parental non-agricultural employment on the cognitive abilities of left-behind children in rural China. The results of the study indicate that parental non-agricultural employment can improve educational cognition and investment, compensate for the lack of companionship, and have a positive promoting effect on the cognitive abilities of rural left-behind children. However, this promoting effect is lower compared to non-left-behind children. Furthermore, this study explores the moderating effects of parental outmigration for work on the cognitive abilities of rural left-behind children. The results show that factors such as the distance of parental outmigration for work, rural teaching quality, rural education digitization, and rural economic development level all have positive moderating effects. The conclusions of the study provide insights for further improving the cognitive abilities of China's large population of rural left-behind children and ensuring the quality of future labor force.

Aspects économiques de l'éducation

Araki, S., & Li, S. (2026). **The shifting happiness return to higher education over 50 years: causal mediation analysis of college completion, economic benefits, and happiness in the USA.** *Higher Education*, 91(4), 1419–1440. <https://doi.org/10.1007/s10734-025-01477-1>

Evidence shows higher education (HE) leads to such socio-economic outcomes as better jobs, income, and happiness. While this implies HE demonstrates multifaceted values incorporating economic benefits and non-pecuniary public good, their causal relationship and longitudinal trends remain empirically elusive. Using data from the General Social Survey over 50 years in the USA (1973–2022, N = 35,483), we conduct causal mediation analysis to examine the effect of college completion on happiness, including indirect pathways through occupational attainment and income. The results reveal that the overall happiness return to HE has increased over 45 years, followed by a nosedive in 2021–2022 during the COVID-19 pandemic. In the mid-1970s, HE contributed to happiness primarily via occupations, whereas the direct HE-happiness linkage conditional on economic rewards showed a negative sign. However, the relative impact of jobs subsided while the mediating role of income net of occupations increased. Meanwhile, the happiness return to postgraduate degrees has been consistently mediated by occupations. Notably, these premiums for HE are formed in tandem with declining happiness levels among less-educated individuals. We thus argue (1) HE may contribute to relatively better non-pecuniary outcomes like subjective well-being, underpinned by enhanced economic benefits, through different mechanisms for undergraduates and postgraduates; (2) this HE effect emerges alongside marginalization of the less educated; and (3) HE policy/practice should consider both potentially positive and adverse effects on college completers and non-completers to fulfill its public good role. Given that macro-socioeconomic conditions may affect these dynamics, we also call for further comparative studies in this field.

Britton, J., Ridpath, N., Villa, C., & Waltmann, B. (2026). **Paying Disadvantaged Teenagers to Stay in School** (Working paper No. 18575). Retrieved from IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18575>

We evaluate the Education Maintenance Allowance, a large conditional cash transfer scheme that paid low-income teenagers in England to remain in education beyond age 16. Using the staggered national roll-out of the programme and linked administrative data tracking education, earnings, welfare payments and criminal convictions to age 31, we find no significant overall effect of the policy on labour market outcomes or criminality. High-attaining students were more likely to attend university but no more likely to graduate. Low-attaining students committed fewer crimes. We estimate the Marginal Value of Public Funds was 0.85 (95% confidence interval 0.52â€"1.29); even at the upper bound of this interval, benefits barely outweigh costs.

Demirel, M., & Ghazarian, A. (2026). **Identity and Human Capital Investment: Evidence from Veiling Ban Removal in Turkey** (Working paper No. 2026-1). Retrieved from Stockholm School of Economics, House of Sustainable Society (HoSS) website: https://EconPapers.repec.org/RePEc:hhs:hamisu:2026_001

This paper examines how restrictions on religious expression affect women's educational attainment. We study the 2010 removal of the headscarf ban in Turkish universities, which had long limited access to higher education for visibly religious women. Our empirical strategy combines cohort-level variation in exposure to the reform with individual-level variation in the propensity to veil within a difference-in-differences framework. We estimate veiling propensities using an early wave of the Turkish Demographic and Health Survey and predict them for a later sample using both machine learning and parametric methods. We show that lifting the ban significantly increased educational attainment among women with a higher propensity to veil. These gains appear to be concentrated around the transition into and progression through secondary school. The results remain similar when, instead of individual-level propensities, we use pre-reform veiling prevalence at the province level as an alternative exposure measure.

Hajar, A. (2026). **Shadow education in conflict-affected contexts: experiences of internally displaced Syrian students with English private tutoring**. *Oxford Review of Education*, 52(3), 348-365. <https://doi.org/10.1080/03054985.2025.2461503>

This qualitative study explores the experiences of seven internally displaced Syrian students (aged 14-15) learning English at a tutorial centre in Afrin, Aleppo Governorate. For data collection, the research used participants' written narratives and a subsequent online semi-structured interview. Findings reveal that students attended only face-to-face small group sessions at the tutorial centre due to financial constraints. They reported challenges in formal schooling, such as indifferent teachers, large class sizes, and disruptive peers. Participants valued the tangible benefits of English private tutoring (EPT), particularly in preparing for the high-stakes Basic Education Certificate Examination, which determines eligibility for upper secondary education. Tutoring offered targeted test preparation and effective instructional strategies. Additionally, students highlighted soft benefits, including increased self-confidence and a sense of hope amidst ongoing instability in Syria. The study identifies concerns about student absenteeism and the potential for EPT to 'supplant' rather than 'supplement' formal education. Some participants noted financial and psychological pressures on themselves and their families. The paper concludes with pedagogical implications and recommendations for future research, emphasising the critical role of EPT in the educational trajectories of displaced students in conflict-affected regions.

Hwang, J. (2026). **COVID-19 pandemic and mathematics achievement gap in Korea: the role of private education and parental support.** *Asia Pacific Education Review*, 27(2), 749–764. <https://doi.org/10.1007/s12564-024-10028-9>

This study aimed to elucidate the impact of the COVID-19 pandemic on exacerbating the achievement gap between high-achieving and low-achieving students. In addition, it delved into the relationship between the achievement gap and private education, as well as parental educational support. Utilizing the data from the Busan Education Longitudinal Study, this study compared two distinct cohorts: Cohort 1, consisting of students who were in grade 7 (the first grade of Korean middle schools) in 2016, and Cohort 2, consisting of students who were in grade 4 in 2016. While Cohort 1 graduated from middle school before the pandemic, Cohort 2 experienced it during their second year of middle school. To analyze changes in students' achievements, the study used a longitudinal growth model based on k-mean cluster analysis to identify subgroups with distinct patterns of achievement changes. The study then focused on Cohort 2, scrutinizing the interplay between variations in private education modalities, expenditures, and the spectrum of parental educational support across six delineated growth cluster. The findings indicated an intensification of the achievement gap during the pandemic. However, students' membership in the growth clusters was not related to parents' educational support or private education. While changes in private education expenditure appear related to the characteristics of the growth cluster, more detailed data and theoretical discussions are necessary.

Levy Yeyati, E., Seyal, I., & Henn, S. (2025). **The market value of non-degree credentials** [Working paper]. Retrieved from Universidad Torcuato Di Tella website: https://EconPapers.repec.org/RePEc:udt:wpgobi:wp_gob_2025_4

Non-degree credentials (NDCs)—badges, certificates, certifications, licenses, and microcredentials—have proliferated as purported alternatives to traditional education, yet evidence on their labor market value remains limited. Using 37.7 million U.S. worker resumes, we employ machine learning to identify genuine NDCs and map them to a standardized taxonomy, enabling the first large-scale analysis of NDC wage returns. We find returns to NDC possession depend critically on job relevance: workers' first job-relevant NDC yields a 3.8 percent wage premium, more than double the 1.8 percent premium for their first job-irrelevant NDC. And returns to accumulation depend entirely on relevance: each additional job-relevant NDC increases wages by 1.0 percent, while irrelevant accumulation shows either no gains or a wage penalty. Returns vary substantially across worker characteristics: non-college workers realize premiums 1.5 to 2 times larger than college graduates, and early-career workers show similarly elevated returns. Disaggregating by NDC type reveals distinct mechanisms: certifications exhibit returns to accumulation only when job-relevant, patterns consistent with human capital acquisition, while badges and certificates deliver one-off premiums independent of relevance, consistent with signaling. Our findings highlight both the promise and risks of NDC proliferation: rigorous, job-relevant NDCs can narrow earnings gaps for non-college and early-career workers, but absent quality assurance and transparent information, NDC market expansion risks exposing workers to low-value investments.

Long, Y., & Fan, X. (2026). **Beyond test scores: exploring the multiple determinants of performance pay for teachers in China.** *Asia Pacific Education Review*, 27(2), 583–597. <https://doi.org/10.1007/s12564-024-09997-8>

Performance pay for teachers has been heightened on policy agendas worldwide, often determined by student test scores, reflecting the prevalent notion of test-based accountability. Controversies over which aspects of teachers' work should be rewarded, however, persist within both academic discourse and practical implementation. In 2009, China promulgated a nationwide performance pay policy for teachers, delegating the formulation of specific allocation schemes to individual schools. This study examines whether and why China's schools have moved beyond test scores to establish performance pay based on multiple criteria. Through interviews with managers and teachers across fourteen primary and secondary schools, we find that these schools have developed multifaceted performance metrics that prioritise workloads above test scores. Furthermore, most schools are also integrating aspects like research and innovation into these frameworks, broadening the scope of appraisal criteria. The transition is facilitated by a confluence of teachers' shared preference and participation, and government initiatives aimed at dismantling the traditional exam-centric education system influenced by Confucian meritocracy. The tension between the Confucian meritocratic tradition and the pursuit of innovative education system provides a compelling rationale for China's departure from test-based accountability when devising performance pay. This study underscores the importance of considering national contingencies when formulating such policies and highlights the synergy between government initiatives and teacher attitudes and responses. By shedding light on the distinct performance pay dynamics in a non-Western context, this research enriches the global conversation on education reform, contributing to a nuanced understanding of global policy trends and their localised adaptations.

Mu, G. M., & Soong, H. (2026). **Rethinking “counterintuitive” results and analogical reasoning: a rejoinder to the critique of “erroneous regression.”** *Higher Education*, 91(4), 1441–1448. <https://doi.org/10.1007/s10734-025-01478-0>

Since its online publication on 16 January 2025, Scapegoating international students for the rental crisis? Insights from large-scale evidence (2017–2024) in Australia has attracted significant attention and sparked widespread discussion. Among the responses is Kault's critique, Erroneous regression used to associate higher international student numbers with lower rents. As our publication continues to generate impact, Kault's critique is a welcome contribution, opening an intellectual avenue for scholarly debate, and providing an opportunity for us to reiterate viewpoints already made in the original publication and to offer necessary clarifications and further elaborations. In this response, we begin by recapitulating our study, followed by a summary of Kault's critique and the assumptions embedded in its allegations. We then address Kault's methodological challenges while drawing insights from established theses and existing studies to inform our rebuttal. We conclude by inviting the use of the reflexive tool of viewpoint, which enables critical and productive engagement with competing evidence and contrasting perspectives.

Park, J. (2026). **Public Education Funding Cuts and Enrollment Shift to Private Schools: Evidence From the Great Recession.** *Oxford Bulletin of Economics and Statistics*, 88(3), 441–457. <https://doi.org/10.1111/obes.70026>

This paper examines whether public school funding affects private school enrollment. To identify causal effects, we exploit the fact that states historically more reliant on state appropriations and those without a state income tax experienced larger K-12 funding cuts after the Great Recession. These fiscal characteristics provide plausibly exogenous variation in public school resources. We find that a \$1000 decrease in per-pupil funding increases private school enrollment by 0.48 to

0.57 percentage points. The effect is strongest among middle- and upper-middle-income households, suggesting that budget cuts to public education may exacerbate socioeconomic inequality in educational opportunities.

Sanfo, J.-B. M. B., Ogawa, K., & Truong, T. H. (2026). **Education expansion and its returns to education in Vietnam: a two-step Heckman model analysis**. *Asia Pacific Education Review*, 27(2), 445–460. <https://doi.org/10.1007/s12564-024-09967-0>

This study investigates the impact of educational expansion on the relationship between education and its economic returns as posited by the human capital theory. Specifically, we explore how the expansion of education affects the returns to higher levels of education relative to lower ones and examine gender differences across levels of education. To achieve these objectives, we use data from the Vietnam Household Living Standards Surveys (VHLSS) conducted between 2002 and 2014, encompassing a sample of 133,600 individuals. Our empirical findings, consistent with the human capital theory, show that higher levels of education are associated with increased monetary returns, even in the context of educational expansion. Nevertheless, we observe varied gender effects resulting from the expansion of education, particularly for individuals with no or primary education. Notably, women in these educational categories tend to earn lower wages than their male counterparts. In contrast, women who have attained tertiary education have higher wage premiums than men. Overall, this study's results support the human capital theory while emphasizing the significance of considering education as a positional good and recognizing the gender-specific impacts of educational expansion.

Tissier-Raffin, M. (2026, May 17). **Augmenter les frais d'inscription universitaires des étudiants internationaux : une erreur stratégique ?** <https://doi.org/10.64628/AAK.fdsqnfv3t>

La stratégie annoncée en avril 2026 pour renforcer l'attractivité de la France auprès des étudiants étrangers renforce une mesure controversée, celle des frais d'inscription universitaires différenciés.

Aspects psychologiques de l'éducation

Aiswarya, U. B., & Manivel, K. (2026). **Turning Green Training Into Advocacy: A Stimulus-Organism-Behaviour-Consequence Framework to Workplace Sustainability**. *International Journal of Training and Development*, 30(2), 149–165. <https://doi.org/10.1111/ijttd.70012>

This study investigates the role of green training in promoting employees' green advocacy among employees by drawing on the Stimulus-Organism-Behaviour-Consequence (SOBC) framework, the Theory of Planned Behaviour (TPB), and Self-Determination Theory (SDT). Within the SOBC lens, green training is conceptualized as a critical stimulus that influences employees' green psychological resources, namely green mindfulness and green self-efficacy. These psychological constructs serve as organisms, sequentially mediate the relationship between green training (stimulus) and private sphere pro-environmental behaviours (response), ultimately culminating in green advocacy (consequence). TPB provides the foundation for explaining how green mindfulness and green self-efficacy influence employees' pro-environmental behaviours, while SDT explains how green training fosters mindfulness and self-efficacy in sustaining such behaviours. Data were collected from 237 IT sector employees in India and analyzed using SmartPLS to test the hypothesized relationships. The findings highlight the essential role of green training in enhancing green mindfulness and self-efficacy, which function as a sequential

mediator linking green training with private sphere pro-environmental behaviour and green advocacy of the employees. This empirical validation extends the applicability of the SOBC framework to workplace sustainability by meaningfully integrating the TPB and SDT, thereby addressing existing gaps in the literature and providing incremental theoretical insights into the associations between green psychological constructs and workplace behaviours. From a managerial perspective, the findings emphasize the importance of implementing targeted green training programs in IT firms to cultivate these psychological resources, thereby driving employee engagement in sustainable practices and advocacy for organizational environmental objectives.

Atzemian, M. (2025). **Anxiété, régulation émotionnelle et fonctions cognitives chez les élèves présentant une dyslexie : compréhension, évaluation et intervention en contexte scolaire** (Theses, Université Lumière - Lyon II). Retrieved from <https://theses.hal.science/tel-05530543>

Anxiety, increasingly prevalent among students, represents a major vulnerability factor with negative effects on mental health, physical health, and academic achievement. Scientific literature indicates that students with dyslexia are among those most likely to experience high levels of anxiety. In addition to their reading and cognitive difficulties, these students frequently exhibit emotional vulnerabilities. However, research focusing on specific types of anxiety, particularly reading anxiety and school-related anxiety, as well as emotional regulation in this population remains limited. Despite the growing number of school-based programs aiming to reduce anxiety and strengthen emotional regulation, few have been specifically designed for students with dyslexia. Mindfulness-based interventions have emerged as a promising approach, having demonstrated their effectiveness in reducing anxiety, improving emotional well-being, and enhancing working memory among typically developing students. Nonetheless, studies involving students with dyslexia remain scarce and present methodological limitations that prevent the generalization of findings. In this context, the present thesis aims to contribute to a better understanding, assessment, and support of the emotional and cognitive difficulties encountered by students with dyslexia in the school environment. More specifically, it aims: i) to deepen the understanding of the relationship between dyslexia and anxiety by examining reading anxiety, school anxiety, and emotional regulation, as well as their links with cognitive (working memory and attention) and reading skills; and ii) to scientifically validate assessment and intervention tools designed to measure and reduce anxiety in educational settings, particularly through the enhancement of emotional regulation and cognitive and reading abilities. To achieve these goals, five studies were conducted, each presented as a distinct article: one systematic review/meta-analysis, two psychometric validation studies, one descriptive study, and one intervention study. The systematic review/meta-analysis established the current state of knowledge regarding existing programs aimed at reducing anxiety, improving emotional regulation, and/or promoting well-being among students with dyslexia. It highlighted the limited number of interventions specifically targeting this population and the methodological heterogeneity across studies. The two psychometric studies assessed the reliability and validity of two scales, one measuring reading anxiety and the other school anxiety, and confirmed their psychometric soundness. The descriptive study examined the cognitive and emotional profiles of students with dyslexia compared with their typically developing peers. Results showed that students with dyslexia exhibited higher levels of anxiety, less effective emotional regulation, and weaker cognitive performance, particularly in working memory and attention. Finally, the intervention study evaluated the effectiveness of a reading aloud program integrating mindfulness practices on the emotional, cognitive, and reading skills of students with

and without dyslexia. The results demonstrated positive effects on reading anxiety and working memory among the program participants. Overall, these studies provide theoretical, methodological, and empirical contributions to improving the understanding, assessment, and support of emotional and cognitive difficulties among students with dyslexia in the school context.

Bardach, L., von Keyserlingk, L., & Eccles, J. S. (2026). **Motivation and Personality: Current Integrative Perspectives and the Way Ahead.** *Educational Psychology Review*, 38(1), 61. <https://doi.org/10.1007/s10648-026-10147-2>

Research over recent decades has highlighted the importance of both personality and motivation in students' academic success. Yet, integrations of motivation and personality have rarely been adopted in educational psychology. The present article, therefore, places the motivation–personality interplay at the center. To this end, we review theoretical perspectives that offer pathways toward integration, focusing on examples from (a) theories from personality psychology that include motivational elements, (b) motivational theories that (implicitly) incorporate personality, (c) theories from the cognitive domain that offer insights to enrich motivation–personality integrations, (d) construct-specific integrative theories that combine specific motivational and personality constructs, and (e) theoretical perspectives that focus on the learning process. We demonstrate that existing theories and their extensions provide numerous opportunities for motivation–personality integration at multiple levels, including dynamic state-level interplay and long-term trait development, compensatory mechanisms, and principles of sustainable and self-regulated learning. Additionally, we discuss shared research interests between educational and personality psychology, as well as research designs and modeling approaches, to inspire a collaborative research agenda.

Ben-Amram, M., & Shapira-Lishchinsky, O. (2026). **Employer Training Interventions in Supported Employment Workplaces and Their Impact on Hiring Attitudes.** *International Journal of Training and Development*, 30(2), 213–228. <https://doi.org/10.1111/ijtd.70015>

This study aims to investigate the effectiveness of training interventions in public, institutional or private organizations for promoting positive attitudes among employers towards hiring individuals with intellectual developmental disabilities (IDD) in supported employment settings. The study included 60 employers, divided into three groups: video case studies, analysis case studies and a treatment group. Over the course of a year, participants attended nine structured training interventions. Pre-, post- and 6-month post-training questionnaires were administered to measure psychological empowerment, self-efficacy and attitudes towards hiring individuals with disabilities. Employers exposed to video case studies exhibited more positive attitudes than those engaged in case study analyses. The study found a positive correlation between training intervention strategies (video and analysis case studies) and their effectiveness. The positive psychological effects persisted 6 months after the intervention. This study suggests training that provides a supportive environment for employers hiring individuals with IDD to address ethical dilemmas, leading to improvement in their psychological indicators over time. Authentic simulation videos showcasing real-life managerial experiences proved effective in fostering positive psychological dimensions. The study facilitates a more inclusive and diverse workforce.

Bian, H., Liang, L., Bian, Y., & Zhao, M. (2026). **Reciprocal Relationships between Bullying Victimization and Prosocial Behavior and the Mediating Role of Self-Esteem among Chinese Boys**

and Girls: An RI-CLPM Study. *Journal of Youth and Adolescence*, 55(5), 1325–1342. <https://doi.org/10.1007/s10964-026-02329-6>

Previous theory and research indicate an intricate connection between bullying victimization, self-esteem, and prosocial behavior. However, longitudinal evidence remains limited regarding the within-person reciprocal association between bullying victimization and prosocial behavior, whether their association operates indirectly through self-esteem, and whether these patterns differ between boys and girls. The current three-year longitudinal study, with a one-year interval, applied the RI-CLPM to explore the reciprocal relationship between bullying victimization and prosocial behavior, as well as the mediating role of self-esteem, separately for boys and girls. Data from 2,530 Chinese adolescents (51.40% boys; age = 13.29 ± 0.51 at T1) were analyzed. Results revealed a within-person reciprocal relationship between bullying victimization and prosocial behavior among boys only. By contrast, girls showed no direct within-person reciprocal effects. Instead, the longitudinal reciprocal relationship was mediated by girls' self-esteem. Specifically, girls' self-esteem at T2 mediated both the path from bullying victimization at T1 to prosocial behavior at T3 and the reverse path from prosocial behavior at T1 to bullying victimization at T3. These findings emphasize the need for gender-specific interventions, with a focus on promoting prosocial behavior for boys and enhancing self-esteem for girls to reduce the negative consequences of bullying victimization.

Blanchard, C. (2026, May 12). **Parcoursup machine à stress, Affelnet outil de mixité ? Cherchez l'erreur.** Retrieved May 13, 2026, from Alternatives Economiques website: <https://www.alternatives-economiques.fr/cecile-blanchard/parcoursup-machine-a-stress-affelnet-outil-de-mixite-cherchez-lerreur/00118368>

Fin mars ont été annoncées par le rectorat de Paris des modifications dans la procédure Affelnet qui décide de l'affectation des élèves de troisième en lycée pour la rentrée 2026.

Breitschwerdt, L., Hümmer, C., & Egetenmeyer, R. (2026). **Online and on-site participation in synchronous hybrid settings: reasons from the perspective of higher education students.** *Higher Education*, 91(4), 1617–1638. <https://doi.org/10.1007/s10734-025-01487-z>

As higher education is increasingly confronted with heterogeneous learners, synchronous hybrid settings that simultaneously combine on-site and online participation appear to be a way of providing educational settings that fit the diverse needs of learners. With a free choice of participation mode, synchronous hybrid settings promise a more inclusive and individualised higher education setting. Previous research shows that participation decisions are shaped by personal, social and educational factors, with online participation being valued for its flexibility and the opportunity for self-directed learning. On-site participation is particularly preferred due to social interaction and a perceived structured learning environment. However, an analysis of students' reasons for online or on-site participation in synchronous hybrid settings has yet to be carried out. This analyses questionnaire and interview data with students from three semesters, identifying three major reasons for participation (on-site and online): (1) Due to the diversification of student pathways, synchronous hybrid settings offer flexibility that fits the live situations and provide access and participation opportunities. (2) By deciding on the participation mode, students reflect on their individual learning preferences and the factors that promote and hinder their learning process. (3) Finally, within their interaction preferences, students link their participation decision to relationships within the learning group and the experience of social presence. The findings highlight that perceived successful interaction is closely tied to on-site participation while the value and roles of online participation are being redefined. Synchronous

hybrid settings can be regarded as participant-sensitive by fostering students' awareness of their own learning and addressing the increasingly heterogeneous needs of students.

Caviola, S., Giofrè, D., Toffalini, E., Esposito, L., Tonizzi, I., & Geary, D. C. (2026). **Sex Differences in Mathematics: A Meta-analytic Review Across Content, Grades, and Geographic Regions.** *Educational Psychology Review*, 38(1), 58. <https://doi.org/10.1007/s10648-026-10125-8>

The current meta-analysis of sex differences in mathematics builds upon the foundation laid by two large-scale analyses conducted years ago (e.g., Lindberg et al., 2010; Else-Quest et al., 2010). This meta-analysis provides a needed update and draws on a novel mix of studies, from experimental research to large-scale assessments, while offering a more detailed, current mapping of where, when, and in which mathematical domains sex differences emerge and change across grades. The review covers 2010 to 2022, and focuses on how sex differences in mathematics vary across grade level, mathematical content (e.g., arithmetic, geometry), geographic region, and national levels of gender equality. Using PRISMA guidelines, we synthesized 440 studies with 1,210 effect sizes, encompassing over 15 million participants. Random-effects multilevel models revealed a small but significant overall male advantage ($d=0.08$), with stronger effects emerging in later grades for geometry ($d=0.54$) and broad mathematics ($d=0.26$). These differences were more pronounced in countries with higher gender equality, as measured by indices such as the Global Gender Gap Index, and in regions such as Northern America, Europe and Central and South America. Results indicate that sex differences in mathematics are content- and grade-specific, with a growing male advantage in later grades, especially in spatially intensive content areas like geometry. Overall, the findings support the role of both biological and socio-cultural factors in shaping sex differences in mathematics and underscore the importance of targeted interventions to address these gaps in mathematical education.

Chen, J., Yang, L., Liang, Y., Huang, L., Lyu, M., & Ren, P. (2026). **Patterns and Transitions of Bullying Participant Roles: the Predictive Roles of Self- and Peer-perceived Peer Status.** *Journal of Youth and Adolescence*, 55(5), 1280–1294. <https://doi.org/10.1007/s10964-025-02305-6>

Bullying operates as a group process involving different participant roles, whose interactions shape how bullying unfolds. However, research delineating the profiles and transitions of these roles, as well as the influence of self- and peer-perceived peer status on such dynamics, remains limited. Using latent profile analysis and latent transition analysis, this study examined the profiles and transitions of five distinct bullying participant roles (i.e., perpetrators, victims, followers, defenders, and outsiders) among Chinese adolescents, along with the predictive roles of self-perceived and peer-perceived peer status (i.e., likeability and popularity), respectively. A total of 3769 adolescents (50.6% boy at T1; $M_{age} = 12.78$; $SD = 0.45$) participated in the study across two waves over a six-month period. Four bullying roles profiles were identified at both time points: (1) non-involved, (2) victim, (3) perpetrator-follower, and (4) defender-outsider. The majority of adolescents either maintained their membership in their initial group or transitioned into the non-involved group over the study period. Furthermore, adolescents with higher peer-perceived status were more likely to belong to, or transition toward, more adaptive patterns of involvement, such as non-involved or defender-outsider, whereas self-perceived likeability and popularity demonstrated more nuanced and mixed associations across profiles. These findings deepen understanding of the diverse patterns that characterize adolescents' involvement across bullying participant roles and indicate that peer-perceived status is the most powerful and protective predictor of maintaining more adaptive patterns of bullying involvement.

Cheng, M., Lai, X., Zeng, W., Bai, S., Duan, C., & Sun, D. (2026). **Unlocking the Power of Gamification in K-12 STEM Education: A Meta-analysis of the Effects On Domain Knowledge, Higher-order Thinking, and Affective Outcomes.** *Educational Psychology Review*, 38(1), 60. <https://doi.org/10.1007/s10648-026-10148-1>

Gamification of learning has been regarded as an important pedagogy to promote students' learning outcomes, and attempts have been made to integrate it into STEM education. However, the influence of gamification of learning on K-12 students' STEM educational outcomes, such as domain knowledge, higher-order thinking, and affective outcomes, remains under-researched.

Cotton, C. (2026). **When Motivation Is Not Enough: Opportunity to Learn and the Roots of Student Disengagement** (Working paper No. 1543). Retrieved from Economics Department, Queen's University website: <https://EconPapers.repec.org/RePEc:qed:wpaper:1543>

The correlation between student effort and performance can encourage the belief that underperforming students lack motivation. Yet educational theory suggests that even students who want to learn may disengage when they lack the foundational skills, instructional alignment, resources, or support needed to succeed. Recent causal evidence suggests that students from lower-income and historically marginalized backgrounds are not, on average, less willing to work, but struggle more to convert effort into progress. This essay argues that viewing effort and performance gaps through an opportunity-to-learn lens helps explain the inconsistent effects of motivation interventions, weak links between time use and achievement, and persistent learning gaps. Motivating students is not enough; schools must ensure that effort leads to learning.

Diekmann, C. S., & Pundt, A. (2026). **Dynamic Training Transfer in Leadership Development – How Subjective Evaluations, Motivation to Transfer and Social Support Drive Changes in Leader's Early Transfer Behaviours.** *International Journal of Training and Development*, 30(2), 202–212. <https://doi.org/10.1111/ijtd.70016>

This study follows a dynamic conceptualization of training transfer focusing on leadership development. Based on the Dynamic Transfer Model, we investigate temporal changes in transfer behaviour while considering the influence of leaders' appraisal of previous transfer experiences. We include motivation to transfer and perceived support as mediators and investigate their impact on training transfer within a dynamic framework. A total of N = 65 leaders (280 occasions overall), who attended various leadership trainings, were surveyed on transfer behaviour, satisfaction with transfer attempts, transfer motivation, and support received from colleagues and supervisors once a week over a period of five consecutive weeks. Multilevel analysis revealed that satisfaction with transfer experiences gained in 1 week significantly predicted transfer behaviour in the following week, after controlling for transfer behaviour in the former week. While transfer motivation was found to partially mediate this relationship, perceived support did not yield a significant indirect effect. Overall, these findings highlight the importance of motivational factors in predicting future transfer behaviour and contribute to the existing literature by incorporating affective dimensions.

Gao, L., Li, Z., Zhang, Z., & Wang, X. (2026). **Longitudinal Relations among Student-Student Relationships, Self-Esteem, and Cybervictimization: Examining Between- and Within-Person Associations.** *Journal of Youth and Adolescence*, 55(5), 1219–1235. <https://doi.org/10.1007/s10964-025-02309-2>

Student-student relationships, as a vital classroom climate component, can decrease the likelihood of experiencing cybervictimization. Although the relation between student-student relationships and cybervictimization is theoretically expected, prior empirical studies have mainly focused on cross-sectional and between-person effects, largely overlooking the reciprocal within-person associations. Moreover, the mediating mechanisms underlying the relation between student-student relationships and adolescents' cybervictimization have yet to be fully clarified. To address these gaps, the present study investigated the within-person reciprocal associations among student-student relationships, self-esteem, and cybervictimization, and examined the mediating effect of self-esteem. With a three-wave longitudinal design, the current study examined the process of influence and dynamic links by using the parallel process latent growth curve model and the random intercept cross-lagged model. Data from 2407 Chinese adolescents (Mage = 12.75, SD = 0.58, 49.94% girls at baseline) were collected at one-year intervals over three years. Results indicated that initial levels and change rates in student-student relationships and self-esteem significantly predicted the initial level and change rate of cybervictimization. At the between-person level, there were significant relations among student-student relationships, self-esteem, and cybervictimization. At the within-person level, cybervictimization consistently and negatively predicted later student-student relationships, and self-esteem negatively predicted subsequent cybervictimization across time; these effects were unidirectional. The bidirectional associations between student-student relationships and self-esteem were stable. Additionally, student-student relationships indirectly predicted cybervictimization through self-esteem. These findings shed light on the relations among student-student relationships, self-esteem, and cybervictimization, underscoring the critical role of self-esteem as a potential intervention target for reducing adolescents' cybervictimization.

García-de-Olalla, A., Tugores-Ques, M., Pinya-Medina, C., & Salvà-Mut, F. (2026). **Adjustment of the Teacher Self-Efficacy Scale in Vocational Education: Exploring Its Links to Academic Performance.** *International Journal of Training and Development*, 30(2), 118–130. <https://doi.org/10.1111/ijtd.70010>

Teacher self-efficacy refers to teachers' beliefs in their capacity to influence student learning and engagement. A strong sense of self-efficacy has been identified as a key factor associated with instructional practices and the quality of teacher–student relationships. The present study focuses specifically on vocational education and training (VET) pathways, and aims to examine the impact of teachers' sense of self-efficacy on the academic performance of VET students. In addition, this study evaluates the suitability of the Teachers' Sense of Efficacy Scale (TSES) for use with VET teachers. Data from a survey of 285 vocational education and training teachers were analyzed. The findings indicate a redefined questionnaire structure, revealing a new item distribution. Moreover, the results show that teachers' sense of self-efficacy significantly predicts students' academic performance. However, when considering the newly identified factors, certain dimensions exhibit contrasting influences on students' academic performance. Thus, Efficacy in Promoting Engagement and Adaptation positively influences students' academic performance, while Efficacy in Questioning and Explaining is associated with a negative impact. This study sheds light on the relation between teacher self-efficacy, individual and contextual factors, and student academic performance in vocational education.

Hörsch, H., Schumacher, J., & Wolff, F. (2026). **Long-Term Effects of an Intervention Targeting Dimensional and Temporal Comparisons on Students' Math and English Academic Self-Concepts:**

A Waiting-List Replication and Extension Study. *Educational Psychology Review*, 38(1), 70.
<https://doi.org/10.1007/s10648-026-10137-4>

Hörsch et al. (2026) developed the COMPASS intervention to foster students' subject-specific self-concepts by addressing dimensional and temporal comparisons (i.e., comparisons of one's own performance across subjects and with one's own past performance) and related beliefs (positive interdependence between mathematical and verbal abilities and changeability of abilities). An assessment conducted immediately after the intervention showed that this intervention was effective in enhancing students' math and English self-concepts. In the present study, we examined whether these findings could be replicated for a separate waiting-list control group within the same project. Moreover, we tested the long-term effectiveness of the intervention using three-month and six-month follow-ups. A total of $N = 600$ students (Grades 9 to 11) from German secondary schools (academic track) were assigned to two groups. Group A took part in the intervention between the first and second measurement point, with follow-up assessments after three and six months. Group B (waiting-list group) took part in the intervention between the second and third measurement point, with a three-month follow-up. Baseline change models indicated increases in students' math self-concept and related beliefs at the immediate post-intervention assessment in both groups, and increases at the follow-ups, particularly in Group A. The effectiveness of the English intervention was demonstrated in Group A immediately after the intervention and at the follow-up assessments. Overall, these results indicate that the COMPASS intervention can sustainably improve students' math self-concepts and highlight the potential of dealing with comparisons and comparison-related beliefs for the effective promotion of students' self-concepts.

Huang, C.-Q., Lu, L.-N., Huang, Q.-H., Zhang, Y.-R., He, T., Tu, Y.-F., & Hwang, G.-J. (2026). **Effects of Artificial Intelligence Feedback on Students' Self-Regulated Learning in Higher Education: A Three-Level Meta-Analysis.** *Educational Psychology Review*, 38(1), 64.
<https://doi.org/10.1007/s10648-026-10166-z>

As higher education environments become digitized and complex, self-regulated learning (SRL) remains a pivotal cornerstone of student achievement. While artificial intelligence (AI) offers new possibilities for supporting SRL through feedback, its efficacy remains controversial. A three-level meta-analysis of 85 articles ($k = 387$; $N = 9,564$) published between 2015 and 2025 was conducted. The results demonstrated a significant, medium-sized positive effect of AI feedback on students' SRL ($g = 0.509$). Dimension-specific analyses revealed that effects were stronger for the motivational and cognitive dimensions, but comparatively weaker for behavioral and metacognitive outcomes. Notably, the wide 95% prediction interval $[-0.661, 1.678]$ indicates substantial heterogeneity, suggesting that AI feedback effects are conditional rather than uniformly beneficial. Hierarchical multilevel meta-regression identified feedback source and AI technology type as primary drivers of between-study heterogeneity. AI-led feedback yielded larger effect sizes than human-AI hybrid feedback, and generative AI dialogue systems and intelligent tutoring systems demonstrated stronger effects than non-generative AI dialogue systems and learning analytics systems. Feedback modality and academic subject yielded marginally significant or dimension-specific differences. Additionally, within-category analyses indicated that the effects of generative AI dialogue systems were not significantly moderated across conditions, with the exception of a marginal effect for feedback modality. However, within the learning analytics systems group, the study design demonstrated a significant moderating role. Overall, these findings not only quantify the efficacy of AI feedback on SRL outcomes, but

also delineate its boundary conditions, offering empirically grounded implications to instructors, designers, and researchers.

Keronen, S., Lemmetty, S., & Collin, K. (2026). **Conceptions of the Leading of Learning in Supervisory Work: A Qualitative Study Based on a Finnish Technology Organization and a Central Hospital.** *International Journal of Training and Development*, 30(2), 105–117. <https://doi.org/10.1111/ijtd.70009>

The meaning of learning in knowledge-intensive work for competence development and motivation is significant. Supervisors play a major role as facilitators of learning, making individual- and team-level learning possible in organizations. Supervisors need to implement organizational-level strategies in practice and enhance employees' learning processes in daily problem-solving situations. To facilitate learning, supervisors act as coaches in helping employees develop themselves. However, supervisors have difficulties recognizing this role, and they might not have enough knowledge and competence on how to support adults' learning processes based on self-determination. We explore how supervisors in technology organization and central hospital in Finland conceptualize their role as leaders of learning in their own work contexts. The findings of the phenomenographic analysis were derived from supervisors' diaries (N = 29) and interviews (N = 17). The findings consist of four logically constructed categories of descriptions in which supervisors depicted leading as a practice that focuses on recognizing and strengthening individual motivations and organizational goals, supporting personnel in learning situations, facilitating collective learning situations and acting as a role model. Leading learning is tied to everyday work situations, emphasizing supervisors' presence and participation among personnel in daily work. The findings can be utilized towards creating a pedagogically suitable environment for learning and development in organizations. Thus, understanding the actions that facilitate learning is essential for developing supervisors' training and education to meet employees' learning needs. Additionally, we offer suggestions for future research.

Kwong, R., Kwok, M. L. J., & Wong, H. (2026). **Autonomous and controlled motivation in a flipped-classroom approach.** *Asia Pacific Education Review*, 27(2), 509–521. <https://doi.org/10.1007/s12564-024-09983-0>

Drawing on self-determination theory, this study investigated the impact of different teaching styles (i.e., autonomous and controlled motivation) to motivate students to complete the pre-class activities in a flipped classroom context on their academic performance, especially in the cognitive domain of Bloom's taxonomy. Utilizing ordinary least squares (OLS) regression analysis and a two-sample t-test, a quasi-experimental design comprising of 95 students from a higher education institution in Hong Kong was employed. The results found that among students in the class with controlled motivation from the instructors, there was a negative relationship between watching pre-recorded videos and performance on questions related to the knowledge and comprehension levels in the final examination. This negative relationship highlights the core aspect of cognitive overload, suggesting that over-engagement with video content may hinder rather than help learning. However, neither the pre-recorded videos nor the online exercises correlated with performance on questions at the application level. This outcome emphasizes the need to tailor the design of flipped classroom materials to accommodate cultural learning styles and cognitive development goals, particularly in diverse educational environments. The present study contributes to the flipped classroom literature by enhancing understanding of its impact on academic performance across the knowledge, comprehension, and application levels under Bloom's taxonomy, and suggests practical guidelines for the use of pre-recorded videos in the

flipped classroom. It also highlights the intricate balance required between student engagement strategies, the cognitive demands of learning materials, and the cultural context of learners.

Li, M., Liu, Y., Ma, E., & Zhang, X. (2026). **Igniting doctoral students' work engagement: the roles of managing up atmosphere and work passion within their research groups from a job demands-resources perspective.** *Higher Education*, 91(4), 1449–1468. <https://doi.org/10.1007/s10734-025-01479-z>

Doctoral students often navigate unique academic and professional challenges, requiring a balance between individual autonomy and group collaboration. Through the lens of Job Demands-Resources theory, this study examines how the collaborative managing-up atmosphere among doctoral students impacts their individual work engagement, as well as how this effect is mediated by harmonious and obsessive work passions within their research groups. A questionnaire survey was administered to 355 doctoral students from 10 universities in China, and the data were analysed using hierarchical linear modelling. The findings reveal that a collaborative managing-up atmosphere positively affects individual work engagement as job resources and that this relationship is mediated by both types of passion as further resources. By extending the Job Demand-Resources theory to higher education, the study underscores the significance of emotional dynamics in shaping professional behaviours within academic contexts, an area that remains underexplored. It concludes by proposing practical implications for doctoral training, such as implementing managing up training programmes and peer mentoring systems to ensure sustainable academic engagement among these students.

Linder, A., Heckley, G., & Gerdtham, U. (2026, May 4). **Évaluations scolaires : noter plus tôt, à quel prix? Une étude pointe des effets sur la santé mentale des filles.** <https://doi.org/10.64628/AAK.tst5kfjn7>

Pression scolaire, comparaison sociale, construction de soi : noter précocement les élèves pourrait fragiliser leur santé mentale, particulièrement celle des adolescentes.

Liu, Z., Cai, Y., & Zhang, Z. (2026). **The moderating role of teacher collaboration in the association between job satisfaction and job performance.** *Asia Pacific Education Review*, 27(2), 765–777. <https://doi.org/10.1007/s12564-024-10027-w>

Teacher job performance is crucial for school success. Prior research has heavily focused on its positive effects, whilst neglecting the interaction of factors shaping teacher job performance. Drawing on self-determination theory, particularly basic psychological needs satisfaction, this study aimed to explore how teachers' job satisfaction was associated with their job performance, and how teacher collaboration moderated this association, using the 2018 dataset from the Programme for International Student Assessment. Results of multilevel structural equation modelling and simple slope analysis confirmed that teachers' job satisfaction served as a positive predictor of job performance, and teacher collaboration moderated the association significantly, but distinctly, at different levels. At the teacher level, job satisfaction positively predicted job performance as being stronger with higher teacher collaboration. However, at the school and cross levels, teacher collaboration moderated the relationship negatively. The findings demonstrate the critical role of teacher collaboration in improving teachers' job performance through enhancing their job satisfaction in schools.

Looi, L. L., Lim, W. P. H., Wu, C.-Y., O'Brien, B. A., J. Yeo, D., & Chen, S.-H. A. (2026). **Relationship Between Reading and Working Memory in Children and Adolescents: a Meta-Analysis.** *Educational Psychology Review*, 38(1), 59. <https://doi.org/10.1007/s10648-026-10151-6>

Given the central role of working memory (WM) in reading, this study examined the relationship between reading, specifically decoding, and WM in children (5–12 years old) and adolescents (12–18 years old). A meta-analysis of 127 studies with 632 effect sizes found a significant moderate positive correlation between reading and WM. This relationship was consistent across the two age groups, suggesting that age alone does not influence this relationship. The domain of WM, however, was found to significantly moderate this relationship, with composite WM showing the strongest correlation with reading, followed by verbal-numerical WM. The study also highlighted that typically developing (TD) children demonstrated stronger reading-WM associations compared to those with reading difficulties (RD). Taken together, the present findings underscore the importance of considering WM in reading development and emphasise the need for future work to examine potential age-group differences in this relationship.

Lorenz, T., Michels, N., Neubauer, A. B., Soenens, B., & Giletta, M. (2026). **From Basic Psychological Need Frustration to Stress Responses: Examining how Bullying Victimization Sensitizes Daily-Life Experiences in Adolescence.** *Journal of Youth and Adolescence*, 55(5), 1236–1250. <https://doi.org/10.1007/s10964-026-02325-w>

Adolescents who experience bullying victimization are at elevated risk of long-term health problems, yet research has primarily focused on trait-level explanations and has overlooked the day-to-day processes that may drive this vulnerability. This study examined whether bullying victimization – a threat to adolescents' basic psychological needs (autonomy, competence, relatedness) – sensitizes daily-life experiences, as reflected in (a) a direct association of bullying victimization with greater psychological need frustration and subjective stress and (b) bullying victimization modulating the association between psychological need frustration and subjective and physiological stress (i.e., momentary cortisol, next-day cortisol awakening response, total daily average cortisol). In total, 231 Belgian adolescents (Mage = 13.43 years; SDage = 0.38; 45% female) took part in the study. Over the course of 1 year, adolescents reported their bullying victimization every 6 months. During a 14-day experience-sampling period, participants then reported their psychological need frustration and subjective stress 5 times per day, on the first 4 days of which salivary cortisol was collected. Higher levels of bullying victimization were associated with greater daily need frustration. Additionally, there was weak evidence that the within-person association between subjective stress and next-day cortisol awakening response was stronger for bullied adolescents – a pattern that emerged only in unadjusted models. Exploratory analyses suggested that victimized adolescents were particularly sensitive to relatedness frustration, showing, for example, a stronger within-person association between relatedness frustration and subjective stress. These findings highlight the need for interventions that target bullied adolescents' psychological needs, given their heightened sensitivity to daily stressors.

Martinie, M.-A., Potocki, A., Broc, L., & Larigauderie, P. (2022). **Predictors of procrastination in first-year university students: role of achievement goals and learning strategies.** *Social Psychology of Education*, 26, 309–331. <https://doi.org/10.1007/s11218-022-09743-1>

Procrastination could be conceptualized as a self-regulation failure. However, it is still not clear what type of self-regulation processes are precisely underlying the students' tendency to procrastinate. The main objective of our study was therefore to predict variations in academic

procrastination by considering two constructs related to self-regulation: motivational factors (i.e., achievement goals), and learning strategies: deep learning cognitive strategies -Elaboration and Critical thinking-, effort regulation management. The results of an online study on 249 first-year humanities and social sciences French students showed that 30% of the variance in procrastination was predicted positively by avoidance goals and negatively by effort regulation management. The effort regulation management strategy alone contributed to 24% of the variance in procrastination. Furthermore, the results confirmed the negative relationship between academic performance and procrastination tendency. Added together, these results support the conceptualization of procrastination as a self-regulation failure and specially of learning such as effort regulation management. Results are discussed in relation to possible interventions that aim to reduce procrastination in order to promote academic success and students' well-being.

Mascheretti, S., Stereva, N., Stagnitto, S. M., Lecce, S., & Lampis, V. (2026). **The Associations Between Temperament and Learning: A Meta-Analysis from an Integrative Perspective.** *Educational Psychology Review*, 38(1), 63. <https://doi.org/10.1007/s10648-026-10159-y>

Early temperament has been shown to have a profound impact on various life outcomes including academic performance, however, the nature of the relationship between temperamental dimensions and learning abilities is still unclear. The aim of this meta-analysis and review is to investigate the empirical findings on the associations between temperament and learning using an integrative model. The 72 studies yielded 594 effect sizes (N = 27,568; age = 9 months to 16 years; 49.53% male; 71.7% White, 15.03% Latinx, 9.9% Black, 1.8% Asian, 1.2% mixed race, 0.4% Native American). Attention/Persistence exhibited the strongest positive relation with learning ($r = 0.26$). Affiliation was also positively associated with learning ($r = 0.16$), while Frustration ($r = -0.12$), Behavioral Inhibition ($r = -0.07$) and Activity Level ($r = -0.15$) were negatively correlated with it. Moderation analyses indicated that mean age, rater of temperament and study quality significantly influenced the strength and direction of these associations.

Pandya, S. P. (2026). **Doctoral students in arts and humanities: Soft skills, self-perceived employability, and mindfulness.** *Higher Education*, 91(4), 1291–1314. <https://doi.org/10.1007/s10734-025-01470-8>

There is a need to examine how doctoral students in Arts and Humanities (A&H) can bolster their psychological capital in seeking employment that can potentially impact future career trajectories. This article reports a study on soft skills and self-perceived employability of A&H doctoral students from universities in select South Asian cities who participated in online mindfulness training (OMT) sessions vis-à-vis a waitlist control group. A&H doctoral students who participated in the OMT sessions reported higher posttest scores on soft skills (self-determination, resilience, empathy, assertiveness, social support, and team work) and self-perceived employability measures. Female A&H doctoral students, ever-singles, and those with higher OMT compliance in terms of attendance and homework completion, gained more on outcomes. With some refinements for male and gender non-disclosing students, those currently married or having experienced marital disruptions, mindfulness programmes could add to competence employability models focusing on strategic self-enhancement to address graduate labour market volatility.

Pratama, R. A., & Kanadlı, S. (2026). **Self-Efficacy as a Mediator Between Attitudes Toward Mathematics and Mathematics Achievement: A MASEM Approach.** *Educational Psychology Review*, 38(1), 68. <https://doi.org/10.1007/s10648-026-10158-z>

This study examines how self-efficacy mediates students' attitudes towards mathematics and their achievement in the subject, using the Meta-Analytic Structural Equation Modeling (MASEM) approach. After reviewing studies indexed in Google Scholar, ERIC, ProQuest, and Semantic Scholar; and assisted by AI Tools such as SciSpace and ScholarGPT, 76 primary studies met the inclusion criteria. Analyses conducted in R (via the meta package) and the MASEM web page revealed that a positive attitude towards mathematics had a moderate effect on self-efficacy ($\beta = 0.517, 95\% \text{ CI: } [0.446, 0.588]$), in turn self-efficacy had a moderate effect on mathematics achievement ($\beta = 0.240, 95\% \text{ CI: } [0.128, 0.352]$). Attitude towards mathematics also had moderate direct effect on mathematics achievement ($\beta = 0.235, 95\% \text{ CI: } [0.121, 0.349]$), and the indirect effect via self-efficacy was statistically significant ($\beta = 0.124, 95\% \text{ CI: } [0.065, 0.188]$). The model accounted for 27% of the variance in self-efficacy and 17% of the variance in achievement, leaving substantial residual variance. Furthermore, the moderator analyses that the effect were stronger at the University level with a statistically significant result ($\chi^2(3) = 7.909, p = .048$). There were also differences in how self-efficacy was measured, especially when using the Usher and Pajares (2009) scale, which had a significant result ($\chi^2(3) = 9.134, p = .028$). However, other moderators did not show significant differences. The results show that there are some similar but not very strong links in a wide variety of studies, and these should be seen as connections rather than proof of cause and effect. These results emphasize the importance of attitudes and self-efficacy as interrelated psychological factors that influence achievement, while also showing there are many variables across different educational environments.

Theobald, M., Koerner, J. K. auch, Breitwieser, J., Buhr, L., Karbach, J., Könen, T., ... Blume, F. (2026). **Executive Functions, Metacognition, Self-Regulation, and Self-Regulated Learning – What are We Talking About? A Review and Introduction of the EMERGE Model.** *Educational Psychology Review*, 38(1), 62. <https://doi.org/10.1007/s10648-026-10157-0>

As students progress through school, they are expected to increasingly regulate their attention, behaviour, and learning. While some meet these demands with ease, others face ongoing challenges that can hinder their academic success. Research has identified four key concepts in this area: executive functions (EF), metacognition (MC), self-regulation (SR) and self-regulated learning (SRL). Although these constructs are conceptually related, they have often been examined in isolation due to disciplinary and methodological divides, resulting in fragmented accounts that obscure their dynamic interplay. This review addresses this issue by providing a comparative overview of EF, MC, SR and SRL in terms of their definitions, how they are operationalised and the research designs used. Based on this synthesis, we introduce the EMERGE model, which positions these constructs along a continuum ranging from more biologically grounded mechanics (e.g., EF) to more culturally shaped pragmatics (e.g., strategy knowledge in SRL). The model highlights both shared mechanisms and distinct functions and conceptualises SR in learning situations as an integrative construct. Building on this framework, we propose two guiding hypotheses: the stage-setting hypothesis, which emphasises long-term developmental interplay; and the compensatory hypothesis, which focuses on short-term interactions that predict learning outcomes. Together, these perspectives highlight the need for longitudinal, experimental, and hybrid designs to capture developmental and dynamic processes. The EMERGE model thus aims to bridge fragmented research traditions, improve diagnostics, and inform interventions that effectively support students in meeting the growing demands of self-regulated and adaptive learning.

Tzeng, J.-W., Chang, S.-P., & Zhuang, Z.-X. (2026). **Analysis of the impact of virtual reality integration in nature education on primary school students' ARCS model of learning motivation.** *Education and Information Technologies*, 31(8), 2293–2313. <https://doi.org/10.1007/s10639-025-13891-0>

This study explores the effectiveness of Virtual Reality technology in natural science courses (pH, Aqueous Solutions, and related topics) in Taiwan's primary education. The instructors are using the K-12 Four-Element Learning Model by the Taiwan Ministry of Education (Self-learning, Intra-group learning, Inter-group learning, and Teacher-guided learning) to plan the development of VR teaching activities for the course.) This study was conducted with an experimental group (receiving VR-assisted instruction) and a control group (receiving multimedia instruction). The experimental group was randomly chosen from schools that expressed a willingness to participate in the study. A learning motivation questionnaire was developed based on the ARCS framework, assessing four dimensions: attention, relevance, confidence, and satisfaction. The findings reveal four key results. First, elementary school students showed a generally consistent learning attitude toward VR-integrated and traditional instruction in natural science courses, with no significant variation across grades (fourth, fifth, and sixth), suggesting that VR teaching offers stability and broad applicability. Second, the experimental group scored significantly higher than the control group across all four ARCS components, with the most noticeable differences in attention and satisfaction. This indicates that VR instruction is particularly effective in enhancing students' engagement and their sense of connection to the course. Third, among students from the two groups across different grade levels (fourth, fifth, and sixth grades), only the Satisfaction dimension of the ARCS model reached statistical significance. This indicates an interaction effect between VR instruction and grade level on students' satisfaction. Fourth, gender did not show significant differences in any of the ARCS components, meaning that it is not a determining factor in students' VR learning performance. In conclusion, this study demonstrates that instruction with VR integration can effectively increase primary school students' engagement in science learning and their sense of connection to the course. The approach holds practical value and educational significance. Teachers who participated in the experiment also affirmed the Four Learning Model and its potential for guiding the design of VR-based learning activities with meaningful educational applications.

Wang, D., Wang, C., Huang, K., Xie, B., & Guo, C. (2026). **Longitudinal Relationships between Academic Stress, Depressive Symptoms, and Problematic Internet Use in Early and Late Adolescence.** *Journal of Youth and Adolescence*, 55(5), 1295–1309. <https://doi.org/10.1007/s10964-026-02326-9>

Although academic stress, depressive symptoms, and problematic internet use are prevalent during adolescence, how these experiences dynamically interact and develop over time—particularly across early and late adolescence—remains insufficiently understood. This study addresses this gap by examining the reciprocal relationships and developmental trajectories of these constructs using Random Intercept Cross-Lagged Panel Models (RI-CLPM) and Latent Growth Models (LGM), focusing on differences between early and late adolescence. The study surveyed 1,531 early adolescents ($M_{age} = 12.30$, $SD_{age} = 0.55$, 50.95% girls) and 1,620 late adolescents ($M_{age} = 15.18$, $SD_{age} = 0.51$, 50.43% girls) over one year, with three waves of data collection. The RI-CLPM results showed that academic stress, depressive symptoms, and problematic internet use were positively correlated at the between-person level in both developmental stages. At the within-person level, early adolescents exhibited only autoregressive stability, whereas late adolescents showed that fluctuations in depressive symptoms predicted

increases in academic stress, which in turn led to higher depressive symptoms and problematic internet use. The LGM results indicated that early adolescents exhibited parallel increases across all three constructs, while late adolescents showed divergent patterns: academic stress increased, depressive symptoms remained stable, and problematic internet use decreased. These findings indicate that the reciprocal relationships and developmental trajectories among academic stress, depressive symptoms, and problematic internet use differ between early and late adolescence, with early adolescence emerging as a critical period for enhancing emotion regulation and environmental support to prevent the development of maladaptive feedback cycles in later stages.

Wang, F., Huang, P., Xi, Y., & King, R. B. (2026). **Fostering resilience among university students: the role of teaching and learning environments.** *Higher Education*, 91(4), 1555–1579. <https://doi.org/10.1007/s10734-025-01484-2>

Resilience, the capability to recover from adversities and adapt to challenges, is essential for university students to succeed academically, personally, and socially in the competitive landscape of the twenty-first century. Much of the prior research has explored the role of individual psychological factors in resilience. However, resilience does not develop within a vacuum and is strongly shaped by the context. Hence, studies that only focus on individual psychological factors might present an incomplete picture, ignoring the role of the higher education environment. This study focused on the potential role of university teaching and learning environments in fostering resilience. We employed an explanatory sequential mixed-methods design to investigate their associations. The quantitative study analyzed data from 1,068 university students through structural equation modelling. We found that students who engaged in more active learning activities and whose teachers provided them with clear goals and standards were more likely to be resilient. The qualitative study was designed to better understand the underlying mechanisms behind the association between teaching and learning environments and student resilience. Through in-depth interviews with 15 university students, the qualitative findings demonstrated how various aspects of teaching and learning environments contribute to the development of resilience. Additionally, individual coping strategies and peer support emerged as key elements that shaped resilience other than teaching and learning environments. These findings underscore the crucial role of enhancing teaching and learning environments, helping students develop coping strategies, and leveraging peer support to foster university students' resilience.

Weina, G., & Xiaolei, Q. (2026). **Exploration and construction strategies of immersive experiential learning in elderly education based on “embodied cognition”: read aloud together as an example.** *Asia Pacific Education Review*, 27(2), 813–822. <https://doi.org/10.1007/s12564-025-10041-6>

Examining the current state of elderly education and teaching activities in our country reveals a deep imprint of traditional educational paradigms and behavioral inertia. There are issues such as supply–demand mismatches, unidirectional transmission, and a focus on superficiality over substance. The root causes can be traced back to the disconnection of body and mind, cognitive separation, and the detachment from the environment during the teaching process. The immersive experiential learning for older people's education, based on the theory of “embodied cognition,” the elderly education course “Reading Together” focuses on the mobilization of multi-dimensional senses, the “360 degree” feeling of the body, the stimulation of mind interaction, the all-round integration of emotions, the creation of three-dimensional

situations, and the unification of body and mind. The instructional content is designed to be "contextualized," encouraging learners to explore independently; the teaching process promotes "multidirectional" interaction, fostering peer learning and mutual assistance; and the teaching methods incorporate "metaverse" applications to explore experiential learning strategies that deepen and broaden knowledge. In accordance with the physical and mental characteristics and psychological needs of older learners, it helps to enhance the learning experience and satisfaction, to satisfy their desire to know and learn, and to achieve self-worth and life meaning. The focus of the paper is on elderly people's learning abilities and learning possibilities, a research field often explored through the lens of traditional cognitivism. This paper can deepen the cognitive enhancement and potential development of older adults, as well as the design of learning environments, curriculum, and experiences that align with their learning characteristics. It will explore practices in education, psychology, and neuroscience related to learning, cognitive science, and the learning psychology of older adults.

Wenren, S., Xie, R., Ding, W., Chen, T., Chen, M., & Li, W. (2026). **Dynamic Reciprocal Relationships among Rejection Sensitivity, Cognitive Reappraisal, and Prosocial Behavior in Secondary School Students.** *Journal of Youth and Adolescence*, 55(5), 1265–1279. <https://doi.org/10.1007/s10964-025-02314-5>

Secondary school students often experience concurrent pressures from social interactions and academic demands, leaving them vulnerable to rejection sensitivity. Adaptive strategies such as cognitive reappraisal and prosocial behavior may reduce sensitivity and promote positive social adaptation. A total of 1,214 first-year secondary school students (Mage=15.46, SDage=0.71; 39.30% girls) from eastern China participated in a three-wave longitudinal study conducted at six-month intervals.. Cross-lagged panel models (CLPM) and random-intercept cross-lagged panel models (RI-CLPM) were employed to examine inter-individual stability and intra-individual dynamics. The results showed that, in both models, cognitive reappraisal and prosocial behavior could reduce rejection sensitivity, whereas rejection sensitivity impaired adolescents' cognitive reappraisal and prosocial behavior. The RI-CLPM model further revealed two key pathways: enhanced prosocial behavior not only promoted cognitive reappraisal by reducing rejection sensitivity, but also reduced rejection sensitivity further by improving cognitive reappraisal. These findings shed light on the risk and protective mechanisms involved in the emotional socialization of secondary school students. They emphasize the malleability of rejection sensitivity and provide a theoretical foundation and practical implications for fostering students' social and emotional capability and providing psychological support.

Xin, Y., Shusheng, D., & Liheng, L. (2026). **Pro-Environmental Volunteering in Chinese University Youth: Peer Selection, Influence, and the Roles of Social Media and Social Self-Efficacy.** *Journal of Youth and Adolescence*, 55(5), 1202–1218. <https://doi.org/10.1007/s10964-026-02319-8>

Pro-environmental volunteering is a key way in which university students contribute to climate action, yet little is known about how such behavior diffuses through peer networks, whether peer influence outweighs homophilous selection, and how these processes unfold within digitally mediated Chinese university contexts. To address these gaps, this study examined dual social-network mechanisms, digital socialization, and social self-efficacy in the spread of pro-environmental volunteering during the first year at university. Data came from 1,151 first-year students (M age = 17.91, SD = 0.78; 51.9% female) nested in complete friendship networks across six Chinese universities and surveyed twice over six months. Longitudinal stochastic actor-oriented models were used to disentangle homophilous selection from peer influence, and regression-

based mediation and moderation analyses tested social self-efficacy as a psychological pathway and social media usage as a contextual moderator. Peer influence on pro-environmental volunteering was substantially stronger than homophilous selection (influence–selection ratio = 2.64, 95% CI [1.82, 3.91]), indicating that behavior spread primarily through post-relationship socialization rather than friendship choice. Social media usage did not significantly alter the tendency to befriend behaviorally similar peers, but higher overall usage selectively amplified peer influence, with significant effects emerging only above moderate usage levels. Social self-efficacy partially mediated the longitudinal association between peers' volunteering and individual volunteering, accounting for 54% of the total effect. These findings integrate network co-evolution, digital socialization, and social-cognitive perspectives to clarify how environmentally significant behaviors disseminate within youth peer networks.

Yang, Z., & Zhang, L. (2026). **Motivations for Social Withdrawal and Depressive Symptoms among Chinese Adolescents: A Random Intercept Cross-Lagged Panel Analysis.** *Journal of Youth and Adolescence*, 55(5), 1167–1180. <https://doi.org/10.1007/s10964-026-02315-y>

Social withdrawal and depressive symptoms are prevalent and interrelated internalizing problems among adolescents, yet their temporal associations remain inconclusive due to methodological limitations. Furthermore, it remains unclear whether motivationally distinct subtypes of withdrawal (shyness, unsociability, and social avoidance) demonstrate uniform or divergent dynamic relations with depressive symptoms. To address these gaps, this study employed a random intercept cross-lagged panel model to separate between-person and within-person processes between social withdrawal subtypes and depressive symptoms. Participants were 535 Chinese adolescents (53.6% boys, Mage = 12.49 years at Time 1) assessed three times over one year. Results revealed that depressive symptoms predicted subsequent increases in shyness (albeit less robustly), unsociability, and social avoidance at the within-person level, whereas none of the withdrawal subtypes predicted changes in depressive symptoms. This pattern supports a uniform, symptom-driven model across all motivations for social withdrawal. These findings challenge the predominant view of withdrawal as a precursor to depressive symptoms and instead highlight depressive symptoms as a key risk factor for social withdrawal in early adolescence, regardless of the underlying motivations.

Zhong, J., & Zhong, Y. (2026). **Emotional breakdown and inability to “lighten the burden”: a qualitative study of the emotional burden of contemporary rural teachers in China.** *Asia Pacific Education Review*, 27(2), 737–748. <https://doi.org/10.1007/s12564-024-10023-0>

The emotional state and burden of rural teachers is a prominent issue in the current development of rural education in China. This paper has introduced relevant concepts from emotional geographies to its qualitative study that explores the emotional performance, the causes of emotional burden of 42 rural teachers of 10 primary and secondary schools in the less developed areas of Guangdong province in China, and focuses on analyzing why it is so difficult for rural teachers to “lighten the burden” at present. Research has found that the five different emotional geographies in the field of emotional geographies intertwine and interact to influence rural teachers. The interactions between students and parents, school administrators, administrative authorities, and teachers play a significant role in generating negative emotions among rural teachers in different emotional geographies. Especially, the administrative tasks assigned by administrative authorities, as mentioned in the concept of political geographies, and the lack of effective support for rural teachers' emotional intelligence from schools lead emotional burden, even emotional breakdown. Among the five emotional geographies, political geographies has

the greatest impact on teacher emotions, which is closely related to the power structure in Chinese schools, combined with the unique characteristics of rural school environments, creates a particularly challenging situation for "lighten the burden" of rural teachers in China.

Zhou, T., Nguyen, T. A., Maba, A. P., Thomas, D., Kim, Y.-S. G., & Edwards, E. J. (2026). **Executive Functions and Reading in Children: A Systematic Review and Meta-analysis.** *Educational Psychology Review*, 38(1), 67. <https://doi.org/10.1007/s10648-026-10160-5>

This systematic review and meta-analysis examined the associations between executive functions (EFs) and reading in elementary school children. Framed by the unity and diversity model of EF and the direct and indirect effects model of reading, this review aimed to clarify how EFs (inhibition, shifting, and updating) uniquely contribute to reading development (word reading, listening comprehension, reading fluency, and reading comprehension). The review followed PRISMA guidelines and searched six databases (PubMed, PsycINFO, Embase, Web of Science, Scopus, and ProQuest). A qualitative synthesis of 69 identified studies revealed that differences in associations between EFs and reading were shaped by the nature of the EF tasks (i.e., targeted domain, task paradigm, scoring method) and differences in reading assessments (i.e., targeted skill, format). Sixty studies (yielding 275 effect sizes) met criteria for meta-analysis, revealing significant associations between EF and reading outcomes, with updating showing the largest descriptive association. This review highlights that while EFs are related to reading, their associations vary by measurement approach. It underscores the importance of task and assessment design in interpreting the EF-reading link. Implications for theory, educational practice, and directions for future research are discussed.

Aspects sociaux de l'éducation

Aksnes, D. W., Nygaard, L. P., & Reiling, R. B. (2026). **A matter of time? How absence from work affects gender gaps in research productivity.** *Higher Education*, 91(4), 1487–1502. <https://doi.org/10.1007/s10734-025-01481-5>

Studies examining gender and research productivity generally show that men produce significantly more publications than women. While controlling for academic position and scientific field reduces the gender gap, some disparity remains. We examine the extent to which accounting for time away from work can further close the gap. Previous studies indicate that women take longer leaves of absence than men, particularly in their early career years, although research productivity metrics normally measure publications produced over a calendar year without adjusting for how much the researcher was working during the previous year. We adjust for the time lost due to parental leaves and sick leaves longer than 2 weeks to examine how the total length of time away from work within a year affects research productivity. Coupling the publication records of 17,000 Norwegian academics with data on their leaves of absence, gender, age, and academic position, we find that while academic field and position explain most of the gender gap in research output, absence also has a distinct contribution: A 2-week absence reduces fractionalized publications by 0.01 the following year, which corresponds to approximately 1% of the mean for men and 1.7% of the mean for women. Each additional day of absence reduces fractionalized publications by another 0.001. Adjusting for absence represents a small but important piece of the puzzle and provides more evidence for the assertion that the more similar the conditions under which men and women produce research, the more similar their output.

Althoff, L., Gray, H. M. B., & Reichardt, H. (2026). **Mothers, Schools, and the Making of American Human Capital Mobility** (Working paper No. 35152). Retrieved from National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35152>

How did the US become a land of opportunity? Previous historical research on intergenerational mobility has focused on father-son income correlations, masking the role of mothers. We introduce a new mobility measure that incorporates both parents' human capital, develop a latent variable method leveraging literacy as a proxy, and construct a representative linked panel that includes women. We find that intergenerational mobility—in both human capital and income—rose sharply from the 19th to the 20th century. Initially, maternal human capital was most predictive of children's outcomes. However, as schooling expanded, this reliance declined and intergenerational mobility rose. America's investment in mass education has therefore been central to its rise as a mobile society.

Ao, X., Chen, X., & Zhao, Z. (2026). **The effects of self-controlled peers on students' academic performance**. *Asia Pacific Education Review*, 27(2), 475–491. <https://doi.org/10.1007/s12564-024-09974-1>

Self-control is a non-cognitive ability that can predict academic performance, and students' self-control can be influenced by their peers. In this study, we examine the effects of exposure to self-controlled peers on students' academic performance. Using data from Chinese middle school students, we find that being in a class with self-controlled peers improves students' test scores. The peer self-control works through both the shining light model and the bad apple model. We also find the asymmetric gender effect whereby self-controlled boy peers influence both genders, whereas self-controlled girl peers have no impact on either gender. The potential mechanism analysis reveals that peer self-control improves students' scores primarily through supportive teaching attitudes and behaviors, a favorable class environment, and student behavior modification; we find limited influence of peer self-control in the classroom on students' social network.

Avdeev, S. (2025). **University as a Melting Pot: Long-term Effects of Internationalization** (Working paper No. 25-067/V). Retrieved from Tinbergen Institute website: <https://EconPapers.repec.org/RePEc:tin:wpaper:20250067>

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

Bacci, E. (2026). **Migration-Driven Demographic Changes: effects on local communities in the canton of Fribourg** [Working paper]. Retrieved from arXiv.org website: <https://EconPapers.repec.org/RePEc:arx:papers:2605.05898>

Migration is reshaping demographic landscapes across Europe, raising urgent questions about adapting to rapid population changes. This study examines the canton of Fribourg, Switzerland, which experienced a 30% population increase over the past 15 years, driven by international and

internal migration. As local governments face mounting pressures from demographic shifts in housing, education, and social services, understanding the causal effects of migration is essential for evidence-based policymaking. We study how migration reshapes local demographic, educational, and housing outcomes across 112 Fribourg municipalities (2010-2021). Using the intertemporal difference-in-differences estimator of De Chaisemartin and D'Haultfoeuille (2024), which accommodates staggered timing and cumulative, non-binary treatment, we identify the effect of a one-percentage-point increase in cumulative migration balance (relative to baseline population). Migration exposure generates modest but persistent adjustments across demographic, educational, and housing dimensions. Both migration types reduce the share of elderly residents, and international inflows are associated with higher birth counts. Internal migration increases resident students and alters compulsory and secondary-school cohorts, while international migration slightly reduces the tertiary-education share. Housing adjustments are gradual and concentrated in household composition and selected dwelling types, with international migration increasing mid-sized households and internal migration reducing mixed-use dwellings. Though yearly effects are small, their persistence yields meaningful cumulative changes. Overall, migration acts as a counterweight to population aging and generates incremental adjustments in service demand, underscoring the need to incorporate migration exposure into cantonal and municipal planning.

Bai, Q., & Nam, B. H. (2026). **Institutional habitus, cultural capital, and STEAM learner identity in the context of rural Chinese technical vocational education and training: critical participatory action research.** *Asia Pacific Education Review*, 27(2), 493–508. <https://doi.org/10.1007/s12564-024-09979-w>

China has been establishing a substantial infrastructure of science, technology, engineering, arts, and mathematics (STEAM) in higher and further education systems. However, increasing concerns surround technical vocational education and training institutions in rural areas. Accordingly, this critical participatory action research applied Bourdieu's thinking toolbox to understand the relationship between habitus and embodied forms of capital and how these factors might influence STEAM learner identity at an institution surrounded by mountain trails in a prefecture-level city within eastern Anhui Province, a part of the Yangzi River Delta region. The authors conducted fieldwork and semi-structured interviews with key stakeholders, including academic leaders, alumni, and professionals in the STEAM industry. The analysis resulted in five specific themes: (a) promotion of STEAM programs at the subject institution; (b) student recruitment and retention; (c) academic advising and career mentoring; (d) school-entrepreneur partnerships and art studio-based learning; and (e) persistent challenges of career trajectories. The discussion interpreted rural habitus influencing the promotion of STEAM programs at the subject institution. Therefore, this study concluded by providing policy and pedagogical implications and insights about how the empirical voices of the primary stakeholders addressed specific challenges.

Berlinski, S., Giannola, M., & Toppeta, A. (2026). **Effective Families or Effective Schools? Experimental Evidence on Fostering Children's Numeracy** [Working paper]. Retrieved from Centre for Studies in Economics and Finance (CSEF), University of Naples, Italy website: <https://EconPapers.repec.org/RePEc:sef:csefwp:781>

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 (0.17 and 0.20). 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.

Bian, H., Liang, L., Bian, Y., & Zhao, M. (2026). **Reciprocal Relationships between Bullying Victimization and Prosocial Behavior and the Mediating Role of Self-Esteem among Chinese Boys and Girls: An RI-CLPM Study.** *Journal of Youth and Adolescence*, 55(5), 1325–1342. <https://doi.org/10.1007/s10964-026-02329-6>

Previous theory and research indicate an intricate connection between bullying victimization, self-esteem, and prosocial behavior. However, longitudinal evidence remains limited regarding the within-person reciprocal association between bullying victimization and prosocial behavior, whether their association operates indirectly through self-esteem, and whether these patterns differ between boys and girls. The current three-year longitudinal study, with a one-year interval, applied the RI-CLPM to explore the reciprocal relationship between bullying victimization and prosocial behavior, as well as the mediating role of self-esteem, separately for boys and girls. Data from 2,530 Chinese adolescents (51.40% boys; age = 13.29 ± 0.51 at T1) were analyzed. Results revealed a within-person reciprocal relationship between bullying victimization and prosocial behavior among boys only. By contrast, girls showed no direct within-person reciprocal effects. Instead, the longitudinal reciprocal relationship was mediated by girls' self-esteem. Specifically, girls' self-esteem at T2 mediated both the path from bullying victimization at T1 to prosocial behavior at T3 and the reverse path from prosocial behavior at T1 to bullying victimization at T3. These findings emphasize the need for gender-specific interventions, with a focus on promoting prosocial behavior for boys and enhancing self-esteem for girls to reduce the negative consequences of bullying victimization.

Blanchard, C. (2026, May 12). **Parcoursup machine à stress, Affelnet outil de mixité ? Cherchez l'erreur.** Retrieved May 13, 2026, from Alternatives Economiques website: <https://www.alternatives-economiques.fr/cecile-blanchard/parcoursup-machine-a-stress-affelnet-outil-de-mixite-cherchez-lerreur/00118368>

Fin mars ont été annoncées par le rectorat de Paris des modifications dans la procédure Affelnet qui décide de l'affectation des élèves de troisième en lycée pour la rentrée 2026.

Britton, J., Ridpath, N., Villa, C., & Waltmann, B. (2026). **Paying Disadvantaged Teenagers to Stay in School** (Working paper No. 18575). Retrieved from IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18575>

We evaluate the Education Maintenance Allowance, a large conditional cash transfer scheme that paid low-income teenagers in England to remain in education beyond age 16. Using the staggered national roll-out of the programme and linked administrative data tracking education, earnings, welfare payments and criminal convictions to age 31, we find no significant overall effect of the policy on labour market outcomes or criminality. High-attaining students were more

likely to attend university but no more likely to graduate. Low-attaining students committed fewer crimes. We estimate the Marginal Value of Public Funds was 0.85 (95% confidence interval 0.52–1.29); even at the upper bound of this interval, benefits barely outweigh costs.

Byun, S., Brennan, L., Christensen, J., Ortiz, N., Shah, N., Reinholz, D., ... Caballero, M. D. (2026). **Equity-Focused Coaching: Negotiating Teachers' Interpretations of Racialized and Gendered Participation Patterns.** *Journal of Teacher Education*, 77(3), 212–229. <https://doi.org/10.1177/00224871261417322>

Equity-focused coaching—coaching that centers racism, patriarchy, and other oppressive systems—is a promising approach to supporting teachers in expanding learning opportunities for minoritized students. However, despite its known challenges, details of equity-focused coaching remain underexamined. This article presents an analysis of 27 equity-focused coaching sessions with ten secondary physics teachers, which incorporated classroom videos and EQUIP analytics. The analysis applied theoretical constructs from conversation analysis: attribution of responsibility and attribution of knowledge in interaction. Findings show that whereas coaches tended to explain inequitable patterns in terms of broader social patterns, teachers tended to base their interpretations on the perceived deficits of minoritized students. The turn-by-turn analysis illustrates fine-grained details of discursive moves coaches leveraged to successfully facilitate shifts in teachers' interpretative orientations. These findings highlight that steering coaching conversations toward equity-focused interpretations is an essential element of equity-focused coaching, and such work comprises subtle and skillful discursive moves.

Café pédagogique. (2026, May 18). **Pierre Merle : Comment lutter contre le séparatisme social des établissements privés sous contrat?** Retrieved May 18, 2026, from Le Café pédagogique website: <https://www.cafepedagogique.net/2026/05/18/pierre-merle-comment-lutter-contre-le-separatisme-social-des-etablissements-privés-sous-contrat/>

« Objectif fixé par le Code de l'éducation », la mixité a de nombreux bienfaits et doit donc être recherchée pour tous les élèves plaide Pierre Merle, dans tous les établissements,

Caviola, S., Giofrè, D., Toffalini, E., Esposito, L., Tonizzi, I., & Geary, D. C. (2026). **Sex Differences in Mathematics: A Meta-analytic Review Across Content, Grades, and Geographic Regions.** *Educational Psychology Review*, 38(1), 58. <https://doi.org/10.1007/s10648-026-10125-8>

The current meta-analysis of sex differences in mathematics builds upon the foundation laid by two large-scale analyses conducted years ago (e.g., Lindberg et al., 2010; Else-Quest et al., 2010). This meta-analysis provides a needed update and draws on a novel mix of studies, from experimental research to large-scale assessments, while offering a more detailed, current mapping of where, when, and in which mathematical domains sex differences emerge and change across grades. The review covers 2010 to 2022, and focuses on how sex differences in mathematics vary across grade level, mathematical content (e.g., arithmetic, geometry), geographic region, and national levels of gender equality. Using PRISMA guidelines, we synthesized 440 studies with 1,210 effect sizes, encompassing over 15 million participants. Random-effects multilevel models revealed a small but significant overall male advantage ($d = 0.08$), with stronger effects emerging in later grades for geometry ($d = 0.54$) and broad mathematics ($d = 0.26$). These differences were more pronounced in countries with higher gender equality, as measured by indices such as the Global Gender Gap Index, and in regions such as Northern America, Europe and Central and South America. Results indicate that sex differences in mathematics are content- and grade-specific, with a growing male advantage in later grades,

especially in spatially intensive content areas like geometry. Overall, the findings support the role of both biological and socio-cultural factors in shaping sex differences in mathematics and underscore the importance of targeted interventions to address these gaps in mathematical education.

Chan, T. F., & Yu, Y. (2026). **“One country, two values”**: mainland Chinese/Hong Kong international students' perspectives on the Hong Kong protests in 2019. *Asia Pacific Education Review*, 27(2), 555–567. <https://doi.org/10.1007/s12564-024-09994-x>

Some Hong Kong students who studied overseas organized rallies to support the protesters in Hong Kong during the 2019 Anti-Extradition Protests. In response and in opposition to the actions of the Hong Kong students, some mainland Chinese students also went to the streets, which they saw as an act of nationalism. This disagreement in opinions can be traced to the fact that China has strongly emphasized national education while Hong Kong has had very little national education in the years before 2019. This study investigates the interview responses of students from both sides in New Zealand as a case study. The results suggest that Hong Kong and mainland China's national education systems have ingrained separate sets of values about their respective regions. While some mainland students believed that they were beneficiaries of their country's progress and felt a sense of national pride, some Hong Kong students harbored anti-China sentiments. The investigation reveals a prevailing hostility between the opposing factions, with the influence of mainland propaganda during the protests further exacerbating their divide. This research contributes to the study of how earlier schooling influences the shaping of national identity, as well as the exploration of the phenomenon commonly referred to as “angry youth”.

Chen, J., Yang, L., Liang, Y., Huang, L., Lyu, M., & Ren, P. (2026). **Patterns and Transitions of Bullying Participant Roles: the Predictive Roles of Self- and Peer-perceived Peer Status**. *Journal of Youth and Adolescence*, 55(5), 1280–1294. <https://doi.org/10.1007/s10964-025-02305-6>

Bullying operates as a group process involving different participant roles, whose interactions shape how bullying unfolds. However, research delineating the profiles and transitions of these roles, as well as the influence of self- and peer-perceived peer status on such dynamics, remains limited. Using latent profile analysis and latent transition analysis, this study examined the profiles and transitions of five distinct bullying participant roles (i.e., perpetrators, victims, followers, defenders, and outsiders) among Chinese adolescents, along with the predictive roles of self-perceived and peer-perceived peer status (i.e., likeability and popularity), respectively. A total of 3769 adolescents (50.6% boy at T1; Mage = 12.78; SD = 0.45) participated in the study across two waves over a six-month period. Four bullying roles profiles were identified at both time points: (1) non-involved, (2) victim, (3) perpetrator-follower, and (4) defender-outsider. The majority of adolescents either maintained their membership in their initial group or transitioned into the non-involved group over the study period. Furthermore, adolescents with higher peer-perceived status were more likely to belong to, or transition toward, more adaptive patterns of involvement, such as non-involved or defender-outsider, whereas self-perceived likeability and popularity demonstrated more nuanced and mixed associations across profiles. These findings deepen understanding of the diverse patterns that characterize adolescents' involvement across bullying participant roles and indicate that peer-perceived status is the most powerful and protective predictor of maintaining more adaptive patterns of bullying involvement.

Chiu, Y.-L. T., Wong, B., Murray, Ó. M., Horsburgh, J., & Copsey-Blake, M. (2026). **'I deserve to be here': minority ethnic students and their conditional belonging in UK higher education.** *Higher Education*, 91(4), 1273–1290. <https://doi.org/10.1007/s10734-025-01469-1>

In efforts to support students' belonging in higher education, universities continue to cultivate and promote diversity and inclusion in their academic communities. Despite this endeavour, students from underrepresented backgrounds can still often encounter barriers to belonging at university. Existing research has identified multiple domains of student belonging in higher education, although there has been limited qualitative analysis of how belonging is experienced by minority ethnic students, especially at elite institutions. This paper draws on 72 in-depth interviews with minority ethnic STEM university students in the UK. Drawing on the sociological concept of conditional belonging, which is mostly used in migration studies, our findings indicate that students' construction and negotiation of belonging can be 'conditional' and 'conditioned' based on their prior educational experiences, perceptions of being a minority within their institutional contexts and social and academic interaction with others. We argue that conditional belonging can shape how students participate, engage, and develop belonging in higher education. We conclude with practical implications for learning and teaching that can foster a diverse and inclusive academic community for all.

Cooper, A. R. (2026). **On White Academic Freedom: A Black Philosophical Approach Toward Epistemological Justice in Higher Education.** *Educational Theory*, 76(3), 357–377. <https://doi.org/10.1111/edth.70072>

Recent challenges to academic freedom in the U.S. have centered on conservative policymakers' attempts to limit academic concepts that they deem as divisive and un-American. These challenges underscore the acknowledged yet unnamed racialized aspect of academic freedom in U.S. higher education, which privileges Euro-western academic thought. In this article, I recognize academic freedom not as a color-evasive and politically neutral professional agreement, but as a race-conscious and ideologically driven tool used to perpetuate intellectual white supremacy. Naming this concept white academic freedom, I explain how academic freedom privileges knowledge and knowledge dissemination that (re)creates and protects white supremacy, while stifling knowledge and knowledge dissemination that challenges it. Using insights derived from a Black philosophical approach, I then describe the characteristics of white academic freedom and how they advance epistemic injustice and white supremacy. In naming white academic freedom, I do not advocate for the abolishment of academic freedom for the sake of epistemic equity—rather, I call for the reframing of academic freedom under a Black philosophical lens to embrace collaborative knowledge generation and dissemination, which can disrupt white supremacy in the academy. I name this reframing Black academic freedom, as an expansive approach to embracing knowing and knowledge generation outside of white normativity and supremacy.

Cornand, R., & Richard-Bossez, A. (2025). **L'illusion de l'excellence en éducation prioritaire ou la fabrique de territoires scolaires de seconde zone.** *Espaces et sociétés*, 196(3), 79–94. <https://doi.org/10.3917/esp.196.0080>

Cet article étudie les logiques néolibérales à l'œuvre au sein de dispositifs dits « d'excellence » déployés dans les territoires de l'éducation prioritaire et des quartiers de la politique de la ville, à partir de l'étude des Cordées de la réussite et des Parcours d'excellence dans l'académie d'Aix-Marseille. Trois parties sont développées : la première montre comment ces politiques contribuent à pérenniser une représentation altérisante des territoires et des élèves auxquels elles s'adressent ;

la deuxième insiste sur la manière dont ces dispositifs produisent également une nouvelle division sociale des élèves de ces territoires ; la dernière souligne comment le jeu de la compétition scolaire se déploie dans ces territoires d'une manière illusoire. L'article révèle ainsi comment ces deux dispositifs, en mettant en place une discrimination positive territoriale et individualisée, consolident finalement la discrimination négative des territoires populaires.

Courtioux, P., Maury, T.-P., & Seux, J. (2026). **The geographies of segregation in French universities from 2006 to 2016.** *Higher Education*, 91(4), 1337–1353. <https://doi.org/10.1007/s10734-025-01473-5>

Since the French university system is non-selective, the question of segregation has long remained unaddressed. However, the recent increase in enrolment, as well as the implementation of cluster-building policies, has brought the issue of university segregation and its geography to the forefront. This article proposes the first exhaustive geographical decomposition of segregation in French universities. Using a mutual information index, we identify the different local components and layers of social segregation and measure their contribution to the national level of segregation between 2006 and 2016. Our results show that in the French university system, segregation is quite low and tended to decrease over the period. However, we also show that only about 18% of the total segregation is due to macro-scale factors: i.e., social differences across regional areas: social segregation is mainly a local phenomenon that could be reduced with reforms of higher education enrolment policy, implemented at the regional level.

De Welde, K. (2026). **The revolution will not be graded: deepening our commitments to the liberatory potential of ungrading.** *Higher Education*, 91(4), 1601–1616. <https://doi.org/10.1007/s10734-025-01486-0>

Moving beyond traditional assessment, grades, and grading requires a reorientation to teaching-and-learning that involves a shift in ethos, rather than merely the adoption/adaption of a different pedagogical strategy. Pedagogues committed to critical, feminist, democratic, anti-racist, or abolitionist approaches may find the gradeless classroom (or university) a direct extension of their values and praxis. Interrogating the inherent power disparities imbued in grades and grading, alternative assessment—and “ungrading” in particular—is often leveraged to increase equity, student agency, and inclusivity. What transpires, however, when rejecting the tyranny of grades reinscribes hegemonic ideologies of, for example, whiteness, cisheteropatriarchy, or neoliberalism? This article explores two related themes as contributions to the conceptual and empirical literatures on ungrading. First, I position alternative assessment broadly and ungrading specifically in critical, feminist, engaged, and abolitionist pedagogies. Second, situating ungrading in the scholarship of teaching and learning about alternative assessment, I provide a reflexive intervention critiquing how these approaches may collude with and/or co-exist with the very systems of oppression they aim to—in part—subvert.

Dhume, F., & Nyambek-Mebenga, F. (2026). **Pour une approche praxéologique de l'intersectionnalité en éducation et formation (Volume 2).** *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165q2>

L'éducation, en tant que champ social et politique, est traversée par des rapports de pouvoir qui se construisent et s'articulent à travers de multiples systèmes sociaux de catégorisations : genre, race, classe, handicap, religion ou encore origine géographique. Face à la persistance des inégalités et à la pluralité des expériences éducatives, l'intersectionnalité s'impose comme un cadre théorique et méthodologique incontournable. Issu des travaux fondateurs du Black

feminism, ce paradigme permet de dépasser les analyses catégorielles isolées pour appréhender les mécanismes de domination et de marginalisation dans leur interdépendance. Ce dossier offre ainsi un panorama critique des usages de l'intersectionnalité en recherche en éducation et met en lumière des travaux qui en expérimentent concrètement la mise en œuvre.

Dominique, L.-R., & Reuter, Y. (2026, May 11). **L'école face à la pauvreté : comment les inégalités sociales se transforment en inégalités scolaires.** <https://doi.org/10.64628/AAK.u3dhxqu7r>

En France, plus que dans d'autres pays, l'échec scolaire est socialement marqué. Comment changer l'école pour qu'elle soit réellement un espace d'égalité des chances ?

Doxey, A., Karger, E., & Nencka, P. (2026). **High Schools and the Uneven Rise in American Opportunity** (Working paper No. 18580). Retrieved from IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18580>

Between 1850 and 1910, the share of young Americans living in towns with high schools increased from 17% to 46% - the fastest expansion of school access in U.S. history. Using new data on every high school in the United States, we show that this expansion transformed economic opportunities for many young adults but widened class and racial inequalities. We find sharp increases in school attendance rates for high school-aged children in towns that opened a high school relative to children in nearby towns without one. Linking children to adult outcomes, we show that high schools increased women's labor force participation and job quality, while reducing the probability of early marriage and childbearing. Increased access to high school accounts for a third of the increase in women's labor force participation between 1870 and 1930. High schools had the largest effects on children from already-wealthy families, and did not, on average, benefit Black children. While the high school movement substantially narrowed gender gaps in labor market outcomes, it also widened existing race- and class-based disparities.

Espinola, A. F. (2026). **Entretien avec Valentin Melot, Xavier Gauchard et Natahalie Sayac à propos du rapport IGF-IGÉSR Filles et mathématiques : lutter contre les stéréotypes, ouvrir le champ des possibles.** *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165qa>

L'annexe 4 du rapport rédigé par l'inspection générale de l'éducation du sport et de la recherche (IGÉSR) et par l'inspection générale des finances (IGF) « Filles et les mathématiques : lutter contre les stéréotypes, ouvrir le champ des possibles », intitulée « Mécanismes expliquant la faible représentation des filles dans les STEM », propose une synthèse approfondie de la littérature internationale consacrée aux écarts genrés en mathématiques et aux mécanismes qui influencent les performances et les choix d'orientation des filles vers les filières scientifiques. Cette revue de travaux, qui mobilise la psychologie, la sociologie, les neurosciences, l'économie et les sciences de l'éducation, met en évidence le caractère socialement construit de ces écarts et leur dimension systémique et autoentretenu. Dans l'entretien avec Artemisa Flores Espinola qui suit, trois inspectrices co-auteures du rapport reviennent sur les principales considérations contenues dans cette annexe.

Fontaine, R. (2026). **Jugement professoral et influence du système de genre dans les bulletins scolaires.** *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165qa8>

L'objectif central de cet article de recherche est d'explorer comment les discours « renforçateurs » ou « subversifs » vis-à-vis des stéréotypes de genre influencent le jugement professoral des enseignant·es d'EPS. Des études antérieures (Chalabaev, 2006 ; Moniotte et Poggi, 2014) révèlent que le sexe des élèves impacte les attentes et jugements des

enseignant·es, influençant même les bulletins scolaires. Notre article vise à approfondir cette question en étudiant individuellement les enseignant·es pour déterminer si leur discours peut influencer et transparaître dans leur jugement professoral. En utilisant la méthode de complétion d'histoire, nous identifierons les discours « renforçateurs » et « subversifs » présents chez les enseignant·es. Les bulletins scolaires des élèves seront ensuite analysés pour révéler si le sexe des élèves influence le jugement professoral, avec des attentes distinctes envers les filles et les garçons.

Foretay, T. (2026). **L'intersectionnalité pour repenser sa posture de recherche**. *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165q3>

En initiant de nombreuses réflexions liées à mon propre parcours, l'intersectionnalité m'a amené à questionner ma posture et à rechercher une cohérence entre mon statut de chercheuse et ma volonté d'agir pour plus de justice sociale. Cet article est l'aboutissement de cette démarche autoréflexive, qui prend ici la forme d'une enquête autoethnographique. J'y analyse mon parcours de formation avec un regard intersectionnel et interdisciplinaire, en mettant en évidence les éléments qui m'amènent aujourd'hui à incarner une posture de recherche éthiquement située contre la reproduction et la légitimation des dominations sociales.

Geay, B., Camus, J., Clément, P., Humeau, P., & Bantigny, L. (2026). **La reproduction au 21e siècle. Actualité de Bourdieu et Passeron**. Retrieved from <https://editions-croquant.org/champ-social/1203-la-reproduction-au-21e-siecle-actualite-de-bourdieu-et-passeron.html>

L'égalité des chances, la méritocratie et la mobilité sociale sont au cœur de l'idéal républicain : dans une République sociale, le statut des individus ne devrait dépendre ni de la naissance ni de l'héritage. Or, force est de constater que les mécanismes qui s'opposent à cette promesse et assurent la reproduction des positions sociales d'une génération à l'autre semblent plus puissants et plus agissants que jamais. C'est précisément à la déconstruction de ces mécanismes que ce livre entend contribuer en revenant sur les apports et l'actualité d'un ouvrage fondateur pour la sociologie en général et la sociologie de l'éducation en particulier : la reproduction de Pierre Bourdieu et Jean-Claude Passeron. Publié six ans après *Les Héritiers* et deux ans après le vaste mouvement de révolte de 1968, il constitue l'un des ouvrages les plus marquants et les plus cités de ces auteurs. Il est en effet venu couronner tout un ensemble de recherches sur l'éducation et la culture et a été à l'origine de nombreux travaux — venant en discuter les thèses ou en exploiter la portée empirique — tout en constituant l'un des ouvrages les plus en phase avec certaines des avant-gardes politiques de cette période. En un sens, le livre a été victime de son succès. Sans toujours être lu et cité à bon escient, il est devenu une sorte de point de repère commode, convoqué à l'appui de tous les projets de dépassement d'une sociologie jugée trop déterministe. Ne cherchant ni à rendre hommage ni à régler des comptes, les autrices et auteurs réunis ici revisitent et actualisent, à partir de leurs propres travaux, les analyses de Bourdieu et Passeron pour proposer un panorama inédit sur la reproduction sociale à l'école et par l'école dans la France du 21e siècle. Réunissant les contributions d'une trentaine d'autrices et auteurs, français et étrangers, ce livre collectif s'organise en cinq parties. La première revient sur la genèse de *La reproduction* ainsi que sur sa réception et sa diffusion à l'étranger. La seconde prend à bras le corps la question des stratégies de reproduction des différentes classes sociales en mettant l'accent sur la place qu'y occupe l'école. La troisième propose quant à elle sur une sociologie politique des savoirs scolaires en rattachant, là encore, leurs transformations aux intérêts et aux stratégies de différents groupes sociaux. La quatrième partie réexamine alors cette question centrale de la sociologie de l'éducation à savoir les

relations entre les pratiques pédagogiques et la re-production (ou la réduction) des inégalités. Enfin, la cinquième partie met au jour les mécanismes de sélection et de ségrégation à l'oeuvre dans le système d'enseignement contemporain.

Gensbittel, L. (2026). **Les perspectives professionnelles des enseignant·es-chercheur·es en début de carrière au prisme du genre.** *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165q9>

La sous-représentation des femmes aux échelons supérieurs de la hiérarchie dans l'enseignement supérieur apparaît dans plusieurs enquêtes au niveau international. Cet article s'intéresse à l'entrée dans le métier des enseignant·es-chercheur·es des universités françaises afin de déterminer si cette inégalité verticale correspond à des décisions individuelles construites au fil du temps ou prises au contraire dans les premières années. Les entretiens menés font apparaître un faisceau d'obstacles rendant plus complexes pour les femmes les perspectives de promotion professionnelle. Les résultats du questionnaire utilisé dans cette étude montrent des différences de perspectives professionnelles conduisant les femmes, dès les premières années, à investir, plus que les hommes, l'enseignement, au détriment de la recherche, et à davantage reporter l'obtention de l'habilitation à diriger des recherches, nécessaire pour candidater au statut de professeure des universités.

Grimaud, F. (2026). **Prendre en compte les rapports sociaux dans l'analyse de l'activité de travail des Accompagnant·es d'Elèves en Situation de Handicap.** *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165q6>

Cet article est issu d'une recherche-intervention en sciences de l'éducation visant à analyser l'activité de travail des Accompagnant·es d'Elèves en Situation de Handicap (AESH). La demande du collectif associé à cette recherche oriente les analyses sur des rapports sociaux au travail qui génèrent une position d'infériorité dans l'organisation du travail à l'école. Les AESH vivent alors des situations d'exclusion au cœur de leur milieu de travail, dans les moments informels, semi-formels ou formels. Mais leur identité, notamment de genre, est aussi une ressource pour travailler. Le chercheur analyse alors à nouveau ses verbatims au regard des rapports de genre, de race, de classe ou de handicap afin de montrer que les choix opérés par ces travailleuses sont lestés par des rapports sociaux. Cet article plaide alors pour qu'une approche intersectionnelle vienne compléter le champ de l'analyse du travail et permette de comprendre les rapports sociaux qui structurent l'activité des professionnel·les de l'éducation.

Guo, M., & Cao, Y. (2026). **The relationship of parents' filial piety beliefs to their children's filial piety beliefs and mathematics performance.** *Asia Pacific Education Review*, 27(2), 681–691. <https://doi.org/10.1007/s12564-024-10020-3>

Filial piety is a key concept in Confucian culture that may shape Chinese students' learning motivation and performance. It is important to explore how Chinese students' filial piety beliefs are constructed within the family climate and further related to their achievement. Thus, this study aims to examine the relationship of Chinese parents' filial piety beliefs to their children's filial piety beliefs and mathematics learning performance. A total of 1195 primary school students from three public schools in China and one parent of each student participated in this study. Structural equation modeling was used to analyze the questionnaire data collected from students and parents. The results confirm the important role of parents' filial piety beliefs in shaping their children's filial piety beliefs and learning outcomes. The results also show that parents' reciprocal filial piety positively predicted their children's reciprocal and authoritarian filial piety beliefs. Parents' authoritarian filial piety was positively and negatively related to their children's

authoritarian and reciprocal filial piety beliefs, respectively. Students' mathematics achievement was positively affected by their reciprocal filial piety beliefs. Both parent and child authoritarian filial piety were negatively related to children's mathematics achievement. A bootstrap analysis confirmed the mediating role of children's filial piety in the relationship between parents' filial piety and children's mathematics performance. Our results can provide guidance for parents with regard to optimizing their beliefs and educational practices.

Hajar, A. (2026). **Shadow education in conflict-affected contexts: experiences of internally displaced Syrian students with English private tutoring.** *Oxford Review of Education*, 52(3), 348–365. <https://doi.org/10.1080/03054985.2025.2461503>

This qualitative study explores the experiences of seven internally displaced Syrian students (aged 14–15) learning English at a tutorial centre in Afrin, Aleppo Governorate. For data collection, the research used participants' written narratives and a subsequent online semi-structured interview. Findings reveal that students attended only face-to-face small group sessions at the tutorial centre due to financial constraints. They reported challenges in formal schooling, such as indifferent teachers, large class sizes, and disruptive peers. Participants valued the tangible benefits of English private tutoring (EPT), particularly in preparing for the high-stakes Basic Education Certificate Examination, which determines eligibility for upper secondary education. Tutoring offered targeted test preparation and effective instructional strategies. Additionally, students highlighted soft benefits, including increased self-confidence and a sense of hope amidst ongoing instability in Syria. The study identifies concerns about student absenteeism and the potential for EPT to 'supplant' rather than 'supplement' formal education. Some participants noted financial and psychological pressures on themselves and their families. The paper concludes with pedagogical implications and recommendations for future research, emphasising the critical role of EPT in the educational trajectories of displaced students in conflict-affected regions.

Hwang, J. (2026). **COVID-19 pandemic and mathematics achievement gap in Korea: the role of private education and parental support.** *Asia Pacific Education Review*, 27(2), 749–764. <https://doi.org/10.1007/s12564-024-10028-9>

This study aimed to elucidate the impact of the COVID-19 pandemic on exacerbating the achievement gap between high-achieving and low-achieving students. In addition, it delved into the relationship between the achievement gap and private education, as well as parental educational support. Utilizing the data from the Busan Education Longitudinal Study, this study compared two distinct cohorts: Cohort 1, consisting of students who were in grade 7 (the first grade of Korean middle schools) in 2016, and Cohort 2, consisting of students who were in grade 4 in 2016. While Cohort 1 graduated from middle school before the pandemic, Cohort 2 experienced it during their second year of middle school. To analyze changes in students' achievements, the study used a longitudinal growth model based on k-mean cluster analysis to identify subgroups with distinct patterns of achievement changes. The study then focused on Cohort 2, scrutinizing the interplay between variations in private education modalities, expenditures, and the spectrum of parental educational support across six delineated growth cluster. The findings indicated an intensification of the achievement gap during the pandemic. However, students' membership in the growth clusters was not related to parents' educational support or private education. While changes in private education expenditure appear related to the characteristics of the growth cluster, more detailed data and theoretical discussions are necessary.

Iacobino, S., & Roland, E. (2026). **Retisser l'intersectionnalité dans l'histoire de l'éducation des filles au Congo colonial: le cas du Foyer Social d'Élisabethville (1934-1960)**. *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165q4>

Dans le domaine de l'histoire de l'éducation, en particulier concernant l'éducation coloniale et l'éducation des femmes, l'utilisation de l'intersectionnalité comme perspective méthodologique pour lire les sources historiques est en plein essor. Cette étude vise à contribuer à ces recherches en explorant comment (a) opérationnaliser l'intersectionnalité dans les travaux en histoire de l'éducation et (b) en illustrant son usage critique dans le cas spécifique de l'éducation des filles et des femmes du Foyer Social d'Élisabethville (Lubumbashi, RDC) pendant l'ère du Congo belge (1934-1959). Plus spécifiquement, dans le sens de Danièle Kergoat, elle tente de démontrer la consubstantialité et la coextensivité des rapports de domination de genre, de race, de classe et d'âge, à retisser à travers les archives coloniales de cette institution éducative pour femmes et jeunes filles congolaises.

Indices de position sociale des collèges (à partir de 2023). (2026, April 16). Retrieved May 18, 2026, from data.education.gouv.fr website: <https://data.education.gouv.fr/explore/assets/fr-en-ips-colleges-ap2023/>

L'indice de position sociale (IPS) permet d'appréhender le statut social des élèves à partir des professions et catégories sociales (PCS) de leurs parents. À chaque PCS ou couple de PCS est associée une valeur numérique de l'IPS. Cette valeur numérique correspond à un résumé quantitatif d'un ensemble d'attributs socio-économiques et culturels liés à la réussite scolaire. Plus l'indice de position sociale (IPS) est élevé, plus les élèves sont en moyenne d'origine sociale favorisée. Plus il est faible, plus les élèves sont d'origine défavorisée socialement. Concrètement, les valeurs de référence de l'indice pour chaque PCS, ou couple de PCS sont déterminées grâce à une méthode statistique qui permet de synthétiser un ensemble de caractéristiques décrivant les conditions de vie des élèves (voir article de Rocher, 2016). L'indice d'une PCS donnée est ainsi le résumé quantitatif d'un certain nombre d'attributs socio-économiques et culturels liés à la réussite scolaire, que l'on retrouve en moyenne pour cette PCS. La première version de l'indice, utilisée jusqu'à la rentrée 2021, a été calculée sur les données du panel de la DEPP d'élèves entrés en sixième en 2007. Pour ces 35 000 élèves du panel, on dispose d'une information riche sur leurs conditions de vie permettant d'établir la table de passage PCS- IPS. À la rentrée 2022, cette table de passage a été mise à jour en mobilisant les données du panel de la DEPP d'élèves entrés en 2011 en CP. Dès lors que les PCS des parents sont renseignés, ce qui est le cas pour la très grande majorité des élèves du second degré, il suffit d'appliquer ces valeurs de référence et de considérer cette nouvelle variable comme un indice, c'est-à-dire de manière quantitative. Le niveau social d'un établissement scolaire est apprécié à travers le calcul de la moyenne des IPS des élèves qui y sont scolarisés. Il convient de rappeler que, comme tout indice synthétique, il s'agit d'un résumé simplifié de la réalité, qui ne peut rendre compte à lui seul de la complexité de la situation socio-économique et culturelle des élèves accueillis dans un établissement. L'IPS étant basé sur les PCS déclarées par les familles et enregistrées par les établissements, il est soumis à une certaine marge d'erreur : ainsi, il est conseillé de ne pas sur-interpréter des différences de 3 points ou moins concernant les IPS moyens des établissements. Enfin, il convient de noter que la méthodologie de calcul de l'indice a changé, entraînant une rupture de série à partir de la rentrée 2022 : les valeurs de référence de l'indice ont changé et les élèves dont les PCS des deux parents sont non renseignées ne rentrent plus dans le calcul de l'IPS moyen de leur établissement (table de passage disponible en pièce jointe ci-dessous). Dans le secteur privé sous contrat, des

évolutions dans la remontée des PCS sont intervenues à la rentrée 2023 : la deuxième PCS qui n'était que très partiellement remontée jusqu'à présent a connu une évolution très importante de son taux de disponibilité dans les bases (passant d'environ 15% à 75%). On observe en parallèle que les IPS des établissements privés ont augmenté à la rentrée 2023 (+3 points en moyenne), ce qui est en lien direct avec cette évolution sur la deuxième PCS. Ainsi, les évolutions de l'IPS parmi les collèges privés entre 2022 et 2023 doivent être interprétées avec précaution. L'indice d'hétérogénéité sociale d'un établissement correspond à l'écart-type de l'indice de position sociale (IPS) de ses élèves. Plus il est élevé, plus le profil social des élèves est diversifié. Cet indice est calculé depuis la rentrée 2019, uniquement pour les établissements du second degré. De même que pour le calcul de l'IPS moyen, à partir de la rentrée 2022, les élèves dont les PCS des deux parents ne sont pas renseignées sont exclus du champ du calcul de l'écart-type. Le fichier fournit l'IPS moyen au sein d'un établissement ainsi que l'écart-type des IPS de ses élèves pour les collèges de France sous tutelle de l'Éducation Nationale, publics et privés sous contrat, publics et privés sous contrat, calculés à partir des données de la rentrée N et pour l'ensemble des élèves de l'établissement. Dans le fichier mis à disposition, chaque ligne correspond à un collège pour une année scolaire donnée. L'IPS n'est pas renseigné s'il est calculé sur moins de 5 élèves. À partir de 2025-2026, les collèges des COM (Polynésie française, Saint-Barthélemy, Saint-Martin, Saint-Pierre-et-Miquelon et Wallis-et-Futuna) et de Nouvelle-Calédonie sont inclus dans le jeu de données. Pour en savoir plus : Rocher, T. (2016). Construction d'un indice de position sociale des élèves. *Éducation & formations, DEPP*, 90, pp.5-27. <https://doi.org/10.48464/hal-01350095> Dauphant F., Evain F., Guillermin M., Simon C., Rocher T. (2023), L'indice de position sociale (IPS) : un outil statistique pour décrire les inégalités sociales entre établissements. *Note d'Information, n°23.16, DEPP*. <https://doi.org/10.48464/ni-23-16> En savoir plus sur l'indice de position sociale : L'indice de position sociale (IPS)

Indices de position sociale des lycées (à partir de 2023). (2026, April 14). Retrieved May 18, 2026, from data.education.gouv.fr website: <https://data.education.gouv.fr/explore/assets/fr-en-ips-lycees-ap2023/>

L'indice de position sociale (IPS) permet d'appréhender le statut social des élèves à partir des professions et catégories sociales (PCS) de leurs parents. À chaque PCS ou couple de PCS est associée une valeur numérique de l'IPS. Cette valeur numérique correspond à un résumé quantitatif d'un ensemble d'attributs socio-économiques et culturels liés à la réussite scolaire. Plus l'indice de position sociale (IPS) est élevé, plus les élèves sont en moyenne d'origine sociale favorisée. Plus il est faible, plus les élèves sont d'origine défavorisée socialement. Concrètement, les valeurs de référence de l'indice pour chaque PCS, ou couple de PCS sont déterminées grâce à une méthode statistique qui permet de synthétiser un ensemble de caractéristiques décrivant les conditions de vie des élèves (voir article de Rocher, 2016). L'indice d'une PCS donnée est ainsi le résumé quantitatif d'un certain nombre d'attributs socio-économiques et culturels liés à la réussite scolaire, que l'on retrouve en moyenne pour cette PCS. La première version de l'indice, utilisée jusqu'à la rentrée 2021, a été calculée sur les données du panel de la DEPP d'élèves entrés en sixième en 2007. Pour ces 35 000 élèves du panel, on dispose d'une information riche sur leurs conditions de vie permettant d'établir la table de passage PCS- IPS. À la rentrée 2022, cette table de passage a été mise à jour en mobilisant les données du panel de la DEPP d'élèves entrés en 2011 en CP. Dès lors que les PCS des parents sont renseignés, ce qui est le cas pour la très grande majorité des élèves du second degré, il suffit d'appliquer ces valeurs de référence et de considérer cette nouvelle variable comme un indice, c'est-à-dire de manière quantitative. Le niveau social d'un établissement scolaire est apprécié à travers le calcul de la moyenne des IPS

des élèves qui y sont scolarisés. Il convient de rappeler que, comme tout indice synthétique, il s'agit d'un résumé simplifié de la réalité, qui ne peut rendre compte à lui seul de la complexité de la situation socio-économique et culturelle des élèves accueillis dans un établissement. L'IPS étant basé sur les PCS déclarées par les familles et enregistrées par les établissements, il est soumis à une certaine marge d'erreur : ainsi, il est conseillé de ne pas sur-interpréter des différences de 3 points ou moins concernant les IPS moyens des établissements. Enfin, il convient de noter que la méthodologie de calcul de l'indice a changé, entraînant une rupture de série à partir de la rentrée 2022 : les valeurs de référence de l'indice ont changé et les élèves dont les PCS des deux parents sont non renseignées ne rentrent plus dans le calcul de l'IPS moyen de leur établissement (table de passage disponible en pièce jointe ci-dessous). Dans le secteur privé sous contrat, des évolutions dans la remontée des PCS sont intervenues à la rentrée 2023 : la deuxième PCS qui n'était que très partiellement remontée jusqu'à présent a connu une évolution très importante de son taux de disponibilité dans les bases (passant d'environ 15% à 75%). On observe en parallèle que les IPS des établissements privés ont augmenté à la rentrée 2023 (+3 points en moyenne), ce qui est en lien direct avec cette évolution sur la deuxième PCS. Ainsi, les évolutions de l'IPS parmi les collèges privés entre 2022 et 2023 doivent être interprétés avec précaution. L'indice d'hétérogénéité sociale d'un établissement correspond à l'écart-type de l'indice de position sociale (IPS) de ses élèves. Plus il est élevé, plus le profil social des élèves est diversifié. Cet indice est calculé depuis la rentrée 2019, uniquement pour les établissements du second degré. De même que pour le calcul de l'IPS moyen, à partir de la rentrée 2022, les élèves dont les PCS des deux parents ne sont pas renseignées sont exclus du champ du calcul de l'écart-type. Dans le fichier mis à disposition, chaque ligne correspond à un lycée pour une année scolaire donnée. L'IPS n'est pas renseigné s'il est calculé sur moins de 5 élèves. Des références sont calculées aux niveaux national, académique et départemental et sont déclinées par secteur d'enseignement. Il n'est pas possible de calculer un IPS moyen à d'autres échelles que celles fournies dans le jeu de données. Les élèves de 3e prépa-métiers ne sont comptabilisés ni dans la voie professionnelle, ni dans la voie générale et technologique. En revanche, ils sont pris en compte dans l'IPS de l'établissement, puisqu'ils y sont scolarisés. Ainsi, dans un établissement n'accueillant qu'une seule voie de formation, l'IPS de la voie et celui de l'établissement peuvent différer. A partir de 2025-2026, les lycées des COM (Polynésie française, Saint-Barthélemy, Saint-Martin, Saint-Pierre-et-Miquelon et Wallis-et-Futuna) et de Nouvelle-Calédonie sont inclus dans le jeu de données.

Laborier, P. (2025). « **Scholars at Risk** » : **généalogie et usages d'une catégorie migratoire en contexte de mondialisation universitaire**. *Lien social et Politiques*, (95), 29–49. <https://doi.org/10.7202/1124893ar>

La catégorie de « scholars at risk » émerge formellement à la fin des années 1990, comme un dispositif de protection des universitaires menacés dans le contexte de la mondialisation universitaire. Cette catégorisation, fruit des mobilisations d'acteurs divers, s'inscrit dans une histoire plus longue des migrations intellectuelles et de la protection des savants persécutés. L'article analyse comment cette catégorie se standardise progressivement à l'échelle internationale, produisant des effets ambivalents sur les parcours et les identités des personnes qu'elle désigne. L'étude des usages sociaux de cette catégorie révèle les stratégies déployées par les universitaires en exil pour négocier leurs statuts et maximiser leurs chances de reclassement, tout en mettant en lumière les tensions entre logiques humanitaires et impératifs universitaires.

Lally, M., & Conway, P. F. (2026). **Higher education in prison: a comparative policy analysis of five countries.** *Higher Education*, 91(4), 1581–1600. <https://doi.org/10.1007/s10734-025-01485-1>

This analysis explores how higher education in prison policies impact educational access for incarcerated populations in five different national contexts: Australia, Nigeria, South Africa, the UK, and the USA. Employing an analytic policy borrowing framework, the study explores how the stated goals of higher education in prison, such as reduced recidivism and savings on public spending, translate into the actual provision of and access to education in carceral contexts. Findings reveal that while the stated purposes of higher education in prison are often consistent across national contexts, differences in funding structures and educational delivery methods significantly impact the contours of access for incarcerated people to higher education opportunities.

Lauricella, M. (2026). **Jeunesses rurales : des trajectoires scolaires sous influences territoriales.** *ÉduRevue*, (157). Retrieved from <https://veille-et-analyses.ens-lyon.fr/DA-Veille/ER-157-avril-2026.pdf?v=1777989851>

Longtemps appréhendées à travers le prisme du déficit — culturel, scolaire, aspirationnel —, les jeunesses rurales font désormais l'objet de travaux scientifiques et institutionnels dont les approches se sont profondément renouvelées. Ces analyses traversent les frontières de l'école : des rapports comme des travaux en sciences de l'éducation ont également tenté d'identifier les spécificités des profils des élèves scolarisés dans les territoires à faible densité. S'il n'existe pas de différences significatives de niveau scolaire entre jeunes ruraux·ales et jeunes urbain·es, ces recherches mettent au jour des divergences de trajectoires, à la faveur notamment des formations courtes et professionnelles plus largement choisies par les élèves éloigné·es des villes. Ainsi, l'enjeu central de ce numéro 157 d'ÉduRevue est de lever le voile sur le paradoxe de la scolarité des jeunes ruraux·ales : à résultats scolaires équivalents, pourquoi leurs trajectoires diffèrent-elles de celles des jeunes urbain·es ? Comment le territoire façonne-t-il en partie les choix d'orientation et les parcours dans l'enseignement secondaire puis supérieur ? Pour apporter des éléments de réponse, l'ÉduRevue se décline en trois parties. La première propose de comprendre comment les catégorisations des jeunesses et élèves ruraux·ales se sont construites à travers des travaux scientifiques et institutionnels. La partie suivante analyse les facteurs qui président aux choix d'orientation des élèves ruraux·ales au cours de l'enseignement secondaire. Enfin, la dernière partie croise deux entrées pour rendre compte de leurs parcours dans le supérieur : la dimension structurelle de l'offre de formation selon les territoires, et les variables sociales et de genre qui pèsent sur les choix d'orientation après le baccalauréat. Ainsi l'ÉduRevue vise à analyser les contextes particuliers dans lesquels s'inscrivent les trajectoires scolaires des jeunes des espaces ruraux, pour qui l'éloignement géographique avec les grands centres urbains vient amplifier les effets de leurs origines sociales moins favorisées.

Linder, A., Heckley, G., & Gerdtham, U. (2026, May 4). **Évaluations scolaires : noter plus tôt, à quel prix ? Une étude pointe des effets sur la santé mentale des filles.** <https://doi.org/10.64628/AAK.tst5kfjn7>

Pression scolaire, comparaison sociale, construction de soi : noter précocement les élèves pourrait fragiliser leur santé mentale, particulièrement celle des adolescentes.

Martindale, K. (2026). **Autobiographie et pédagogie féministe matérialiste : une théorisation (partie 2)** (V. Mozziconacci, Trans.). *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165qc>

Contradictions et complicité Je crois que mon milieu m'a placée dans une position de privilège épistémique. Parce que la vie de famille et l'école étaient si remarquablement semblables, je n'ai pas pu m'empêcher de faire des liens entre elles. La façon dont s'exerçait le pouvoir/savoir était mise à nu, ma complicité avec leurs tentations était évidente. Toutefois, lorsque je commençai à fréquenter de plus près les familles et le système éducatif bourgeois bien plus tard dans ma carrière d'étu...

Maufrais, O. (2026). **L'approche intersectionnelle en formation : entre tensions, réflexivité et changement professionnel.** *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165q7>
Les rapports sociaux de sexe, de classe et de race, « consubstantiels et coextensifs » (Kergoat, 2009, p. 112) entrent dans l'école, influençant la confrontation de l'élève aux apprentissages. Dans un objectif de transformation des représentations des enseignant·es des contextes d'apprentissage et de développement de compétences pour mettre en œuvre un enseignement prenant en considération les rapports sociaux, une formation à l'approche intersectionnelle en EPS (15h) a été mise en place avec des enseignant·es stagiaires du premier degré de l'académie de Créteil (N=65). L'analyse de leurs conceptions et de leurs pratiques s'inscrit dans le cadre de la clinique de l'activité (Clot, 2001). Cet article s'attachera à décrire la formation, ses objectifs et ses limites puis analysera les résistances et enjeux sociologiques dans l'appropriation de l'approche intersectionnelle en formation.

Moreno, O. S. (2026). **Analyser l'intersectionnalité par la méthode quantitative : profils de jeunes face à la cyberhaine.** *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165q5>
Cet article propose une réflexion critique sur la méthodologie relative à l'application de méthodes quantitatives dans le cadre des études intersectionnelles. Il s'appuie sur les résultats d'une recherche doctorale portant sur les expériences des adolescentes exposées et victimes de cyberhaine, comparées à celles des garçons résidant en France. En privilégiant l'approche intercatégorielle, l'étude explore les profils hétérogènes en tenant compte de variables sociodémographiques (définition considérée de manière élargie), telles que le sexe, l'âge, la catégorie socio-professionnelle des parents, l'ascendance et la situation de vulnérabilité. Les résultats indiquent que l'appartenance à plusieurs groupes minoritaires augmente significativement le risque d'exposition et de victimation par cyberhaine. Cet article vise ainsi à dépasser la restriction méthodologique qui limite souvent les études intersectionnelles à une approche qualitative, en soulignant la pertinence et la robustesse de l'approche quantitative pour enrichir ces recherches. Des recommandations sont également formulées pour surmonter les défis méthodologiques rencontrés dans l'application de cette méthode.

Mu, G. M., & Soong, H. (2026). **Rethinking “counterintuitive” results and analogical reasoning: a rejoinder to the critique of “erroneous regression.”** *Higher Education*, 91(4), 1441–1448. <https://doi.org/10.1007/s10734-025-01478-0>

Since its online publication on 16 January 2025, Scapegoating international students for the rental crisis? Insights from large-scale evidence (2017–2024) in Australia has attracted significant attention and sparked widespread discussion. Among the responses is Kault's critique, Erroneous regression used to associate higher international student numbers with lower rents. As our publication continues to generate impact, Kault's critique is a welcome contribution, opening an intellectual avenue for scholarly debate, and providing an opportunity for us to reiterate viewpoints already made in the original publication and to offer necessary clarifications and further elaborations. In this response, we begin by recapitulating our study, followed by a

summary of Kault's critique and the assumptions embedded in its allegations. We then address Kault's methodological challenges while drawing insights from established theses and existing studies to inform our rebuttal. We conclude by inviting the use of the reflexive tool of viewpoint, which enables critical and productive engagement with competing evidence and contrasting perspectives.

Pereira, R. D., & van Kippersluis, H. (2025). **Intergenerational Education Persistence: Evidence from Molecular Genetic Data** (Working paper No. 25-057/V). Retrieved from Tinbergen Institute website: <https://EconPapers.repec.org/RePEc:tin:wpaper:20250057>

This paper exploits molecular genetic data to quantify genetic confounding in parent-child educational outcomes. We develop a model of the intergenerational transmission of education based on insights from the literature on social science genetics. The model distinguishes between two types of genetic confounding. First, narrow genetic confounding reflects the direct transmission of genetic predisposition towards education. Second, broad genetic confounding captures direct genetic transmission as well as genetic nurture, i.e., an influence of parental genes on children's outcome through the family environment. Next, we use the Avon Longitudinal Study of Parents and Children (ALSPAC) data to decompose the association between parental years of education and their offspring's grades on Key Stage 4 national exams. To proxy genetic endowments, we construct Educational Attainment Polygenic Indices (EA PGIs) for parents and children. To correct for measurement error, we use Obviously-Related Instrumental Variables (ORIV) based on two independent PGIs. The results suggest that 'broad genetic confounding' explains 30-45% of the parent-child educational association, and 'narrow genetic confounding' 18-33%. We find no meaningful differences between mothers and fathers. Using our model, we compare our estimates to twin and adoptee designs, and show how molecular genetic approaches can recover both broad and narrow genetic confounding under plausibly weaker assumptions and with arguably greater external validity.

Plassot Sansans, T., Soloaga, I., Cazzuffi, C., & Leyton, C. (2026). **Bridging the gap: educational aspirations and expectations in Latin American intermediate territories**. *Oxford Review of Education*, 52(3), 385–403. <https://doi.org/10.1080/03054985.2025.2468207>

This paper investigates empirically the role of child characteristics, household and territorial circumstances in shaping parents' educational aspirations and expectations for their children, and the alignment or gap between the two. It focuses on higher education and makes three main contributions to the literature. First, it expands the geographical focus of existing research, comparing Chile, Colombia and Mexico within the same study design and sampling frame. Second, it focuses on intermediate territories, that is, a functionally integrated group of municipalities comprising an urban core between approximately 15,000 and 380,000 inhabitants and its hinterland. Third, it studies the influence of context beyond children's school or neighbourhood, analysing territorial characteristics as the broader environment that frames a person's preferences and ideas about life. The findings show that parents' socioeconomic status and territorial characteristics are the key determinants of aspirations, expectations, and the feasibility gap in the three countries. This suggests that individual-level policies to increase household resources may not be sufficient for increasing educational aspirations, expectations and outcomes, unless combined with policies to increase local opportunities and reduce territorial inequalities.

Qin, X., Li, S., Sjögren, B., Ren, P., & Thornberg, R. (2026). **The Role of Parental Influences in Chinese Adolescents' Academic Achievement through Shaping Friendship Network Dynamics.** *Journal of Youth and Adolescence*, 55(5), 1142–1155. <https://doi.org/10.1007/s10964-025-02306-5>

Parents and friends are critical social influences on adolescents' academic achievement, yet how they function together within dynamic friendship networks remains insufficiently understood. This study examined how parental influences (autonomy support, behavioral control, psychological control, and educational expectations) interact with friendship selection and influence processes to shape academic achievement of Chinese adolescents. A total of 1,419 Chinese adolescents (Mage = 12.35, SD = 3.04; 46.4% girls) participated in four-wave surveys across two years. Longitudinal social network analyses revealed a clear friendship influence process, with adolescents' achievement becoming increasingly similar to that of their friends over time. Parental influences operated through distinct pathways: perceptions of high parental expectations directly increased achievement, whereas autonomy support and psychological and behavioral control had no direct effect. Adolescents perceiving high parental autonomy support were more likely to select high-achieving friends; other parental influences did not affect friendship selection. No parental influences moderated the effect of friends influence on achievement. Overall, these findings suggest that parents shape adolescents' achievement by setting expectations and providing support, either directly or via friendship selection, while friends exert an independent influence on achievement. Taken together, the results highlight how both parents and friends contribute adolescents' academic development in the Chinese context.

Tassigny, L. (2025). **L'inclusion chez les Compagnons du Devoir et du Tour de France: une expérience singulière entre recherche et action.** Retrieved from <https://editions-ems.fr/boutique/l'inclusion-chez-les-compagnons-du-devoir-et-du-tour-de-france/>

«Les Compagnons, ça fait un peu secte, non ?» Cette question, posée par Yanis, 19 ans, en décrochage scolaire, reflète les préjugés qui entourent encore cette institution séculaire. Pourtant, lorsqu'il intègre le programme «100 % inclusion», il découvre bien plus qu'une formation : une communauté qui lui offre un cadre, un métier et, surtout, un sentiment d'appartenance sans renoncer à son unicité. Comment les Compagnons du Devoir, communauté singulière, relèvent-ils le défi de l'inclusion des jeunes en rupture ? Quelles pratiques déploient ses acteurs pour atteindre cet objectif ? Fruit d'une recherche-action menée pendant quatre ans au sein des Compagnons du Devoir, cet ouvrage explore les dynamiques d'inclusion à travers le prisme des sciences de gestion. En mobilisant une approche qualitative longitudinale, cette étude propose une modélisation inédite du processus d'inclusion, identifiant ses différentes phases, ses acteurs, et les tensions qui le traversent. Elle offre également un éclairage original sur la manière dont l'inclusion se construit au quotidien : entre pratiques organisationnelles, engagement collectif et adaptation aux parcours singuliers des jeunes. Au carrefour de la théorie et de la pratique, cet ouvrage s'adresse à la fois aux chercheurs et aux praticiens, en offrant des repères conceptuels, des grilles d'analyse et des leviers opérationnels pour repenser l'inclusion au sein des organisations

Walsh, A., Murtagh, E. M., Aljanazrah, A., & Hamed, G. (2026). **Modelling gender equity in the classroom: from teacher educators to pre-service teachers and what gets lost in translation.** *Oxford Review of Education*, 52(3), 404–421. <https://doi.org/10.1080/03054985.2025.2477064>

Gender-responsive pedagogies (GRP) are increasingly recognised as an essential factor in promoting gender equity in the classroom across all levels of education. This paper explores successes and challenges of using GRP to support more equitable gender relationships in

Palestine, where equality of access to education between boys and girls has already been achieved but gendered dynamics in teaching and learning prevail. Our reflections are grounded in the lessons learned from a four-year project which explored how GRP and play-based learning (PBL) can be incorporated into teacher education programmes to enhance the educational experience of children in Palestine. We explore how teacher educators who participated in training on GRP and PBL shared their knowledge, practical skills and enthusiasm with the pre-service teachers who took their classes. We question why gender gets lost in translation and how playful approaches can better support the use of GRP in future teacher education initiatives.

Wenren, S., Xie, R., Ding, W., Chen, T., Chen, M., & Li, W. (2026). **Dynamic Reciprocal Relationships among Rejection Sensitivity, Cognitive Reappraisal, and Prosocial Behavior in Secondary School Students.** *Journal of Youth and Adolescence*, 55(5), 1265–1279. <https://doi.org/10.1007/s10964-025-02314-5>

Secondary school students often experience concurrent pressures from social interactions and academic demands, leaving them vulnerable to rejection sensitivity. Adaptive strategies such as cognitive reappraisal and prosocial behavior may reduce sensitivity and promote positive social adaptation. A total of 1,214 first-year secondary school students (Mage=15.46, SDage=0.71; 39.30% girls) from eastern China participated in a three-wave longitudinal study conducted at six-month intervals.. Cross-lagged panel models (CLPM) and random-intercept cross-lagged panel models (RI-CLPM) were employed to examine inter-individual stability and intra-individual dynamics. The results showed that, in both models, cognitive reappraisal and prosocial behavior could reduce rejection sensitivity, whereas rejection sensitivity impaired adolescents' cognitive reappraisal and prosocial behavior. The RI-CLPM model further revealed two key pathways: enhanced prosocial behavior not only promoted cognitive reappraisal by reducing rejection sensitivity, but also reduced rejection sensitivity further by improving cognitive reappraisal. These findings shed light on the risk and protective mechanisms involved in the emotional socialization of secondary school students. They emphasize the malleability of rejection sensitivity and provide a theoretical foundation and practical implications for fostering students' social and emotional capability and providing psychological support.

Xin, Y., Shusheng, D., & Liheng, L. (2026). **Pro-Environmental Volunteering in Chinese University Youth: Peer Selection, Influence, and the Roles of Social Media and Social Self-Efficacy.** *Journal of Youth and Adolescence*, 55(5), 1202–1218. <https://doi.org/10.1007/s10964-026-02319-8>

Pro-environmental volunteering is a key way in which university students contribute to climate action, yet little is known about how such behavior diffuses through peer networks, whether peer influence outweighs homophilous selection, and how these processes unfold within digitally mediated Chinese university contexts. To address these gaps, this study examined dual social-network mechanisms, digital socialization, and social self-efficacy in the spread of pro-environmental volunteering during the first year at university. Data came from 1,151 first-year students (M age = 17.91, SD = 0.78; 51.9% female) nested in complete friendship networks across six Chinese universities and surveyed twice over six months. Longitudinal stochastic actor-oriented models were used to disentangle homophilous selection from peer influence, and regression-based mediation and moderation analyses tested social self-efficacy as a psychological pathway and social media usage as a contextual moderator. Peer influence on pro-environmental volunteering was substantially stronger than homophilous selection (influence–selection ratio = 2.64, 95% CI [1.82, 3.91]), indicating that behavior spread primarily through post-relationship socialization rather than friendship choice. Social media usage did not significantly

alter the tendency to befriend behaviorally similar peers, but higher overall usage selectively amplified peer influence, with significant effects emerging only above moderate usage levels. Social self-efficacy partially mediated the longitudinal association between peers' volunteering and individual volunteering, accounting for 54% of the total effect. These findings integrate network co-evolution, digital socialization, and social-cognitive perspectives to clarify how environmentally significant behaviors disseminate within youth peer networks.

Yang, Z., & Zhang, L. (2026). **Motivations for Social Withdrawal and Depressive Symptoms among Chinese Adolescents: A Random Intercept Cross-Lagged Panel Analysis.** *Journal of Youth and Adolescence*, 55(5), 1167–1180. <https://doi.org/10.1007/s10964-026-02315-y>

Social withdrawal and depressive symptoms are prevalent and interrelated internalizing problems among adolescents, yet their temporal associations remain inconclusive due to methodological limitations. Furthermore, it remains unclear whether motivationally distinct subtypes of withdrawal (shyness, unsociability, and social avoidance) demonstrate uniform or divergent dynamic relations with depressive symptoms. To address these gaps, this study employed a random intercept cross-lagged panel model to separate between-person and within-person processes between social withdrawal subtypes and depressive symptoms. Participants were 535 Chinese adolescents (53.6% boys, Mage = 12.49 years at Time 1) assessed three times over one year. Results revealed that depressive symptoms predicted subsequent increases in shyness (albeit less robustly), unsociability, and social avoidance at the within-person level, whereas none of the withdrawal subtypes predicted changes in depressive symptoms. This pattern supports a uniform, symptom-driven model across all motivations for social withdrawal. These findings challenge the predominant view of withdrawal as a precursor to depressive symptoms and instead highlight depressive symptoms as a key risk factor for social withdrawal in early adolescence, regardless of the underlying motivations.

Yin, S., & Zeng, Z. (2026). **What makes care-experienced young people 'survivors' in education: evidence from China.** *Oxford Review of Education*, 52(3), 297–314. <https://doi.org/10.1080/03054985.2025.2452455>

Globally, there are significant concerns regarding the educational disadvantages faced by young people with care experience. Despite these challenges, some individuals, referred to as 'survivors', successfully progress to higher education. However, existing research predominantly focuses on the barriers and difficulties they encounter, with insufficient attention given to the factors contributing to their success, particularly within the context of China. This study aims to address this gap by investigating the factors that facilitate educational success among care-experienced young people in China, specifically those who have pursued or achieved higher education. Drawing on biographical interview data (n = 18) from a completed PhD project and subsequent thematic analysis, the research identifies key elements that have supported their sustained educational engagement. These factors include a strong belief in the transformative power of education, resilience in overcoming challenges, the critical role of supportive relationships, positive school experiences, and active participation in extracurricular activities. The study acknowledges limitations related to sample size, regional focus, data handling – such as transcription and translation – and potential recall bias. Nonetheless, this research contributes to the broader discourse on human agency in education and the literature on out-of-home care, with practical implications extending beyond the Chinese context.

Zhang, W., & Bao, W. (2026). **A study on the influences of parental involvement on the adaptation of college freshmen.** *Asia Pacific Education Review*, 27(2), 537–554. <https://doi.org/10.1007/s12564-024-09989-8>

Many studies claim that high level of parental involvement in higher education may inhibit individual development. However, there is little empirical evidence on the effects of parental involvement during the college years. The study analyzes survey data collected from 72 colleges in China and find that different types of parental involvement have different impact on freshmen's adaptation. Students' perceived parental support in times of stress can most effectively promote individual academic and social adaptation. Advice and experience sharing, as well as non-excessive intervention also have significant positive impacts on academic and social adaptation. Parents' concern for students' daily life has no significant impact on academic adaptation, and has a significant negative impact on social adaptation. Parent-student contact has a significant positive impact on academic adaptation, but has a significant negative impact on social adaptation. In addition, there is a nonlinear relationship between parental involvement and freshmen's adaptation. Non-excessive intervention can only benefit freshmen with higher levels of academic and social adaptation. It has no significant impact on freshmen with lower levels of social adaptation, and has a significant negative impact on the academic adaptation of freshmen with lower levels of academic adaptation. This study helps higher education institutions understand the impact of parental involvement on freshmen's adaptation and provides policy implications, emphasizing that higher education institutions should take intervention measures, such as active guidance and cooperation with parents, to help students solve adaptation problems. What' more, future research could be undertaken in different directions, including conducting similar studies in different types of higher education institutions, and analyzing how this influence varies among freshmen of different genders and family structures.

Zhao, R. (2026). **Cultural capital, parenting styles and adolescent's academic achievement in China: based on the cultural capital theory.** *Asia Pacific Education Review*, 27(2), 623–637. <https://doi.org/10.1007/s12564-024-10007-0>

Based on Bourdieu's cultural capital theory, this paper discusses the impact of family cultural capital and parenting style on adolescent's academic achievement in China by employing the data from China Education Panel Study. The results show that, there is a significant class distinction in the family cultural capital, that is, with the promotion of socio-economic status, the amount of cultural capital is increasing as well. In addition to the objective family socio-economic status and parental economic involvement, the family cultural environment is of vital importance to adolescent's academic achievement and educational attainment, in which both cultural capital and parenting styles are conducive to adolescent's academic achievement. Furthermore, the mediation analysis indicates that there is an indirect positive effect of cultural capital on adolescent's academic achievement via the mechanism of parenting style. Such findings remain stable after changing the measurement of parenting style based on latent class analysis. The above findings provide a micro-level explanation for understanding educational inequality and the transmission of educational intergenerational status. In order to create an active family education environment for adolescents' comprehensive development, the conclusion is that relevant agents should promote the spreading of the advanced family education knowledge, cultivate various types of family cultural capital actively and achieve high-quality development of family education.

Zhengyi, J., & Luyan, W. (2026). **The impact of non-agricultural employment of parents on the cognitive abilities of left-behind children in rural areas.** *Asia Pacific Education Review*, 27(2), 461–473. <https://doi.org/10.1007/s12564-024-09991-0>

With the accelerated progress of industrialization and urbanization in China, the rural migrant population has been increasing annually. Nearly half of rural children are affected by population mobility, with the total number of left-behind children in rural areas exceeding 9 million. The cognitive status of these children has attracted attention from various sectors of society. This study utilizes panel data from the China Family Panel Studies for the years 2014, 2016, 2018, and 2020 to construct fixed-effects models, empirically examining the impact of parental non-agricultural employment on the cognitive abilities of left-behind children in rural China. The results of the study indicate that parental non-agricultural employment can improve educational cognition and investment, compensate for the lack of companionship, and have a positive promoting effect on the cognitive abilities of rural left-behind children. However, this promoting effect is lower compared to non-left-behind children. Furthermore, this study explores the moderating effects of parental outmigration for work on the cognitive abilities of rural left-behind children. The results show that factors such as the distance of parental outmigration for work, rural teaching quality, rural education digitization, and rural economic development level all have positive moderating effects. The conclusions of the study provide insights for further improving the cognitive abilities of China's large population of rural left-behind children and ensuring the quality of future labor force.

Climat de l'école

Alan, S., Biswas, K., Hauser, C. S., & Sabarwal, S. (2026). **Adolescent Behavior, Learning, and Knowledge Diffusion: Evidence from a Randomized Experiment** (Working paper No. 35160). Retrieved from National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35160>

Improving classroom behavior is a persistent challenge in low-resource education systems, where disruptive environments often derail instruction and limit learning. Yet little rigorous evidence exists on whether behavior management can serve as a lever for academic improvement. We evaluate a program that shifts responsibility for establishing behavioral norms and reducing classroom disruptions from teachers to students. Covering over 7,500 adolescents across 127 middle schools in Bangladesh, the program significantly improves the classroom social climate, fostering stronger cooperation, better behavioral norms, and more supportive peer networks. High-performing students benefit most, showing significant gains in math and verbal tests after the program. A follow-up 1.5 years later reveals that while social climate improvements fade, academic gains persist and extend to a broader set of students, though they remain concentrated among higher-ability peers. A key mechanism is enhanced academic support networks among high-ability students, facilitating peer learning and knowledge diffusion within this group.

Bian, H., Liang, L., Bian, Y., & Zhao, M. (2026). **Reciprocal Relationships between Bullying Victimization and Prosocial Behavior and the Mediating Role of Self-Esteem among Chinese Boys and Girls: An RI-CLPM Study.** *Journal of Youth and Adolescence*, 55(5), 1325–1342. <https://doi.org/10.1007/s10964-026-02329-6>

Previous theory and research indicate an intricate connection between bullying victimization, self-esteem, and prosocial behavior. However, longitudinal evidence remains limited regarding the within-person reciprocal association between bullying victimization and prosocial behavior, whether their association operates indirectly through self-esteem, and whether these patterns differ between boys and girls. The current three-year longitudinal study, with a one-year interval, applied the RI-CLPM to explore the reciprocal relationship between bullying victimization and prosocial behavior, as well as the mediating role of self-esteem, separately for boys and girls. Data from 2,530 Chinese adolescents (51.40% boys; age = 13.29 ± 0.51 at T1) were analyzed. Results revealed a within-person reciprocal relationship between bullying victimization and prosocial behavior among boys only. By contrast, girls showed no direct within-person reciprocal effects. Instead, the longitudinal reciprocal relationship was mediated by girls' self-esteem. Specifically, girls' self-esteem at T2 mediated both the path from bullying victimization at T1 to prosocial behavior at T3 and the reverse path from prosocial behavior at T1 to bullying victimization at T3. These findings emphasize the need for gender-specific interventions, with a focus on promoting prosocial behavior for boys and enhancing self-esteem for girls to reduce the negative consequences of bullying victimization.

Chen, J., Yang, L., Liang, Y., Huang, L., Lyu, M., & Ren, P. (2026). **Patterns and Transitions of Bullying Participant Roles: the Predictive Roles of Self- and Peer-perceived Peer Status.** *Journal of Youth and Adolescence*, 55(5), 1280–1294. <https://doi.org/10.1007/s10964-025-02305-6>

Bullying operates as a group process involving different participant roles, whose interactions shape how bullying unfolds. However, research delineating the profiles and transitions of these roles, as well as the influence of self- and peer-perceived peer status on such dynamics, remains limited. Using latent profile analysis and latent transition analysis, this study examined the profiles and transitions of five distinct bullying participant roles (i.e., perpetrators, victims, followers, defenders, and outsiders) among Chinese adolescents, along with the predictive roles of self-perceived and peer-perceived peer status (i.e., likeability and popularity), respectively. A total of 3769 adolescents (50.6% boy at T1; Mage = 12.78; SD = 0.45) participated in the study across two waves over a six-month period. Four bullying roles profiles were identified at both time points: (1) non-involved, (2) victim, (3) perpetrator-follower, and (4) defender-outsider. The majority of adolescents either maintained their membership in their initial group or transitioned into the non-involved group over the study period. Furthermore, adolescents with higher peer-perceived status were more likely to belong to, or transition toward, more adaptive patterns of involvement, such as non-involved or defender-outsider, whereas self-perceived likeability and popularity demonstrated more nuanced and mixed associations across profiles. These findings deepen understanding of the diverse patterns that characterize adolescents' involvement across bullying participant roles and indicate that peer-perceived status is the most powerful and protective predictor of maintaining more adaptive patterns of bullying involvement.

Dorsett, R., Oppedisano, V., Thomson, D., & Zhang, M. (2026). **The Timing of School Exclusions and Its Consequences for Peers' Outcomes** (Working paper No. 18599). Retrieved from IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18599>

This paper examines how the timing of excluding disruptive pupils affects peer outcomes. While removing disruptive pupils may benefit classmates, delays in exclusion can impose costs. We interpret exclusion as determining the timing of removal and estimate the effects of earlier versus later exclusion using an instrumental variables approach based on exogenous variation in local capacity for excluded pupils. We find that exclusions in Year 9 generate the largest negative

spillovers: an additional excluded pupil per 1,000 reduces GCSE Maths and English scores by 0.024 and 0.044 standard deviations, lowers Level 2 and Level 3 attainment by around 0.6 percentage points, and increases the probability of being NEET at age 21 by 0.62 percentage points. Effects vary by timing and pupil characteristics, with early exclusions linked to improved labour market outcomes and later exclusions associated with broader losses for disadvantaged pupils. We show that these effects are driven by prolonged exposure to disruptive behaviour prior to exclusion, proxied by accumulated suspension days. Overall, the findings highlight the importance of timely responses to disruption and the broader social costs of exclusionary discipline.

Gao, L., Li, Z., Zhang, Z., & Wang, X. (2026). **Longitudinal Relations among Student-Student Relationships, Self-Esteem, and Cybervictimization: Examining Between- and Within-Person Associations.** *Journal of Youth and Adolescence*, 55(5), 1219–1235. <https://doi.org/10.1007/s10964-025-02309-2>

Student-student relationships, as a vital classroom climate component, can decrease the likelihood of experiencing cybervictimization. Although the relation between student-student relationships and cybervictimization is theoretically expected, prior empirical studies have mainly focused on cross-sectional and between-person effects, largely overlooking the reciprocal within-person associations. Moreover, the mediating mechanisms underlying the relation between student-student relationships and adolescents' cybervictimization have yet to be fully clarified. To address these gaps, the present study investigated the within-person reciprocal associations among student-student relationships, self-esteem, and cybervictimization, and examined the mediating effect of self-esteem. With a three-wave longitudinal design, the current study examined the process of influence and dynamic links by using the parallel process latent growth curve model and the random intercept cross-lagged model. Data from 2407 Chinese adolescents (Mage = 12.75, SD = 0.58, 49.94% girls at baseline) were collected at one-year intervals over three years. Results indicated that initial levels and change rates in student-student relationships and self-esteem significantly predicted the initial level and change rate cybervictimization. At the between-person level, there were significant relations among student-student relationships, self-esteem, and cybervictimization. At the within-person level, cybervictimization consistently and negatively predicted later student-student relationships, and self-esteem negatively predicted subsequent cybervictimization across time; these effects were unidirectional. The bidirectional associations between student-student relationships and self-esteem were stable. Additionally, student-student relationships indirectly predicted cybervictimization through self-esteem. These findings shed light on the relations among student-student relationships, self-esteem, and cybervictimization, underscoring the critical role of self-esteem as a potential intervention target for reducing adolescents' cybervictimization.

Garnier, J. (2025). **Entre inclusion et exclusion Un partenariat pour tenter de gérer les ingérables de l'école.** *La nouvelle revue - Éducation et société inclusives*, 104(3), 265–280. <https://doi.org/10.3917/nresi.104.0268>

Cette contribution interroge les modalités de gestion des comportements dits perturbateurs à l'heure de l'école inclusive, en se penchant sur la sanction qu'est l'exclusion temporaire. Sur le territoire dont il est question, une association est mandatée pour prendre en charge les élèves pendant le temps de leur éviction et leur proposer un accompagnement répondant à leurs besoins supposés spécifiques dans le cadre d'un partenariat avec l'Éducation nationale. Nous montrerons comment la prise en charge de ces jeunes est mise en œuvre à la marge de l'école

à travers l'articulation de différentes compréhensions de la déviance scolaire, et la manière dont, selon les élèves, elle s'inscrit dans leur parcours scolaire.

Lorenz, T., Michels, N., Neubauer, A. B., Soenens, B., & Giletta, M. (2026). **From Basic Psychological Need Frustration to Stress Responses: Examining how Bullying Victimization Sensitizes Daily-Life Experiences in Adolescence.** *Journal of Youth and Adolescence*, 55(5), 1236–1250. <https://doi.org/10.1007/s10964-026-02325-w>

Adolescents who experience bullying victimization are at elevated risk of long-term health problems, yet research has primarily focused on trait-level explanations and has overlooked the day-to-day processes that may drive this vulnerability. This study examined whether bullying victimization – a threat to adolescents' basic psychological needs (autonomy, competence, relatedness) – sensitizes daily-life experiences, as reflected in (a) a direct association of bullying victimization with greater psychological need frustration and subjective stress and (b) bullying victimization modulating the association between psychological need frustration and subjective and physiological stress (i.e., momentary cortisol, next-day cortisol awakening response, total daily average cortisol). In total, 231 Belgian adolescents (Mage = 13.43 years; SDage = 0.38; 45% female) took part in the study. Over the course of 1 year, adolescents reported their bullying victimization every 6 months. During a 14-day experience-sampling period, participants then reported their psychological need frustration and subjective stress 5 times per day, on the first 4 days of which salivary cortisol was collected. Higher levels of bullying victimization were associated with greater daily need frustration. Additionally, there was weak evidence that the within-person association between subjective stress and next-day cortisol awakening response was stronger for bullied adolescents – a pattern that emerged only in unadjusted models. Exploratory analyses suggested that victimized adolescents were particularly sensitive to relatedness frustration, showing, for example, a stronger within-person association between relatedness frustration and subjective stress. These findings highlight the need for interventions that target bullied adolescents' psychological needs, given their heightened sensitivity to daily stressors.

Moreno, O. S. (2026). **Analyser l'intersectionnalité par la méthode quantitative : profils de jeunes face à la cyberhaine.** *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165q5>

Cet article propose une réflexion critique sur la méthodologie relative à l'application de méthodes quantitatives dans le cadre des études intersectionnelles. Il s'appuie sur les résultats d'une recherche doctorale portant sur les expériences des adolescentes exposées et victimes de cyberhaine, comparées à celles des garçons résidant en France. En privilégiant l'approche intercatégorielle, l'étude explore les profils hétérogènes en tenant compte de variables sociodémographiques (définition considérée de manière élargie), telles que le sexe, l'âge, la catégorie socio-professionnelle des parents, l'ascendance et la situation de vulnérabilité. Les résultats indiquent que l'appartenance à plusieurs groupes minoritaires augmente significativement le risque d'exposition et de victimation par cyberhaine. Cet article vise ainsi à dépasser la restriction méthodologique qui limite souvent les études intersectionnelles à une approche qualitative, en soulignant la pertinence et la robustesse de l'approche quantitative pour enrichir ces recherches. Des recommandations sont également formulées pour surmonter les défis méthodologiques rencontrés dans l'application de cette méthode.

Zhu, H., Li, L., & Li, H. (2026). **Impact of school leadership on reading literacy in rural China: the differentiated models of principals' self-report and teachers' report.** *Asia Pacific Education Review*, 27(2), 639–651. <https://doi.org/10.1007/s12564-024-10006-1>

The impact of school leadership (SL) on reading literacy (RL) has been extensively examined using either principals' self-reports or teachers' reports. However, principals and teachers might have divergent, even contradictory, views on the path from SL to RL. Therefore, this study aimed to explore and compare the principals' self-reported and teachers' reported models with teacher commitment (TC) as a mediator and collaborative culture (CC) as a moderator of the relationship between SL and RL. Whole group sampling was employed to sample the 106 junior middle schools in City X from western China. About 841 teachers from 80 classes/schools were successfully matched with their 3134 students (Mage = 14.84, SD = 0.74, female = 1673, male = 1461), and about 34 principals from 34 classes/schools were matched with their 1223 students (Mage = 15.35, SD = 1.28, female = 647, 52.9%; male = 576, 47.1%). The results indicated that: (1) there were significant differences between principals' self-reports and teachers' reports regarding SL and RL; (2) the direct impact of SL on RL was found in the principals' self-reports but not in the teachers' reports; and (3) an indirect effect of SL on RL with TC as the mediator and CC as the moderator was found in the teachers' report model. The distinctive models in this study demonstrate principals' and teachers' different views on SL's impact on RL and provide empirical evidence to support both the original and the revised Claim # 1.

Évaluation des dispositifs d'éducation-formation

Charpentier, A., Louis, J., Andreotti, C., Brunet, F., Kerdodé, M., & Van Hille, J. (2026). **Évaluation des expérimentations du port de la tenue commune à l'École** (Document de travail - série études No. 2026-E10; pp. 1–61). Retrieved from DEPP-MEN website: <https://www.education.gouv.fr/depp/evaluation-des-experimentations-du-port-de-la-tenue-commune-l-ecole-504773>

En 2024 et 2025, une centaine d'écoles et d'établissements scolaires volontaires expérimentent, en lien étroit avec leur collectivité territoriale de rattachement, le port d'une tenue vestimentaire commune par les élèves.

Ferreira de Souza, A. N. (2025). **Enseignement des Mathématiques Intégré en Langue Étrangères, un dispositif EMILE à l'école primaire en France** (Theses, Université Lumière - Lyon II). Retrieved from <https://theses.hal.science/tel-05615624>

Based on an experiment in the implementation of Content and Language Integrated Learning (CLIL) in primary schools in France, this thesis aims to study the interest of such an approach, and the conditions for its success. The doctoral project focuses on the teaching of mathematics in English L2 (foreign language), with analyses to assess whether a CLIL approach enables students to make significant progress in L2 and in learning mathematics. We look at the conditions that enable the CLIL schemes observed to improve student success. We'll also look at the support provided to primary school teachers to create the conditions necessary for this success. The CLIL approach lies at the crossroads of different didactics (languages, mathematics), and the thesis looks at possible links between the didactics of plurilingualism, the didactics of languages and the didactics of mathematics, also considering some contributions from the cognitive sciences. The project presents and analyzes CLIL students' results in mathematics and English: (particularly in listening comprehension and oral expression). To measure English language skills,

we proposed a pre-test and a post-test at the beginning and end of the year in listening comprehension. For oral production skills, all students completed an imitation task and a free oral production task based on a picture. The results of national assessments were used to determine the effects of the program on mathematical learning. The thesis describes the training system put in place to support CLIL teachers in their first year of implementation, with a focus on the conditions they felt were necessary for the success of such an approach. To gather the teachers' opinions, we used a qualitative approach, with a pre-training questionnaire, "blazons" completed before each training session, a debriefing questionnaire supplemented by focus groups and a trainers' logbook. Our analyses of these various elements will enable us to formulate didactic and institutional conclusions concerning the conditions and results of learning mathematics in languages. We will also attempt to determine whether the CLIL approach modifies learners' - and teachers' - attitudes towards learning English and mathematics.

Zhang, Y., Xu, Q., & Zhang, T. (2026). **The impact of after-school programs on K-12 students' creativity: a meta-analysis.** *Asia Pacific Education Review*, 27(2), 425–441. <https://doi.org/10.1007/s12564-024-09966-1>

In recent years, there was a significant increase in empirical research on fostering student creativity in after-school settings; however, there was no systematic review of the impact of after-school programs (ASP) on student creativity. The aim of this study was to systematically interpret the impact of ASP on student creativity with meta-analysis. This study brought together 25 experimental or quasi-experimental studies and 33 effect sizes. The findings suggested that ASP have a moderate positive impact on K-12 students' creativity (Hedge's $d = 0.674$, 95% CI: 0.513–0.836). Subgroup analyses found that interventions of 0–7 days and 3–5 months had the best effects, with similar best effects in preschool and mixed ASP; the effects were similar across gender and time frame. On this basis, we analyzed the mechanisms or causes of the moderating variables affecting K-12 students' creativity and discussed measures to enhance students' creativity by constructing a blended ASP curriculum, optimizing the design of the project time, and focusing on creativity development of students in the lower grades.

Formation continue

Ben-Amram, M., & Shapira-Lishchinsky, O. (2026). **Employer Training Interventions in Supported Employment Workplaces and Their Impact on Hiring Attitudes.** *International Journal of Training and Development*, 30(2), 213–228. <https://doi.org/10.1111/ijtd.70015>

This study aims to investigate the effectiveness of training interventions in public, institutional or private organizations for promoting positive attitudes among employers towards hiring individuals with intellectual developmental disabilities (IDD) in supported employment settings. The study included 60 employers, divided into three groups: video case studies, analysis case studies and a treatment group. Over the course of a year, participants attended nine structured training interventions. Pre-, post- and 6-month post-training questionnaires were administered to measure psychological empowerment, self-efficacy and attitudes towards hiring individuals with disabilities. Employers exposed to video case studies exhibited more positive attitudes than those engaged in case study analyses. The study found a positive correlation between training intervention strategies (video and analysis case studies) and their effectiveness. The positive psychological effects persisted 6 months after the intervention. This study suggests training that provides a supportive environment for employers hiring individuals with IDD to address ethical

dilemmas, leading to improvement in their psychological indicators over time. Authentic simulation videos showcasing real-life managerial experiences proved effective in fostering positive psychological dimensions. The study facilitates a more inclusive and diverse workforce.

Blachly, B. D., Pitcher, B. D., White, J. C., & Behrend, T. S. (2026). **Forging Technical Career Skills in Virtual Reality: How Immersion Shapes Learning and Engagement.** *International Journal of Training and Development*, 30(2), 192–201. <https://doi.org/10.1111/ijtd.70017>

Virtual reality (VR) is rapidly gaining popularity in vocational education and training (VET). We conducted a between-subjects experiment to explore how VR modality (headset vs. desktop VR) influences trainee reactions and performance for a simulated welding task. Participants completed six welding trials, receiving feedback on three key performance metrics after each trial. Results indicate that participants performed better in the desktop VR condition. However, participants in the headset VR condition reported higher levels of future interest in welding and found the training to be less boring. Presence and engagement did not significantly mediate the relationship between VR modality and performance, as VR modality did not significantly predict presence. In post hoc analyses, we found that affect, interest and motivation positively mediated the relationship between presence and performance. Our results suggest that less immersive media may promote VET skill development more effectively, possibly due to a greater sense of fidelity. More immersive media may be better for developing engagement and interest for people who are not already committed to or interested in developing a skill, which may also counteract performance differences over time.

Diard, C. (2026, May 11). **Du DIF au CPF: le salarié, acteur de son parcours professionnel, entre promesse d'autonomie et opacité.** <https://doi.org/10.64628/AAK.3mvmcaasv>

Le CPF, créé pour démocratiser la formation, peine à tenir ses promesses entre participation forfaitaire alourdie en 2026 et opérateurs peu scrupuleux.

Diekmann, C. S., & Pundt, A. (2026). **Dynamic Training Transfer in Leadership Development – How Subjective Evaluations, Motivation to Transfer and Social Support Drive Changes in Leader's Early Transfer Behaviours.** *International Journal of Training and Development*, 30(2), 202–212. <https://doi.org/10.1111/ijtd.70016>

This study follows a dynamic conceptualization of training transfer focusing on leadership development. Based on the Dynamic Transfer Model, we investigate temporal changes in transfer behaviour while considering the influence of leaders' appraisal of previous transfer experiences. We include motivation to transfer and perceived support as mediators and investigate their impact on training transfer within a dynamic framework. A total of N = 65 leaders (280 occasions overall), who attended various leadership trainings, were surveyed on transfer behaviour, satisfaction with transfer attempts, transfer motivation, and support received from colleagues and supervisors once a week over a period of five consecutive weeks. Multilevel analysis revealed that satisfaction with transfer experiences gained in 1 week significantly predicted transfer behaviour in the following week, after controlling for transfer behaviour in the former week. While transfer motivation was found to partially mediate this relationship, perceived support did not yield a significant indirect effect. Overall, these findings highlight the importance of motivational factors in predicting future transfer behaviour and contribute to the existing literature by incorporating affective dimensions.

Keronen, S., Lemmetty, S., & Collin, K. (2026). **Conceptions of the Leading of Learning in Supervisory Work: A Qualitative Study Based on a Finnish Technology Organization and a Central Hospital.** *International Journal of Training and Development*, 30(2), 105–117. <https://doi.org/10.1111/ijtd.70009>

The meaning of learning in knowledge-intensive work for competence development and motivation is significant. Supervisors play a major role as facilitators of learning, making individual- and team-level learning possible in organizations. Supervisors need to implement organizational-level strategies in practice and enhance employees' learning processes in daily problem-solving situations. To facilitate learning, supervisors act as coaches in helping employees develop themselves. However, supervisors have difficulties recognizing this role, and they might not have enough knowledge and competence on how to support adults' learning processes based on self-determination. We explore how supervisors in technology organization and central hospital in Finland conceptualize their role as leaders of learning in their own work contexts. The findings of the phenomenographic analysis were derived from supervisors' diaries (N = 29) and interviews (N = 17). The findings consist of four logically constructed categories of descriptions in which supervisors depicted leading as a practice that focuses on recognizing and strengthening individual motivations and organizational goals, supporting personnel in learning situations, facilitating collective learning situations and acting as a role model. Leading learning is tied to everyday work situations, emphasizing supervisors' presence and participation among personnel in daily work. The findings can be utilized towards creating a pedagogically suitable environment for learning and development in organizations. Thus, understanding the actions that facilitate learning is essential for developing supervisors' training and education to meet employees' learning needs. Additionally, we offer suggestions for future research.

Mach, L. (2026). **When Knowledge Is Power: Leveraging Green Innovation Through Employee Training.** *International Journal of Training and Development*, 30(2), 131–148. <https://doi.org/10.1111/ijtd.70011>

This paper aims to examine the relationship between investments in employee training and green innovation outcomes in German firms. The study investigates how these training expenditures influence the development and implementation of innovations that lead to environmental benefits, such as reduced energy consumption or emissions. Data from the Mannheim Innovation Panel 2021 is utilized to test the relationship. The study employs both ordinary least squares regression, which provides an estimate of the average effect of the independent variable, and quantile regression, which offers a nuanced understanding by exploring effects across different levels of green innovation within the distribution. This approach allows for detailed insights into how training investments influence firms at various points along the distribution of green innovation outcomes. The findings show that training expenditures are consistently and positively correlated with green innovation, particularly for firms situated in the midrange of the green innovation distribution (quantiles 0.4–0.7). This suggests that investments in workforce training are especially beneficial for firms that are engaged in, or beginning to expand, their green innovation activities. Such training can help embed environmental competences into broader organizational practices. Research and development efforts also display a consistently positive and significant association with green innovation across the distribution, underscoring their critical role in driving innovation. Public funding is beneficial at midquantiles (0.4–0.5) of green innovation, where it appears to support the development of a crucial knowledge base, but the influence diminishes for firms at higher quantiles of the green innovation distribution. Smaller firms (those with less than 250 employees) face more challenges in achieving high quantiles of the

green innovation distribution, likely due to resource constraints and a narrower knowledge base compared with larger firms. In addition, firms with higher climate change awareness are more likely to adopt green innovations, particularly at higher quantiles (0.7–0.9) of the distribution. Finally, industry affiliation gains importance at higher green innovation quantiles, pointing to sectoral dynamics at advanced innovation stages. The findings emphasize the importance of German firms investing in structured employee training programs to drive green innovation. For practice, this indicates that training aligned with environmental objectives can provide a tangible level for advancing green innovation in firms. This study contributes to the existing research by uncovering how investments in employee training influence green innovation at different levels of the distribution. By employing quantile regression, the analysis highlights heterogeneous effects that remain hidden on average-based approaches, offering new insight into when and for which firms training investments matter most. Situated in the German context of institutionalized vocational training, the findings enrich international debates on the role of workforce development in advancing green innovation.

Wigham, C. R., & Clavel-Arroitia, B. (2025). **The training needs of primary and secondary in-service school teachers engaging in virtual exchange.** *Journal of Virtual Exchange*, 8, 13–38. <https://doi.org/10.21827/jve.8.41576>

Advances in educational technology, including videoconferencing, have resulted in a rise in virtual exchange (VE). Researchers have touted the benefits of conducting VEs including developing learners' intercultural awareness, intercultural competence, and digital skills (O'Dowd, 2018). Few studies have been conducted in secondary and primary school settings, however. To fill this gap, an online questionnaire was administered, and subsequent focus group interviews were conducted with primary and secondary teachers to understand their needs and the challenges which impact their ability to conduct VE projects. The findings of our needs analysis show that the majority of primary teachers reported a lack of technological training, including which tools and/or applications best support VEs, while secondary teachers reported lacking both technological and pedagogical training for VEs, such as how to integrate VE tasks into their curricula. To accommodate these needs and challenges, we advocate for a training space which provides experienced and novice teachers the opportunity to discuss VE in their teaching contexts and training materials to assist in designing, implementing, or adapting VE tasks.

Insertion professionnelle

de Gaspari, É., & Moreno, L. (2025). **Penser l'inclusion par l'action : une recherche accompagnant la transformation organisationnelle.** *La nouvelle revue - Éducation et société inclusives*, 104(3), 225–242. <https://doi.org/10.3917/nresi.104.0228>

Cet article explore les conditions de transformation d'une organisation en entreprise inclusive pour des personnes ayant un trouble du développement intellectuel. Ancrée dans le contexte sociopolitique suisse, la recherche repose sur une démarche qualitative. À partir d'entretiens semi-directifs avec les acteurs et actrices de l'inclusion, l'analyse identifie trois leviers du processus : les conditions-cadres de l'organisation, les dynamiques d'équipe et le rôle central de l'accompagnement socioprofessionnel. Le cadre théorique s'appuie sur le passage du modèle médical au modèle social du handicap et sur une conception de l'inclusion comme transformation de l'environnement. Les résultats sont mis en perspective à travers le modèle

écosystémique de l'autodétermination, permettant de comprendre comment les environnements à différents niveaux interagissent pour favoriser l'inclusion. La recherche montre que l'inclusion nécessite une transformation de l'entreprise et qu'elle doit être pensée comme un processus collectif et co-construit.

Hayashi, S., & Saito, K. (2026). **Beyond Leadership Skills: The Conditional Impact of Self-Directed Protean Career Orientation on Leader Identity Formation.** *International Journal of Training and Development*, 30(2), 166–178. <https://doi.org/10.1111/ijtd.70013>

This study investigates how leadership skills contribute to leader identity formation through prosocial impact at work and how this process is shaped by self-directed protean career orientation (PCO). Drawing on the identity-development spiral model, we conceptualize consideration and initiating structure as core leadership skills and examine their effects on leader identity via prosocial impact. Using two-wave survey data from 432 full-time employees with subordinates in Japan, structural equation modelling revealed three main findings. First, prosocial impact fully mediated the relationship between consideration and leader identity, whereas the indirect effect of initiating structure was not significant. Second, PCO positively predicted both consideration and initiating structure. Third, PCO moderated the effects of leadership skills in distinct ways: consideration strengthened prosocial impact and leader identity among high-PCO individuals, whereas initiating structure showed no significant benefit and even a weakening tendency for those with high PCO. These findings refine the identity-development spiral model, showing that leadership skill acquisition does not uniformly reinforce leader identity. They also highlight that PCO can play both a facilitative and inhibiting role in leadership development and underscore the importance of tailoring leadership training to employees' career orientations.

Pandya, S. P. (2026). **Doctoral students in arts and humanities: Soft skills, self-perceived employability, and mindfulness.** *Higher Education*, 91(4), 1291–1314. <https://doi.org/10.1007/s10734-025-01470-8>

There is a need to examine how doctoral students in Arts and Humanities (A&H) can bolster their psychological capital in seeking employment that can potentially impact future career trajectories. This article reports a study on soft skills and self-perceived employability of A&H doctoral students from universities in select South Asian cities who participated in online mindfulness training (OMT) sessions vis-à-vis a waitlist control group. A&H doctoral students who participated in the OMT sessions reported higher posttest scores on soft skills (self-determination, resilience, empathy, assertiveness, social support, and team work) and self-perceived employability measures. Female A&H doctoral students, ever-singles, and those with higher OMT compliance in terms of attendance and homework completion, gained more on outcomes. With some refinements for male and gender non-disclosing students, those currently married or having experienced marital disruptions, mindfulness programmes could add to competence employability models focusing on strategic self-enhancement to address graduate labour market volatility.

Marché du travail

Cadet, J.-P., & Robert, A. (2026). **L'emploi des peu qualifiés face aux mutations.** In J.-P. Cadet, A. Robert, & C. Gasquet, *Actes des 7èmes Rencontres DGEFP - Céreq* (CEREQ, pp. 3–7). Retrieved from <https://www.cereq.fr/actes-des-7emes-rencontres-dgefp-cereq>

Métiers de l'éducation

Aksnes, D. W., Nygaard, L. P., & Reiling, R. B. (2026). **A matter of time? How absence from work affects gender gaps in research productivity.** *Higher Education*, 91(4), 1487–1502. <https://doi.org/10.1007/s10734-025-01481-5>

Studies examining gender and research productivity generally show that men produce significantly more publications than women. While controlling for academic position and scientific field reduces the gender gap, some disparity remains. We examine the extent to which accounting for time away from work can further close the gap. Previous studies indicate that women take longer leaves of absence than men, particularly in their early career years, although research productivity metrics normally measure publications produced over a calendar year without adjusting for how much the researcher was working during the previous year. We adjust for the time lost due to parental leaves and sick leaves longer than 2 weeks to examine how the total length of time away from work within a year affects research productivity. Coupling the publication records of 17,000 Norwegian academics with data on their leaves of absence, gender, age, and academic position, we find that while academic field and position explain most of the gender gap in research output, absence also has a distinct contribution: A 2-week absence reduces fractionalized publications by 0.01 the following year, which corresponds to approximately 1% of the mean for men and 1.7% of the mean for women. Each additional day of absence reduces fractionalized publications by another 0.001. Adjusting for absence represents a small but important piece of the puzzle and provides more evidence for the assertion that the more similar the conditions under which men and women produce research, the more similar their output.

Booms, A. (2025). **De la prescription aux arbitrages : le travail d'une AESH dans l'accès aux activités d'apprentissage.** *La nouvelle revue - Éducation et société inclusives*, 104(3), 177–193. <https://doi.org/10.3917/nresi.104.0180>

Le recours aux Accompagnantes d'élèves en situation de handicap (AESH) dans le cadre de la scolarité inclusive ne cesse d'augmenter. Alors que ces personnels sont perçus comme une réponse évidente et nécessaire à la compensation du handicap, il apparaît que le travail qui leur est demandé est discrétionnaire. Dans cette étude de cas, nous observons comment une AESH s'empare des prescriptions qui lui sont adressées pour voir comment elle s'acquitte de la mission d'accompagnement des élèves dans l'accès aux activités d'apprentissage prévue par la circulaire no 2017-084. Nous constatons que ces prescriptions demeurent implicites, ce qui conduit l'AESH à élaborer son propre jeu de prescriptions pour pouvoir effectuer son travail.

Bossard, S. (2025). **La valse (contractuelle) a vingt ans... La permanence de la précarité des AVS-AESH et de leur accompagnement des élèves en situation de handicap.** *La nouvelle revue - Éducation et société inclusives*, 104(3), 29–47. <https://doi.org/10.3917/nresi.104.0032>

Depuis 2003, les conditions de travail et d'emploi proposées aux Accompagnantes des élèves en situation de handicap (AVS-AESH) ont été continuellement instables et source de précarité. Pour couvrir des besoins de personnels AVS-AESH accrus chaque année, notamment du fait du droit à l'école ordinaire pour les enfants en situation de handicap promulgué en 2005, les pouvoirs publics ont défini, à l'économie, des supports contractuels et leurs modalités spécifiques. Ces dernières se caractérisent par une instabilité diachronique et par une diversité synchronique des conditions d'emploi et de travail. La socio-histoire des conditions de travail et d'emploi du

personnel AVS-AESH sur vingt ans d'accompagnement scolaire conduit à identifier une place des élèves en situation de handicap tout aussi précaire que celle de leurs accompagnantes.

Buisson-Fenet, H., & Bébin, F. (2025). **Des AESH pas comme les autres. Dispositif Ulis et segmentation de l'aide humaine en collège : une enquête exploratoire dans l'académie de Lyon.** *La nouvelle revue - Éducation et société inclusives*, 104(3), 49–64. <https://doi.org/10.3917/nresi.104.0052>

Si certains invariants continuent à caractériser la précarité du statut d'AESH1, cet article montre combien le développement des Unités localisées pour l'inclusion scolaire (Ulis) dans le second degré participe à la segmentation professionnelle des AESH, en valorisant l'activité d'AESH collectifs (AESH-co) qui travaillent en binôme avec le coordonnateur Ulis. Outre un certain nombre de petites différences dans les propriétés socio-professionnelles, les AESH-co se distinguent de leurs collègues sur des aspects organisationnels et dans l'émergence d'une plus grande autonomie au travail. Le binôme coordonnateur Ulis/AESH-co offre à ce segment des AESH une plus grande maîtrise du temps et un espace professionnel à soi, qui lui permettent d'être repéré dans l'établissement, reconnu par sa communauté éducative, et de se prévaloir d'un sentiment de métier.

Cece, V., Royet, T., Vors, O., & Lentillon-Kaestner, V. (2025). **Professional Action Competence in Education for Sustainability Among Pre-service Physical Education Teachers: A Mixed Method Approach.** *Current Issues in Sport Science*, 10(2), 069. <https://doi.org/10.36950/2025.2ciss069>

Education for sustainability (Efs) represents a complex question that appears to require a holistic and emancipatory vision to achieve its long-term objectives. The action competence model for Efs aligns with this vision by considering both self-efficacy, knowledge, and willingness. Physical education (PE) offers a unique opportunity to implement Efs through the action competence model. This approach emphasizes the bodily dimension, learning through action, and affective and sensory aspects. However, Efs is not currently implemented in PE yet. It is therefore important to investigate the professional action competence of future PE teachers to identify potential barriers to implementing Efs in PE. A mixed-methods approach appears to be the most suitable for accurately assessing Professional Action Competence in Education for Sustainability. The objectives of this study were: (1) to evaluate the physical education pre-service teachers' Professional Action Competence for Sustainability (PACesd); (2) to establish profiles of physical education pre-service teachers based on their PACesd; and (3) to analyze the associations between the self-reported profiles and an external assessment of pre-service teachers' pedagogical content knowledge (PCK) in Efs. A total of 412 French physical education pre-service teachers (Mean Age = 22.61 years, 141 females, and 271 males) completed French versions of the PACesd questionnaire. Additionally, they were asked to respond to open-ended questions indicating: (1) the words they associate with the concept of sustainability and Efs, and (2) examples of how physical education can educate students about sustainability, to conduct an external assessment of pre-service PE teachers' pedagogical content knowledge in Efs. The responses were coded into categories using deductive approach. Following descriptive and correlation analyses, a latent profile analysis approach was used to establish PACesd profiles. Quantitative analyses were complemented by a chi-squared test of association to examine the distribution of open-ended responses within the profiles. The correlation analyses revealed positive and significant associations between all dimensions of PACesd, suggesting that improving one dimension could positively impact the others. Four profiles of PE pre-service teachers were established based on their PACesd levels (high score, moderate to high score, low

to moderate score, low score). This result highlights the heterogeneity in EfS competences. The open-ended questions revealed a greater understanding of the theoretical concept of sustainability and EfS among the profile with the highest PACesd scores. This result aligns with the higher self-reported pedagogical content knowledge scores for this profile. However, the question on practical examples did not confirm these differences and showed very few distinctions between the four profiles in the concrete teaching of EfS in PE. These results suggest that perceived understanding and knowledge of theoretical concepts of EfS do not yet enable pre-service PE teachers to transfer this knowledge into practical activities aligned with holistic and emancipatory visions of EfS in the context of PE. These findings offer concrete perspectives in terms of initial and in-service training for physical education teachers. They highlight the need to provide concrete tools specific to the discipline.

Chen, L. (2026). **The impacts of internationalization in Japan: a capital-based analysis of international academics.** *Higher Education*, 91(4), 1377–1397. <https://doi.org/10.1007/s10734-025-01475-3>

Despite extensive efforts to internationalize Japan's higher education, the outcomes of these initiatives remain misaligned with the broader internationalization agenda, both in theory and practice. This study aims to inform future government policies on internationalization by examining the impacts of these efforts through the roles played by international academics in Japan. To provide a comprehensive understanding of their transformative yet complex roles, the study adopts a multi-stakeholder approach, utilizing semi-structured interviews with international academics, international students, Japanese academics, university administrators, and Japanese local government officials. A capital-based perspective proposed by Bourdieu (2018) is applied in the study as a theoretical lens. The data analysis identifies four key forms of capital that international academics catalyze in Japan: cultural, social, economic, and symbolic. The forces from both the external environment and internal contexts contribute to the specific and multifaceted roles of international academics, which align with global trends while also addressing the localized internationalization needs in Japan. The study presents a significant analytical framework not only for recognizing the importance of international academics but also for advancing internationalization as a key driver of the global competitiveness of Japanese HEIs and the Tabunkakyosei initiatives within Japan's evolving global society, reinforcing existing evidence and challenging the notion that internationalization efforts lack meaningful practical contribution.

Chevrier, E. (2025). **Les AESH : des expertes-précaires ?** *La nouvelle revue - Éducation et société inclusives*, 104(3), 157–175. <https://doi.org/10.3917/nresi.104.0160>

Le projet de l'école inclusive s'appuie, en France, sur le recrutement massif d'Accompagnantes d'élèves en situation de handicap (AESH). Leur mission est de favoriser l'inclusion des élèves en situation de handicap, en contribuant notamment à l'accessibilité des apprentissages, tout en visant l'autonomie. Quelles pratiques professionnelles cela signifie-t-il ? L'enquête de terrain exploratoire ici présentée aborde outils, gestes et postures d'AESH, au prisme de leur position intermédiaire entre élèves et enseignants. Elle permet de discuter l'hypothèse selon laquelle elles seraient des expertes-précaires. La précarité de leurs conditions de travail et le flou de leurs missions sont le cadre du développement de savoirs pratiques, souvent assimilables à du bricolage. Ceux-ci peuvent conduire à des situations d'expertise dont nous discutons les limites.

Curmi, P., Gervais-Lambony, P., Tartakowsky, D., & Simonpoli, N. (2026). **Trois présidents d'université débattent de leur fonction.** *La nouvelle revue du travail*, (28). <https://doi.org/10.4000/165jc>

La NRT a sollicité trois anciens présidents d'université afin de les interroger sur leurs pratiques du management dans l'enseignement supérieur et la recherche. Comment répondre à des injonctions contradictoires avec des moyens en diminution ? Pourquoi acceptent-ils de relever de tels défis ? Quelles visions ont-ils de leur fonction et de leurs actions ? Ceux-ci expliquent comment ils ont tenté, fort de leur expérience d'enseignants-chercheurs ou de chercheurs, de répondre aux exigences d'une mission inscrite à l'interface de différents espaces (administratif, politique, universitaire, etc.) et échelles (locale, nationale, internationale).

Delorme, C., & Emery, R. (2025). **Construction et affirmation d'une culture professionnelle d'enseignant spécialisé en institutions spécialisées : l'expérience de stagiaires en formation initiale.** *La nouvelle revue - Éducation et société inclusives*, 104(3), 209–224. <https://doi.org/10.3917/nresi.104.0212>

L'article examine la construction de la culture professionnelle des enseignants spécialisés lors de stages et les obstacles à son affirmation. L'étude se concentre sur les institutions spécialisées, à Genève (Suisse). Les besoins spécifiques et intenses de certains élèves justifieraient, selon les prescriptions en Suisse et en particulier à Genève, des expertises en enseignement, éducation et soins. Ceci contraindrait différents professionnels à collaborer au sein d'institutions spécialisées, exposant en retour les équipes à des risques de tensions, de hiérarchisation des cultures professionnelles, voire d'effacement de la culture professionnelle d'enseignant au profit d'une culture d'équipe. Les résultats prennent appui sur l'analyse des traces d'activité filmée des stagiaires en classe et lors d'entretiens de régulation avec leurs formateurs de terrain, ainsi que sur leurs récits d'autoconfrontation. Ils confirment que les stages en institution constituent bien des occasions d'appropriation d'une culture professionnelle d'enseignant spécialisé, mais soulignent aussi les risques bien présents de son effacement au profit d'une culture d'équipe.

DEPP. (2026). **Panorama statistique des personnels de l'enseignement scolaire 2025-2026.** Retrieved from <https://www.education.gouv.fr/depp/panorama-statistique-des-personnels-de-l-enseignement-scolaire-2025-2026-504389>

Édité par la DEPP, le "Panorama statistique des personnels de l'enseignement scolaire" est un ouvrage annuel de référence fournissant une vision à la fois globale et détaillée de la situation des personnels du ministère de l'Éducation nationale.

Dupré, F. (2025). **Accompagnement AESH et accessibilité à l'étude des savoirs : analyse didactique d'une séquence de géométrie au collège.** *La nouvelle revue - Éducation et société inclusives*, 104(3), 101–117. <https://doi.org/10.3917/nresi.104.0104>

En France, la politique en faveur de l'école inclusive s'appuie sur un certain nombre de compensations, dispositifs ou encore structures pour favoriser la scolarisation en milieu ordinaire. La compensation la plus fréquente est l'attribution à l'élève d'une Accompagnante d'élèves en situation de handicap (AESH). Cependant, de nombreuses études mettent en évidence des obstacles et des points de vigilance qui nécessitent de requestionner ce choix au regard des enjeux d'accessibilisation de l'environnement scolaire. Dans une perspective anthropologique du didactique, nous étudions une séquence de géométrie en classe de 6e dans laquelle un élève est accompagné par l'AESH collective du dispositif Ulis. Il s'agira pour nous de mettre en

évidence les potentialités de l'élève et de questionner le besoin d'accompagnement lors de ce chapitre.

Ebersold, S. (2025). **Le métier d'AESH à la lumière de l'institutionnalisation de l'auxiliaire d'intégration scolaire par le secteur associatif entre 1986 et 2001**. *La nouvelle revue - Éducation et société inclusives*, 104(3), 13–27. <https://doi.org/10.3917/nresi.104.0016>

L'institutionnalisation du métier d'Accompagnant des élèves en situation de handicap (AESH) est consubstantielle du travail d'institution opéré par les associations ayant créé, à compter de la seconde moitié des années 1980, les auxiliaires d'intégration scolaire pour favoriser la scolarisation des élèves relevant jusqu'alors de l'éducation spécialisée. Ce travail d'institution a soutenu une conception délégataire de l'accessibilité faisant du soutien du secteur social et médico-social à l'école un levier d'ouverture de celle-ci aux élèves présentant une déficience ou un trouble. Cette conception délégataire de l'accessibilité fait de l'auxiliaire d'intégration scolaire un travailleur social permettant à l'élève d'intégrer l'univers scolaire en veillant à ce qu'il importune le moins possible l'école dans son fonctionnement habituel. La liminalité dans laquelle se trouve toutefois placé l'auxiliaire d'intégration scolaire assujettit sa légitimité professionnelle au travail de régulation opéré par les associations qui l'emploient. La loi n° 2003-400 du 30 avril 2003 créant les Assistants de vie scolaire (AVS) a résumé la conception délégataire de l'accessibilité à la seule activité de l'AVS au détriment du rôle de médiateur des associations, au risque de priver les acteurs de l'école des appuis requis pour être en mesure d'accessibiliser les environnements scolaires.

Falch, T., & Strøm, B. (2026). **Teacher Quality and the Teacher Labor Market** (Working paper No. 12631). Retrieved from CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12631

Teachers matters for students' outcomes. This chapter summarizes the literature on the effect of teachers on student outcomes and considers teacher quality within the framework of the teacher labor market in terms of supply and demand. In practice, credible measurement of the quantitative importance of teachers is challenging to establish, and in particular what characterizes strong and weak teachers. The last years have witnessed an explosion of studies of teacher quality as a result of increased availability of longitudinal administrative data matching students, teachers and schools. Based on the education production function framework, we consider to what extent different research strategies are able to provide credible evidence on teacher quality. Estimated teacher effects on student achievement may reflect that some teachers are better at teaching to the test rather than generating true knowledge. Thus, we also discuss to what extent estimated teacher quality translates into education and labor market outcomes after students have left school, which illustrates the potential economic value of increased teacher quality. We discuss to what extent teacher quality is related to individual teacher characteristics and teacher labor market conditions. We also consider whether different policy reforms, such as increased teacher pay and decentralization of teacher wage setting, may improve teacher quality. Finally, we discuss the usefulness of using teacher quality measures in teacher evaluation systems, pay policies, and hiring processes.

Foretay, T. (2026). **L'intersectionnalité pour repenser sa posture de recherche**. *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165q3>

En initiant de nombreuses réflexions liées à mon propre parcours, l'intersectionnalité m'a amené à questionner ma posture et à rechercher une cohérence entre mon statut de chercheuse et ma volonté d'agir pour plus de justice sociale. Cet article est l'aboutissement de cette

démarche autoréflexive, qui prend ici la forme d'une enquête autoethnographique. J'y analyse mon parcours de formation avec un regard intersectionnel et interdisciplinaire, en mettant en évidence les éléments qui m'amènent aujourd'hui à incarner une posture de recherche éthiquement située contre la reproduction et la légitimation des dominations sociales.

Gensbittel, L. (2026). **Les perspectives professionnelles des enseignant·es-chercheur·es en début de carrière au prisme du genre.** *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165q9>

La sous-représentation des femmes aux échelons supérieurs de la hiérarchie dans l'enseignement supérieur apparaît dans plusieurs enquêtes au niveau international. Cet article s'intéresse à l'entrée dans le métier des enseignant·es-chercheur·es des universités françaises afin de déterminer si cette inégalité verticale correspond à des décisions individuelles construites au fil du temps ou prises au contraire dans les premières années. Les entretiens menés font apparaître un faisceau d'obstacles rendant plus complexes pour les femmes les perspectives de promotion professionnelle. Les résultats du questionnaire utilisé dans cette étude montrent des différences de perspectives professionnelles conduisant les femmes, dès les premières années, à investir, plus que les hommes, l'enseignement, au détriment de la recherche, et à davantage reporter l'obtention de l'habilitation à diriger des recherches, nécessaire pour candidater au statut de professeure des universités.

Grimaud, F. (2026). **Prendre en compte les rapports sociaux dans l'analyse de l'activité de travail des Accompagnant·es d'Elèves en Situation de Handicap.** *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165q6>

Cet article est issu d'une recherche-intervention en sciences de l'éducation visant à analyser l'activité de travail des Accompagnant·es d'Elèves en Situation de Handicap (AESH). La demande du collectif associé à cette recherche oriente les analyses sur des rapports sociaux au travail qui génèrent une position d'infériorité dans l'organisation du travail à l'école. Les AESH vivent alors des situations d'exclusion au cœur de leur milieu de travail, dans les moments informels, semi-formels ou formels. Mais leur identité, notamment de genre, est aussi une ressource pour travailler. Le chercheur analyse alors à nouveau ses verbatims au regard des rapports de genre, de race, de classe ou de handicap afin de montrer que les choix opérés par ces travailleuses sont lestés par des rapports sociaux. Cet article plaide alors pour qu'une approche intersectionnelle vienne compléter le champ de l'analyse du travail et permette de comprendre les rapports sociaux qui structurent l'activité des professionnel·les de l'éducation.

Güvercin-Seçkin, G., & Bağlı, M. T. (2026). **Transformative learning in times of crisis: exploring teachers' experiences during the COVID-19 pandemic.** *Asia Pacific Education Review*, 27(2), 721–735. <https://doi.org/10.1007/s12564-024-10014-1>

The COVID-19 pandemic was profoundly traumatic for the entire world as, during the period of the crisis, life was profoundly disrupted due to nobody knowing what would happen next. The purpose of our study was to specifically explore what impact the pandemic had on the experiences of teachers. The investigation involved expert interviews with 16 teachers using criterion-based snowball sampling, followed by analysis of the data using the documentary method. Mezirow's transformative learning stages were reinterpreted in the presentation of the study's findings in the creation of a new framework. This framework is composed of three orientations: despairing, conscientious, and surpassing. Partly due to poor management of the crisis, members of all three orientations were forced to rely on each other in their communal navigation. It was found that teachers in the despairing orientation group felt they were lacking

in their professional belonging and commitment, while teachers with a conscientious and surpassing orientation were committed to the teaching profession, despite the systemic challenges they faced. It is hoped that the findings of the research offer a new perspective on how crises can be transformed into a space of emancipatory experience.

Howard, G., & Weinstein, R. (2026). **Does Training Teachers Locally Affect Teacher Shortages? Evidence from Regional Public Universities** (Working paper No. 18572). Retrieved from IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18572>

We study whether training teachers locally increases nearby teacher supply. We use the historical assignment of normal schools and insane asylums to identify the effect of university proximity. Normal schools, built to train teachers, became regional universities while asylums mostly continue as small psychiatric facilities. Our evidence suggests greater teacher supply in normal school counties: lower teacher wages and more teachers per student. Asylum counties have more teachers with emergency credentials and fewer who majored in education - suggesting they mitigate lower supply by hiring in different pools. Normal school counties have higher high school test scores and graduation rates.

Kwok, A., & Craig, C. J. (2026). **Where Have All the Schoolteachers Gone?** *Journal of Teacher Education*, 77(3), 193–196. <https://doi.org/10.1177/00224871261419998>

Liu, Z., Cai, Y., & Zhang, Z. (2026). **The moderating role of teacher collaboration in the association between job satisfaction and job performance.** *Asia Pacific Education Review*, 27(2), 765–777. <https://doi.org/10.1007/s12564-024-10027-w>

Teacher job performance is crucial for school success. Prior research has heavily focused on its positive effects, whilst neglecting the interaction of factors shaping teacher job performance. Drawing on self-determination theory, particularly basic psychological needs satisfaction, this study aimed to explore how teachers' job satisfaction was associated with their job performance, and how teacher collaboration moderated this association, using the 2018 dataset from the Programme for International Student Assessment. Results of multilevel structural equation modelling and simple slope analysis confirmed that teachers' job satisfaction served as a positive predictor of job performance, and teacher collaboration moderated the association significantly, but distinctly, at different levels. At the teacher level, job satisfaction positively predicted job performance as being stronger with higher teacher collaboration. However, at the school and cross levels, teacher collaboration moderated the relationship negatively. The findings demonstrate the critical role of teacher collaboration in improving teachers' job performance through enhancing their job satisfaction in schools.

Long, Y., & Fan, X. (2026). **Beyond test scores: exploring the multiple determinants of performance pay for teachers in China.** *Asia Pacific Education Review*, 27(2), 583–597. <https://doi.org/10.1007/s12564-024-09997-8>

Performance pay for teachers has been heightened on policy agendas worldwide, often determined by student test scores, reflecting the prevalent notion of test-based accountability. Controversies over which aspects of teachers' work should be rewarded, however, persist within both academic discourse and practical implementation. In 2009, China promulgated a nationwide performance pay policy for teachers, delegating the formulation of specific allocation schemes to individual schools. This study examines whether and why China's schools have moved beyond test scores to establish performance pay based on multiple criteria. Through

interviews with managers and teachers across fourteen primary and secondary schools, we find that these schools have developed multifaceted performance metrics that prioritise workloads above test scores. Furthermore, most schools are also integrating aspects like research and innovation into these frameworks, broadening the scope of appraisal criteria. The transition is facilitated by a confluence of teachers' shared preference and participation, and government initiatives aimed at dismantling the traditional exam-centric education system influenced by Confucian meritocracy. The tension between the Confucian meritocratic tradition and the pursuit of innovative education system provides a compelling rationale for China's departure from test-based accountability when devising performance pay. This study underscores the importance of considering national contingencies when formulating such policies and highlights the synergy between government initiatives and teacher attitudes and responses. By shedding light on the distinct performance pay dynamics in a non-Western context, this research enriches the global conversation on education reform, contributing to a nuanced understanding of global policy trends and their localised adaptations.

Maguet, U. (2025). **Une facette du travail de care des AESH : le tact**. *La nouvelle revue - Éducation et société inclusives*, 104(3), 85–99. <https://doi.org/10.3917/nresi.104.0088>

Cet article propose de dévoiler une facette du travail des Accompagnantes des élèves en situation de handicap (AESH), souvent invisible et non considérée : le travail de care (Molinier, 2013). Ce travail invisibilisé se déploie au travers de compétences non quantifiables, mais ancrées dans l'activité servant à réguler, gérer, répondre de façon adéquate aux besoins, aux situations vécues (Maguet, 2023b). Pour Molinier, parmi les réponses adéquates apportées par le care, le tact est un critère essentiel (Molinier, 2010). En contexte scolaire, le tact permet d'établir des relations de qualité et place au centre de l'attention chaque élève dans sa singularité et ses besoins éducatifs particuliers (Prairat, 2017). En quoi les AESH usent-elles de tact comme modalités spécifiques du travail de care ? Cet usage relève-t-il d'une compétence mise au service des apprentissages scolaires et extra-scolaires ?

Maufrais, O. (2026). **L'approche intersectionnelle en formation : entre tensions, réflexivité et changement professionnel**. *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165q7>

Les rapports sociaux de sexe, de classe et de race, « consubstantiels et coextensifs » (Kergoat, 2009, p. 112) entrent dans l'école, influençant la confrontation de l'élève aux apprentissages. Dans un objectif de transformation des représentations des enseignant·es des contextes d'apprentissage et de développement de compétences pour mettre en œuvre un enseignement prenant en considération les rapports sociaux, une formation à l'approche intersectionnelle en EPS (15h) a été mise en place avec des enseignant·es stagiaires du premier degré de l'académie de Créteil (N=65). L'analyse de leurs conceptions et de leurs pratiques s'inscrit dans le cadre de la clinique de l'activité (Clot, 2001). Cet article s'attachera à décrire la formation, ses objectifs et ses limites puis analysera les résistances et enjeux sociologiques dans l'appropriation de l'approche intersectionnelle en formation.

Messaoui, A. (2026). **Usages des IAg par les chercheurs et perspectives sur leur développement professionnel**. *Inter AI: le chercheur, la machine et le monde*. Retrieved from <https://hal.science/hal-05614110>

This paper examines the use of generative artificial intelligence (GAI) by academic researchers and the implications of such use for their professional development. It adopts a socio-technical and critical perspective that views GAI as computational automata based on probabilistic

calculations, rather than as autonomous intelligent entities, and employs activity analysis for formative purposes. Methodologically, this is an exploratory phase based on the analysis of three recent surveys: two large-scale quantitative studies (Wiley 204 and 2025; Andersen et al. 2025) and a study on the digital self-efficacy of research-active lecturers (Tali Otmani 2026). These studies are linked to the four dimensions of academic activity (research output, supervision, project management, institutional participation) and situated within a context of deteriorating working conditions, characterised by an intensification of workloads, tensions between different roles, and forms of burnout. The results show a clear increase in the uptake of AI tools, with a growing proportion of researchers using them and significant variation across disciplines, levels of digital self-efficacy and perceptions of scientific integrity. The predominant uses relate to writing assistance, information monitoring and synthesis, as well as coding support for data analysis, mainly via general-purpose tools rather than specialised assistants. These practices are, however, accompanied by reservations regarding the reliability and opacity of models, biases, privacy risks, legal uncertainties, as well as a lack of institutional framework and skills. The analysis highlights three key challenges for professional development: epistemological (the illusion of control, cognitive delegation, standardisation of outputs), methodological (reproducibility, explainability, reliability of generated data) and ethical (confidentiality, intellectual property, scientific integrity, socio-environmental impacts). In response, the paper advocates for the development of AI literacy, understood as an extension of digital literacy that incorporates an understanding of models, data, interfaces, legal frameworks and organisational effects, supported by the sharing of practices and a strengthening of institutional frameworks.

Naepi, S., Jack, K., Waymouth, M., Naepi, C., & Vandewiele, C. (2026). **The right to speak: exploring academic freedom in turbulent times.** *Higher Education*, 91(4), 1399–1418. <https://doi.org/10.1007/s10734-025-01476-2>

The concept of academic freedom remains contested globally, with increasing threats to academic expression appearing across different national contexts. New Zealand offers a unique case study as one of the few countries with comprehensive legal protection of academic freedom enshrined in education legislation. This paper examines how legislative protection of academic freedom has functioned in practice by comparing academic freedom controversies before and after its introduction into New Zealand law. Despite detailed legal provisions, we find that unclear definitions, inadequate guidelines, and the neoliberal restructuring of higher education have created persistent challenges in distinguishing between individual expertise and opinion and between institutional and individual responsibilities. These findings provide important insights for international debates about academic freedom, suggesting that legislation alone is insufficient protection without clear operational guidelines and protections from economic pressures that create conflicting institutional priorities. The paper contributes to a global understanding of how academic freedom can be better protected in increasingly polarised political environments.

Naimi, R., Rivest, M.-C., Décret-Rouillard, R., Moro, I., Clément, L., Poirel, E., ... Réto, G. (2025). **Navigating the storm: Comparing experiences of school administrators in Quebec and France during the COVID-19 pandemic.** *Éducation et francophonie*, 53(2). <https://doi.org/10.7202/1122432ar>

The COVID-19 pandemic profoundly disrupted the education sector, testing the leadership of school administrators. Some did not receive enough support had to cope with a lack of guidance and limited resources. Although administrators in both Quebec and France faced an

unprecedented crisis, the different contexts of these regions gave rise to the following question: how did they experience the COVID-19 crisis in their schools and how were their health and well-being affected? To answer this, we collected data from public sector school administrators in Quebec (n = 519) and France (n = 678). The results reveal significant differences between the perceptions of Quebec and French administrators. These results were divided into three main categories: 1) Needs, 2) Workforce resources, and 3) Health and well-being indicators.

Petry-Genay, I. (2025). **L'AESH collectif en position d'entre-deux : de la difficulté à élaborer et à situer le geste professionnel dans un espace scolaire hétéro-référencé.** *La nouvelle revue - Éducation et société inclusives*, 104(3), 141–155. <https://doi.org/10.3917/nresi.104.0144>

Dans le cadre de l'Ulis (Unité localisée pour l'inclusion scolaire), l'AESH-co contribue aux missions du dispositif en assistant l'enseignant spécialisé auprès des élèves qui en bénéficient, soit lors des temps de regroupement, soit lors des temps de cours en classe ordinaire. Nous mettons le focus sur la position d'entre-deux de l'AESH-co et les tensions qui en découlent en lien avec l'accessibilité à l'étude des savoirs pour les élèves accompagnés. En nous appuyant sur les transcriptions de captations vidéo de deux séances de mathématiques, nous analysons les postures et les gestes professionnels d'une AESH-co. Nos résultats sont discutés sous l'angle de la mise en œuvre d'une matrice capacitaire, en cherchant à visibiliser les enjeux collaboratifs entre systèmes didactiques principal et auxiliaire relatifs à l'accessibilité pédagogique.

Quitté, S., Martel, K., & Puustinen, M. (2025). **L'accompagnement des élèves avec un TSA en classe ordinaire : place et continuité de l'AESH dans le parcours scolaire.** *La nouvelle revue - Éducation et société inclusives*, 104(3), 119–139. <https://doi.org/10.3917/nresi.104.0122>

Cet article met en évidence deux aspects peu explorés de l'activité des Accompagnants d'élèves en situation de handicap (AESH) : leur implication dans le parcours scolaire de huit élèves avec un Trouble du spectre de l'autisme (TSA) en classe primaire ordinaire, et la continuité de l'accompagnement collectif à leur scolarité. À partir d'entretiens semi-directifs (parents, AESH et enseignantes) et d'explicitation (AESH), l'analyse révèle une tendance à la reconduction tacite des AESH sur plusieurs années, visant à compenser la fragilité perçue des projets inclusifs. Cependant, la continuité et la cohérence de l'accompagnement semblent davantage liées à la qualité du soutien médico-social et à l'expérience parentale dans l'autisme. Une typologie des accompagnements est proposée.

Saunier, E., & Farges, G. (2026). **La fabrique des « managers de la République ». Une étude de la formation professionnelle des personnels de direction des établissements scolaires.** *La nouvelle revue du travail*, (28). <https://doi.org/10.4000/165je>

Dans un contexte de développement des hiérarchies intermédiaires au sein de la fonction publique, nous étudions la fabrique des personnels de direction de l'Éducation nationale à partir d'une analyse de la formation statutaire des néo-entrants (adjoints) en école professionnelle. Leur position hiérarchique « intermédiaire » leur confère un rôle pivot, présenté comme délicat, dans le fonctionnement des établissements scolaires. La formation consiste centralement à opérer un travail de positionnement hybride : d'une part une tradition bureaucratique de respect de la hiérarchie, du droit et des procédures ; d'autre part un modèle managérial d'autonomie, de « leadership » et d'adaptabilité, pensé comme permettant de rendre l'École plus efficiente dans la réalisation des objectifs définis par les politiques éducatives.

Simonnet, A. (2025). **Recruter et former des femmes dociles ? La construction de la non-qualification des Accompagnantes des élèves en situation de handicap (AESH).** *La nouvelle revue - Éducation et société inclusives*, 104(3), 65–84. <https://doi.org/10.3917/nresi.104.0068>

Adoptant une perspective bourdieusienne attentive aux critères implicites de sélection et aux mécanismes de (re)production de l'ordre social, cet article examine comment le recrutement et la formation des Accompagnantes d'élèves en situation de handicap (AESH) opèrent une sélection sociale à la fois genrée et de classe. Il s'agit, in fine, de montrer comment cette sélection contribue à un processus de non-qualification (Demazière et Marchal, 2018). Dans un premier temps, nous présentons l'enquête sociologique, menée dans un département rural et fondée sur des observations et des entretiens, sur laquelle reposent les données. Dans un deuxième temps, nous analysons le rôle des logiques implicites de genre, en mettant en lumière la naturalisation des compétences. Enfin, nous examinons les rapports sociaux de classe à l'œuvre entre recruteurs/formateurs et AESH, qui assignent ces dernières à une position subordonnée et subalterne au sein de l'école, sous la responsabilité des enseignantes.

Suau, G., & Toullec-Théry, M. (2025). **Ce que les prescriptions font aux pratiques d'accompagnement. L'apport du didactique à l'analyse des fonctions d'AESH et d'AESH-référent.** *La nouvelle revue - Éducation et société inclusives*, 104(3), 195–207. <https://doi.org/10.3917/nresi.104.0198>

L'entrée des Élèves reconnus institutionnellement handicapés (ERIH) dans le système éducatif, et plus spécifiquement en classe dite ordinaire, est régulièrement subordonnée à la présence des Accompagnants d'élèves en situation de handicap (AESH) qui sont souvent considérés comme une présence indispensable à l'inclusion. Leur nombre en très forte augmentation a conduit à la création récente des AESH-référents, une nouvelle fonction visant à soutenir les AESH dans leurs pratiques. À partir de deux projets de recherche, nous questionnons les manières dont les AESH et les AESH-référents s'approprient les prescriptions qui régissent leurs fonctions en examinant leurs praxéologies relativement à quelques types de tâches emblématiques de leurs activités respectives. Nos résultats révèlent un déficit praxéologique, marqué par le flou des prescriptions. Nous discutons ensuite du rôle de la recherche en éducation et plus spécifiquement comment le didactique peut participer d'un accompagnement de ces professionnels du champ de l'éducation inclusive confrontés à des fonctions peu stabilisées.

Suh, H.-S., & Jun, H.-J. (2026). **Exploring global citizenship education for preservice early childhood teachers in South Korea: critical reflections on transformative pedagogy through journal writing.** *Asia Pacific Education Review*, 27(2), 667–679. <https://doi.org/10.1007/s12564-024-10019-w>

This study aims to reveal how the "Global Citizenship Education (GCE) for Preservice Early Childhood Teachers" course offered at a teacher education program in South Korea fosters critical reflection in preservice early childhood teachers. Of the 21 preservice early childhood teachers who registered for this course, 11 agreed to participate in the research. The participants were asked to submit journals after each class, and the researchers analyzed the content of the participants' journals, focusing on the aspects of key concepts, inquiry, and change. Participants' journal entries reevaluate the notion of child-centered education, critique institutional biases, and offer a clarifying perspective on the limitations of "equality" in achieving happiness for all. Participants also critically analyzed anthropocentric perspectives and behaviors, exploring how their thinking, being, feeling, and acting were shaped. By illuminating the possibility of providing opportunities to encourage GCE and critical reflection, albeit on a small scale, this study is expected to encourage teacher educators to implement GCE for preservice teachers.

Uyar, A., Karafil, B., & Karakuyu, A. (2026). **Artificial intelligence dependency among educators: a scale development and validation study.** *Education and Information Technologies*, 31 (8), 2369–2398. <https://doi.org/10.1007/s10639-025-13862-5>

This study aims to develop a valid and reliable measurement tool to assess the level of dependency on artificial intelligence (AI) among educators (teachers and academics). An exploratory sequential mixed methods design was employed. In the first phase, qualitative data were collected from 32 teachers and academics using a semi-structured interview form. Additionally, the literature review was conducted on AI dependency. Based on the findings, a 55-item pool was created. Content analysis was used for the qualitative data, while Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were used to examine and validate the factor structure of the scale, respectively. The EFA results revealed a two-factor structure comprising 32 items: Dependency in Educational Processes and Dependency in Academic Processes, explaining 69.75% of the total variance. The Cronbach's alpha reliability coefficient of the whole scale was found as 0.982. Additionally, to assess the scale's reliability, a split-half method was used by dividing the items into two groups (odd and even). The Cronbach's alpha coefficients for the first and second groups were 0.947 and 0.954, respectively, with a high and positive correlation between the two groups ($r = .961$). Furthermore, the Spearman-Brown coefficient was calculated as 0.980, and the Guttman split-half coefficient was also 0.980. Finally, CFA was applied on the 32-item version of the scale, and results confirmed the model with a chi-square/df ratio of 1.75 and an RMSEA value of 0.044. As a result, a valid and reliable tool was obtained to assess the dependency on AI among educators.

Visioli, J., & Mayeko, T. (2026, May 6). **Former les enseignants : une réforme à l'épreuve du terrain.** Retrieved May 11, 2026, from Le Café pédagogique website: <https://www.cafepedagogique.net/2026/05/06/former-les-enseignants-une-reforme-a-lepreuve-du-terrain/>

Une réforme de la formation de plus ? Rupture avec la logique de masterisation, incertitudes, inquiétudes, sentiment de travail empêché, usure, stress, inégalités territoriales et disciplinaires, la réforme charrie de nombreuses

WatreLOT, P. (2026, May 5). **Et si les inspections des enseignants cessaient de les infantiliser ?** Retrieved May 6, 2026, from Alternatives Economiques website: <https://www.alternatives-economiques.fr/philippe-watreLOT/et-si-les-inspections-des-enseignants-cessaient-de-les-infantiliser/00118266>

Un « démontage en règle pendant cinquante minutes ».

Wigham, C. R., & Clavel-Arroitia, B. (2025). **The training needs of primary and secondary in-service school teachers engaging in virtual exchange.** *Journal of Virtual Exchange*, 8, 13–38. <https://doi.org/10.21827/jve.8.41576>

Advances in educational technology, including videoconferencing, have resulted in a rise in virtual exchange (VE). Researchers have touted the benefits of conducting VEs including developing learners' intercultural awareness, intercultural competence, and digital skills (O'Dowd, 2018). Few studies have been conducted in secondary and primary school settings, however. To fill this gap, an online questionnaire was administered, and subsequent focus group interviews were conducted with primary and secondary teachers to understand their needs and the challenges which impact their ability to conduct VE projects. The findings of our needs

analysis show that the majority of primary teachers reported a lack of technological training, including which tools and/or applications best support VEs, while secondary teachers reported lacking both technological and pedagogical training for VEs, such as how to integrate VE tasks into their curricula. To accommodate these needs and challenges, we advocate for a training space which provides experienced and novice teachers the opportunity to discuss VE in their teaching contexts and training materials to assist in designing, implementing, or adapting VE tasks.

Zhang, Y., Xiong, W., & Yue, Y. (2026). **Involution life in the ivory tower: a Chinese university's teacher perceptions on academic profession and well-being under the Double First-class Initiative.** *Asia Pacific Education Review*, 27(2), 599–611. <https://doi.org/10.1007/s12564-024-10002-5>

Since 2015, China has been implementing a new key university construction plan known as the "Double First-class Initiative" to establish world-class universities and disciplines. It still needs to examine whether the reforms that universities have undergone in the context of this initiative have affected the academic profession and teachers' well-being. The academic profession in China is currently undergoing "involution," which suggests that academic staff are experiencing fierce but unhealthy competition. Based on a case study of a province-level university selected for the Double First-class Initiative, this paper examines the professional behaviors and well-being of case university's teachers through 19 semi-structured in-depth interviews. In addition, the case university's personnel system reforms, such as the performance-based pay and tenure-track system, were reviewed. It was found that these reforms have had a significant influence on the teachers' professional behaviors and well-being. Therefore, under the new excellence initiative, Chinese universities must guard against teachers' excessive occupational burdens and physical and mental issues while seeking academic excellence and ensuring high rankings.

Zhong, J., & Zhong, Y. (2026). **Emotional breakdown and inability to "lighten the burden": a qualitative study of the emotional burden of contemporary rural teachers in China.** *Asia Pacific Education Review*, 27(2), 737–748. <https://doi.org/10.1007/s12564-024-10023-0>

The emotional state and burden of rural teachers is a prominent issue in the current development of rural education in China. This paper has introduced relevant concepts from emotional geographies to its qualitative study that explores the emotional performance, the causes of emotional burden of 42 rural teachers of 10 primary and secondary schools in the less developed areas of Guangdong province in China, and focuses on analyzing why it is so difficult for rural teachers to "lighten the burden" at present. Research has found that the five different emotional geographies in the field of emotional geographies intertwine and interact to influence rural teachers. The interactions between students and parents, school administrators, administrative authorities, and teachers play a significant role in generating negative emotions among rural teachers in different emotional geographies. Especially, the administrative tasks assigned by administrative authorities, as mentioned in the concept of political geographies, and the lack of effective support for rural teachers' emotional intelligence from schools lead emotional burden, even emotional breakdown. Among the five emotional geographies, political geographies has the greatest impact on teacher emotions, which is closely related to the power structure in Chinese schools, combined with the unique characteristics of rural school environments, creates a particularly challenging situation for "lighten the burden" of rural teachers in China.

Numérique et éducation

Allcott, H., Baron, E. J., Dee, T., Duckworth, A. L., Gentzkow, M., & Jacob, B. (2026). **The Effects of School Phone Bans: National Evidence from Lockable Pouches** (Working paper No. 35132). Retrieved from National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35132>

Schools across the U.S. have sharply restricted student use of phones during the school day. We evaluate one type of restriction—lockable phone pouches—using nationwide data combining large-scale surveys, GPS pings, standardized test scores, and school administrative records, along with sales records from the largest pouch provider. Using a staggered difference-in-differences design, we find that pouch adoption substantially reduces phone use as measured by GPS pings and teacher reports. In the first year after adoption, disciplinary incidents increase and student subjective well-being falls, consistent with short-term disruption. However, effects on well-being become positive in later years and disciplinary effects fade. For academic achievement, average effects on test scores are consistently close to zero. High schools see modest positive effects, particularly in math, while middle schools see small negative effects. We find little evidence of effects on school attendance, self-reported classroom attention, or perceived online bullying.

Alsina, I., Roebroek, E., Gaudefroy-Demombynes, N., & Gabriel, P. (2024). **Towards Innovative Pedagogy: Training Trainers in the Medical-Technical Sector in the Digital Era**. *EDULEARN24 Proceedings*, 10211–10211. <https://doi.org/10.21125/edulearn.2024.2469>

Objectives: This study aims to adapt training practices to local realities in rural areas, particularly in the home healthcare domain. It focuses on developing the pedagogical skills of trainers to integrate digital technologies and innovative approaches [1,2]. **Methodology:** A focus group [3,4] was conducted with 7 training stakeholders from the training organization FORMADIA, representing diverse profiles including the director of the training organization, a CEO-Consultant, an instructional engineer with a Ph.D. in pharmacy, two trainers (one participating via video conference who had received formal trainer training), a trainer with a university diploma in training management, and a new investor. This diversity ensures rich discussions within the group. Discussions were structured around an interview guide covering 4 themes: distance learning, its effectiveness, trainers' needs, the evolution of home carers' practices, and partnerships. **Key Findings:** - Vocational training in rural areas requires adaptation to local specificities. - Distance learning is a promising solution, but its effectiveness depends on trainers' ability to foster learner interaction and engagement. - Funding for training remains a major concern. - The constant evolution of practices and business models in the medical-technical sector requires continuous professional development. - Communicating tangible training benefits and implementing flexible teaching approaches is essential. **Conclusions:** This research underlines the need for flexible and adaptable training programmes, with continuous assessment. Employer involvement and stakeholder collaboration are crucial to deliver high-quality training tailored to specific needs. To address digitalisation challenges and enhance training provision in the medical-technical sector, we propose several strategic recommendations. These include adopting modular and flexible course designs, integrating continuous evaluations for improved relevance and suitability, fostering collaboration through central digital platforms, strengthening remote relationships, communicating training objectives transparently, encouraging co-facilitation, leveraging "third places" for training spaces, and adapting connected training spaces to technical challenges in

rural areas. Implementing these strategies will contribute to the development of a skilled workforce capable of meeting the evolving needs of the home healthcare domain in rural areas. References: [1] Bates AW. Teaching in a digital age: Third edition - General: Guidelines for designing teaching and learning. [E-Reader Version]. Retrieved from <https://pressbooks.pub/teachinginadigitalagev3m/> (2022). [2] Oliveira KKS, Souza RAC. "Digital Transformation towards Education 4.0." *Informatics in Education*, vol. 21, no. 2, pp. 283–309, 2022. doi: 10.15388/infedu.2022.13. [3] Denning JD, Verschelden C. "Using the Focus Group in Assessing Training Needs: Empowering Child Welfare Workers." *Child Welfare*, vol. 72, no. 6, pp. 569–579, 1993. [4] Rennekamp RA, Nall MA. Using Focus Groups in Program Development and Evaluation. University of Kentucky, 1993.

Barbaroux, P. (2025). **Les défis de la digitalisation dans les secteurs de l'éducation et de la formation: une illustration des pratiques d'apprentissage dans les armées françaises**. Retrieved from <https://editions-ems.fr/boutique/defis-de-la-digitalisation/>

Comment le numérique transforme-t-il l'éducation et la formation, jusque dans les milieux les plus exigeants ? Cet ouvrage s'adresse aussi bien aux spécialistes de l'éducation qu'aux curieux désireux de mieux comprendre les mutations à l'œuvre sous l'effet des technologies digitales. Il propose des outils d'analyse clairs et accessibles pour penser la transformation numérique dans les environnements éducatifs, en mettant en lumière son impact sur les apprentissages, le développement des connaissances et l'évolution des pratiques professionnelles. Pour illustrer ces enjeux, l'auteur s'appuie sur un terrain d'étude singulier et peu exploré : la formation académique et professionnelle des officiers au sein des Armées françaises. À travers des exemples concrets, il dévoile comment les avancées en matière de données collectées, traitées, exploitées redessinent les pratiques pédagogiques et transforment en profondeur l'acquisition des compétences liées au commandement. Fort de plus de vingt ans d'expérience comme enseignant-chercheur au Centre de recherche de l'École de l'air et de l'espace, l'auteur livre ici une réflexion vivante, étayée et rigoureuse, sur les défis de la digitalisation de la formation dans des contextes à haute responsabilité

Begue, B., Dumas, M., Hug, T., Raytcheva, S., Monnoyer, M.-C., & Braun, C. (2026). **Co-analyser ses gestes avec une IA : vers une réflexivité enseignante augmentée en atelier d'écriture au cp**. *Vie sociale*, (52), 127–140. <https://doi.org/10.3917/vsoc.052.0127>

This action research study analyzes how an AI assistant, acting as a co-analyst of a writing workshop in first grade, transforms a teacher's reflexivity regarding her professional gestures without replacing her judgment. The project, conducted with seven pupils creating an illustrated album, relies on AI to generate draft texts and analyze the interactions from each session. The results show that the AI functioned as a non-prescriptive mirror. By highlighting patterns in the way exchanges were conducted, it enabled the teacher to objectify moments of overly directive guidance, as well as missed opportunities to let pupils' ideas emerge. This feedback informed concrete adjustments, such as productive silences and more open-ended prompts, fostering a supportive stance without substitution. The article thus proposes the framework of the "augmented reflective practitioner," in which technology sheds light on professional judgment but does not replace it.

Benoit, H., Petry-Genay, I., & Dupré, F. (2025). **Évaluer l'inclusivité d'un dispositif numérique dans l'éducation (GTnum) : état de l'art**. *La nouvelle revue - Éducation et société inclusives*, 104(3), 295–316. <https://doi.org/10.3917/nresi.104.0298>

Cette revue de littérature constitue l'un des volets de la recherche intitulée Évaluer l'inclusivité d'un dispositif numérique dans l'éducation, approche pluridisciplinaire et systémique (GTnum #EvalNumInclus), qui s'inscrit dans le cadre des GTnum 2021-2025 portés par la Direction du numérique pour l'éducation (ministère de l'Éducation nationale). Cet état de l'art s'appuie sur une collecte de travaux scientifiques en France et à l'international en vue de mettre en évidence la répartition des produits de la littérature entre différentes catégories d'usages inclusifs. La méthodologie d'extraction et les critères de tri sont présentés ainsi que les catégories d'analyse définies a priori. La distribution des produits entre trois principaux types d'usage, définis au regard de leur opérationnalité inclusive, est caractérisée chronologiquement et didactiquement. L'émergence de travaux francophones s'intéressant à l'inclusivité des usages de l'outil numérique ouvre des perspectives d'évolution des pratiques.

Bessalah, D., Burkhardt, J.-M., Bachy, S., Ceci, J.-F., Becerril Ortega, R., & Barrier, T. (2026). **Scaffolding Learning in Higher Education through Immersive Virtual Reality (IVR): A Systematic Review.** *STICEF (Sciences et Technologies de l'Information et de la Communication pour l'Éducation et la Formation)*, 33(3), 30p. <https://doi.org/10.23709/STICEF.33.2.2>

The integration of immersive virtual reality (IVR) offers new opportunities to address professionalization and individualization in higher education. This systematic review (2020-2024) investigates how pedagogical supports are articulated, based on the concept of synergistic scaffolding (Tabak, 2004). It aims to identify human and computerized supports and to analyze their articulation (synergies) and dynamic adjustment (contingency). The analysis of twenty studies reveals a support ecosystem where human roles are reconfigured: teachers act as instructional designers upstream and as experts during debriefing downstream. Although three synergy models are identified, explicit fading mechanisms remain scarce. These findings highlight the need for flexible hybrid models to optimize learner support and guide the design of future orchestration tools.

Blachly, B. D., Pitcher, B. D., White, J. C., & Behrend, T. S. (2026). **Forging Technical Career Skills in Virtual Reality: How Immersion Shapes Learning and Engagement.** *International Journal of Training and Development*, 30(2), 192–201. <https://doi.org/10.1111/ijtd.70017>

Virtual reality (VR) is rapidly gaining popularity in vocational education and training (VET). We conducted a between-subjects experiment to explore how VR modality (headset vs. desktop VR) influences trainee reactions and performance for a simulated welding task. Participants completed six welding trials, receiving feedback on three key performance metrics after each trial. Results indicate that participants performed better in the desktop VR condition. However, participants in the headset VR condition reported higher levels of future interest in welding and found the training to be less boring. Presence and engagement did not significantly mediate the relationship between VR modality and performance, as VR modality did not significantly predict presence. In post hoc analyses, we found that affect, interest and motivation positively mediated the relationship between presence and performance. Our results suggest that less immersive media may promote VET skill development more effectively, possibly due to a greater sense of fidelity. More immersive media may be better for developing engagement and interest for people who are not already committed to or interested in developing a skill, which may also counteract performance differences over time.

Breitschwerdt, L., Hümmer, C., & Egetenmeyer, R. (2026). **Online and on-site participation in synchronous hybrid settings: reasons from the perspective of higher education students.** *Higher Education*, 91(4), 1617–1638. <https://doi.org/10.1007/s10734-025-01487-z>

As higher education is increasingly confronted with heterogeneous learners, synchronous hybrid settings that simultaneously combine on-site and online participation appear to be a way of providing educational settings that fit the diverse needs of learners. With a free choice of participation mode, synchronous hybrid settings promise a more inclusive and individualised higher education setting. Previous research shows that participation decisions are shaped by personal, social and educational factors, with online participation being valued for its flexibility and the opportunity for self-directed learning. On-site participation is particularly preferred due to social interaction and a perceived structured learning environment. However, an analysis of students' reasons for online or on-site participation in synchronous hybrid settings has yet to be carried out. This analyses questionnaire and interview data with students from three semesters, identifying three major reasons for participation (on-site and online): (1) Due to the diversification of student pathways, synchronous hybrid settings offer flexibility that fits the live situations and provide access and participation opportunities. (2) By deciding on the participation mode, students reflect on their individual learning preferences and the factors that promote and hinder their learning process. (3) Finally, within their interaction preferences, students link their participation decision to relationships within the learning group and the experience of social presence. The findings highlight that perceived successful interaction is closely tied to on-site participation while the value and roles of online participation are being redefined. Synchronous hybrid settings can be regarded as participant-sensitive by fostering students' awareness of their own learning and addressing the increasingly heterogeneous needs of students.

Breitwieser, J., Bittermann, A., Theobald, M., Lauer, T., Schaaf, M., & Brod, G. (2026). **Digital Prompting in Education: A Design Framework and Bibliometric Analysis.** *Educational Psychology Review*, 38(1), 66. <https://doi.org/10.1007/s10648-026-10164-1>

Digital prompts are brief instructional cues designed to guide student learning. The variety of ways in which prompts are designed and labelled across education result in conceptual and terminological inconsistencies that make it difficult to integrate research findings. Furthermore, artificial intelligence (AI) has introduced a new dominant meaning of the term "prompt" that complicates the discoverability of relevant literature. To address these challenges, we propose a guiding framework that conceptualizes digital prompts as dynamic scaffolds and characterizes their instructional design through a typology of content, function, presentation, and source. Using a bibliometric approach, we analyzed 1,238 publications to examine how well this framework captures the structure of the field. We identified 283 distinct prompt labels, most of which were used in only one publication. The mapping of these labels onto the proposed typology led to a refined understanding of prompt design characteristics. Furthermore, we examined co-occurrences between labels and identified research topics and citation practices. The resulting patterns revealed two major research clusters centered on metacognitive and self-explanation prompts, which structure much of the literature. However, these two clusters lack integration. We show how these separate research traditions can be integrated into our framework of dynamic scaffolding through prompts. Finally, we demonstrate how our typology of prompt types can foster greater terminological coherence and improve search strategies in the age of AI.

Gadzhimusieva, D., Meliá, S., Lledó, G. L., & Nasabeh, S. S. (2026). **Development and pilot evaluation of an AI-driven learning management system for personalized education for autistic**

students. *Education and Information Technologies*, 31(8), 2201–2239. <https://doi.org/10.1007/s10639-025-13888-9>

The growing prevalence of Autism Spectrum Disorder (ASD) underscores the need for adaptive educational tools that promote inclusion. While a variety of digital resources are available, their fragmentation limits data unification and comprehensive longitudinal monitoring of student progress. This study introduces a personalized Learning Management System (LMS) called SpectrumSphere that incorporates Artificial Intelligence (AI), Virtual Reality (VR), Augmented Reality (AR), robotics, and Augmentative and Alternative Communication (AAC) to provide real-time, data-driven personalization, objective progress tracking, and enhanced collaboration between teachers and parents. This study has evaluated the intention of adoption of our LMS using an extended Technology Acceptance Model (TAM) with 30 special education teachers in different schools from the Valencian Community. Our findings show that perceived usefulness, perceived ease of use, and computer self-efficacy are the strongest predictors of teachers' behavioral intention to adopt technology, while perceived external control operates indirectly by strengthening computer self-efficacy, highlighting that intuitive interfaces, robust institutional support and infrastructure, and comprehensive professional development are crucial to enable educators to harness SpectrumSphere's adaptive recommendations.

García, M., & Mendez-Carbajo, D. (2026). **Prior Knowledge, Module Design, and Student Dropout in Online K-12 Education** (Working paper No. 2026–008). <https://doi.org/10.20955/wp.2026.008>

We examine student dropout in online K-12 education coursework using administrative data for 442,000 students, 64 economics and personal finance modules, and 2.1 million module assignments between 2014 and 2025. We find that module length, prior knowledge, embedded formative assessments, and school district demographics independently predict whether students complete assigned modules. Each additional page is associated with a 0.24-percentage-point decrease in completion probability, but this relationship is 30 percent weaker for students with above-median prior knowledge. Embedded knowledge checks amplify the negative effect of module length: the page effect more than doubles in modules containing these assessments. Dropout is elevated 33 percent above expected on pages immediately before knowledge checks. Districts with higher minority enrollment exhibit lower completion even after accounting for per-pupil expenditure and staffing. Survival analysis reveals that dropout risk is highest in the first 10 percent of module progress and generally declines thereafter, suggesting that early engagement is critical. Apparent differences between personal finance and economics modules disappear within schools, indicating institutional sorting rather than subject difficulty. These findings provide actionable guidance for instructional designers developing online educational content.

Guo, F., Chai, H., & Fu, W. (2026). **Uncovering the interplay of digital literacy and institutional support in teachers' continuance usage intention for a digital education platform.** *Education and Information Technologies*, 31(8), 2177–2199. <https://doi.org/10.1007/s10639-026-13905-5>

Against the backdrop of global educational digitization, exploring the key factors influencing teachers' intention to continue using digital education platforms is of significant importance. Although existing research has separately identified the impact of teachers' digital literacy (DL, individual factor) and institutional support (IS, environment factor), their interplay on continuance usage intention (CUI) remains poorly understood. Guided by the individual-environment interaction theory and the technology acceptance model, this study treats DL and IS as two key predictors to investigate their interplay and examines whether their relationship with CUI is

mediated by perceived usefulness (PU) and perceived ease of use (PEU). We collected self-reported survey data from a large sample of 9,832 in-service teachers in China and tested the proposed model using PROCESS model 85. The results indicated that DL significantly and positively predicted PEU and CUI, while slightly negatively predicted PU. IS significantly and positively predicted PEU, PU and CUI. The mediating effects of both PU and PEU were established. Additionally, a key finding revealed a significantly negative interplay between DL and IS. Specifically, for teachers with low DL, IS had a stronger positive effect on PEU and further on CUI. Theoretically, we advance the research on teachers' technology acceptance by integrating individual-environment interaction theory with the technology acceptance model. Practically, these findings advocate for tailored support policies (e.g., differentiated training based on digital literacy) and stratified platform design (e.g., tiered features) to maximize teachers' usage and platform efficacy.

Ho, Y.-T., Chien, C.-C., & Hou, H.-T. (2026). **Designing an online game-based learning framework with three-stage scaffolding interactive mechanism for communication skills training.** *Education and Information Technologies*, 31(8), 2241–2268. <https://doi.org/10.1007/s10639-026-13893-6>

The study combined the interactive mechanism of contextual conversation videos with a three-stage scaffolding strategy to develop an innovative game framework for distance communication training to promote the level of simulation and learning engagement in the training of communication and expression skills using Gather Town virtual space for higher education. It also investigates learners' effectiveness, flow, anxiety, and acceptance. There was a total of 63 learners aged 20 years and above who participated in this study and were randomly assigned to an experimental group (a game with a situational video mechanism) and a control group (a game with a general case text). This study found that the experimental group had significantly higher flow and acceptance of the game than the control group, and the experimental group had significantly lower anxiety, which suggests that the scaffolding mechanism has a more significant effect on facilitating learners' engagement and experience with the game.

Hou, H., Ma, L., Wang, D., & Qu, L. (2026). **Untangling the influence of data literacy and knowledge sharing willingness on academic achievement of college students in China: a moderated mediation model.** *Asia Pacific Education Review*, 27(2), 693–704. <https://doi.org/10.1007/s12564-024-10010-5>

With the application and promotion of digital technology in higher education, college students are immersed in the virtual learning environment, and the data literacy has become an important factor affecting college students' academic performance. According to DIKW Pyramid Model, which clarifies the transformation process of data into knowledge and wisdom, this study proposed a theoretical model to describe the relationship among data literacy, knowledge sharing willingness, self-efficacy and academic performance. 1816 college students were investigated using cluster random sampling. The statistical results suggested that data literacy of college students had a significant positive effect on their knowledge sharing willingness and academic performance. Knowledge sharing willingness mediated the relationship between data literacy and academic performance. Additionally, self-efficacy moderated the back radius of the structural equation model, which means that compared to college students with low self-efficacy, those with high self-efficacy demonstrated a stronger promoting effect of knowledge sharing willingness on academic performance. The conclusion enriched DIKW Pyramid Model, and provided inspirations for universities to cultivate data literacy of college students.

Huang, C.-Q., Lu, L.-N., Huang, Q.-H., Zhang, Y.-R., He, T., Tu, Y.-F., & Hwang, G.-J. (2026). **Effects of Artificial Intelligence Feedback on Students' Self-Regulated Learning in Higher Education: A Three-Level Meta-Analysis.** *Educational Psychology Review*, 38(1), 64. <https://doi.org/10.1007/s10648-026-10166-z>

As higher education environments become digitized and complex, self-regulated learning (SRL) remains a pivotal cornerstone of student achievement. While artificial intelligence (AI) offers new possibilities for supporting SRL through feedback, its efficacy remains controversial. A three-level meta-analysis of 85 articles ($k = 387$; $N = 9,564$) published between 2015 and 2025 was conducted. The results demonstrated a significant, medium-sized positive effect of AI feedback on students' SRL ($g = 0.509$). Dimension-specific analyses revealed that effects were stronger for the motivational and cognitive dimensions, but comparatively weaker for behavioral and metacognitive outcomes. Notably, the wide 95% prediction interval $[-0.661, 1.678]$ indicates substantial heterogeneity, suggesting that AI feedback effects are conditional rather than uniformly beneficial. Hierarchical multilevel meta-regression identified feedback source and AI technology type as primary drivers of between-study heterogeneity. AI-led feedback yielded larger effect sizes than human-AI hybrid feedback, and generative AI dialogue systems and intelligent tutoring systems demonstrated stronger effects than non-generative AI dialogue systems and learning analytics systems. Feedback modality and academic subject yielded marginally significant or dimension-specific differences. Additionally, within-category analyses indicated that the effects of generative AI dialogue systems were not significantly moderated across conditions, with the exception of a marginal effect for feedback modality. However, within the learning analytics systems group, the study design demonstrated a significant moderating role. Overall, these findings not only quantify the efficacy of AI feedback on SRL outcomes, but also delineate its boundary conditions, offering empirically grounded implications to instructors, designers, and researchers.

Huang, J., & Mok, K. H. (2026). **Contributions of tertiary students' background factors, learning strategies, behavioural engagement, and cognitive skills to problem solving in technology-rich environments: Evidence from 24 countries.** *Higher Education*, 91(4), 1355–1375. <https://doi.org/10.1007/s10734-025-01474-4>

The current study investigated the contributions of background factors (i.e., gender, age, and parents' education), learning strategies, behavioural engagement in different domains (i.e., reading, writing, numeracy, and ICT), and cognitive skills (i.e., literacy and numeracy) to problem solving in technology-rich environments among tertiary students across 24 countries. The sample for this study comprised 12,148 tertiary students ($M_{age} = 25.68$ years, 55% female). The results indicated that younger students exhibited better performance in problem solving within technology-rich environments. Furthermore, students whose parents had higher levels of education were more likely to demonstrate higher levels of problem-solving proficiency. Students who employed more effective learning strategies tended to have higher levels of problem-solving abilities. Higher levels of literacy and numeracy performance were associated with better problem-solving performance. Moreover, the study revealed a positive relationship between parents' education at the country level and students' problem-solving performance. This study further explored the similarities and differences in predicting the study variables related to problem solving. The implications of the study's findings were discussed in relation to learning, teaching, and policymaking in higher education. These findings can inform educational

practices and policies to enhance problem-solving skills among tertiary students, ultimately improving their preparedness for technology-rich environments.

Huang, X., Lai, C., Song, H., & Sun, M. (2026). **Unpacking teachers' engagement in generative AI-facilitated workplace learning: insights from the AIDUA model.** *Education and Information Technologies*, 31(8), 2345–2367. <https://doi.org/10.1007/s10639-026-13901-9>

Although generative AI is increasingly integrated into education, little is known about what factors influence teachers' adoption of generative AI for workplace learning. This study therefore investigates the factors influencing teachers' engagement in generative AI-facilitated workplace learning (GenAI-WL), an emerging domain of professional development. Guided by the Artificial Intelligence Device Use Acceptance (AIDUA) model, the study employed a cross-sectional survey design. Survey data were collected from 225 primary school teachers in mainland China who had experience with GenAI-WL. Six constructs were examined: social influence, hedonic motivation, anthropomorphism, performance expectancy, effort expectancy, and emotion. Structural equation modelling revealed that hedonic motivation was the strongest predictor of GenAI-WL, followed by performance and effort expectancy. Emotion mediated the influence of motivation and expectancy on engagement. While anthropomorphism had a negative direct effect, it also exerted positive indirect effects through expectancy beliefs. These findings contribute to the scholarship on teacher technology adoption behaviours and carry practical implications: education programmes should purposefully guide teachers to leverage GenAI in their daily workplace learning, foster sustained engagement by drawing on hedonic motivation, and employ scaffolded approaches that manage anthropomorphism and reduce effort expectancy.

Inokuma, H. (2026). **Computerization and the Educational Composition of Routine Work** (Working paper No. 26-E-05). Retrieved from Institute for Monetary and Economic Studies, Bank of Japan website: <https://EconPapers.repec.org/RePEc:ime:imedps:26-e-05>

Over the past four decades in the US, routine employment has declined sharply while college attainment has risen steadily. I develop a quantitative model in which workers choose whether to attend college and whether to work in abstract or routine occupations. The calibrated model implies that computerization raises the return to educational skill within routine work, raising the within-occupation college share faster in routine jobs than in abstract jobs. I test this implication in the data by estimating how baseline task content predicts subsequent educational upgrading across occupations. The regression evidence confirms faster college-share growth in more routine-taskintensive occupations. Quantitatively, the model attributes about one half of the aggregate increase in the college share over 1980-2019 to computerization.

Kim, A. (2026). **Organizational levers for instructional quality: strengthening ICT agency through autonomy and school leadership.** *Education and Information Technologies*, 31(8), 2269–2291. <https://doi.org/10.1007/s10639-025-13892-z>

This study investigates the multidimensional relationships among teachers' demographic characteristics, professional experience, workload, and their ICT agency and instructional quality for creativity. Utilizing teacher questionnaire data from the Programme for International Student Assessment 2022, the research examines three dimensions of instructional quality for creativity, consisting of openness for creativity, creative teaching, and mindset for creativity, alongside ICT agency indicators. With the hierarchical linear modeling mixed-effects approach, the findings demonstrate that teachers' ICT agency and instructional quality are substantially enhanced

when they experience higher levels of instructional autonomy and receive sustained support from school leadership. Teachers' ICT agency consistently emerges as a key driver of creativity-oriented instructional quality, highlighting the integral role of digital competence in enabling innovative pedagogical practices. Moreover, the results illuminate the complex and interdependent pathways through which gender, teaching experience, educational attainment, and workload shape teachers' professional engagement. The results shed light on the foundational importance of organizational conditions, particularly autonomy-supportive leadership, in fostering technological competence of teachers and cultivating learning environments that prioritize creativity and innovation.

Kim, M., Jeong, S., & Lim, C. (2026). **Leveraging an AI chatbot to support socially shared regulation in collaborative project-based learning.** *Asia Pacific Education Review*, 27(2), 799–812. <https://doi.org/10.1007/s12564-026-10114-0>

Collaborative project-based learning (CPBL) offers rich opportunities for students to engage in authentic problem-solving, yet many students struggle to work effectively within a team. Prior studies have suggested that supporting socially shared regulation of learning (SSRL) can enhance collaboration and learning outcomes, but empirical evidence remains limited on how such support can be effectively implemented, particularly through AI-based tools. This mixed-methods study examined the potential of an AI chatbot, called RegTogether, which was developed to support SSRL in CPBL and implemented in high school classrooms with 30 participating students. This mixed-methods study examined the potential of an AI chatbot, called RegTogether, which was designed to support SSRL in CPBL and implemented in high school classrooms with 30 participating students. Quantitative results indicated that students in the experimental group who used the chatbot significantly outperformed those in the control group in group task performance. Qualitative analysis of post-interviews revealed that students perceived the AI chatbot as a supportive tool that facilitated both cognitive and socio-emotional aspects of collaboration. Overall, the findings suggest that AI chatbots hold promise as instructional tools for fostering SSRL in CPBL, while further refinements are needed to enhance their pedagogical effectiveness.

Kwong, R., Kwok, M. L. J., & Wong, H. (2026). **Autonomous and controlled motivation in a flipped-classroom approach.** *Asia Pacific Education Review*, 27(2), 509–521. <https://doi.org/10.1007/s12564-024-09983-0>

Drawing on self-determination theory, this study investigated the impact of different teaching styles (i.e., autonomous and controlled motivation) to motivate students to complete the pre-class activities in a flipped classroom context on their academic performance, especially in the cognitive domain of Bloom's taxonomy. Utilizing ordinary least squares (OLS) regression analysis and a two-sample t-test, a quasi-experimental design comprising of 95 students from a higher education institution in Hong Kong was employed. The results found that among students in the class with controlled motivation from the instructors, there was a negative relationship between watching pre-recorded videos and performance on questions related to the knowledge and comprehension levels in the final examination. This negative relationship highlights the core aspect of cognitive overload, suggesting that over-engagement with video content may hinder rather than help learning. However, neither the pre-recorded videos nor the online exercises correlated with performance on questions at the application level. This outcome emphasizes the need to tailor the design of flipped classroom materials to accommodate cultural learning styles and cognitive development goals, particularly in diverse educational environments. The present

study contributes to the flipped classroom literature by enhancing understanding of its impact on academic performance across the knowledge, comprehension, and application levels under Bloom's taxonomy, and suggests practical guidelines for the use of pre-recorded videos in the flipped classroom. It also highlights the intricate balance required between student engagement strategies, the cognitive demands of learning materials, and the cultural context of learners.

Las-Vergnas, O. (2026). **Où en est-on des marges de manœuvre dans un dialogue avec une IA générative conversationnelle ?** *L'Esprit d'Archimède - La Revue*, 15, 30–34. Retrieved from <https://alea.univ-lille.fr/revue.php?idn=15&article=30>

Levy Yeyati, E., Robano, V., Pereiro, E., Porto, C., & Koleszar, V. (2025). **Generative AI in Education: A Framework for Leveraging Digital Tools in Latin American Classrooms** [Working paper]. Retrieved from Universidad Torcuato Di Tella website: https://EconPapers.repec.org/RePEc:udt:wpgobi:pp_gob_2025_35

Generative Artificial Intelligence (AI) has the potential to help educators tackle persistent challenges—such as complex problem-solving and personalized mentoring—while preserving the essential human elements of judgment and empathy. Focusing on Latin American classrooms, this study explores how AI-powered chatbots can complement teachers in elementary and secondary education. Drawing on quantitative and qualitative evidence, we identify strategies to minimize gender gaps, strengthen teacher preparedness, and maximize student engagement. The study proposes actionable policies, including targeted teacher training, gender-inclusive AI adoption strategies, and scalable hybrid teaching models, as well as a blueprint for testing chatbot effectiveness. By incorporating a gender lens and a phased AI adoption strategy, our study not only outlines best practices for AI deployment but also offers empirical insights into how chatbots impact learning engagement, teacher preparedness, and student equity. Our framework serves as a guide for policymakers aiming to integrate AI tools in a way that supports—not replaces—educators while addressing disparities in access and usage.

Lin, X.-F., Shen, W., Huang, S., Wang, Y., Zhou, W., Ling, X., & Li, W. (2026). **Exploring Chinese teachers' concerns about teaching artificial intelligence: the role of knowledge and perceived social good.** *Asia Pacific Education Review*, 27(2), 779–798. <https://doi.org/10.1007/s12564-024-10034-x>

This study aimed to investigate the factors accounting for Chinese teachers' concerns about teaching artificial intelligence (AI). Based on the concerns-based adoption model and the pedagogical content knowledge framework, a hypothesized model associating teachers' knowledge, perceived social good, and concerns about teaching AI was tested via structural equation modelling. The responses from 269K-12 AI teachers in southern China were utilized to test the hypothesized model. Structural equation modelling reveals that the association between teachers' knowledge of teaching AI and teachers' concerns about teaching AI is mediated by teachers' perceived social good of teaching AI. Particularly, teachers' perceived social good of teaching AI partially mediated relationships between teachers' pedagogical AI knowledge and refocusing concern, as well as teachers' conceptual AI knowledge and management concerns. These findings provide a more profound understanding of teachers' perceived social good as a pedagogical belief. The results show that teachers' knowledge (i.e. pedagogical AI knowledge and conceptual AI knowledge) predicted higher stages of concern (i.e. refocusing and management) when mediated by teachers' perceived social good of teaching AI. This study

contributes to a better understanding of factors contributing to teachers' concerns about teaching AI, and how to address them for teacher professional development.

Merlet, J. (2026). **Plus la formation est pilotée en entreprise, plus elle se déploie en ligne**. *Céreq Bref*, (484), 1–4. Retrieved from <https://www.cereq.fr/plus-la-formation-est-pilotee-en-entreprise-plus-elle-se-deploie-en-ligne>

Classes virtuelles, e-learning, formats hybrides : la formation à distance s'est diffusée dans un peu plus d'un tiers des entreprises de moins de 1 000 salariés en 2021. Cette dynamique masque des écarts marqués selon les secteurs, les tailles et les profils d'emplois des entreprises. Elle repose par ailleurs principalement sur des dispositifs encadrés et synchrones, du type cours ou stages en ligne avec un formateur à distance, plutôt que sur de l'e-learning autonome. Surtout, le recours à la formation en ligne dépend étroitement de la gouvernance de la formation dans l'entreprise, en particulier organisationnelle et financière. Ce Céreq Bref s'appuie sur l'enquête EFE 2021 co-produite par le Céreq, la Dares et France compétences pour analyser les déterminants du recours à la formation à distance.

Messaoui, A. (2026). **Usages des IAg par les chercheurs et perspectives sur leur développement professionnel**. *Inter AI: le chercheur, la machine et le monde*. Retrieved from <https://hal.science/hal-05614110>

This paper examines the use of generative artificial intelligence (GAI) by academic researchers and the implications of such use for their professional development. It adopts a socio-technical and critical perspective that views GAI as computational automata based on probabilistic calculations, rather than as autonomous intelligent entities, and employs activity analysis for formative purposes. Methodologically, this is an exploratory phase based on the analysis of three recent surveys: two large-scale quantitative studies (Wiley 204 and 2025; Andersen et al. 2025) and a study on the digital self-efficacy of research-active lecturers (Tali Otmani 2026). These studies are linked to the four dimensions of academic activity (research output, supervision, project management, institutional participation) and situated within a context of deteriorating working conditions, characterised by an intensification of workloads, tensions between different roles, and forms of burnout. The results show a clear increase in the uptake of AI tools, with a growing proportion of researchers using them and significant variation across disciplines, levels of digital self-efficacy and perceptions of scientific integrity. The predominant uses relate to writing assistance, information monitoring and synthesis, as well as coding support for data analysis, mainly via general-purpose tools rather than specialised assistants. These practices are, however, accompanied by reservations regarding the reliability and opacity of models, biases, privacy risks, legal uncertainties, as well as a lack of institutional framework and skills. The analysis highlights three key challenges for professional development: epistemological (the illusion of control, cognitive delegation, standardisation of outputs), methodological (reproducibility, explainability, reliability of generated data) and ethical (confidentiality, intellectual property, scientific integrity, socio-environmental impacts). In response, the paper advocates for the development of AI literacy, understood as an extension of digital literacy that incorporates an understanding of models, data, interfaces, legal frameworks and organisational effects, supported by the sharing of practices and a strengthening of institutional frameworks.

Muratet, M. (2025). **SPY: vers l'accessibilité d'un jeu sérieux partagé et adaptable sur l'apprentissage de la pensée informatique**. *La nouvelle revue - Éducation et société inclusives*, 104(3), 281–294. <https://doi.org/10.3917/nresi.104.0284>

Dans cette contribution, nous présentons SPY, un jeu sérieux d'initiation à la programmation informatique. Nous décrivons les scénarios actuellement présents dans le jeu comme une illustration des champs de possibles. Ces scénarios sont utilisables en l'état par des enseignants qui souhaitent initier leurs élèves à la programmation informatique, y compris pour des élèves présentant des besoins particuliers. Nous présentons les caractéristiques et fonctionnalités d'accessibilité intégrées dans le jeu. Dans une optique de personnalisation et de partage, nous montrons qu'il est possible, pour des usagers, d'enrichir le jeu en créant de nouvelles missions et de nouveaux scénarios à l'aide de deux éditeurs inclus. Enfin nous évoquons, à fins de recherche, la possibilité de mobiliser les données produites par le jeu au format xAPI.

Nesje, K., & Strømme, T. A. (2026). **Exploring Norwegian Student-Teachers' Reasoning When Using Classroom Videos in Peer Mentoring Conversations.** *Journal of Teacher Education*, 77(3), 243–255. <https://doi.org/10.1177/00224871261424913>

This study examines the potential of peer mentoring conversations through the use of a video-based learning design in Norwegian teacher education. Student-teachers used classroom videos of their own teaching as a basis for reasoning about the core practice of classroom discourse. The study adapts an existing framework to measure the quality of student-teacher reasoning in six peer mentoring groups, and the same framework is utilized as an analytical stance in the micro-analyses of selected excerpts. The findings show that student-teachers are able to conduct high-quality conversations during peer mentoring and point to the important role of structural and conceptual support.

Novoa-Echaurren, Á., & Domingo, M. (2026). **Teachers' Information and Communication Technology Reflexivity: A Collaborative Approach for Bringing Together Theory, Policy and Practice in Information and Communication Technology Integration.** *International Journal of Training and Development*, 30(2), 229–241. <https://doi.org/10.1111/ijtd.70018>

This article introduces the ICT reflexive practice (ICT-RP) approach as a situated, evidence-based contribution to continuing professional development (CPD) and the pedagogical integration of information and communication technologies (ICT) in education. Grounded in a qualitative case study of a school that utilizes structured reflexive cycles, this approach traces three interrelated dimensions—professional, collaborative and institutional—that influence teachers' reflexivity about the pedagogical use of ICT, allowing them to bring together theory, policy and practice. A thematic analysis of classroom observations, interviews and departmental reflexive meetings reveals how individual pedagogical reflexion, colleague-to-colleague dialogue and institutional feedback interact to inform and evolve ICT practices. The ICT-IRP can be integrated with established frameworks and models such as the Teaching for Understanding, offering a dynamic and recursive method and highlighting the social, contextual and organizational factors embedded within the school ecosystem. Integrating reflexion at individual and systemic levels facilitates a more critical, flexible and sustained use of ICT as a form of CPD, fostering innovation while aligning with overarching school policies and goals.

Rueben, M., Lee, R., Groechel, T. R., Chen, H., Lee, H., Ragusa, G., & Matarić, M. J. (2026). **Multi-week, in-class deployments of telepresence robots with four homebound K-12 students: Benefits, challenges, and recommendations.** *Education and Information Technologies*, 31(8), 2145–2175. <https://doi.org/10.1007/s10639-025-13855-4>

Missing significant amounts of school during K-12 education is known to put students' cognitive and social development at risk. Alternatives such as home instruction and online learning are

common, but lack sufficient interaction with peers and teachers in the classroom. Mobile remote presence systems, or telepresence robots, are promising for homebound students because they provide embodiment and mobility in addition to the real-time participation offered by video conferencing technologies. Research is needed, however, to identify what actual benefits and challenges would be experienced by homebound students using telepresence robots in the K-12 classroom context. We present findings from four multi-week deployments with homebound K-12 students attending classes via telepresence robots. The homebound students' experiences were documented in a total of 15 interviews and analyzed qualitatively as case studies. The homebound student participants and their deployment contexts differed from one another along multiple dimensions, and while some benefits of mobile remote attendance were enjoyed by all participants, each participant also experienced unique benefits. Challenges with hearing, seeing, and moving the robot around the classroom warranted improvements to the design of the telepresence system. Other challenges suggested priorities for managing a classroom deployment, such as ensuring that the remote student is included in classroom activities, accountable to the teacher, and treated with respect by classmates. Based on insights from the study, we make recommendations for real-world deployment procedures and design of future studies in similar contexts.

Schnell, S. (2026a, May 12). **L'université à l'épreuve des machines**. Retrieved May 18, 2026, from AOC media - Analyse Opinion Critique website: <https://aoc.media/analyse/2026/05/12/luniversite-a-lepreuve-des-machines/>

Les IA génératives n'ouvrent pas seulement un nouveau chapitre de la fraude académique. Elles déstabilisent plus profondément le régime de preuve sur lequel l'université s'est longtemps reposée : nous avons pris des textes finis pour des signes d'apprentissage. Lorsque des réponses plausibles deviennent triviales à produire, l'enjeu n'est plus de protéger des devoirs, mais de former et d'éprouver le jugement.

Schnell, S. (2026b, May 12). **L'université à l'épreuve des machines**. Retrieved May 13, 2026, from AOC media - Analyse Opinion Critique website: <https://aoc.media/analyse/2026/05/12/luniversite-a-lepreuve-des-machines/>

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Tipple, C., Keane, T., Wang, T., & Cerovac, M. (2026). **Teachers' perceptions of generative AI in gender-inclusive STEM education: a grounded theory study**. *Education and Information Technologies*, 31(8), 2399–2434. <https://doi.org/10.1007/s10639-026-13908-2>

The rapid emergence of Generative Artificial Intelligence (GenAI) tools has introduced both new possibilities and risks for supporting inclusive teaching and learning in STEM education. Although GenAI is increasingly adopted in primary and secondary schools, little is known about how teachers conceptualise its potential to support or hinder gender inclusiveness in STEM classrooms. Using qualitative Grounded Theory methodology, this study explored how teachers perceive the opportunities, challenges, and implications of integrating GenAI in ways that might foster girls' engagement in STEM subjects. Primary and secondary school teachers in Australia (N = 7) were interviewed to understand the factors influencing the adoption of GenAI to support girls'

participation in STEM. The findings revealed three interrelated factors that were shown to influence teachers' adoption of GenAI tools: (1) teachers' familiarity and experience with GenAI, (2) the paradoxical nature of GenAI, and (3) first-order and second-order implementation barriers. The findings also show that teachers' reflections on gender-inclusive applications were speculative and influenced by their general concerns about gender stereotypes and the biases embedded in GenAI content. Together, teachers' familiarity and experience with GenAI presents as a critical factor affecting educators' adoption of these tools to bridge gender gaps in STEM, and that teachers experience significant external barriers that impact their ability to effectively integrate GenAI tools into their teaching and learning practice. Based on the insights learned, the study offers practical recommendations for teachers, schools, and policy makers that promote the adoption of GenAI tools to foster girls' engagement in STEM.

Tzeng, J.-W., Chang, S.-P., & Zhuang, Z.-X. (2026). **Analysis of the impact of virtual reality integration in nature education on primary school students' ARCS model of learning motivation.** *Education and Information Technologies*, 31(8), 2293–2313. <https://doi.org/10.1007/s10639-025-13891-0>

This study explores the effectiveness of Virtual Reality technology in natural science courses (pH, Aqueous Solutions, and related topics) in Taiwan's primary education. The instructors are using the K-12 Four-Element Learning Model by the Taiwan Ministry of Education (Self-learning, Intra-group learning, Inter-group learning, and Teacher-guided learning) to plan the development of VR teaching activities for the course.) This study was conducted with an experimental group (receiving VR-assisted instruction) and a control group (receiving multimedia instruction). The experimental group was randomly chosen from schools that expressed a willingness to participate in the study. A learning motivation questionnaire was developed based on the ARCS framework, assessing four dimensions: attention, relevance, confidence, and satisfaction. The findings reveal four key results. First, elementary school students showed a generally consistent learning attitude toward VR-integrated and traditional instruction in natural science courses, with no significant variation across grades (fourth, fifth, and sixth), suggesting that VR teaching offers stability and broad applicability. Second, the experimental group scored significantly higher than the control group across all four ARCS components, with the most noticeable differences in attention and satisfaction. This indicates that VR instruction is particularly effective in enhancing students' engagement and their sense of connection to the course. Third, among students from the two groups across different grade levels (fourth, fifth, and sixth grades), only the Satisfaction dimension of the ARCS model reached statistical significance. This indicates an interaction effect between VR instruction and grade level on students' satisfaction. Fourth, gender did not show significant differences in any of the ARCS components, meaning that it is not a determining factor in students' VR learning performance. In conclusion, this study demonstrates that instruction with VR integration can effectively increase primary school students' engagement in science learning and their sense of connection to the course. The approach holds practical value and educational significance. Teachers who participated in the experiment also affirmed the Four Learning Model and its potential for guiding the design of VR-based learning activities with meaningful educational applications.

Uyar, A., Karafil, B., & Karakuyu, A. (2026). **Artificial intelligence dependency among educators: a scale development and validation study.** *Education and Information Technologies*, 31(8), 2369–2398. <https://doi.org/10.1007/s10639-025-13862-5>

This study aims to develop a valid and reliable measurement tool to assess the level of dependency on artificial intelligence (AI) among educators (teachers and academics). An exploratory sequential mixed methods design was employed. In the first phase, qualitative data were collected from 32 teachers and academics using a semi-structured interview form. Additionally, the literature review was conducted on AI dependency. Based on the findings, a 55-item pool was created. Content analysis was used for the qualitative data, while Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were used to examine and validate the factor structure of the scale, respectively. The EFA results revealed a two-factor structure comprising 32 items: Dependency in Educational Processes and Dependency in Academic Processes, explaining 69.75% of the total variance. The Cronbach's alpha reliability coefficient of the whole scale was found as 0.982. Additionally, to assess the scale's reliability, a split-half method was used by dividing the items into two groups (odd and even). The Cronbach's alpha coefficients for the first and second groups were 0.947 and 0.954, respectively, with a high and positive correlation between the two groups ($r = .961$). Furthermore, the Spearman-Brown coefficient was calculated as 0.980, and the Guttman split-half coefficient was also 0.980. Finally, CFA was applied on the 32-item version of the scale, and results confirmed the model with a chi-square/df ratio of 1.75 and an RMSEA value of 0.044. As a result, a valid and reliable tool was obtained to assess the dependency on AI among educators.

Vidart, D. (2026). **Learning by Mail: The Impact of Correspondence Schools in Early 20th Century America** (Working paper No. 35147). Retrieved from National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35147>

This paper examines correspondence education as an alternative educational pathway in early 20th-century America. Using newly digitized records from the International Correspondence Schools—the largest such institution, with over 4 million students by 1940—linked to census data, I show that enrollment increased the likelihood of skilled employment by 6-10pp within 3-10 years, particularly among younger students who used it as a substitute for high school. I develop a general equilibrium Roy-style model where individuals sort into educational options by ability. Consistent with the model, correspondence education facilitated skill acquisition for lower-ability individuals and improved selection into high school, amplifying its returns.

Wang, D., Wang, C., Huang, K., Xie, B., & Guo, C. (2026). **Longitudinal Relationships between Academic Stress, Depressive Symptoms, and Problematic Internet Use in Early and Late Adolescence.** *Journal of Youth and Adolescence*, 55(5), 1295–1309. <https://doi.org/10.1007/s10964-026-02326-9>

Although academic stress, depressive symptoms, and problematic internet use are prevalent during adolescence, how these experiences dynamically interact and develop over time—particularly across early and late adolescence—remains insufficiently understood. This study addresses this gap by examining the reciprocal relationships and developmental trajectories of these constructs using Random Intercept Cross-Lagged Panel Models (RI-CLPM) and Latent Growth Models (LGM), focusing on differences between early and late adolescence. The study surveyed 1,531 early adolescents ($M_{age} = 12.30$, $SD_{age} = 0.55$, 50.95% girls) and 1,620 late adolescents ($M_{age} = 15.18$, $SD_{age} = 0.51$, 50.43% girls) over one year, with three waves of data collection. The RI-CLPM results showed that academic stress, depressive symptoms, and problematic internet use were positively correlated at the between-person level in both developmental stages. At the within-person level, early adolescents exhibited only autoregressive stability, whereas late adolescents showed that fluctuations in depressive symptoms predicted

increases in academic stress, which in turn led to higher depressive symptoms and problematic internet use. The LGM results indicated that early adolescents exhibited parallel increases across all three constructs, while late adolescents showed divergent patterns: academic stress increased, depressive symptoms remained stable, and problematic internet use decreased. These findings indicate that the reciprocal relationships and developmental trajectories among academic stress, depressive symptoms, and problematic internet use differ between early and late adolescence, with early adolescence emerging as a critical period for enhancing emotion regulation and environmental support to prevent the development of maladaptive feedback cycles in later stages.

Wang, Y. (2026). **China's use of virtual and augmented reality music simulators for teaching music.** *Asia Pacific Education Review*, 27(2), 613–622. <https://doi.org/10.1007/s12564-024-10003-4>

The revolution in information and communication technology, as well as the development of augmented and virtual reality technologies, open up new avenues for the renewal of music curricula in Chinese universities. The experiment included 205 pianists and 169 drummers in their first year. They were assigned to either the control or experimental groups at random. Pianists used the augmented reality-based VRtuos Pro app (N = 103) and drummers used the virtual reality-based Smash Drums app (N = 85), while the others worked in a traditional environment with traditional instruments. The control group had higher mean values, and the difference between the groups was statistically significant ($p = 0.00$). In the drummer group, however, the interactive programme resulted in greater skill development and statistical significance ($p = 0.00$). As assessment tools, a 100-point ECTS scale and an expert assessment method were used. The information in this article will be useful to those who intend to use augmented reality or virtual reality music simulators in music universities to enhance the quality of their courses. This article aims, among other things, to spark academic debate about the viability of using augmented and virtual reality technologies in music universities in China and other countries.

Wang, Z. (2026). **Evaluation method for the comprehensive quality of students based on multi-source data fusion.** *Asia Pacific Education Review*, 27(2), 405–412. <https://doi.org/10.1007/s12564-024-09933-w>

Multi-source data fusion technology is conducive to data collection and analysis, and is frequently used in the teaching of students. This study applies multi-source data fusion technology to evaluate the comprehensive quality of students. By examining the basic function principle of multi-source data fusion technology, the study establishes an evaluation platform for the comprehensive quality of students based on multi-source data fusion. The platform is then applied to the comprehensive quality evaluation of students across grades. Furthermore, the study compared and analyzed the problems of different grades and proposed methods for improving the comprehensive quality of students, which is beneficial to their improvement in this regard. In other words, this study takes the comprehensive quality evaluation of students of all grades in the Quzhou College of Technology as an example. Furthermore, it conducts an in-depth analysis of the evaluation methods of the comprehensive quality of students, which, thus, providing a certain method and theoretical guidance for the evaluation of the comprehensive quality of students among colleges.

Wieczorek, M., & Romele, A. (2026). **How to Imagine Educational AI: The Filling of a Pail or the Lighting of a Fire?** *Educational Theory*, 76(3), 316–338. <https://doi.org/10.1111/edth.70070>

Recent advances in artificial intelligence (e.g., machine learning, generative AI) have led to increased interest in its application in educational settings. AI companies hope to revolutionize teaching and learning by tailoring material to the individual needs of students, automating parts of teachers' jobs, or analyzing educational data to optimize the delivery of content. This article outlines the role of imaginaries in shaping concrete practices and understandings of educational AI. By building on an expanded notion of sociotechnical imaginaries, we show, through a review of science-fiction narratives about technology and education, that the imaginaries underlying educational AI are lacking or limited. When imagined, educational tools are most often depicted as systems for the efficient transmission of information. We contend that this poor imaginary affects why, how, and what educational AI systems are developed. As we demonstrate by analyzing the paradigmatic ideas espoused by Salman Khan, educational AI is designed to optimize the acquisition of knowledge and largely ignores other aspects of teaching and learning, such as care, play, or curiosity. We observe that educational AI is not an object of lively philosophical debate—unlike, for example, self-driving cars or autonomous weapons, which are, incidentally, also much more present in the popular imaginary. We conclude by discussing imaginaries of educational AI that would offer an alternative to the dominant paradigm, focusing on Neal Stephenson's *The Diamond Age*, Kazuo Ishiguro's *Klara and The Sun*, and Ian McEwan's *Machines Like Me*. We argue that to develop socially beneficial and desirable educational technologies, we need to look beyond AI as an information system, and we point to three narratives that present alternative imaginaries of educational AI that can allow us to conceptualize new desirable forms of incorporating technology in teaching and learning, as well as point to its limitations.

Xin, Y., Shusheng, D., & Liuheng, L. (2026). **Pro-Environmental Volunteering in Chinese University Youth: Peer Selection, Influence, and the Roles of Social Media and Social Self-Efficacy**. *Journal of Youth and Adolescence*, 55(5), 1202–1218. <https://doi.org/10.1007/s10964-026-02319-8>

Pro-environmental volunteering is a key way in which university students contribute to climate action, yet little is known about how such behavior diffuses through peer networks, whether peer influence outweighs homophilous selection, and how these processes unfold within digitally mediated Chinese university contexts. To address these gaps, this study examined dual social-network mechanisms, digital socialization, and social self-efficacy in the spread of pro-environmental volunteering during the first year at university. Data came from 1,151 first-year students (M age = 17.91, SD = 0.78; 51.9% female) nested in complete friendship networks across six Chinese universities and surveyed twice over six months. Longitudinal stochastic actor-oriented models were used to disentangle homophilous selection from peer influence, and regression-based mediation and moderation analyses tested social self-efficacy as a psychological pathway and social media usage as a contextual moderator. Peer influence on pro-environmental volunteering was substantially stronger than homophilous selection (influence–selection ratio = 2.64, 95% CI [1.82, 3.91]), indicating that behavior spread primarily through post-relationship socialization rather than friendship choice. Social media usage did not significantly alter the tendency to befriend behaviorally similar peers, but higher overall usage selectively amplified peer influence, with significant effects emerging only above moderate usage levels. Social self-efficacy partially mediated the longitudinal association between peers' volunteering and individual volunteering, accounting for 54% of the total effect. These findings integrate network co-evolution, digital socialization, and social-cognitive perspectives to clarify how environmentally significant behaviors disseminate within youth peer networks.

Yang, Q., & Chen, C. (2026). **The effectiveness of flipped classroom on autonomous learning ability: a meta-analysis.** *Asia Pacific Education Review*, 27(2), 705–720. <https://doi.org/10.1007/s12564-024-10013-2>

In order to investigate the overall effectiveness of the flipped classroom in improving the autonomous learning ability of students, a Meta-analysis of 46 independent samples from 40 studies published by the international academic community from 2015 to 2023 was carried out with Review manager 5.4 software. The Meta-analysis results showed that the pooled effect size of 46 independent samples was $SMD = 0.63$, $P < 0.05$, indicating that the flipped classroom had a moderately high promotion effect on students' autonomous learning ability. The results of subgroup analysis of 46 experimental variables also suggested that the influence of flipped classroom on students' autonomous learning ability was not restricted by the moderating variables such as experimental period, education level, Implementation form and measuring tools, sub-factors such as discipline, sample size and ways of acquiring instructional videos have great influence on students' autonomous learning ability. The main performance is: physics, chemistry, mathematics and English as the representative of the language course effect is good; The effect of small class teaching with less than 50 students and about 25 students is better than that of large class. The flipped classroom teaching without the help of teaching technology platform and self-made video has a greater role in improving students' independent learning ability.

Orientation scolaire et professionnelle

Accou, L. (2025). **Ecosystème des espaces éducatifs et des pratiques d'orientation scolaire et professionnelle en Haïti: Leviers de réussite éducative des élèves** (Thesis). Retrieved from <https://pepite-depot.univ-lille.fr/LIBRE/EDSHS/2025/2025ULILH069.pdf>

Blanchard, C. (2026, May 12). **Parcoursup machine à stress, Affelnet outil de mixité ? Cherchez l'erreur.** Retrieved May 13, 2026, from Alternatives Economiques website: <https://www.alternatives-economiques.fr/cecile-blanchard/parcoursup-machine-a-stress-affelnet-outil-de-mixite-cherchez-lerreur/00118368>

Fin mars ont été annoncées par le rectorat de Paris des modifications dans la procédure Affelnet qui décide de l'affectation des élèves de troisième en lycée pour la rentrée 2026.

de Koning, B. K., Dur, R., & Fouarge, D. (2026). **Correcting Beliefs about Job Opportunities and Wages: A Field Experiment on Education Choices** (Working paper No. 26-011/VII). Retrieved from Tinbergen Institute website: <https://EconPapers.repec.org/RePEc:tin:wpaper:20260011>

In a natural field experiment, we provide information to students about job opportunities and hourly wages of occupations they are interested in. The experiment takes place within a widely-used career orientation program in the Netherlands, and involves 28,186 pre-vocational secondary education students in 243 schools over two years. The information improves students' belief accuracy and leads them to change their preferred occupation to one with better labor market prospects. Administrative data covering up to seven years after our experiment shows that students who receive information choose and graduate from post-secondary education programs with better job opportunities and higher hourly wages.

Mizzi, A. (2026, May 10). **Lycéens professionnels, les grands oubliés de Parcoursup?** <https://doi.org/10.64628/AAK.3j56ejjck>

Pour les lycéens professionnels, l'épreuve de l'orientation dans le supérieur commence bien avant l'ouverture de Parcoursup, là où se fabrique leur rapport à l'institution scolaire.

Oosterbeek, H., Rozsos, T., & van der Klaauw, B. (2025). **School choice, school switching, and optimal assignment** (Working paper No. 25-066/V). Retrieved from Tinbergen Institute website: <https://EconPapers.repec.org/RePEc:tin:wpaper:20250066>

Close to 20% of secondary school students in Amsterdam - and elsewhere - transfer between secondary schools at some point, even when initially placed in their most-preferred school. School switching is costly for the students involved and disrupts the learning environment of their former and new classmates. Using data from the Amsterdam secondary-school match linked to administrative registers, we show that switching can be predicted by hard-to-rationalize initial school choices. Over 60% of switchers can be correctly identified at the admission stage. Simulations indicate that encouraging predicted switchers to adjust their preference ranking of schools could reduce the switching rate by almost 15%.

Politique de l'éducation et système éducatif

Accou, L. (2025). **Ecosystème des espaces éducatifs et des pratiques d'orientation scolaire et professionnelle en Haïti: Leviers de réussite éducative des élèves** (Thesis). Retrieved from <https://pepите-depot.univ-lille.fr/LIBRE/EDSHS/2025/2025ULILH069.pdf>

Bacci, E. (2026). **Migration-Driven Demographic Changes: effects on local communities in the canton of Fribourg** [Working paper]. Retrieved from arXiv.org website: <https://EconPapers.repec.org/RePEc:arx:papers:2605.05898>

Migration is reshaping demographic landscapes across Europe, raising urgent questions about adapting to rapid population changes. This study examines the canton of Fribourg, Switzerland, which experienced a 30% population increase over the past 15 years, driven by international and internal migration. As local governments face mounting pressures from demographic shifts in housing, education, and social services, understanding the causal effects of migration is essential for evidence-based policymaking. We study how migration reshapes local demographic, educational, and housing outcomes across 112 Fribourg municipalities (2010-2021). Using the intertemporal difference-in-differences estimator of De Chaisemartin and D'Haultfoeuille (2024), which accommodates staggered timing and cumulative, non-binary treatment, we identify the effect of a one-percentage-point increase in cumulative migration balance (relative to baseline population). Migration exposure generates modest but persistent adjustments across demographic, educational, and housing dimensions. Both migration types reduce the share of elderly residents, and international inflows are associated with higher birth counts. Internal migration increases resident students and alters compulsory and secondary-school cohorts, while international migration slightly reduces the tertiary-education share. Housing adjustments are gradual and concentrated in household composition and selected dwelling types, with international migration increasing mid-sized households and internal migration reducing mixed-use dwellings. Though yearly effects are small, their persistence yields meaningful cumulative changes. Overall, migration acts as a counterweight to population aging and generates incremental adjustments in service demand, underscoring the need to incorporate migration exposure into cantonal and municipal planning.

Café pédagogique. (2026, May 18). **Pierre Merle : Comment lutter contre le séparatisme social des établissements privés sous contrat ?** Retrieved May 18, 2026, from Le Café pédagogique website: <https://www.cafepedagogique.net/2026/05/18/pierre-merle-comment-lutter-contre-le-separatisme-social-des-etablissements-privés-sous-contrat/>

« Objectif fixé par le Code de l'éducation », la mixité a de nombreux bienfaits et doit donc être recherchée pour tous les élèves plaide Pierre Merle, dans tous les établissements,

Caron, L. (2026). **The Short- and Long-Term Impacts of Expanding Public Education for Disabled Students** [Working paper]. Retrieved from arXiv.org website: <https://EconPapers.repec.org/RePEc:arx:papers:2604.25767>

Between 1949 and 1980, every U.S. state mandated public schools to provide educational services for disabled students. This is one of the largest education reforms in U.S. history, but little is known about its impacts. Given scarce data in this period, I compile survey and administrative datasets and set up a difference-in-difference design using variation in the mandates' timing. I show that the mandates increased both services for disabled students and preschool enrollments. In adulthood, disabled individuals below school age at a mandate's implementation became about 20% less likely to have no education, attained up to 0.23 more years of education, and were more likely to have worked. Although this policy could have taken away resources from non-disabled students, in fact, education and employment also increased for non-disabled individuals. These effects align with evidence that the mandates increased spending per student by up to 15%. Families were also impacted: the mandates increased employment among mothers of disabled children and the probability that disabled individuals became household heads. Over the long term, the mandates paid for themselves by generating government revenues in excess of their cost. These results provide new evidence on the large, broad impacts of expanding access to education for disabled students.

Chan, T. F., & Yu, Y. (2026). **"One country, two values": mainland Chinese/Hong Kong international students' perspectives on the Hong Kong protests in 2019.** *Asia Pacific Education Review*, 27(2), 555–567. <https://doi.org/10.1007/s12564-024-09994-x>

Some Hong Kong students who studied overseas organized rallies to support the protesters in Hong Kong during the 2019 Anti-Extradition Protests. In response and in opposition to the actions of the Hong Kong students, some mainland Chinese students also went to the streets, which they saw as an act of nationalism. This disagreement in opinions can be traced to the fact that China has strongly emphasized national education while Hong Kong has had very little national education in the years before 2019. This study investigates the interview responses of students from both sides in New Zealand as a case study. The results suggest that Hong Kong and mainland China's national education systems have ingrained separate sets of values about their respective regions. While some mainland students believed that they were beneficiaries of their country's progress and felt a sense of national pride, some Hong Kong students harbored anti-China sentiments. The investigation reveals a prevailing hostility between the opposing factions, with the influence of mainland propaganda during the protests further exacerbating their divide. This research contributes to the study of how earlier schooling influences the shaping of national identity, as well as the exploration of the phenomenon commonly referred to as "angry youth".

Charalampopoulou, C. (2024). **De la réussite scolaire à la réussite éducative : le cas du Projet éducatif territorial (PEDT).** *4e Assises départementales des politiques éducatives*. Retrieved from <https://hal.science/hal-05609670>

Cette conférence présente une réflexion à parti d'une recherche empirique sur l'évolution de la réussite scolaire vers une réussite éducative globale à travers le prisme du Projet éducatif territorial (PEDT). L'étude analyse comment divers acteurs, tels que les élus, les enseignants et les animateurs, perçoivent et s'approprient cet outil de politique publique. L'auteure utilise la métaphore de la galaxie éducative pour cartographier les réseaux d'interactions et les différents niveaux de collaboration, allant de simples échanges informels à la co-construction de projets.

Les résultats soulignent que l'implication des acteurs varie selon leur fonction hiérarchique et la clarté de l'impulsion politique locale. Pour favoriser un changement durable, la chercheuse propose des leviers d'action axés sur le partage d'une culture commune, le renforcement du pouvoir d'agir des techniciens et la stabilisation des moyens humains. En conclusion, l'intervention plaide pour une meilleure inclusion des enfants et adolescents dans la conception de ces politiques qui les concernent directement.

Chatterjee, B. B. (2026). **Against authentic assessment in English and Welsh law schools.** *Higher Education*, 91(4), 1503–1523. <https://doi.org/10.1007/s10734-025-01482-4>

Authentic assessment, where assessment closely replicates 'real world' employment tasks, has been warmly received across higher education. Its lure for English and Welsh law schools seems almost irresistible, particularly considering the increasing emphasis on lucrative employability in a marketised sector, new forms of qualification for solicitors and novel routes into law compounding the pressure on law schools to remain competitive. However, I argue that resist it we should. Reviewing existing critiques, I draw on the work of Derrida to take a deconstructionist perspective, which probes the construction of meaning through language. Deconstruction reveals that the term 'authentic' is highly problematic, working semantically to create a category of 'inauthentic', which is immediately valorised as a binary hierarchy. In the current context of the knowledge-economy, the 'authentic' becomes conflated with the world of the legal profession, simultaneously rendering critical academic and theoretical legal work as the devalued and inauthentic 'other'. I argue that the reification of the lawyerly as the sphere of the 'real' that results from the authentic/inauthentic dyad exacerbates the current schism between approaches to legal education as being either vocational or liberal, threatening the intellectual integrity of a law degree as requiring the pursuit of legal knowledge as a good in its own right as opposed to what is of current (i.e. mercantile) value. As such, rather than arguing for an expansion or a more nuanced reading of the term as per existing critiques, I argue for its abandonment altogether, considering it a deeply flawed and damaging term.

Chen, L. (2026). **The impacts of internationalization in Japan: a capital-based analysis of international academics.** *Higher Education*, 91(4), 1377–1397. <https://doi.org/10.1007/s10734-025-01475-3>

Despite extensive efforts to internationalize Japan's higher education, the outcomes of these initiatives remain misaligned with the broader internationalization agenda, both in theory and practice. This study aims to inform future government policies on internationalization by examining the impacts of these efforts through the roles played by international academics in Japan. To provide a comprehensive understanding of their transformative yet complex roles, the study adopts a multi-stakeholder approach, utilizing semi-structured interviews with international academics, international students, Japanese academics, university administrators, and Japanese local government officials. A capital-based perspective proposed by Bourdieu (2018) is applied in the study as a theoretical lens. The data analysis identifies four key forms of capital that international academics catalyze in Japan: cultural, social, economic, and symbolic. The forces from both the external environment and internal contexts contribute to the specific and multifaceted roles of international academics, which align with global trends while also addressing the localized internationalization needs in Japan. The study presents a significant analytical framework not only for recognizing the importance of international academics but also for advancing internationalization as a key driver of the global competitiveness of Japanese HEIs and the Tabunkakyosei initiatives within Japan's evolving global society, reinforcing existing evidence and challenging the notion that internationalization efforts lack meaningful practical contribution.

Cornand, R., & Richard-Bossez, A. (2025). **L'illusion de l'excellence en éducation prioritaire ou la fabrique de territoires scolaires de seconde zone.** *Espaces et sociétés*, 196(3), 79–94. <https://doi.org/10.3917/esp.196.0080>

Cet article étudie les logiques néolibérales à l'œuvre au sein de dispositifs dits « d'excellence » déployés dans les territoires de l'éducation prioritaire et des quartiers de la politique de la ville, à partir de l'étude des Cordées de la réussite et des Parcours d'excellence dans l'académie d'Aix-Marseille. Trois parties sont développées : la première montre comment ces politiques contribuent à pérenniser une représentation altérisante des territoires et des élèves auxquels elles s'adressent ; la deuxième insiste sur la manière dont ces dispositifs produisent également une nouvelle division sociale des élèves de ces territoires ; la dernière souligne comment le jeu de la compétition scolaire se déploie dans ces territoires d'une manière illusoire. L'article révèle ainsi comment ces deux dispositifs, en mettant en place une discrimination positive territoriale et individualisée, consolident finalement la discrimination négative des territoires populaires.

Courtioux, P., Maury, T.-P., & Seux, J. (2026). **The geographies of segregation in French universities from 2006 to 2016**. *Higher Education*, 91(4), 1337–1353. <https://doi.org/10.1007/s10734-025-01473-5>

Since the French university system is non-selective, the question of segregation has long remained unaddressed. However, the recent increase in enrolment, as well as the implementation of cluster-building policies, has brought the issue of university segregation and its geography to the forefront. This article proposes the first exhaustive geographical decomposition of segregation in French universities. Using a mutual information index, we identify the different local components and layers of social segregation and measure their contribution to the national level of segregation between 2006 and 2016. Our results show that in the French university system, segregation is quite low and tended to decrease over the period. However, we also show that only about 18% of the total segregation is due to macro-scale factors: i.e., social differences across regional areas: social segregation is mainly a local phenomenon that could be reduced with reforms of higher education enrolment policy, implemented at the regional level.

Delpech, J. **Renforcer le parcours inclusif des enfants à besoins éducatifs particuliers**. , (2024). proposition de loi visant à renforcer le parcours inclusif des enfants à besoins éducatifs particuliers <https://www.senat.fr/dossier-legislatif/ppl24-571.html>

Denis, J.-P., Deville, A., & Meier, O. (2024). **L'enseignement supérieur en transition: propositions pour l'avenir**. Retrieved from <https://editions-ems.fr/boutique/lenseignement-superieur-en-transition-propositions-pour-lavenir/>

Le paysage universitaire est en pleine transformation. Les différentes réformes à l'oeuvre bouleversent l'organisation des établissements et favorisent la transformation des pratiques d'enseignement et de gestion des activités. L'Université française fait face à un risque accru d'inégalités au sein même des universités (taux de sélectivité, conditions de travail, budget alloué à la recherche), de perte d'identité (dispersion des moyens et des aides) et de concurrence accrue sur le plan international. Cet ouvrage collectif se propose d'aborder ce changement de contexte et ses conséquences pour l'Université et son mode de gouvernance, dans une perspective à la fois historique et prospective, en esquissant des tendances et différentes pistes d'action. Il vise par conséquent à enrichir le débat public sur un sujet essentiel pour l'avenir du pays tant en termes de formation, de recherche que de perspectives d'emplois

Huang, R., Liu, S., & Rutten, K. (2026). **Why does it matter? A literature review on the functions of school arts education in China 2001–2022**. *Asia Pacific Education Review*, 27(2), 523–536. <https://doi.org/10.1007/s12564-024-09990-1>

With the educational reform and increasing government emphasis on cultural creativity and arts education, Chinese national educational policies have prioritised arts education in schools and reconsidered its value and function. To better understand the current status of this matter, this paper addresses the research question: How is the function of school arts education considered in Chinese research? Following the PRISMA statement, this qualitative systematic review examines 50 peer-reviewed educational research samples from 2001 to 2022 in China. Using inductive grounded theory, this review synthesises findings and reveals three key aspects: (1) multiple

orientations to create an intertwined framework for the functions of school arts education. Amongst the functions, aesthetic cultivation and moral education are the heavily emphasised but controversial ones. This review then highlights (2) varying emphases at different school levels and illustrates issues in school practice, such as utilitarianism, the pursuit of scientism in education, and inherent problems within the art curriculum. Furthermore, this review explored (3) the theoretical basis behind the reported studies, identifying two primary strands which are (a) the aesthetics represented by Confucian aesthetics and the 20th-century Chinese aesthetics and (b) the Western aesthetics represented by Schiller's aesthetics and Marx's theory on the development of well-rounded human beings.

Jackson, L. (2026). **What does it mean to do educational research in East Asia from a global perspective?** *Asia Pacific Education Review*, 27(2), 401–403. <https://doi.org/10.1007/s12564-026-10121-1>

What does it mean to do educational research in East Asia from a global perspective? First, it is important to consider what 'global' means. Is educational research global? One of the issues here is that the major challenges and debates in education are not identical around the world. For instance, while religious education is controversial in the United States and the United Kingdom, it is a less significant issue in East Asia. Meanwhile, shadow education, civic education, and parental involvement in education would be considered more interesting themes in China, Korea, and Japan than in Western Europe or North America.

Laborier, P. (2025). **«Scholars at Risk»: généalogie et usages d'une catégorie migratoire en contexte de mondialisation universitaire.** *Lien social et Politiques*, (95), 29–49. <https://doi.org/10.7202/1124893ar>

La catégorie de « scholars at risk » émerge formellement à la fin des années 1990, comme un dispositif de protection des universitaires menacés dans le contexte de la mondialisation universitaire. Cette catégorisation, fruit des mobilisations d'acteurs divers, s'inscrit dans une histoire plus longue des migrations intellectuelles et de la protection des savants persécutés. L'article analyse comment cette catégorie se standardise progressivement à l'échelle internationale, produisant des effets ambivalents sur les parcours et les identités des personnes qu'elle désigne. L'étude des usages sociaux de cette catégorie révèle les stratégies déployées par les universitaires en exil pour négocier leurs statuts et maximiser leurs chances de reclassement, tout en mettant en lumière les tensions entre logiques humanitaires et impératifs universitaires.

Lally, M., & Conway, P. F. (2026). **Higher education in prison: a comparative policy analysis of five countries.** *Higher Education*, 91(4), 1581–1600. <https://doi.org/10.1007/s10734-025-01485-1>

This analysis explores how higher education in prison policies impact educational access for incarcerated populations in five different national contexts: Australia, Nigeria, South Africa, the UK, and the USA. Employing an analytic policy borrowing framework, the study explores how the stated goals of higher education in prison, such as reduced recidivism and savings on public spending, translate into the actual provision of and access to education in carceral contexts. Findings reveal that while the stated purposes of higher education in prison are often consistent across national contexts, differences in funding structures and educational delivery methods significantly impact the contours of access for incarcerated people to higher education opportunities.

L'enseignement supérieur en transition : propositions pour l'avenir. (2024). In <https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=2177>. Retrieved from <https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=3046>

Le paysage universitaire est en pleine transformation. Les différentes réformes à l'œuvre bouleversent l'organisation des établissements et favorisent la transformation des pratiques d'enseignement et de gestion des activités. L'Université française fait face à un risque accru d'inégalités au sein même des universités (taux de sélectivité, conditions de travail, budget alloué

à la recherche), de perte d'identité (dispersion des moyens et des aides) et de concurrence accrue sur le plan international. Cet ouvrage collectif se propose d'aborder ce changement de contexte et ses conséquences pour l'Université et son mode de gouvernance, dans une perspective à la fois historique et prospective, en esquisant des tendances et différentes pistes d'action. Il vise par conséquent à enrichir le débat public sur un sujet essentiel pour l'avenir du pays tant en termes de formation, de recherche que de perspectives d'emplois.

Li, Z., Zhou, Y., & Gong, Q. (2026). **The adaptation of Kandel's ideas in Chinese comparative education, 1920s–1930s.** *Asia Pacific Education Review*, 27(2), 569–581. <https://doi.org/10.1007/s12564-024-09992-z>

Comparative education was born out of modern nation-state building associated with a growing sense of nationalism in the West since the nineteenth century. In a given national context, it not only aimed to identify educational problems, explore their causes and solutions, and theorize these aspects at a general level, but also sought to increase the competitiveness of a specific nation-state by informing it of potential international education models for emulation in a globalizing age. Political purposes thus played a critical role in the development of comparative education. China has a long history of maintaining cross-cultural contacts and exchanges in developing education, especially since its intensive encounters with the West from the mid-nineteenth century. As an integral part of modernization projects, a state system of education was established in 1904, in the course of which comparative education was practiced and institutionalized. In modern China, comparative education not only stressed nationalism as did its Western counterparts but also showed a tendency to Sinicizing foreign theories and practices. In this article, we examine the early development of comparative education in China during the 1920s–1930s. By focusing on Zhuang Zexuan's and Zhong Luzhai's knowledge transfer from the US to China, we aim to show the relationship between their understandings of comparative education and the then-popular paradigm represented by Isaac Kandel on the one hand and their modifications of foreign theories and practices with local characteristics on the other.

Long, Y., & Fan, X. (2026). **Beyond test scores: exploring the multiple determinants of performance pay for teachers in China.** *Asia Pacific Education Review*, 27(2), 583–597. <https://doi.org/10.1007/s12564-024-09997-8>

Performance pay for teachers has been heightened on policy agendas worldwide, often determined by student test scores, reflecting the prevalent notion of test-based accountability. Controversies over which aspects of teachers' work should be rewarded, however, persist within both academic discourse and practical implementation. In 2009, China promulgated a nationwide performance pay policy for teachers, delegating the formulation of specific allocation schemes to individual schools. This study examines whether and why China's schools have moved beyond test scores to establish performance pay based on multiple criteria. Through interviews with managers and teachers across fourteen primary and secondary schools, we find that these schools have developed multifaceted performance metrics that prioritise workloads above test scores. Furthermore, most schools are also integrating aspects like research and innovation into these frameworks, broadening the scope of appraisal criteria. The transition is facilitated by a confluence of teachers' shared preference and participation, and government initiatives aimed at dismantling the traditional exam-centric education system influenced by Confucian meritocracy. The tension between the Confucian meritocratic tradition and the pursuit of innovative education system provides a compelling rationale for China's departure from test-based accountability when devising performance pay. This study underscores the importance of considering national contingencies when formulating such policies and highlights the synergy between government initiatives and teacher attitudes and responses. By shedding light on the distinct performance pay dynamics in a non-Western context, this research enriches the global conversation on education reform, contributing to a nuanced understanding of global policy trends and their localised adaptations.

Merlet, J. (2026). **Plus la formation est pilotée en entreprise, plus elle se déploie en ligne.** *Céreq Bref*, (484), 1–4. Retrieved from <https://www.cereq.fr/plus-la-formation-est-pilotee-en-entreprise-plus-elle-se-deploie-en-ligne>

Classes virtuelles, e-learning, formats hybrides : la formation à distance s'est diffusée dans un peu plus d'un tiers des entreprises de moins de 1 000 salariés en 2021. Cette dynamique masque des écarts marqués selon les secteurs, les tailles et les profils d'emplois des entreprises. Elle repose par ailleurs principalement sur des dispositifs encadrés et synchrones, du type cours ou stages en ligne avec un formateur à distance, plutôt que sur de l'e-learning autonome. Surtout, le recours à la formation en ligne dépend étroitement de la gouvernance de la formation dans l'entreprise, en particulier organisationnelle et financière. Ce Céreq Bref s'appuie sur l'enquête EFE 2021 co-produite par le Céreq, la Dares et France compétences pour analyser les déterminants du recours à la formation à distance.

Millet, F. (2025). **De l'éducation populaire à l'innovation populaire : culture scientifique, recherche participative et tiers-lieu** (Thesis). Retrieved from <https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=3054>

Mou, L. (2026). **A spirit of service in liberal arts education: the legacy from China's former Christian universities and the influence of contrasting social contexts.** *Asia Pacific Education Review*, 27(2), 653–666. <https://doi.org/10.1007/s12564-024-10008-z>

Liberal arts education in Chinese higher education can be traced back to the liberal arts tradition that existed in China's former Christian universities prior to the 1950s. The mission and goal of liberal arts education in Chinese contexts focuses on cultivating whole persons to serve their societies. Using data from documents and interviews, the study examines the liberal arts tradition for developing whole persons with a spirit of service in China's former Christian universities. It also explores to what extent the legacy has been carried on to the development of liberal arts education in contemporary universities in Chinese societies (Mainland China, Hong Kong, and Taiwan). The study provides insight into how some elements of whole person development from faith-based education could contribute to today's higher education reform in terms of the goals of global citizen cultivation.

Mu, G. M., & Soong, H. (2026). **Rethinking “counterintuitive” results and analogical reasoning: a rejoinder to the critique of “erroneous regression.”** *Higher Education*, 91(4), 1441–1448. <https://doi.org/10.1007/s10734-025-01478-0>

Since its online publication on 16 January 2025, Scapegoating international students for the rental crisis? Insights from large-scale evidence (2017–2024) in Australia has attracted significant attention and sparked widespread discussion. Among the responses is Kault's critique, Erroneous regression used to associate higher international student numbers with lower rents. As our publication continues to generate impact, Kault's critique is a welcome contribution, opening an intellectual avenue for scholarly debate, and providing an opportunity for us to reiterate viewpoints already made in the original publication and to offer necessary clarifications and further elaborations. In this response, we begin by recapitulating our study, followed by a summary of Kault's critique and the assumptions embedded in its allegations. We then address Kault's methodological challenges while drawing insights from established theses and existing studies to inform our rebuttal. We conclude by inviting the use of the reflexive tool of viewpoint, which enables critical and productive engagement with competing evidence and contrasting perspectives.

Naepi, S., Jack, K., Waymouth, M., Naepi, C., & Vandewiele, C. (2026). **The right to speak: exploring academic freedom in turbulent times.** *Higher Education*, 91(4), 1399–1418. <https://doi.org/10.1007/s10734-025-01476-2>

The concept of academic freedom remains contested globally, with increasing threats to academic expression appearing across different national contexts. New Zealand offers a unique case study as one of the few countries with comprehensive legal protection of academic freedom enshrined in education legislation. This paper examines how legislative protection of

academic freedom has functioned in practice by comparing academic freedom controversies before and after its introduction into New Zealand law. Despite detailed legal provisions, we find that unclear definitions, inadequate guidelines, and the neoliberal restructuring of higher education have created persistent challenges in distinguishing between individual expertise and opinion and between institutional and individual responsibilities. These findings provide important insights for international debates about academic freedom, suggesting that legislation alone is insufficient protection without clear operational guidelines and protections from economic pressures that create conflicting institutional priorities. The paper contributes to a global understanding of how academic freedom can be better protected in increasingly polarised political environments.

OECD. (2026). **Building Strong Foundations for Life: Results from the 2025 Early Learning and Child Well-being Study**. <https://doi.org/10.1787/02bf8efe-en>

Oosterbeek, H., Rozsos, T., & van der Klaauw, B. (2025). **School choice, school switching, and optimal assignment** (Working paper No. 25-066/V). Retrieved from Tinbergen Institute website: <https://EconPapers.repec.org/RePEc:tin:wpaper:20250066>

Close to 20% of secondary school students in Amsterdam - and elsewhere - transfer between secondary schools at some point, even when initially placed in their most-preferred school. School switching is costly for the students involved and disrupts the learning environment of their former and new classmates. Using data from the Amsterdam secondary-school match linked to administrative registers, we show that switching can be predicted by hard-to-rationalize initial school choices. Over 60% of switchers can be correctly identified at the admission stage. Simulations indicate that encouraging predicted switchers to adjust their preference ranking of schools could reduce the switching rate by almost 15%.

Park, S. (2026). **The regional identity of universities: institutionalization and hidden power structures**. *Higher Education*, 91(4), 1241–1272. <https://doi.org/10.1007/s10734-025-01468-2>

This study, through a literature review, identified a connection between regional identity, as studied in the field of geography, and university identity, as explored in higher education, both of which can be linked through structuration theory. However, a conceptual gap regarding "region" exists between these two fields. This study focuses on that gap and investigates the research question: "Do universities possess a regional identity? If so, how is it formed?" This study uses universities' specialization plans to examine whether universities' identities differ by region. It also investigates whether their roles vary depending on regional context, and, if so, how these differences emerge. The findings reveal evidence that universities within the same region share similar cognitive characteristics and adjust their roles according to the institutionalization process that emerges within regional narratives and social practices. These regional narratives and practices reflect resource imbalances among regions and the concept of the duality of structure. Based on these findings, this study argues that universities do indeed have a regional identity, which is formed through institutionalization. This institutionalization process involves hidden spatial tensions and imbalances of power among regions. As a result, this study presents a framework for understanding university regional identity, applicable not only to South Korea—where regional resource imbalances and university stratification are evident—but also to other countries facing similar challenges.

Sanfo, J.-B. M. B., Ogawa, K., & Truong, T. H. (2026). **Education expansion and its returns to education in Vietnam: a two-step Heckman model analysis**. *Asia Pacific Education Review*, 27(2), 445–460. <https://doi.org/10.1007/s12564-024-09967-0>

This study investigates the impact of educational expansion on the relationship between education and its economic returns as posited by the human capital theory. Specifically, we explore how the expansion of education affects the returns to higher levels of education relative to lower ones and examine gender differences across levels of education. To achieve these objectives, we use data from the Vietnam Household Living Standards Surveys (VHLSS) conducted between 2002 and 2014, encompassing a sample of 133,600 individuals. Our

empirical findings, consistent with the human capital theory, show that higher levels of education are associated with increased monetary returns, even in the context of educational expansion. Nevertheless, we observe varied gender effects resulting from the expansion of education, particularly for individuals with no or primary education. Notably, women in these educational categories tend to earn lower wages than their male counterparts. In contrast, women who have attained tertiary education have higher wage premiums than men. Overall, this study's results support the human capital theory while emphasizing the significance of considering education as a positional good and recognizing the gender-specific impacts of educational expansion.

Tassigny, L. (2025). **L'inclusion chez les Compagnons du Devoir et du Tour de France: une expérience singulière entre recherche et action**. Retrieved from <https://editions-ems.fr/boutique/l-inclusion-chez-les-compagnons-du-devoir-et-du-tour-de-france/>

«Les Compagnons, ça fait un peu secte, non ?» Cette question, posée par Yanis, 19 ans, en décrochage scolaire, reflète les préjugés qui entourent encore cette institution séculaire. Pourtant, lorsqu'il intègre le programme «100 % inclusion», il découvre bien plus qu'une formation : une communauté qui lui offre un cadre, un métier et, surtout, un sentiment d'appartenance sans renoncer à son unicité. Comment les Compagnons du Devoir, communauté singulière, relèvent-ils le défi de l'inclusion des jeunes en rupture ? Quelles pratiques déploient ses acteurs pour atteindre cet objectif ? Fruit d'une recherche-action menée pendant quatre ans au sein des Compagnons du Devoir, cet ouvrage explore les dynamiques d'inclusion à travers le prisme des sciences de gestion. En mobilisant une approche qualitative longitudinale, cette étude propose une modélisation inédite du processus d'inclusion, identifiant ses différentes phases, ses acteurs, et les tensions qui le traversent. Elle offre également un éclairage original sur la manière dont l'inclusion se construit au quotidien : entre pratiques organisationnelles, engagement collectif et adaptation aux parcours singuliers des jeunes. Au carrefour de la théorie et de la pratique, cet ouvrage s'adresse à la fois aux chercheurs et aux praticiens, en offrant des repères conceptuels, des grilles d'analyse et des leviers opérationnels pour repenser l'inclusion au sein des organisations

Tremblay, P. (2025). **Systématisation d'un coenseignement inclusif en collège avec Segpa : une étude de cas**. *La nouvelle revue - Éducation et société inclusives*, 104(3), 243–263. <https://doi.org/10.3917/nresi.104.0246>

Dans le cadre de cet article, le processus de mise en œuvre, d'institutionnalisation et de systématisation d'un dispositif de coenseignement inclusif sera analysé à partir de l'étude de cas d'un collège français. Ce collège a systématisé graduellement un coenseignement total dans toutes les classes de 6e et de 5e en mutualisant les ressources et en scolarisant dans les classes ordinaires les élèves présentant des difficultés d'apprentissage dites graves et persistantes (MEN, 2015), initialement orientés en Segpa. S'appuyant sur des observations en classe, des entretiens semi-directifs avec le personnel enseignant et la direction, et des groupes de discussion avec l'équipe-école, cette étude de cas se penche ainsi sur le processus inclusif en l'analysant à partir des dix conditions de l'école inclusive (Tremblay, 2020).

Visioli, J., & Mayeko, T. (2026, May 6). **Former les enseignants : une réforme à l'épreuve du terrain**. Retrieved May 11, 2026, from Le Café pédagogique website: <https://www.cafepedagogique.net/2026/05/06/former-les-enseignants-une-reforme-a-lepreuve-du-terrain/>

Une réforme de la formation de plus ? Rupture avec la logique de masterisation, incertitudes, inquiétudes, sentiment de travail empêché, usure, stress, inégalités territoriales et disciplinaires, la réforme charrie de nombreuses

Yuan, Y. (2025). **La relation entre gouvernement et universités en Chine : une approche confucéenne-taoïste pour répondre aux crises postmodernes** (Theses, Université Lumière - Lyon II). Retrieved from <https://theses.hal.science/tel-05621758>

The relationship between the government and universities in China has long been characterized by the dominance of state power. Despite the modernization of Chinese universities since the twentieth century, largely inspired by Soviet and Western models, the spirit of autonomy has not taken deep root within the Chinese academic sphere. At the same time, the rapid modernization of Chinese higher education is confronted with the challenges posed by the postmodern perspective as defined by Jean-François Lyotard. This perspective highlights the questioning of grand narratives legitimizing knowledge and points to major transformations such as the commodification, politicization, and informatization of knowledge—developments that call into question the role and value of the university itself. These dynamics lead to a redefinition of the university's mission as both a producer and a disseminator of knowledge. This research aims to critically examine the postmodern crisis of knowledge in China and to explore an appropriate framework for regulating the relationship between the government and universities, guided by traditional Chinese philosophies, particularly Confucianism and Daoism. The historical part of the study, through a systematic review of the literature and historical analysis, investigates the evolution of the relationship between political authority and institutions of higher learning. The examples of the Qin and Han dynasties illustrate the reciprocal influence between educational values and state policies. The philosophical part, employing an approach rooted in the history of ideas, examines contemporary Chinese universities and proposes integrating “postmodern” tendencies with traditional Chinese thought as a way to address the current crisis. By confronting traditional Chinese philosophies with postmodern ideas¹, this research develops a Confucian-Daoist approach to reimagine an appropriate relationship between the state and Chinese universities. The final part focuses on the complementarity of Confucianism and Daoism, highlighting their contributions in the fields of moral philosophy, between humanism and naturalism, and between social and individual values. The study demonstrates that the Confucian pursuit of Ren (benevolence) and the Daoist quest for the Dao (Way) in the formation of the ideal personality can enrich the reflection of individuals and educational policymakers in higher education, fostering a more profound sense of self-understanding. Thus, we propose the notion of a “Middle Way” (Zhong Yong) to regulate the relationship between politics and education in the postmodern context. Moreover, a reconstruction of “liberal” education can be envisaged, rooted in Confucian and Daoist values, with the aim of reviving the spirit of the university that has been weakened by the postmodern crisis. By emphasizing the distinctive features of Chinese thought, this research offers a theoretical contribution to reflections on the government–university relationship in the context of the profound transformations reshaping today's world, from which China is by no means exempt.¹ The term “postmodern” is used here in the sense of “contemporary,” in order to designate the current dynamics shaping higher education in China, while also taking into account the specific philosophical and institutional contexts of this period.

Zhao, K., Li, J., & Liang, H. (2026). **Reconfiguring power: a field analysis of China's research evaluation reform.** *Higher Education*, 91(4), 1469–1486. <https://doi.org/10.1007/s10734-025-01480-6>

This study examines the reconfiguration of power dynamics within China's academic field following the “Breaking the Five Onlys” (BFO) reform, a top-down policy initiative aimed at transforming research evaluation systems in Chinese universities. Drawing on Bourdieu's framework of field and capital, this research explores how the reform has altered the value and interplay of intellectual, political, and social capital, reshaping power hierarchies and academic practices. Using qualitative data from social media discussions and in-depth interviews with scholars across various disciplines, the findings reveal that while the reform's objectives of promoting quality, innovation, and societal impact are widely recognized, its implementation has produced unintended consequences. The diversification of evaluation criteria has expanded administrative and academic discretion, empowering institutional leaders (lingdao) and established scholars (xuefa), while amplifying the role of guanxi (personal connections). These dynamics disproportionately disadvantage early-career scholars and those lacking access to key networks. Moreover, the reform's shift from international benchmarks to domestic standards has

sparked mixed reactions, with concerns about the capacity of domestic journals and the potential de-internationalization of Chinese academia. By analyzing the interplay of power and capital post-reform, this study provides critical insights into the challenges of balancing national autonomy and global integration in academic evaluation, offering broader implications for research policy and academic governance in China and beyond.

Zhu, P., Li, M., & Zhu, Z. (2026). **Diversification of subject combinations in the National College Entrance Examination and educational reforms in senior secondary schools: findings from China's policies on college admissions.** *Asia Pacific Education Review*, 27(2), 413–424. <https://doi.org/10.1007/s12564-024-09949-2>

China's reforms on the National College Entrance Examination (NCEE) include diversification of subject combinations, which have a profound influence on senior secondary school (SSS) education. Although existing studies have paid attention to this issue, only a few were able to provide insightful explanations. This study uses a grounded theory approach to analyse the interview data of 42 major SSS leaders. It develops an in-depth understanding of how the diversification of NCEE subject combinations affects SSSs. Two main aspects of the findings are identified. First, diversification of the NCEE subject combinations has changed the educational goals and development strategies of SSSs, increased organisational and management difficulties, and required students to have a sense of active growth. Second, teacher quality gaps, along with disparities in school infrastructure and facilities, have led to significant differences between urban and rural SSSs. This study argues that the issue of diversifying NCEE subject combinations is not a case of 'the more, the better'. How well this test scheme will be implemented in the future is rather a question of striking the right balance between effectiveness in student selection and practicality.

Pratiques enseignantes

Alsina, I., Roebroek, E., Gaudefroy-Demombynes, N., & Gabriel, P. (2024). **Towards Innovative Pedagogy: Training Trainers in the Medical-Technical Sector in the Digital Era.** *EDULEARN24 Proceedings*, 10211–10211. <https://doi.org/10.21125/edulearn.2024.2469>

Objectives: This study aims to adapt training practices to local realities in rural areas, particularly in the home healthcare domain. It focuses on developing the pedagogical skills of trainers to integrate digital technologies and innovative approaches [1,2]. Methodology: A focus group [3,4] was conducted with 7 training stakeholders from the training organization FORMADIA, representing diverse profiles including the director of the training organization, a CEO-Consultant, an instructional engineer with a Ph.D. in pharmacy, two trainers (one participating via video conference who had received formal trainer training), a trainer with a university diploma in training management, and a new investor. This diversity ensures rich discussions within the group. Discussions were structured around an interview guide covering 4 themes: distance learning, its effectiveness, trainers' needs, the evolution of home carers' practices, and partnerships. Key Findings: - Vocational training in rural areas requires adaptation to local specificities. - Distance learning is a promising solution, but its effectiveness depends on trainers' ability to foster learner interaction and engagement. - Funding for training remains a major concern. - The constant evolution of practices and business models in the medical-technical sector requires continuous professional development. - Communicating tangible training benefits and implementing flexible teaching approaches is essential. Conclusions: This research underlines the need for flexible and adaptable training programmes, with continuous assessment. Employer involvement and stakeholder collaboration are crucial to deliver high-quality training tailored to specific needs. To address digitalisation challenges and enhance training provision in the medical-technical sector, we propose several strategic recommendations. These include adopting modular and flexible

course designs, integrating continuous evaluations for improved relevance and suitability, fostering collaboration through central digital platforms, strengthening remote relationships, communicating training objectives transparently, encouraging co-facilitation, leveraging “third places” for training spaces, and adapting connected training spaces to technical challenges in rural areas. Implementing these strategies will contribute to the development of a skilled workforce capable of meeting the evolving needs of the home healthcare domain in rural areas. References: [1] Bates AW. Teaching in a digital age: Third edition - General: Guidelines for designing teaching and learning. [E-Reader Version]. Retrieved from <https://pressbooks.pub/teachinginadigitalagev3m/> (2022). [2] Oliveira KKS, Souza RAC. “Digital Transformation towards Education 4.0.” *Informatics in Education*, vol. 21, no. 2, pp. 283–309, 2022. doi: 10.15388/infedu.2022.13. [3] Denning JD, Verschelden C. “Using the Focus Group in Assessing Training Needs: Empowering Child Welfare Workers.” *Child Welfare*, vol. 72, no. 6, pp. 569–579, 1993. [4] Rennekamp RA, Nall MA. *Using Focus Groups in Program Development and Evaluation*. University of Kentucky, 1993.

Bakali Hadji, N., Moumen, A., & Harfouf, S. (2025). **Study on key factors affecting motor learning among future Physical Education teachers in undergraduate training.** *Retos: nuevas tendencias en educación física, deportes y recreación*, 73, 1090–1100. <https://doi.org/10.47197/retos.v73.117152>

Introduction: The acquisition of sport-related skills among undergraduate students enrolled in Physical Education and Sport teacher training programs is influenced by a combination of personal and contextual factors that shape performance, engagement, and motivation. Objective: This study aims to identify and analyze the key parameters affecting motor skill learning among students enrolled in a bachelor's degree program in Physical Education in north Morocco. Methodology: A structured questionnaire was administered to 403 students, focusing on their sporting background, motivation, pedagogical preferences, and perceptions of the learning environment. Data were analyzed using descriptive and cross-tabulated statistics. Results: The findings reveal that prior sport experience, personal motivation, and the quality of teacher feedback are the most influential factors in acquiring motor skills. Most participants expressed a preference for a pedagogical approach that combines demonstration, verbal explanation, and personalized support. Discussion: The results were consistent with prior work underscoring the roles of previous sport experience, personal motivation, and teacher feedback in motor learning, while adding evidence from a North African university setting. Preference for combined demonstration and verbal explanation aligned with learner-centered pedagogy. Self-reported outcomes and the cross-sectional design limited causal inference. Conclusion: Structured, frequent, criterion-based feedback integrated with demonstration and guided practice appeared to enhance students' perceived motor learning. Programs should tailor progressions to sport history and strengthen mentoring.

Bakogiannis, A., & Papavasiliou, E. (2026). **Exploring inclusive teaching practices of English for Academic Purposes (EAP) in higher education (HE): a systematic review and narrative synthesis.** *Higher Education*, 91 (4), 1525–1553. <https://doi.org/10.1007/s10734-025-01483-3>

This systematic review examines inclusive teaching practices of English for Academic Purposes (EAP) in higher education (HE), a critical yet underexplored area for supporting international students that is often overlooked in broader discourses on equity and diversity. Conducted as part of a wide scale project, funded by BALEAP—The Global Forum for EAP Professionals, the review synthesises theoretical and empirical evidence to identify effective approaches and

frameworks that enhance inclusivity in EAP education. Using a rigorous methodology, the review analyses studies across diverse contexts to uncover five key strategies: inclusive curriculum design that addresses diverse student needs, culturally responsive and social justice pedagogy fostering critical awareness, equitable assessment practices mitigating bias, intercultural communication strategies promoting collaboration, and decolonial and multilingual practices validating linguistic diversity. These strategies are anchored in robust frameworks such as intercultural competence, culturally responsive pedagogy, and decolonial theories, highlighting the transformative impact of inclusive education in EAP. The review highlights the need for actionable recommendations to translate these insights into practice to create supportive learning environments and promote equitable academic success. By guiding educators and policymakers, the findings offer a roadmap for advancing inclusive EAP practices, ensuring fair access and engagement for diverse student populations.

Barbaroux, P. (2025). **Les défis de la digitalisation dans les secteurs de l'éducation et de la formation: une illustration des pratiques d'apprentissage dans les armées françaises**. Retrieved from <https://editions-ems.fr/boutique/defis-de-la-digitalisation/>

Comment le numérique transforme-t-il l'éducation et la formation, jusque dans les milieux les plus exigeants ? Cet ouvrage s'adresse aussi bien aux spécialistes de l'éducation qu'aux curieux désireux de mieux comprendre les mutations à l'oeuvre sous l'effet des technologies digitales. Il propose des outils d'analyse clairs et accessibles pour penser la transformation numérique dans les environnements éducatifs, en mettant en lumière son impact sur les apprentissages, le développement des connaissances et l'évolution des pratiques professionnelles. Pour illustrer ces enjeux, l'auteur s'appuie sur un terrain d'étude singulier et peu exploré : la formation académique et professionnelle des officiers au sein des Armées françaises. À travers des exemples concrets, il dévoile comment les avancées en matière de données collectées, traitées, exploitées redessinent les pratiques pédagogiques et transforment en profondeur l'acquisition des compétences liées au commandement. Fort de plus de vingt ans d'expérience comme enseignant-chercheur au Centre de recherche de l'École de l'air et de l'espace, l'auteur livre ici une réflexion vivante, étayée et rigoureuse, sur les défis de la digitalisation de la formation dans des contextes à haute responsabilité

Bastian, K. C., Swiderski, T., Lys, D. B., & Mikkelsen, C. (2026). **Access and Relationships: Investigating What Predicts Student Teaching With a Highly Effective Teacher**. *Journal of Teacher Education*, 77(3), 256–270. <https://doi.org/10.1177/00224871261421133>

We link student teaching placement and K-12 administrative data from North Carolina to better understand the contexts in which educator preparation programs (EPPs) and K-12 districts make placements and the factors that predict whether EPPs and districts make placements with a highly effective teacher. Our work builds on two key findings from prior literature—cooperating teachers (CTs) are critically important to the development of preservice teachers (PSTs) and information asymmetries between EPPs and districts complicate the placement process. We find that there is significant variation across EPPs in their access to highly effective teachers and that there are opportunities to place many more PSTs with a highly effective teacher. Multiple measures of prior relationships, such as the EPP having recently placed with the CT and the CT being an alumnus of the EPP, predict the likelihood of EPPs and districts placing with a highly effective teacher.

Begue, B., Dumas, M., Hug, T., Raytcheva, S., Monnoyer, M.-C., & Braun, C. (2026). **Co-analyser ses gestes avec une IA : vers une réflexivité enseignante augmentée en atelier d'écriture au cp.** *Vie sociale*, (52), 127–140. <https://doi.org/10.3917/vsoc.052.0127>

This action research study analyzes how an AI assistant, acting as a co-analyst of a writing workshop in first grade, transforms a teacher's reflexivity regarding her professional gestures without replacing her judgment. The project, conducted with seven pupils creating an illustrated album, relies on AI to generate draft texts and analyze the interactions from each session. The results show that the AI functioned as a non-prescriptive mirror. By highlighting patterns in the way exchanges were conducted, it enabled the teacher to objectify moments of overly directive guidance, as well as missed opportunities to let pupils' ideas emerge. This feedback informed concrete adjustments, such as productive silences and more open-ended prompts, fostering a supportive stance without substitution. The article thus proposes the framework of the "augmented reflective practitioner," in which technology sheds light on professional judgment but does not replace it.

Breitwieser, J., Bittermann, A., Theobald, M., Lauer, T., Schaaf, M., & Brod, G. (2026). **Digital Prompting in Education: A Design Framework and Bibliometric Analysis.** *Educational Psychology Review*, 38(1), 66. <https://doi.org/10.1007/s10648-026-10164-1>

Digital prompts are brief instructional cues designed to guide student learning. The variety of ways in which prompts are designed and labelled across education result in conceptual and terminological inconsistencies that make it difficult to integrate research findings. Furthermore, artificial intelligence (AI) has introduced a new dominant meaning of the term "prompt" that complicates the discoverability of relevant literature. To address these challenges, we propose a guiding framework that conceptualizes digital prompts as dynamic scaffolds and characterizes their instructional design through a typology of content, function, presentation, and source. Using a bibliometric approach, we analyzed 1,238 publications to examine how well this framework captures the structure of the field. We identified 283 distinct prompt labels, most of which were used in only one publication. The mapping of these labels onto the proposed typology led to a refined understanding of prompt design characteristics. Furthermore, we examined co-occurrences between labels and identified research topics and citation practices. The resulting patterns revealed two major research clusters centered on metacognitive and self-explanation prompts, which structure much of the literature. However, these two clusters lack integration. We show how these separate research traditions can be integrated into our framework of dynamic scaffolding through prompts. Finally, we demonstrate how our typology of prompt types can foster greater terminological coherence and improve search strategies in the age of AI.

Byun, S., Brennan, L., Christensen, J., Ortiz, N., Shah, N., Reinholz, D., ... Caballero, M. D. (2026). **Equity-Focused Coaching: Negotiating Teachers' Interpretations of Racialized and Gendered Participation Patterns.** *Journal of Teacher Education*, 77(3), 212–229. <https://doi.org/10.1177/00224871261417322>

Equity-focused coaching—coaching that centers racism, patriarchy, and other oppressive systems—is a promising approach to supporting teachers in expanding learning opportunities for minoritized students. However, despite its known challenges, details of equity-focused coaching remain underexamined. This article presents an analysis of 27 equity-focused coaching sessions with ten secondary physics teachers, which incorporated classroom videos and EQUIP analytics. The analysis applied theoretical constructs from conversation analysis: attribution of responsibility and attribution of knowledge in interaction. Findings show that whereas coaches tended to

explain inequitable patterns in terms of broader social patterns, teachers tended to base their interpretations on the perceived deficits of minoritized students. The turn-by-turn analysis illustrates fine-grained details of discursive moves coaches leveraged to successfully facilitate shifts in teachers' interpretative orientations. These findings highlight that steering coaching conversations toward equity-focused interpretations is an essential element of equity-focused coaching, and such work comprises subtle and skillful discursive moves.

Chatterjee, B. B. (2026). **Against authentic assessment in English and Welsh law schools.** *Higher Education*, 91(4), 1503–1523. <https://doi.org/10.1007/s10734-025-01482-4>

Authentic assessment, where assessment closely replicates 'real world' employment tasks, has been warmly received across higher education. Its lure for English and Welsh law schools seems almost irresistible, particularly considering the increasing emphasis on lucrative employability in a marketised sector, new forms of qualification for solicitors and novel routes into law compounding the pressure on law schools to remain competitive. However, I argue that resist it we should. Reviewing existing critiques, I draw on the work of Derrida to take a deconstructionist perspective, which probes the construction of meaning through language. Deconstruction reveals that the term 'authentic' is highly problematic, working semantically to create a category of 'inauthentic', which is immediately valorised as a binary hierarchy. In the current context of the knowledge-economy, the 'authentic' becomes conflated with the world of the legal profession, simultaneously rendering critical academic and theoretical legal work as the devalued and inauthentic 'other'. I argue that the reification of the lawyerly as the sphere of the 'real' that results from the authentic/inauthentic dyad exacerbates the current schism between approaches to legal education as being either vocational or liberal, threatening the intellectual integrity of a law degree as requiring the pursuit of legal knowledge as a good in its own right as opposed to what is of current (i.e. mercantile) value. As such, rather than arguing for an expansion or a more nuanced reading of the term as per existing critiques, I argue for its abandonment altogether, considering it a deeply flawed and damaging term.

Cheng, M., Lai, X., Zeng, W., Bai, S., Duan, C., & Sun, D. (2026). **Unlocking the Power of Gamification in K-12 STEM Education: A Meta-analysis of the Effects On Domain Knowledge, Higher-order Thinking, and Affective Outcomes.** *Educational Psychology Review*, 38(1), 60. <https://doi.org/10.1007/s10648-026-10148-1>

Gamification of learning has been regarded as an important pedagogy to promote students' learning outcomes, and attempts have been made to integrate it into STEM education. However, the influence of gamification of learning on K-12 students' STEM educational outcomes, such as domain knowledge, higher-order thinking, and affective outcomes, remains under-researched.

Cheval, B., Desplanques, F., & Maltagliati, S. (2025, August 31). **Bouger pour mieux apprendre : Comment lutter contre la sédentarité à l'école.** <https://doi.org/10.64628/AAK.d9whvaddw>

L'école a longtemps opposé le corps et l'esprit. Or l'activité physique favorise les apprentissages, dit la recherche. Comment changer la donne dans les classes ?

Colletta, A., Jaffredou, M., Leborgne, A., & Zitzmann, C. (2024). **Echo-pédago: accompagner, collaborer, améliorer et partager.** *AIPU 2024*. Retrieved from <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-pédago. 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.

De Welde, K. (2026). **The revolution will not be graded: deepening our commitments to the liberatory potential of ungrading.** *Higher Education*, 91(4), 1601–1616.
<https://doi.org/10.1007/s10734-025-01486-0>

Moving beyond traditional assessment, grades, and grading requires a reorientation to teaching-and-learning that involves a shift in ethos, rather than merely the adoption/adaption of a different pedagogical strategy. Pedagogues committed to critical, feminist, democratic, anti-racist, or abolitionist approaches may find the gradeless classroom (or university) a direct extension of their values and praxis. Interrogating the inherent power disparities imbued in grades and grading, alternative assessment—and “ungrading” in particular—is often leveraged to increase equity, student agency, and inclusivity. What transpires, however, when rejecting the tyranny of grades reinscribes hegemonic ideologies of, for example, whiteness, cisheteropatriarchy, or

neoliberalism? This article explores two related themes as contributions to the conceptual and empirical literatures on ungrading. First, I position alternative assessment broadly and ungrading specifically in critical, feminist, engaged, and abolitionist pedagogies. Second, situating ungrading in the scholarship of teaching and learning about alternative assessment, I provide a reflexive intervention critiquing how these approaches may collude with and/or co-exist with the very systems of oppression they aim to—in part—subvert.

Dejans, R., Masschelein, J., & Simons, M. (2026). **Scholastic Atmospheres: A Commentary on Presenting and Representing Worlds in an Everyday Lesson**. *Educational Theory*, 76(3), 420–438. <https://doi.org/10.1111/edth.70084>

In this article, we approach the old philosophical question about the relatedness of image and reality, language and world, and word and thing from a pedagogical point of view by attending to how teachers work to present the world out there to students in the school classroom. We begin with Mollenhauer's distinction between educational regimes that present the world to the young with very little mediation and his diagnosis of the contemporary Western educational regime as one that reproduces the world through stylized re-presentations that are shown to students in the separate pedagogic arrangement of the classroom. Drawing on a passage from Foucault's *This is Not a Pipe*, we argue that the (theoretical) divide between educational regimes of presentation and representation might be too strong in the context of the school because it fails to pay attention to the key components of classroom education, including the objects of the classroom, activities of students, and pedagogical work of the teacher. In the classroom, there is a vibrant school life, and there appear to be atmospheric forces at work that can bring represented worlds to life. These atmospheric forces are able to turn the world out there into an exciting place that is worthy of discovery and curiosity.

Dera, J. (2026). **Do teachers read against the text? Studying the prevalence of critical literature pedagogy through a vignette**. *Oxford Review of Education*, 52(3), 422–438. <https://doi.org/10.1080/03054985.2025.2473960>

While issues surrounding representation constitute a pressing concern that also impacts literature education, there are few studies that map out whether and how teachers concretely employ representational criticism in their teaching of literature. This article, therefore, addresses the question of what role representational criticism plays in literature educators' engagement with narrative prose. Drawing on the framework of critical literature pedagogy (CLP), and its distinction between reading with and against the text, it reports on an interview-based inquiry in which 25 teachers from the Netherlands were presented with a vignette designed to prompt reflection on how they would discuss a specific passage from the canonical novel *The Assault* by Harry Mulisch with 11th-grade students. The analysis focuses particularly on the attention, or lack thereof, that participants paid to representations of gender and Africa conveyed in the selected passage. The results reveal that Dutch teachers pay little attention to such representations, which, from a CLP perspective, could be interpreted as reinforcing hegemonic worldviews about the 'other'. Hence, the study confirms the need for further research into the implementation of CLP among teachers, while also demonstrating the methodological strength of using vignettes to investigate literary-pedagogical choices educators make in response to specific texts.

Deroyan, A., Marrot, L., & Siong, L. (2026, May). **Choix organisationnels et pédagogiques de la mise en place d'un jeu de rôle sur table en école de management**. Retrieved from <https://hal.science/hal-05611439>

Dans le cadre du programme de recherche en ludopédagogie EdUTeam, nous expérimentons depuis 2 années le jeu de rôle sur table (JdR) Babel comme dispositif ludopédagogique pour développer la culture générale littéraire des étudiants en management. Après un 1er travail de faisabilité, nous avons réalisé une nouvelle série d'expérimentations afin de savoir si notre méthodologie permettait d'acquérir des connaissances sur l'œuvre jouée. Le travail d'analyse de ces résultats étant toujours en cours, nous avons toutefois souhaité, via ce poster, présenter un rapport d'étape de notre recherche. Nous vous proposons donc un retour d'expérience sur nos choix organisationnels et pédagogiques de mise en œuvre des sessions de jeu.

Dozono, T. (2026). **Beyond Negated Identity: Mediating the World History Classroom through Adorno's Negative Dialectics.** *Educational Theory*, 76(3), 395–419. <https://doi.org/10.1111/edth.70086>

This article centers on Adorno's negative dialectics to account for experiences of alienation and marginalization within the world history classroom. It begins with the problem of how marginalization occurs in high school world history classrooms with predominantly Black and Latinx students. Adorno's negative dialectics helps answer the following questions: How can one attend to difference within world history in a manner that does not essentialize difference? For teachers with many students of color, how can one address experiences of marginalization without reducing that experience to an identity of inferiority? I introduce the prevailing "Hegelian" dialectical model of world history and how it informs curriculum. This provides the backdrop for Adorno's reinterpretation of the dialectic through the terms "identity" and "nonidentity." Negative dialectics enables attention to difference in all its complexity, not just folding difference into the dominant narrative but examining the relationship between identity and difference.

Dupré, F. (2025). **Accompagnement AESH et accessibilité à l'étude des savoirs: analyse didactique d'une séquence de géométrie au collège.** *La nouvelle revue - Éducation et société inclusives*, 104(3), 101–117. <https://doi.org/10.3917/nresi.104.0104>

En France, la politique en faveur de l'école inclusive s'appuie sur un certain nombre de compensations, dispositifs ou encore structures pour favoriser la scolarisation en milieu ordinaire. La compensation la plus fréquente est l'attribution à l'élève d'une Accompagnante d'élèves en situation de handicap (AESH). Cependant, de nombreuses études mettent en évidence des obstacles et des points de vigilance qui nécessitent de requestionner ce choix au regard des enjeux d'accessibilisation de l'environnement scolaire. Dans une perspective anthropologique du didactique, nous étudions une séquence de géométrie en classe de 6e dans laquelle un élève est accompagné par l'AESH collective du dispositif Ulis. Il s'agira pour nous de mettre en évidence les potentialités de l'élève et de requestionner le besoin d'accompagnement lors de ce chapitre.

Ferreira de Souza, A. N. (2025). **Enseignement des Mathématiques Intégré en Langue Étrangères, un dispositif EMILE à l'école primaire en France** (Theses, Université Lumière - Lyon II). Retrieved from <https://theses.hal.science/tel-05615624>

Based on an experiment in the implementation of Content and Language Integrated Learning (CLIL) in primary schools in France, this thesis aims to study the interest of such an approach, and the conditions for its success. The doctoral project focuses on the teaching of mathematics in English L2 (foreign language), with analyses to assess whether a CLIL approach enables students to make significant progress in L2 and in learning mathematics. We look at the conditions that

enable the CLIL schemes observed to improve student success. We'll also look at the support provided to primary school teachers to create the conditions necessary for this success. The CLIL approach lies at the crossroads of different didactics (languages, mathematics), and the thesis looks at possible links between the didactics of plurilingualism, the didactics of languages and the didactics of mathematics, also considering some contributions from the cognitive sciences. The project presents and analyzes CLIL students' results in mathematics and English: (particularly in listening comprehension and oral expression). To measure English language skills, we proposed a pre-test and a post-test at the beginning and end of the year in listening comprehension. For oral production skills, all students completed an imitation task and a free oral production task based on a picture. The results of national assessments were used to determine the effects of the program on mathematical learning. The thesis describes the training system put in place to support CLIL teachers in their first year of implementation, with a focus on the conditions they felt were necessary for the success of such an approach. To gather the teachers' opinions, we used a qualitative approach, with a pre-training questionnaire, "blazons" completed before each training session, a debriefing questionnaire supplemented by focus groups and a trainers' logbook. Our analyses of these various elements will enable us to formulate didactic and institutional conclusions concerning the conditions and results of learning mathematics in languages. We will also attempt to determine whether the CLIL approach modifies learners' - and teachers' - attitudes towards learning English and mathematics.

Fontaine, R. (2026). **Jugement professoral et influence du système de genre dans les bulletins scolaires**. *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165q8>

L'objectif central de cet article de recherche est d'explorer comment les discours « renforçateurs » ou « subversifs » vis-à-vis des stéréotypes de genre influencent le jugement professoral des enseignant·es d'EPS. Des études antérieures (Chalabaev, 2006 ; Moniotte et Poggi, 2014) révèlent que le sexe des élèves impacte les attentes et jugements des enseignant·es, influençant même les bulletins scolaires. Notre article vise à approfondir cette question en étudiant individuellement les enseignant·es pour déterminer si leur discours peut influencer et transparaitre dans leur jugement professoral. En utilisant la méthode de complétion d'histoire, nous identifierons les discours « renforçateurs » et « subversifs » présents chez les enseignant·es. Les bulletins scolaires des élèves seront ensuite analysés pour révéler si le sexe des élèves influence le jugement professoral, avec des attentes distinctes envers les filles et les garçons.

Gaberan, P. (n.d.). **Court traité d'éducation spécialisée**. Retrieved from <https://www.editions-eres.com/ouvrage/5546/court-traite-deducation-specialisee>

Si n'importe qui peut " faire éduc ", tout le monde ne peut pas " être éduc "! Philippe Gaberan encourage les acteurs de l'éducation spécialisée à reconquérir la reconnaissance légitime de leur métier en le rendant visible et lisible. Par la complexité d'un agir, trop souvent masquée par la banalité d'un faire, l'éducateur a la mission de permettre à une personne (enfant, adolescent ou adulte) de renouer avec une trajectoire de vie qui ne soit pas subie, parce qu'impactée par des événements de nature traumatique, mais choisie, parce que portée par un réel désir à être. Cela relève d'un art de la relation qui s'appuie sur la qualité de présence de l'adulte éducateur dans les petits riens du quotidien. Si la rencontre est forcément subjective, en rendre compte impose un cadre objectif. Or, il n'y a pas un passage naturel du voir au savoir, de l'intuition d'un agir à la conceptualisation d'une pratique nécessaire au travail en équipe. Cette articulation de l'agir et du dire, du subjectif et de l'objectif, est tout l'enjeu de la "clinique éducative", au sens

foucauldien du terme. Elle suppose d'explorer les fondements épistémologiques d'une science de l'éducation (le singulier est ici significatif) et de s'atteler à l'émergence d'une "langue des éducateurs".

Gadzhimusieva, D., Meliá, S., Lledó, G. L., & Nasabeh, S. S. (2026). **Development and pilot evaluation of an AI-driven learning management system for personalized education for autistic students.** *Education and Information Technologies*, 31(8), 2201–2239. <https://doi.org/10.1007/s10639-025-13888-9>

The growing prevalence of Autism Spectrum Disorder (ASD) underscores the need for adaptive educational tools that promote inclusion. While a variety of digital resources are available, their fragmentation limits data unification and comprehensive longitudinal monitoring of student progress. This study introduces a personalized Learning Management System (LMS) called SpectrumSphere that incorporates Artificial Intelligence (AI), Virtual Reality (VR), Augmented Reality (AR), robotics, and Augmentative and Alternative Communication (AAC) to provide real-time, data-driven personalization, objective progress tracking, and enhanced collaboration between teachers and parents. This study has evaluated the intention of adoption of our LMS using an extended Technology Acceptance Model (TAM) with 30 special education teachers in different schools from the Valencian Community. Our findings show that perceived usefulness, perceived ease of use, and computer self-efficacy are the strongest predictors of teachers' behavioral intention to adopt technology, while perceived external control operates indirectly by strengthening computer self-efficacy, highlighting that intuitive interfaces, robust institutional support and infrastructure, and comprehensive professional development are crucial to enable educators to harness SpectrumSphere's adaptive recommendations.

García-de-Olalla, A., Tugores-Ques, M., Pinya-Medina, C., & Salvà-Mut, F. (2026). **Adjustment of the Teacher Self-Efficacy Scale in Vocational Education: Exploring Its Links to Academic Performance.** *International Journal of Training and Development*, 30(2), 118–130. <https://doi.org/10.1111/ijtd.70010>

Teacher self-efficacy refers to teachers' beliefs in their capacity to influence student learning and engagement. A strong sense of self-efficacy has been identified as a key factor associated with instructional practices and the quality of teacher–student relationships. The present study focuses specifically on vocational education and training (VET) pathways, and aims to examine the impact of teachers' sense of self-efficacy on the academic performance of VET students. In addition, this study evaluates the suitability of the Teachers' Sense of Efficacy Scale (TSES) for use with VET teachers. Data from a survey of 285 vocational education and training teachers were analyzed. The findings indicate a redefined questionnaire structure, revealing a new item distribution. Moreover, the results show that teachers' sense of self-efficacy significantly predicts students' academic performance. However, when considering the newly identified factors, certain dimensions exhibit contrasting influences on students' academic performance. Thus, Efficacy in Promoting Engagement and Adaptation positively influences students' academic performance, while Efficacy in Questioning and Explaining is associated with a negative impact. This study sheds light on the relation between teacher self-efficacy, individual and contextual factors, and student academic performance in vocational education.

Grimaud, F. (2026). **Prendre en compte les rapports sociaux dans l'analyse de l'activité de travail des Accompagnants d'Elèves en Situation de Handicap.** *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165q6>

Cet article est issu d'une recherche-intervention en sciences de l'éducation visant à analyser l'activité de travail des Accompagnant·es d'Elèves en Situation de Handicap (AESH). La demande du collectif associé à cette recherche oriente les analyses sur des rapports sociaux au travail qui génèrent une position d'infériorité dans l'organisation du travail à l'école. Les AESH vivent alors des situations d'exclusion au cœur de leur milieu de travail, dans les moments informels, semi-formels ou formels. Mais leur identité, notamment de genre, est aussi une ressource pour travailler. Le chercheur analyse alors à nouveau ses verbatims au regard des rapports de genre, de race, de classe ou de handicap afin de montrer que les choix opérés par ces travailleuses sont lestés par des rapports sociaux. Cet article plaide alors pour qu'une approche intersectionnelle vienne compléter le champ de l'analyse du travail et permette de comprendre les rapports sociaux qui structurent l'activité des professionnel·les de l'éducation.

Guo, F., Chai, H., & Fu, W. (2026). **Uncovering the interplay of digital literacy and institutional support in teachers' continuance usage intention for a digital education platform.** *Education and Information Technologies*, 31(8), 2177–2199. <https://doi.org/10.1007/s10639-026-13905-5>

Against the backdrop of global educational digitization, exploring the key factors influencing teachers' intention to continue using digital education platforms is of significant importance. Although existing research has separately identified the impact of teachers' digital literacy (DL, individual factor) and institutional support (IS, environment factor), their interplay on continuance usage intention (CUI) remains poorly understood. Guided by the individual-environment interaction theory and the technology acceptance model, this study treats DL and IS as two key predictors to investigate their interplay and examines whether their relationship with CUI is mediated by perceived usefulness (PU) and perceived ease of use (PEU). We collected self-reported survey data from a large sample of 9,832 in-service teachers in China and tested the proposed model using PROCESS model 85. The results indicated that DL significantly and positively predicted PEU and CUI, while slightly negatively predicted PU. IS significantly and positively predicted PEU, PU and CUI. The mediating effects of both PU and PEU were established. Additionally, a key finding revealed a significantly negative interplay between DL and IS. Specifically, for teachers with low DL, IS had a stronger positive effect on PEU and further on CUI. Theoretically, we advance the research on teachers' technology acceptance by integrating individual-environment interaction theory with the technology acceptance model. Practically, these findings advocate for tailored support policies (e.g., differentiated training based on digital literacy) and stratified platform design (e.g., tiered features) to maximize teachers' usage and platform efficacy.

Güvercin-Seçkin, G., & Bağlı, M. T. (2026). **Transformative learning in times of crisis: exploring teachers' experiences during the COVID-19 pandemic.** *Asia Pacific Education Review*, 27(2), 721–735. <https://doi.org/10.1007/s12564-024-10014-1>

The COVID-19 pandemic was profoundly traumatic for the entire world as, during the period of the crisis, life was profoundly disrupted due to nobody knowing what would happen next. The purpose of our study was to specifically explore what impact the pandemic had on the experiences of teachers. The investigation involved expert interviews with 16 teachers using criterion-based snowball sampling, followed by analysis of the data using the documentary method. Mezirow's transformative learning stages were reinterpreted in the presentation of the study's findings in the creation of a new framework. This framework is composed of three orientations: despairing, conscientious, and surpassing. Partly due to poor management of the crisis, members of all three orientations were forced to rely on each other in their communal

navigation. It was found that teachers in the despairing orientation group felt they were lacking in their professional belonging and commitment, while teachers with a conscientious and surpassing orientation were committed to the teaching profession, despite the systemic challenges they faced. It is hoped that the findings of the research offer a new perspective on how crises can be transformed into a space of emancipatory experience.

Hebben, B., & Privé, A. (2026). **Jouer pour apprendre (Dossier)**. *Cahiers pédagogiques*, (605). Retrieved from <https://www.cahiers-pedagogiques.com/sommaire-revue-605/>

Faire un don au profit de CRAP Cahiers Pédagogiques - Soutenir le CRAP-Cahiers pédagogiques

Howard, G., & Weinstein, R. (2026). **Does Training Teachers Locally Affect Teacher Shortages? Evidence from Regional Public Universities** (Working paper No. 18572). Retrieved from IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18572>

We study whether training teachers locally increases nearby teacher supply. We use the historical assignment of normal schools and insane asylums to identify the effect of university proximity. Normal schools, built to train teachers, became regional universities while asylums mostly continue as small psychiatric facilities. Our evidence suggests greater teacher supply in normal school counties: lower teacher wages and more teachers per student. Asylum counties have more teachers with emergency credentials and fewer who majored in education - suggesting they mitigate lower supply by hiring in different pools. Normal school counties have higher high school test scores and graduation rates.

Huang, X., Lai, C., Song, H., & Sun, M. (2026). **Unpacking teachers' engagement in generative AI-facilitated workplace learning: insights from the AIDUA model**. *Education and Information Technologies*, 31(8), 2345–2367. <https://doi.org/10.1007/s10639-026-13901-9>

Although generative AI is increasingly integrated into education, little is known about what factors influence teachers' adoption of generative AI for workplace learning. This study therefore investigates the factors influencing teachers' engagement in generative AI-facilitated workplace learning (GenAI-WL), an emerging domain of professional development. Guided by the Artificial Intelligence Device Use Acceptance (AIDUA) model, the study employed a cross-sectional survey design. Survey data were collected from 225 primary school teachers in mainland China who had experience with GenAI-WL. Six constructs were examined: social influence, hedonic motivation, anthropomorphism, performance expectancy, effort expectancy, and emotion. Structural equation modelling revealed that hedonic motivation was the strongest predictor of GenAI-WL, followed by performance and effort expectancy. Emotion mediated the influence of motivation and expectancy on engagement. While anthropomorphism had a negative direct effect, it also exerted positive indirect effects through expectancy beliefs. These findings contribute to the scholarship on teacher technology adoption behaviours and carry practical implications: education programmes should purposefully guide teachers to leverage GenAI in their daily workplace learning, foster sustained engagement by drawing on hedonic motivation, and employ scaffolded approaches that manage anthropomorphism and reduce effort expectancy.

Islam, S., Rahman, A., Paul, U. C., & Khaleduzzaman, Md. (2026). **Teachers' perceptions of and adaptations to implementing a competency-based curriculum at the secondary level in Bangladesh**. *Oxford Review of Education*, 52(3), 366–384. <https://doi.org/10.1080/03054985.2025.2470816>

This study investigates teachers' perceptions of and adaptations to implementing a competency-based curriculum (CBC) within Bangladesh's secondary education context. It follows a qualitative approach to gain in-depth perceptions and adaptations. The research comprised comprehensive interviews with 32 teachers from government and non-government secondary schools across eight divisions in Bangladesh. A purposive sampling technique was employed to select teachers from varied socioeconomic and geographical backgrounds, ensuring a diverse participant cohort. The data were subjected to thematic analysis, identifying six principal themes: perceptions of the CBC; perspectives on curriculum assessment; teachers' adaptations to the curriculum; views on curriculum implementation; preparedness for the curriculum; and associated challenges. The results indicate that, although teachers express optimism regarding a CBC's capacity to enhance student engagement and practical skills, substantial apprehensions exist concerning the readiness of the education system, the training system, teacher preparedness, and the assessment process.

Jones, N. D., Cohen, J., Shaheen, T., Ristroph, I., Sebastian, R., & Aigotti, S. (2026). **Teacher Candidate Preparation for Inclusion: Coverage of Students with Disabilities in Mathematics Methods Syllabi.** *Journal of Teacher Education*, 77(3), 197–211. <https://doi.org/10.1177/00224871251412016>

Students with disabilities (SWDs) receive most of mathematics instruction in general education classrooms, and yet most general education teachers receive little instruction on methods for supporting these students in engaging with mathematical content. Teacher education could be a vital site for addressing this need, but we know little about how well candidates are being prepared for this task. In this study, we examined 267 elementary mathematics methods syllabi from 204 universities to understand how many and what types of references to SWDs appeared in the syllabi. We found that although 38% of syllabi included references to SWDs, these references were most commonly part of broader statements on supporting all learners. Comparatively few syllabi focused on specific instructional approaches for supporting SWDs, with only a small number of syllabi referencing students with disabilities in their course outlines, assignments, and readings. We conclude with implications for teacher educators and policymakers.

Kim, A. (2026). **Organizational levers for instructional quality: strengthening ICT agency through autonomy and school leadership.** *Education and Information Technologies*, 31(8), 2269–2291. <https://doi.org/10.1007/s10639-025-13892-z>

This study investigates the multidimensional relationships among teachers' demographic characteristics, professional experience, workload, and their ICT agency and instructional quality for creativity. Utilizing teacher questionnaire data from the Programme for International Student Assessment 2022, the research examines three dimensions of instructional quality for creativity, consisting of openness for creativity, creative teaching, and mindset for creativity, alongside ICT agency indicators. With the hierarchical linear modeling mixed-effects approach, the findings demonstrate that teachers' ICT agency and instructional quality are substantially enhanced when they experience higher levels of instructional autonomy and receive sustained support from school leadership. Teachers' ICT agency consistently emerges as a key driver of creativity-oriented instructional quality, highlighting the integral role of digital competence in enabling innovative pedagogical practices. Moreover, the results illuminate the complex and interdependent pathways through which gender, teaching experience, educational attainment, and workload shape teachers' professional engagement. The results shed light on the foundational importance of organizational conditions, particularly autonomy-supportive

leadership, in fostering technological competence of teachers and cultivating learning environments that prioritize creativity and innovation.

Kwong, R., Kwok, M. L. J., & Wong, H. (2026). **Autonomous and controlled motivation in a flipped-classroom approach.** *Asia Pacific Education Review*, 27(2), 509–521. <https://doi.org/10.1007/s12564-024-09983-0>

Drawing on self-determination theory, this study investigated the impact of different teaching styles (i.e., autonomous and controlled motivation) to motivate students to complete the pre-class activities in a flipped classroom context on their academic performance, especially in the cognitive domain of Bloom's taxonomy. Utilizing ordinary least squares (OLS) regression analysis and a two-sample t-test, a quasi-experimental design comprising of 95 students from a higher education institution in Hong Kong was employed. The results found that among students in the class with controlled motivation from the instructors, there was a negative relationship between watching pre-recorded videos and performance on questions related to the knowledge and comprehension levels in the final examination. This negative relationship highlights the core aspect of cognitive overload, suggesting that over-engagement with video content may hinder rather than help learning. However, neither the pre-recorded videos nor the online exercises correlated with performance on questions at the application level. This outcome emphasizes the need to tailor the design of flipped classroom materials to accommodate cultural learning styles and cognitive development goals, particularly in diverse educational environments. The present study contributes to the flipped classroom literature by enhancing understanding of its impact on academic performance across the knowledge, comprehension, and application levels under Bloom's taxonomy, and suggests practical guidelines for the use of pre-recorded videos in the flipped classroom. It also highlights the intricate balance required between student engagement strategies, the cognitive demands of learning materials, and the cultural context of learners.

Lin, X.-F., Shen, W., Huang, S., Wang, Y., Zhou, W., Ling, X., & Li, W. (2026). **Exploring Chinese teachers' concerns about teaching artificial intelligence: the role of knowledge and perceived social good.** *Asia Pacific Education Review*, 27(2), 779–798. <https://doi.org/10.1007/s12564-024-10034-x>

This study aimed to investigate the factors accounting for Chinese teachers' concerns about teaching artificial intelligence (AI). Based on the concerns-based adoption model and the pedagogical content knowledge framework, a hypothesized model associating teachers' knowledge, perceived social good, and concerns about teaching AI was tested via structural equation modelling. The responses from 269K-12 AI teachers in southern China were utilized to test the hypothesized model. Structural equation modelling reveals that the association between teachers' knowledge of teaching AI and teachers' concerns about teaching AI is mediated by teachers' perceived social good of teaching AI. Particularly, teachers' perceived social good of teaching AI partially mediated relationships between teachers' pedagogical AI knowledge and refocusing concern, as well as teachers' conceptual AI knowledge and management concerns. These findings provide a more profound understanding of teachers' perceived social good as a pedagogical belief. The results show that teachers' knowledge (i.e. pedagogical AI knowledge and conceptual AI knowledge) predicted higher stages of concern (i.e. refocusing and management) when mediated by teachers' perceived social good of teaching AI. This study contributes to a better understanding of factors contributing to teachers' concerns about teaching AI, and how to address them for teacher professional development.

Littlefair, D., & Jopling, M. (2026). **Pupil voice as a method in education research: thinking the 'in-between.'** *Oxford Review of Education*, 52(3), 315–330. <https://doi.org/10.1080/03054985.2025.2458526>

This methodological paper is both an account of the method developed in a study exploring young people's views of school physical education (PE) and a reflection on that process. The research involved 154 pupils aged 14–16 years old in two English secondary schools. A focus group (six pupils per school) drove the direction of the study, which incorporated a questionnaire survey of the whole year group in both schools (154 respondents) and 12 individual interviews. Of central concern to the paper is the tendency of pupil voice activities and research to result in compromise or tokenism. The study reported here attempted to avoid this through a pragmatic approach which was initiated and completed by adults but gave as much power as possible over to young people. Drawing for the first time in this context on Rancière's theory, it proposes an 'in-between' method as a means of doing voice research which acknowledges the multiplicity and complexity of young people's voices and promotes credibility in place of notions of purity or authenticity.

Mozziconacci, V. (2026). **Faut-il être bienveillante lorsqu'on est une enseignante féministe ? D'une pédagogie de l'inconfort à une pédagogie de la déception.** *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165qb>

Introduction - rappel du contexte de publication Suite à la parution en octobre 2025 de l'ouvrage collectif *Le politique est-il personnel ? Critiques féministes des pédagogies féministes* (Grunenwald et Mozziconacci, 2025) nous avons décidé que l'un des articles traduits dans le volume serait mis en accès libre par la revue. L'article en question, écrit par Kathleen Martindale et intitulé « Autobiographie et pédagogie féministe matérialiste : une théorisation », est publié en deux parties. La ...

Nesje, K., & Strømme, T. A. (2026). **Exploring Norwegian Student-Teachers' Reasoning When Using Classroom Videos in Peer Mentoring Conversations.** *Journal of Teacher Education*, 77(3), 243–255. <https://doi.org/10.1177/00224871261424913>

This study examines the potential of peer mentoring conversations through the use of a video-based learning design in Norwegian teacher education. Student-teachers used classroom videos of their own teaching as a basis for reasoning about the core practice of classroom discourse. The study adapts an existing framework to measure the quality of student-teacher reasoning in six peer mentoring groups, and the same framework is utilized as an analytical stance in the micro-analyses of selected excerpts. The findings show that student-teachers are able to conduct high-quality conversations during peer mentoring and point to the important role of structural and conceptual support.

Novoa-Echaurren, Á., & Domingo, M. (2026). **Teachers' Information and Communication Technology Reflexivity: A Collaborative Approach for Bringing Together Theory, Policy and Practice in Information and Communication Technology Integration.** *International Journal of Training and Development*, 30(2), 229–241. <https://doi.org/10.1111/ijtd.70018>

This article introduces the ICT reflexive practice (ICT-RP) approach as a situated, evidence-based contribution to continuing professional development (CPD) and the pedagogical integration of information and communication technologies (ICT) in education. Grounded in a qualitative case study of a school that utilizes structured reflexive cycles, this approach traces three interrelated dimensions—professional, collaborative and institutional—that influence teachers' reflexivity

about the pedagogical use of ICT, allowing them to bring together theory, policy and practice. A thematic analysis of classroom observations, interviews and departmental reflexive meetings reveals how individual pedagogical reflexion, colleague-to-colleague dialogue and institutional feedback interact to inform and evolve ICT practices. The ICT-IRP can be integrated with established frameworks and models such as the Teaching for Understanding, offering a dynamic and recursive method and highlighting the social, contextual and organizational factors embedded within the school ecosystem. Integrating reflexion at individual and systemic levels facilitates a more critical, flexible and sustained use of ICT as a form of CPD, fostering innovation while aligning with overarching school policies and goals.

OCDE. (2026). **L'enseignement des compétences relationnelles : Données issues des salles de classe pour orienter les politiques.** *L'enseignement à la loupe*, (47), 1–6. <https://doi.org/10.1787/121a0016-fr>

OECD. (2026). **Teaching relationship skills: Evidence from classrooms to inform policy.** *Teaching in Focus*, (47), 1–6. <https://doi.org/10.1787/d882368e-en>

Picot-Colbeaux, G. (2026). **Inquiry-Based Pedagogy and Groundwater Education.** *IAH*. Retrieved from <https://brgm.hal.science/hal-05608639>

Groundwater, though crucial for ecosystems and human needs, remains poorly understood due to its invisibility. This vital water resource, is often overlooked in science education. To address this gap, an inquiry-based pedagogical approach using dynamic hydrogeological models has proven effective for learners from kindergarten to university to make groundwater science accessible. Hands-on learning in the classroom is guided by the researcher, and learners interact collectively and directly with models simulating groundwater flow, recharge, exchange between rivers and groundwater, pumping and pollution. By manipulating colored water, measuring levels, and observing results, they engage in the scientific method: formulating questions, testing hypotheses, and analyzing data. This approach clarifies abstract concepts, develops critical thinking and collaboration skills, linking science to real-world issues. Given that many teachers, particularly at primary level, have gaps in their knowledge of geoscience teaching, the implementation of these initiatives requires teachers and researchers to be brought together and trained. Dedicated training immerses teachers in the same activities as their learners, helping them guide scientific inquiry in their classrooms. Training focuses on adapting experiments for diverse age groups, managing group work, and collaborating with scientists, ensuring inclusive and effective teaching for all educational levels. Researchers are also trained to communicate complex concepts accessibly, align interventions with educational standards, and collaborate effectively with teachers ensuring an inquiry-based pedagogical approach sustainable, adaptable, and integrated into school curricula. This inquiry-based pedagogical approach transforms groundwater education, fostering scientific literacy and environmental responsibility across all ages. Learners gain a concrete understanding of groundwater's importance and protection. Learners develop scientific skills and are encouraged to pursue STEM careers, especially girls, through positive role models. It prepares future generations to address sustainable water management challenges, making complex science accessible and actionable for everyone.

Porthé, E. (n.d.). **Prévenir le décrochage scolaire : Agir pour la persévérance de tous les élèves.** Retrieved from <https://esf-scienceshumaines.fr/education/518-prevenir-le-decrochage-scolaire.html>

Environ 100 000 jeunes décrochent chaque année et quittent le système scolaire sans avoir obtenu de diplôme. Or, quand les signes de décrochage sont visibles (absences répétées, notes en baisse, etc.), il est parfois déjà trop tard pour faire en sorte que l'élève reprenne goût à l'école. Émeline Porthé propose d'agir en amont pour prévenir le décrochage et remotiver les élèves. Apprendre aux élèves à coopérer, redonner du sens aux apprentissages, améliorer le climat scolaire et mettre en place une relation privilégiée et de confiance entre élèves et professeurs, travailler main dans la main avec les parents d'élèves, tel est le pari de la prise en charge globale qui invite à coconstruire avec les élèves un fonctionnement qui convienne à tous. Émeline Porthé propose également de repenser l'évaluation et les conseils de classe, souvent vécus comme stressants, afin que les élèves puissent se fixer, en concertation avec l'équipe enseignante, des objectifs atteignables et qu'ils voient leurs progrès reconnus et valorisés au fil de l'année. Par ailleurs, pour éviter une orientation subie qui est un facteur de décrochage, la question de l'orientation scolaire et professionnelle est abordée dès les premières années du collège à travers une réflexion sur la connaissance de soi. Et les résultats sont manifestes dès la première année : climat scolaire plus apaisé, meilleur engagement des élèves dans les apprentissages, taux d'absence en baisse, meilleurs résultats au brevet. De nombreux dispositifs testés et perfectionnés en classe et bénéfiques pour tous les élèves.

Quitté, S., Martel, K., & Puustinen, M. (2025). **L'accompagnement des élèves avec un TSA en classe ordinaire : place et continuité de l'AESH dans le parcours scolaire.** *La nouvelle revue - Éducation et société inclusives*, 104(3), 119–139. <https://doi.org/10.3917/nresi.104.0122>

Cet article met en évidence deux aspects peu explorés de l'activité des Accompagnants d'élèves en situation de handicap (AESH) : leur implication dans le parcours scolaire de huit élèves avec un Trouble du spectre de l'autisme (TSA) en classe primaire ordinaire, et la continuité de l'accompagnement collectif à leur scolarité. À partir d'entretiens semi-directifs (parents, AESH et enseignantes) et d'explicitation (AESH), l'analyse révèle une tendance à la reconduction tacite des AESH sur plusieurs années, visant à compenser la fragilité perçue des projets inclusifs. Cependant, la continuité et la cohérence de l'accompagnement semblent davantage liées à la qualité du soutien médico-social et à l'expérience parentale dans l'autisme. Une typologie des accompagnements est proposée.

Rhodes, J. A., Massaro, V. R., & Lepri-Stringer, J. (2026). **Not the Students They Were: U.S. Preservice Educators' Changing Perspectives on Teaching English Learners Through a Study Abroad Experience.** *Journal of Teacher Education*, 77(3), 230–242. <https://doi.org/10.1177/00224871261427010>

This qualitative study examines the perspectives of 27 U.S. preservice teachers who participated in a 2-week study abroad program in Italy designed to immerse participants in diverse educational settings. Study abroad experiences are valuable as they increase pedagogical understanding and cultural competence which further supports the development of a culturally responsive pedagogy. Specific aims were to build upon existing research by capturing participants' perceptions of differing pedagogical approaches, exploring how participants' experiences abroad shaped their pedagogical understanding, and learning how these experiences molded participants' perceptions for working with students from differing cultural and linguistic backgrounds. Data indicated that participants experienced personal change in

three key areas: pedagogical, social interactions, and philosophy related to U.S. schooling. Implications suggest that study abroad may increase understanding of instructional methods and school structures, enhance cultural sensitivity, and therefore, should be included in teacher preparation programs.

Şakir, A. (2026). **From play to practice: unpacking preschool teachers' adoption of robotic toys through a multi-framework perspective.** *Education and Information Technologies*, 31(8), 2315–2344. <https://doi.org/10.1007/s10639-026-13899-0>

The incorporation of robotic toys in early childhood education has the potential to enrich learning through play, foster cognitive and social development, and lay the groundwork for foundational STEM skills. Yet, despite increasing recognition of their educational value, the integration of robotic toys by preschool teachers remains limited and inconsistent. This study adopts an integrated approach, combining the Task Technology Fit (TTF) and Theory of Planned Behavior (TPB) frameworks, to systematically investigate the factors influencing preschool teachers' intentions to adopt robotic toys in classroom practice. Drawing on survey data from 742 preschool teachers across diverse institutional contexts, the study employs structural equation modeling to evaluate both technological and behavioral predictors of teachers' intention to adopt robotic toys. The results reveal that both task-technology alignment, reflecting the perceived fit of robotic toys with play based and collaborative learning goals, and psychological constructs such as attitude, subjective norm, and perceived behavioral control, significantly shape teachers' adoption intentions. Task technology fit emerged as a particularly strong driver, highlighting the importance of designing robotic toys that resonate with early childhood pedagogies. In addition, social encouragement and teachers' confidence in their technological abilities play vital roles in enabling adoption. The study advances theoretical understanding by illustrating the synergistic influence of technological and behavioral determinants on teachers' intention to adopt robotic toys, and offers practical recommendations for policymakers, curriculum designers, and educational technology developers seeking to promote meaningful and sustainable integration of robotics in preschool education.

Stavholm, E. (2026). **Social sustainability in Early Childhood Education and Care through play, responsiveness and inclusion: teachers' responses to children's non-verbal initiatives in play.** *Oxford Review of Education*, 52(3), 331–347. <https://doi.org/10.1080/03054985.2025.2458515>

This paper concerns the social dimension of sustainability and especially how it relates to the context of Early Childhood Education and Care (ECEC). It does so by understanding the care aspect of ECEC in relation to social sustainability and by focusing on younger children (1.5–2.5 years) in preschool, paying special attention to how these children communicate non-verbally and how teachers' responses to children's non-verbal initiatives matter for including children in play activities. The empirical data consist of video-recordings of children and teachers participating in play activities. The video-recordings were analysed according to the principles of Interaction Analysis. The study is theoretically informed by Play-Responsive Early Childhood Education and Care (PRECEC) which includes concepts for analysing play and teaching activities such as, as if- and as is-practices, meta-communication and intersubjectivity. The findings illustrate how teachers' responses to children's non-verbal initiatives were characterised by (i) the teacher asking as if-questions and meta-communicating within the play frame; (ii) the teacher asking as is-questions and meta-communicating outside the play frame; and (iii) the teacher acting as a communicating link between children by meta-communicating through

clarifying and posing suggestions. The findings are discussed in relation to how social sustainability can be enacted in ECEC.

Suau, G., & Toullec-Théry, M. (2025). **Ce que les prescriptions font aux pratiques d'accompagnement. L'apport du didactique à l'analyse des fonctions d'AESH et d'AESH-référent.** *La nouvelle revue - Éducation et société inclusives*, 104(3), 195–207. <https://doi.org/10.3917/nresi.104.0198>

L'entrée des Élèves reconnus institutionnellement handicapés (ERIH) dans le système éducatif, et plus spécifiquement en classe dite ordinaire, est régulièrement subordonnée à la présence des Accompagnants d'élèves en situation de handicap (AESH) qui sont souvent considérés comme une présence indispensable à l'inclusion. Leur nombre en très forte augmentation a conduit à la création récente des AESH-référents, une nouvelle fonction visant à soutenir les AESH dans leurs pratiques. À partir de deux projets de recherche, nous questionnons les manières dont les AESH et les AESH-référents s'approprient les prescriptions qui régissent leurs fonctions en examinant leurs praxéologies relativement à quelques types de tâches emblématiques de leurs activités respectives. Nos résultats révèlent un déficit praxéologique, marqué par le flou des prescriptions. Nous discutons ensuite du rôle de la recherche en éducation et plus spécifiquement comment le didactique peut participer d'un accompagnement de ces professionnels du champ de l'éducation inclusive confrontés à des fonctions peu stabilisées.

Suh, H.-S., & Jun, H.-J. (2026). **Exploring global citizenship education for preservice early childhood teachers in South Korea: critical reflections on transformative pedagogy through journal writing.** *Asia Pacific Education Review*, 27(2), 667–679. <https://doi.org/10.1007/s12564-024-10019-w>

This study aims to reveal how the "Global Citizenship Education (GCE) for Preservice Early Childhood Teachers" course offered at a teacher education program in South Korea fosters critical reflection in preservice early childhood teachers. Of the 21 preservice early childhood teachers who registered for this course, 11 agreed to participate in the research. The participants were asked to submit journals after each class, and the researchers analyzed the content of the participants' journals, focusing on the aspects of key concepts, inquiry, and change. Participants' journal entries reevaluate the notion of child-centered education, critique institutional biases, and offer a clarifying perspective on the limitations of "equality" in achieving happiness for all. Participants also critically analyzed anthropocentric perspectives and behaviors, exploring how their thinking, being, feeling, and acting were shaped. By illuminating the possibility of providing opportunities to encourage GCE and critical reflection, albeit on a small scale, this study is expected to encourage teacher educators to implement GCE for preservice teachers.

Tipple, C., Keane, T., Wang, T., & Cerovac, M. (2026). **Teachers' perceptions of generative AI in gender-inclusive STEM education: a grounded theory study.** *Education and Information Technologies*, 31(8), 2399–2434. <https://doi.org/10.1007/s10639-026-13908-2>

The rapid emergence of Generative Artificial Intelligence (GenAI) tools has introduced both new possibilities and risks for supporting inclusive teaching and learning in STEM education. Although GenAI is increasingly adopted in primary and secondary schools, little is known about how teachers conceptualise its potential to support or hinder gender inclusiveness in STEM classrooms. Using qualitative Grounded Theory methodology, this study explored how teachers perceive the opportunities, challenges, and implications of integrating GenAI in ways that might foster girls' engagement in STEM subjects. Primary and secondary school teachers in Australia (N = 7) were interviewed to understand the factors influencing the adoption of GenAI to support girls'

participation in STEM. The findings revealed three interrelated factors that were shown to influence teachers' adoption of GenAI tools: (1) teachers' familiarity and experience with GenAI, (2) the paradoxical nature of GenAI, and (3) first-order and second-order implementation barriers. The findings also show that teachers' reflections on gender-inclusive applications were speculative and influenced by their general concerns about gender stereotypes and the biases embedded in GenAI content. Together, teachers' familiarity and experience with GenAI presents as a critical factor affecting educators' adoption of these tools to bridge gender gaps in STEM, and that teachers experience significant external barriers that impact their ability to effectively integrate GenAI tools into their teaching and learning practice. Based on the insights learned, the study offers practical recommendations for teachers, schools, and policy makers that promote the adoption of GenAI tools to foster girls' engagement in STEM.

Tremblay, P. (2025). **Systématisation d'un coenseignement inclusif en collège avec Segpa : une étude de cas.** *La nouvelle revue - Éducation et société inclusives*, 104(3), 243–263. <https://doi.org/10.3917/nresi.104.0246>

Dans le cadre de cet article, le processus de mise en œuvre, d'institutionnalisation et de systématisation d'un dispositif de coenseignement inclusif sera analysé à partir de l'étude de cas d'un collège français. Ce collège a systématisé graduellement un coenseignement total dans toutes les classes de 6e et de 5e en mutualisant les ressources et en scolarisant dans les classes ordinaires les élèves présentant des difficultés d'apprentissage dites graves et persistantes (MEN, 2015), initialement orientés en Segpa. S'appuyant sur des observations en classe, des entretiens semi-directifs avec le personnel enseignant et la direction, et des groupes de discussion avec l'équipe-école, cette étude de cas se penche ainsi sur le processus inclusif en l'analysant à partir des dix conditions de l'école inclusive (Tremblay, 2020).

Walsh, A., Murtagh, E. M., Aljanazrah, A., & Hamed, G. (2026). **Modelling gender equity in the classroom: from teacher educators to pre-service teachers and what gets lost in translation.** *Oxford Review of Education*, 52(3), 404–421. <https://doi.org/10.1080/03054985.2025.2477064>

Gender-responsive pedagogies (GRP) are increasingly recognised as an essential factor in promoting gender equity in the classroom across all levels of education. This paper explores successes and challenges of using GRP to support more equitable gender relationships in Palestine, where equality of access to education between boys and girls has already been achieved but gendered dynamics in teaching and learning prevail. Our reflections are grounded in the lessons learned from a four-year project which explored how GRP and play-based learning (PBL) can be incorporated into teacher education programmes to enhance the educational experience of children in Palestine. We explore how teacher educators who participated in training on GRP and PBL shared their knowledge, practical skills and enthusiasm with the pre-service teachers who took their classes. We question why gender gets lost in translation and how playful approaches can better support the use of GRP in future teacher education initiatives.

Wang, F., Huang, P., Xi, Y., & King, R. B. (2026). **Fostering resilience among university students: the role of teaching and learning environments.** *Higher Education*, 91(4), 1555–1579. <https://doi.org/10.1007/s10734-025-01484-2>

Resilience, the capability to recover from adversities and adapt to challenges, is essential for university students to succeed academically, personally, and socially in the competitive landscape of the twenty-first century. Much of the prior research has explored the role of individual psychological factors in resilience. However, resilience does not develop within a

vacuum and is strongly shaped by the context. Hence, studies that only focus on individual psychological factors might present an incomplete picture, ignoring the role of the higher education environment. This study focused on the potential role of university teaching and learning environments in fostering resilience. We employed an explanatory sequential mixed-methods design to investigate their associations. The quantitative study analyzed data from 1,068 university students through structural equation modelling. We found that students who engaged in more active learning activities and whose teachers provided them with clear goals and standards were more likely to be resilient. The qualitative study was designed to better understand the underlying mechanisms behind the association between teaching and learning environments and student resilience. Through in-depth interviews with 15 university students, the qualitative findings demonstrated how various aspects of teaching and learning environments contribute to the development of resilience. Additionally, individual coping strategies and peer support emerged as key elements that shaped resilience other than teaching and learning environments. These findings underscore the crucial role of enhancing teaching and learning environments, helping students develop coping strategies, and leveraging peer support to foster university students' resilience.

Wang, Y. (2026). **China's use of virtual and augmented reality music simulators for teaching music.** *Asia Pacific Education Review*, 27(2), 613–622. <https://doi.org/10.1007/s12564-024-10003-4>

The revolution in information and communication technology, as well as the development of augmented and virtual reality technologies, open up new avenues for the renewal of music curricula in Chinese universities. The experiment included 205 pianists and 169 drummers in their first year. They were assigned to either the control or experimental groups at random. Pianists used the augmented reality-based VRtuos Pro app (N = 103) and drummers used the virtual reality-based Smash Drums app (N = 85), while the others worked in a traditional environment with traditional instruments. The control group had higher mean values, and the difference between the groups was statistically significant ($p = 0.00$). In the drummer group, however, the interactive programme resulted in greater skill development and statistical significance ($p = 0.00$). As assessment tools, a 100-point ECTS scale and an expert assessment method were used. The information in this article will be useful to those who intend to use augmented reality or virtual reality music simulators in music universities to enhance the quality of their courses. This article aims, among other things, to spark academic debate about the viability of using augmented and virtual reality technologies in music universities in China and other countries.

Wang, Z. (2026). **Evaluation method for the comprehensive quality of students based on multi-source data fusion.** *Asia Pacific Education Review*, 27(2), 405–412. <https://doi.org/10.1007/s12564-024-09933-w>

Multi-source data fusion technology is conducive to data collection and analysis, and is frequently used in the teaching of students. This study applies multi-source data fusion technology to evaluate the comprehensive quality of students. By examining the basic function principle of multi-source data fusion technology, the study establishes an evaluation platform for the comprehensive quality of students based on multi-source data fusion. The platform is then applied to the comprehensive quality evaluation of students across grades. Furthermore, the study compared and analyzed the problems of different grades and proposed methods for improving the comprehensive quality of students, which is beneficial to their improvement in this regard. In other words, this study takes the comprehensive quality evaluation of students of all grades in the Quzhou College of Technology as an example. Furthermore, it conducts and in-

depth analysis of the evaluation methods of the comprehensive quality of students, which, thus, providing a certain method and theoretical guidance for the evaluation of the comprehensive quality of students among colleges.

Yang, Q., & Chen, C. (2026). **The effectiveness of flipped classroom on autonomous learning ability: a meta-analysis.** *Asia Pacific Education Review*, 27(2), 705–720. <https://doi.org/10.1007/s12564-024-10013-2>

In order to investigate the overall effectiveness of the flipped classroom in improving the autonomous learning ability of students, a Meta-analysis of 46 independent samples from 40 studies published by the international academic community from 2015 to 2023 was carried out with Review manager 5.4 software. The Meta-analysis results showed that the pooled effect size of 46 independent samples was $SMD = 0.63$, $P < 0.05$, indicating that the flipped classroom had a moderately high promotion effect on students' autonomous learning ability. The results of subgroup analysis of 46 experimental variables also suggested that the influence of flipped classroom on students' autonomous learning ability was not restricted by the moderating variables such as experimental period, education level, Implementation form and measuring tools, sub-factors such as discipline, sample size and ways of acquiring instructional videos have great influence on students' autonomous learning ability. The main performance is: physics, chemistry, mathematics and English as the representative of the language course effect is good; The effect of small class teaching with less than 50 students and about 25 students is better than that of large class. The flipped classroom teaching without the help of teaching technology platform and self-made video has a greater role in improving students' independent learning ability.

Zhu, H., Li, L., & Li, H. (2026). **Impact of school leadership on reading literacy in rural China: the differentiated models of principals' self-report and teachers' report.** *Asia Pacific Education Review*, 27(2), 639–651. <https://doi.org/10.1007/s12564-024-10006-1>

The impact of school leadership (SL) on reading literacy (RL) has been extensively examined using either principals' self-reports or teachers' reports. However, principals and teachers might have divergent, even contradictory, views on the path from SL to RL. Therefore, this study aimed to explore and compare the principals' self-reported and teachers' reported models with teacher commitment (TC) as a mediator and collaborative culture (CC) as a moderator of the relationship between SL and RL. Whole group sampling was employed to sample the 106 junior middle schools in City X from western China. About 841 teachers from 80 classes/schools were successfully matched with their 3134 students ($Mage = 14.84$, $SD = 0.74$, female = 1673, male = 1461), and about 34 principals from 34 classes/schools were matched with their 1223 students ($Mage = 15.35$, $SD = 1.28$, female = 647, 52.9%; male = 576, 47.1%). The results indicated that: (1) there were significant differences between principals' self-reports and teachers' reports regarding SL and RL; (2) the direct impact of SL on RL was found in the principals' self-reports but not in the teachers' reports; and (3) an indirect effect of SL on RL with TC as the mediator and CC as the moderator was found in the teachers' report model. The distinctive models in this study demonstrate principals' and teachers' different views on SL's impact on RL and provide empirical evidence to support both the original and the revised Claim # 1.

Relation formation-emploi

Bai, Q., & Nam, B. H. (2026). **Institutional habitus, cultural capital, and STEAM learner identity in the context of rural Chinese technical vocational education and training: critical participatory action research.** *Asia Pacific Education Review*, 27(2), 493–508. <https://doi.org/10.1007/s12564-024-09979-w>

China has been establishing a substantial infrastructure of science, technology, engineering, arts, and mathematics (STEAM) in higher and further education systems. However, increasing concerns surround technical vocational education and training institutions in rural areas. Accordingly, this critical participatory action research applied Bourdieu's thinking toolbox to understand the relationship between habitus and embodied forms of capital and how these factors might influence STEAM learner identity at an institution surrounded by mountain trails in a prefecture-level city within eastern Anhui Province, a part of the Yangzi River Delta region. The authors conducted fieldwork and semi-structured interviews with key stakeholders, including academic leaders, alumni, and professionals in the STEAM industry. The analysis resulted in five specific themes: (a) promotion of STEAM programs at the subject institution; (b) student recruitment and retention; (c) academic advising and career mentoring; (d) school-entrepreneur partnerships and art studio-based learning; and (e) persistent challenges of career trajectories. The discussion interpreted rural habitus influencing the promotion of STEAM programs at the subject institution. Therefore, this study concluded by providing policy and pedagogical implications and insights about how the empirical voices of the primary stakeholders addressed specific challenges.

Cadet, J.-P., & Robert, A. (2026). **L'emploi des peu qualifiés face aux mutations.** In J.-P. Cadet, A. Robert, & C. Gasquet, *Actes des 7èmes Rencontres DGEFP - Céreq* (CEREQ, pp. 3–7). Retrieved from <https://www.cereq.fr/actes-des-7emes-rencontres-dgefp-cereq>

Cadet, J.-P., Robert, A., & Gasquet, C. (2026). **Actes des 7èmes Rencontres DGEFP - Céreq** (CEREQ). Retrieved from <https://www.cereq.fr/actes-des-7emes-rencontres-dgefp-cereq>

Cet ouvrage rend compte des travaux du Céreq présentés lors des 7èmes Rencontres DGEFP-Céreq qui ont eu lieu en avril 2026. Les Rencontres DGEFP-Céreq ont pour objectif d'éclairer de façon renouvelée les questions relatives à l'impact des politiques de formation sur le comportement des entreprises et de leurs salariés. Ces rencontres sont un espace privilégié pour la diffusion des travaux de recherche et leur mise en débat.

Diekmann, C. S., & Pundt, A. (2026). **Dynamic Training Transfer in Leadership Development – How Subjective Evaluations, Motivation to Transfer and Social Support Drive Changes in Leader's Early Transfer Behaviours.** *International Journal of Training and Development*, 30(2), 202–212. <https://doi.org/10.1111/ijtd.70016>

This study follows a dynamic conceptualization of training transfer focusing on leadership development. Based on the Dynamic Transfer Model, we investigate temporal changes in transfer behaviour while considering the influence of leaders' appraisal of previous transfer experiences. We include motivation to transfer and perceived support as mediators and investigate their impact on training transfer within a dynamic framework. A total of N = 65 leaders (280 occasions overall), who attended various leadership trainings, were surveyed on transfer behaviour, satisfaction with transfer attempts, transfer motivation, and support received from colleagues and supervisors once a week over a period of five consecutive weeks. Multilevel

analysis revealed that satisfaction with transfer experiences gained in 1 week significantly predicted transfer behaviour in the following week, after controlling for transfer behaviour in the former week. While transfer motivation was found to partially mediate this relationship, perceived support did not yield a significant indirect effect. Overall, these findings highlight the importance of motivational factors in predicting future transfer behaviour and contribute to the existing literature by incorporating affective dimensions.

Gasquet, C. (2026). **Le rôle et la responsabilité des branches et entreprises face aux transformations des métiers et compétences.** In J.-P. Cadet, A. Robert, & C. Gasquet, *Actes des 7èmes Rencontres DGEFP - Céreq* (CEREQ, pp. 3–7). Retrieved from <https://www.cereq.fr/actes-des-7emes-rencontres-dgefp-cereq>

Mach, L. (2026). **When Knowledge Is Power: Leveraging Green Innovation Through Employee Training.** *International Journal of Training and Development*, 30(2), 131–148. <https://doi.org/10.1111/ijtd.70011>

This paper aims to examine the relationship between investments in employee training and green innovation outcomes in German firms. The study investigates how these training expenditures influence the development and implementation of innovations that lead to environmental benefits, such as reduced energy consumption or emissions. Data from the Mannheim Innovation Panel 2021 is utilized to test the relationship. The study employs both ordinary least squares regression, which provides an estimate of the average effect of the independent variable, and quantile regression, which offers a nuanced understanding by exploring effects across different levels of green innovation within the distribution. This approach allows for detailed insights into how training investments influence firms at various points along the distribution of green innovation outcomes. The findings show that training expenditures are consistently and positively correlated with green innovation, particularly for firms situated in the midrange of the green innovation distribution (quantiles 0.4–0.7). This suggests that investments in workforce training are especially beneficial for firms that are engaged in, or beginning to expand, their green innovation activities. Such training can help embed environmental competences into broader organizational practices. Research and development efforts also display a consistently positive and significant association with green innovation across the distribution, underscoring their critical role in driving innovation. Public funding is beneficial at midquantiles (0.4–0.5) of green innovation, where it appears to support the development of a crucial knowledge base, but the influence diminishes for firms at higher quantiles of the green innovation distribution. Smaller firms (those with less than 250 employees) face more challenges in achieving high quantiles of the green innovation distribution, likely due to resource constraints and a narrower knowledge base compared with larger firms. In addition, firms with higher climate change awareness are more likely to adopt green innovations, particularly at higher quantiles (0.7–0.9) of the distribution. Finally, industry affiliation gains importance at higher green innovation quantiles, pointing to sectoral dynamics at advanced innovation stages. The findings emphasize the importance of German firms investing in structured employee training programs to drive green innovation. For practice, this indicates that training aligned with environmental objectives can provide a tangible level for advancing green innovation in firms. This study contributes to the existing research by uncovering how investments in employee training influence green innovation at different levels of the distribution. By employing quantile regression, the analysis highlights heterogeneous effects that remain hidden on average-based approaches, offering new insight into when and for which firms training investments matter most. Situated in the German context

of institutionalized vocational training, the findings enrich international debates on the role of workforce development in advancing green innovation.

Pandya, S. P. (2026). **Doctoral students in arts and humanities: Soft skills, self-perceived employability, and mindfulness.** *Higher Education*, 91(4), 1291–1314. <https://doi.org/10.1007/s10734-025-01470-8>

There is a need to examine how doctoral students in Arts and Humanities (A&H) can bolster their psychological capital in seeking employment that can potentially impact future career trajectories. This article reports a study on soft skills and self-perceived employability of A&H doctoral students from universities in select South Asian cities who participated in online mindfulness training (OMT) sessions vis-à-vis a waitlist control group. A&H doctoral students who participated in the OMT sessions reported higher posttest scores on soft skills (self-determination, resilience, empathy, assertiveness, social support, and team work) and self-perceived employability measures. Female A&H doctoral students, ever-singles, and those with higher OMT compliance in terms of attendance and homework completion, gained more on outcomes. With some refinements for male and gender non-disclosing students, those currently married or having experienced marital disruptions, mindfulness programmes could add to competence employability models focusing on strategic self-enhancement to address graduate labour market volatility.

Réussite scolaire

Accou, L. (2025). **Ecosystème des espaces éducatifs et des pratiques d'orientation scolaire et professionnelle en Haïti: Leviers de réussite éducative des élèves** (Thesis). Retrieved from <https://pepite-depot.univ-lille.fr/LIBRE/EDSHS/2025/2025ULILH069.pdf>

Ao, X., Chen, X., & Zhao, Z. (2026). **The effects of self-controlled peers on students' academic performance.** *Asia Pacific Education Review*, 27(2), 475–491. <https://doi.org/10.1007/s12564-024-09974-1>

Self-control is a non-cognitive ability that can predict academic performance, and students' self-control can be influenced by their peers. In this study, we examine the effects of exposure to self-controlled peers on students' academic performance. Using data from Chinese middle school students, we find that being in a class with self-controlled peers improves students' test scores. The peer self-control works through both the shining light model and the bad apple model. We also find the asymmetric gender effect whereby self-controlled boy peers influence both genders, whereas self-controlled girl peers have no impact on either gender. The potential mechanism analysis reveals that peer self-control improves students' scores primarily through supportive teaching attitudes and behaviors, a favorable class environment, and student behavior modification; we find limited influence of peer self-control in the classroom on students' social network.

Bournaud, I. (2026). **Comprendre l'expérience étudiante en 1ère année à l'université: identification de profils et contributions méthodologiques** (Accreditation to supervise research, Université Paris-Saclay). Retrieved from <https://hal.science/tel-05610401>

Cette note de synthèse rédigée en vue de de l'Habilitation à Diriger des Recherches présente les éléments saillants de mes travaux, consacrés à la compréhension de l'expérience étudiante en première année à l'université. À la suite de mon positionnement scientifique, cette note s'organise en trois parties. La première partie revient sur les principaux questionnements qui ont structuré mes recherches ainsi que sur mes contributions empiriques. J'y explore l'expérience étudiante à travers plusieurs focales complémentaires : les pratiques d'étude et l'intelligence

émotionnelle, les étonnements suscités par l'entrée à l'université, l'adaptation à l'université, ainsi que les représentations de l'autonomie attendue et de la réussite en première année. La deuxième partie porte sur la méthodologie et les contributions méthodologiques. L'une des originalités de ma démarche réside dans l'adoption d'une approche par profils, dite typologique. Celle-ci vise à identifier des sous-groupes de personnes étudiantes présentant des manières similaires d'étudier, de s'adapter ou de se représenter la réussite par exemple. Sur le plan méthodologique, cette approche mobilise des outils statistiques d'analyse factorielle et de classification non supervisée. Elle est complétée par une démarche mixte de type complémentaire, qui permet d'enrichir la caractérisation des profils par l'analyse du contenu de verbatims. La troisième partie est consacrée aux perspectives de recherche. Deux axes principaux se dessinent : l'étude des écarts de représentation entre personnes enseignantes et personnes étudiantes, et l'analyse des freins et leviers influençant l'évolution des pratiques d'étude au cours de la première année universitaire

Caviola, S., Giofrè, D., Toffalini, E., Esposito, L., Tonizzi, I., & Geary, D. C. (2026). **Sex Differences in Mathematics: A Meta-analytic Review Across Content, Grades, and Geographic Regions.** *Educational Psychology Review*, 38(1), 58. <https://doi.org/10.1007/s10648-026-10125-8>

The current meta-analysis of sex differences in mathematics builds upon the foundation laid by two large-scale analyses conducted years ago (e.g., Lindberg et al., 2010; Else-Quest et al., 2010). This meta-analysis provides a needed update and draws on a novel mix of studies, from experimental research to large-scale assessments, while offering a more detailed, current mapping of where, when, and in which mathematical domains sex differences emerge and change across grades. The review covers 2010 to 2022, and focuses on how sex differences in mathematics vary across grade level, mathematical content (e.g., arithmetic, geometry), geographic region, and national levels of gender equality. Using PRISMA guidelines, we synthesized 440 studies with 1,210 effect sizes, encompassing over 15 million participants. Random-effects multilevel models revealed a small but significant overall male advantage ($d=0.08$), with stronger effects emerging in later grades for geometry ($d=0.54$) and broad mathematics ($d=0.26$). These differences were more pronounced in countries with higher gender equality, as measured by indices such as the Global Gender Gap Index, and in regions such as Northern America, Europe and Central and South America. Results indicate that sex differences in mathematics are content- and grade-specific, with a growing male advantage in later grades, especially in spatially intensive content areas like geometry. Overall, the findings support the role of both biological and socio-cultural factors in shaping sex differences in mathematics and underscore the importance of targeted interventions to address these gaps in mathematical education.

Charalampopoulou, C. (2024). **De la réussite scolaire à la réussite éducative : le cas du Projet éducatif territorial (PEDT).** *4e Assises départementales des politiques éducatives*. Retrieved from <https://hal.science/hal-05609670>

Cette conférence présente une réflexion à parti d'une recherche empirique sur l'évolution de la réussite scolaire vers une réussite éducative globale à travers le prisme du Projet éducatif territorial (PEDT). L'étude analyse comment divers acteurs, tels que les élus, les enseignants et les animateurs, perçoivent et s'approprient cet outil de politique publique. L'auteure utilise la métaphore de la galaxie éducative pour cartographier les réseaux d'interactions et les différents niveaux de collaboration, allant de simples échanges informels à la co-construction de projets. Les résultats soulignent que l'implication des acteurs varie selon leur fonction hiérarchique et la clarté de l'impulsion politique locale. Pour favoriser un changement durable, la chercheuse propose des leviers d'action axés sur le partage d'une culture commune, le renforcement du pouvoir d'agir des techniciens et la stabilisation des moyens humains. En conclusion, l'intervention plaide pour une meilleure inclusion des enfants et adolescents dans la conception de ces politiques qui les concernent directement.

Chiu, Y.-L. T., Wong, B., Murray, Ó. M., Horsburgh, J., & Copsey-Blake, M. (2026). **'I deserve to be here': minority ethnic students and their conditional belonging in UK higher education.** *Higher Education*, 91(4), 1273–1290. <https://doi.org/10.1007/s10734-025-01469-1>

In efforts to support students' belonging in higher education, universities continue to cultivate and promote diversity and inclusion in their academic communities. Despite this endeavour, students from underrepresented backgrounds can still often encounter barriers to belonging at university. Existing research has identified multiple domains of student belonging in higher education, although there has been limited qualitative analysis of how belonging is experienced by minority ethnic students, especially at elite institutions. This paper draws on 72 in-depth interviews with minority ethnic STEM university students in the UK. Drawing on the sociological concept of conditional belonging, which is mostly used in migration studies, our findings indicate that students' construction and negotiation of belonging can be 'conditional' and 'conditioned' based on their prior educational experiences, perceptions of being a minority within their institutional contexts and social and academic interaction with others. We argue that conditional belonging can shape how students participate, engage, and develop belonging in higher education. We conclude with practical implications for learning and teaching that can foster a diverse and inclusive academic community for all.

Farrugia, A., & Rakocevic, R. (2026). **La France face aux repères européens en éducation en 2026 : des acquis solides, des défis persistants.** *Note d'Information*, (26.15), 1–4. Retrieved from <https://www.education.gouv.fr/depp/la-france-face-aux-reperes-europeens-en-education-en-2026-des-acquis-solides-des-defis-persistants-504587>

La France dépasse les objectifs européens fixés en 2021 en matière de participation à l'éducation et de niveau de diplôme. En revanche, ses résultats restent plus nuancés concernant les compétences de base et l'égalité des chances face à la réussite scolaire.

García, M., & Mendez-Carbajo, D. (2026). **Prior Knowledge, Module Design, and Student Dropout in Online K-12 Education** (Working paper No. 2026–008). <https://doi.org/10.20955/wp.2026.008>

We examine student dropout in online K-12 education coursework using administrative data for 442,000 students, 64 economics and personal finance modules, and 2.1 million module assignments between 2014 and 2025. We find that module length, prior knowledge, embedded formative assessments, and school district demographics independently predict whether students complete assigned modules. Each additional page is associated with a 0.24-percentage-point decrease in completion probability, but this relationship is 30 percent weaker for students with above-median prior knowledge. Embedded knowledge checks amplify the negative effect of module length: the page effect more than doubles in modules containing these assessments. Dropout is elevated 33 percent above expected on pages immediately before knowledge checks. Districts with higher minority enrollment exhibit lower completion even after accounting for per-pupil expenditure and staffing. Survival analysis reveals that dropout risk is highest in the first 10 percent of module progress and generally declines thereafter, suggesting that early engagement is critical. Apparent differences between personal finance and economics modules disappear within schools, indicating institutional sorting rather than subject difficulty. These findings provide actionable guidance for instructional designers developing online educational content.

García-de-Olalla, A., Tugores-Ques, M., Pinya-Medina, C., & Salvà-Mut, F. (2026). **Adjustment of the Teacher Self-Efficacy Scale in Vocational Education: Exploring Its Links to Academic Performance.** *International Journal of Training and Development*, 30(2), 118–130. <https://doi.org/10.1111/ijtd.70010>

Teacher self-efficacy refers to teachers' beliefs in their capacity to influence student learning and engagement. A strong sense of self-efficacy has been identified as a key factor associated with instructional practices and the quality of teacher–student relationships. The present study focuses specifically on vocational education and training (VET) pathways, and aims to examine the impact of teachers' sense of self-efficacy on the academic performance of VET students. In

addition, this study evaluates the suitability of the Teachers' Sense of Efficacy Scale (TSES) for use with VET teachers. Data from a survey of 285 vocational education and training teachers were analyzed. The findings indicate a redefined questionnaire structure, revealing a new item distribution. Moreover, the results show that teachers' sense of self-efficacy significantly predicts students' academic performance. However, when considering the newly identified factors, certain dimensions exhibit contrasting influences on students' academic performance. Thus, Efficacy in Promoting Engagement and Adaptation positively influences students' academic performance, while Efficacy in Questioning and Explaining is associated with a negative impact. This study sheds light on the relation between teacher self-efficacy, individual and contextual factors, and student academic performance in vocational education.

Guo, M., & Cao, Y. (2026). **The relationship of parents' filial piety beliefs to their children's filial piety beliefs and mathematics performance.** *Asia Pacific Education Review*, 27(2), 681–691. <https://doi.org/10.1007/s12564-024-10020-3>

Filial piety is a key concept in Confucian culture that may shape Chinese students' learning motivation and performance. It is important to explore how Chinese students' filial piety beliefs are constructed within the family climate and further related to their achievement. Thus, this study aims to examine the relationship of Chinese parents' filial piety beliefs to their children's filial piety beliefs and mathematics learning performance. A total of 1195 primary school students from three public schools in China and one parent of each student participated in this study. Structural equation modeling was used to analyze the questionnaire data collected from students and parents. The results confirm the important role of parents' filial piety beliefs in shaping their children's filial piety beliefs and learning outcomes. The results also show that parents' reciprocal filial piety positively predicted their children's reciprocal and authoritarian filial piety beliefs. Parents' authoritarian filial piety was positively and negatively related to their children's authoritarian and reciprocal filial piety beliefs, respectively. Students' mathematics achievement was positively affected by their reciprocal filial piety beliefs. Both parent and child authoritarian filial piety were negatively related to children's mathematics achievement. A bootstrap analysis confirmed the mediating role of children's filial piety in the relationship between parents' filial piety and children's mathematics performance. Our results can provide guidance for parents with regard to optimizing their beliefs and educational practices.

Hou, H., Ma, L., Wang, D., & Qu, L. (2026). **Untangling the influence of data literacy and knowledge sharing willingness on academic achievement of college students in China: a moderated mediation model.** *Asia Pacific Education Review*, 27(2), 693–704. <https://doi.org/10.1007/s12564-024-10010-5>

With the application and promotion of digital technology in higher education, college students are immersed in the virtual learning environment, and the data literacy has become an important factor affecting college students' academic performance. According to DIKW Pyramid Model, which clarifies the transformation process of data into knowledge and wisdom, this study proposed a theoretical model to describe the relationship among data literacy, knowledge sharing willingness, self-efficacy and academic performance. 1816 college students were investigated using cluster random sampling. The statistical results suggested that data literacy of college students had a significant positive effect on their knowledge sharing willingness and academic performance. Knowledge sharing willingness mediated the relationship between data literacy and academic performance. Additionally, self-efficacy moderated the back radius of the structural equation model, which means that compared to college students with low self-efficacy, those with high self-efficacy demonstrated a stronger promoting effect of knowledge sharing willingness on academic performance. The conclusion enriched DIKW Pyramid Model, and provided inspirations for universities to cultivate data literacy of college students.

Hwang, J. (2026). **COVID-19 pandemic and mathematics achievement gap in Korea: the role of private education and parental support.** *Asia Pacific Education Review*, 27(2), 749–764. <https://doi.org/10.1007/s12564-024-10028-9>

This study aimed to elucidate the impact of the COVID-19 pandemic on exacerbating the achievement gap between high-achieving and low-achieving students. In addition, it delved into the relationship between the achievement gap and private education, as well as parental educational support. Utilizing the data from the Busan Education Longitudinal Study, this study compared two distinct cohorts: Cohort 1, consisting of students who were in grade 7 (the first grade of Korean middle schools) in 2016, and Cohort 2, consisting of students who were in grade 4 in 2016. While Cohort 1 graduated from middle school before the pandemic, Cohort 2 experienced it during their second year of middle school. To analyze changes in students' achievements, the study used a longitudinal growth model based on k-mean cluster analysis to identify subgroups with distinct patterns of achievement changes. The study then focused on Cohort 2, scrutinizing the interplay between variations in private education modalities, expenditures, and the spectrum of parental educational support across six delineated growth cluster. The findings indicated an intensification of the achievement gap during the pandemic. However, students' membership in the growth clusters was not related to parents' educational support or private education. While changes in private education expenditure appear related to the characteristics of the growth cluster, more detailed data and theoretical discussions are necessary.

Martinie, M.-A., Potocki, A., Broc, L., & Larigauderie, P. (2022). **Predictors of procrastination in first-year university students: role of achievement goals and learning strategies.** *Social Psychology of Education, 26*, 309–331. <https://doi.org/10.1007/s11218-022-09743-1>

Procrastination could be conceptualized as a self-regulation failure. However, it is still not clear what type of self-regulation processes are precisely underlying the students' tendency to procrastinate. The main objective of our study was therefore to predict variations in academic procrastination by considering two constructs related to self-regulation: motivational factors (i.e., achievement goals), and learning strategies: deep learning cognitive strategies -Elaboration and Critical thinking-, effort regulation management. The results of an online study on 249 first-year humanities and social sciences French students showed that 30% of the variance in procrastination was predicted positively by avoidance goals and negatively by effort regulation management. The effort regulation management strategy alone contributed to 24% of the variance in procrastination. Furthermore, the results confirmed the negative relationship between academic performance and procrastination tendency. Added together, these results support the conceptualization of procrastination as a self-regulation failure and specially of learning such as effort regulation management. Results are discussed in relation to possible interventions that aim to reduce procrastination in order to promote academic success and students' well-being.

OECD. (2026). **Building Strong Foundations for Life: Results from the 2025 Early Learning and Child Well-being Study.** <https://doi.org/10.1787/02bf8efe-en>

Porthé, E. (n.d.). **Prévenir le décrochage scolaire : Agir pour la persévérance de tous les élèves.** Retrieved from <https://esf-scienceshumaines.fr/education/518-prevenir-le-decrochage-scolaire.html>

Environ 100 000 jeunes décrochent chaque année et quittent le système scolaire sans avoir obtenu de diplôme. Or, quand les signes de décrochage sont visibles (absences répétées, notes en baisse, etc.), il est parfois déjà trop tard pour faire en sorte que l'élève reprenne goût à l'école. Émeline Porthé propose d'agir en amont pour prévenir le décrochage et remotiver les élèves. Apprendre aux élèves à coopérer, redonner du sens aux apprentissages, améliorer le climat scolaire et mettre en place une relation privilégiée et de confiance entre élèves et professeurs, travailler main dans la main avec les parents d'élèves, tel est le pari de la prise en charge globale qui invite à coconstruire avec les élèves un fonctionnement qui convienne à tous. Émeline Porthé propose également de repenser l'évaluation et les conseils de classe, souvent vécus comme stressants, afin que les élèves puissent se fixer, en concertation avec l'équipe enseignante, des objectifs atteignables et qu'ils voient leurs progrès reconnus et valorisés au fil de l'année. Par ailleurs, pour éviter une orientation subie qui est un facteur de décrochage, la question de l'orientation scolaire et professionnelle est abordée dès les premières

années du collège à travers une réflexion sur la connaissance de soi. Et les résultats sont manifestes dès la première année : climat scolaire plus apaisé, meilleur engagement des élèves dans les apprentissages, taux d'absence en baisse, meilleurs résultats au brevet. De nombreux dispositifs testés et perfectionnés en classe et bénéfiques pour tous les élèves.

Qin, X., Li, S., Sjögren, B., Ren, P., & Thornberg, R. (2026). **The Role of Parental Influences in Chinese Adolescents' Academic Achievement through Shaping Friendship Network Dynamics.** *Journal of Youth and Adolescence*, 55(5), 1142–1155. <https://doi.org/10.1007/s10964-025-02306-5>

Parents and friends are critical social influences on adolescents' academic achievement, yet how they function together within dynamic friendship networks remains insufficiently understood. This study examined how parental influences (autonomy support, behavioral control, psychological control, and educational expectations) interact with friendship selection and influence processes to shape academic achievement of Chinese adolescents. A total of 1,419 Chinese adolescents (Mage = 12.35, SD = 3.04; 46.4% girls) participated in four-wave surveys across two years. Longitudinal social network analyses revealed a clear friendship influence process, with adolescents' achievement becoming increasingly similar to that of their friends over time. Parental influences operated through distinct pathways: perceptions of high parental expectations directly increased achievement, whereas autonomy support and psychological and behavioral control had no direct effect. Adolescents perceiving high parental autonomy support were more likely to select high-achieving friends; other parental influences did not affect friendship selection. No parental influences moderated the effect of friends influence on achievement. Overall, these findings suggest that parents shape adolescents' achievement by setting expectations and providing support, either directly or via friendship selection, while friends exert an independent influence on achievement. Taken together, the results highlight how both parents and friends contribute adolescents' academic development in the Chinese context.

Wang, Z. (2026). **Evaluation method for the comprehensive quality of students based on multi-source data fusion.** *Asia Pacific Education Review*, 27(2), 405–412. <https://doi.org/10.1007/s12564-024-09933-w>

Multi-source data fusion technology is conducive to data collection and analysis, and is frequently used in the teaching of students. This study applies multi-source data fusion technology to evaluate the comprehensive quality of students. By examining the basic function principle of multi-source data fusion technology, the study establishes an evaluation platform for the comprehensive quality of students based on multi-source data fusion. The platform is then applied to the comprehensive quality evaluation of students across grades. Furthermore, the study compared and analyzed the problems of different grades and proposed methods for improving the comprehensive quality of students, which is beneficial to their improvement in this regard. In other words, this study takes the comprehensive quality evaluation of students of all grades in the Quzhou College of Technology as an example. Furthermore, it conducts an in-depth analysis of the evaluation methods of the comprehensive quality of students, which, thus, providing a certain method and theoretical guidance for the evaluation of the comprehensive quality of students among colleges.

Zhao, R. (2026). **Cultural capital, parenting styles and adolescent's academic achievement in China: based on the cultural capital theory.** *Asia Pacific Education Review*, 27(2), 623–637. <https://doi.org/10.1007/s12564-024-10007-0>

Based on Bourdieu's cultural capital theory, this paper discusses the impact of family cultural capital and parenting style on adolescent's academic achievement in China by employing the data from China Education Panel Study. The results show that, there is a significant class distinction in the family cultural capital, that is, with the promotion of socio-economic status, the amount of cultural capital is increasing as well. In addition to the objective family socio-economic status and parental economic involvement, the family cultural environment is of vital importance to adolescent's academic achievement and educational attainment, in which both cultural capital and parenting styles are conducive to adolescent's academic achievement.

Furthermore, the mediation analysis indicates that there is an indirect positive effect of cultural capital on adolescent's academic achievement via the mechanism of parenting style. Such findings remain stable after changing the measurement of parenting style based on latent class analysis. The above findings provide a micro-level explanation for understanding educational inequality and the transmission of educational intergenerational status. In order to create an active family education environment for adolescents' comprehensive development, the conclusion is that relevant agents should promote the spreading of the advanced family education knowledge, cultivate various types of family cultural capital actively and achieve high-quality development of family education.

Zhu, H., Li, L., & Li, H. (2026). **Impact of school leadership on reading literacy in rural China: the differentiated models of principals' self-report and teachers' report.** *Asia Pacific Education Review*, 27(2), 639–651. <https://doi.org/10.1007/s12564-024-10006-1>

The impact of school leadership (SL) on reading literacy (RL) has been extensively examined using either principals' self-reports or teachers' reports. However, principals and teachers might have divergent, even contradictory, views on the path from SL to RL. Therefore, this study aimed to explore and compare the principals' self-reported and teachers' reported models with teacher commitment (TC) as a mediator and collaborative culture (CC) as a moderator of the relationship between SL and RL. Whole group sampling was employed to sample the 106 junior middle schools in City X from western China. About 841 teachers from 80 classes/schools were successfully matched with their 3134 students (Mage = 14.84, SD = 0.74, female = 1673, male = 1461), and about 34 principals from 34 classes/schools were matched with their 1223 students (Mage = 15.35, SD = 1.28, female = 647, 52.9%; male = 576, 47.1%). The results indicated that: (1) there were significant differences between principals' self-reports and teachers' reports regarding SL and RL; (2) the direct impact of SL on RL was found in the principals' self-reports but not in the teachers' reports; and (3) an indirect effect of SL on RL with TC as the mediator and CC as the moderator was found in the teachers' report model. The distinctive models in this study demonstrate principals' and teachers' different views on SL's impact on RL and provide empirical evidence to support both the original and the revised Claim # 1.

Valeurs

Aiswarya, U. B., & Manivel, K. (2026). **Turning Green Training Into Advocacy: A Stimulus-Organism-Behaviour-Consequence Framework to Workplace Sustainability.** *International Journal of Training and Development*, 30(2), 149–165. <https://doi.org/10.1111/ijtd.70012>

This study investigates the role of green training in promoting employees' green advocacy among employees by drawing on the Stimulus-Organism-Behaviour-Consequence (SOBC) framework, the Theory of Planned Behaviour (TPB), and Self-Determination Theory (SDT). Within the SOBC lens, green training is conceptualized as a critical stimulus that influences employees' green psychological resources, namely green mindfulness and green self-efficacy. These psychological constructs serve as organisms, sequentially mediate the relationship between green training (stimulus) and private sphere pro-environmental behaviours (response), ultimately culminating in green advocacy (consequence). TPB provides the foundation for explaining how green mindfulness and green self-efficacy influence employees' pro-environmental behaviours, while SDT explains how green training fosters mindfulness and self-efficacy in sustaining such behaviours. Data were collected from 237 IT sector employees in India and analyzed using SmartPLS to test the hypothesized relationships. The findings highlight the essential role of green training in enhancing green mindfulness and self-efficacy, which function as a sequential mediator linking green training with private sphere pro-environmental behaviour and green advocacy of the employees. This empirical validation extends the applicability of the SOBC framework to workplace sustainability by meaningfully integrating the TPB and SDT, thereby addressing existing gaps in the literature and providing incremental theoretical insights into the associations between green psychological constructs and workplace behaviours. From a

managerial perspective, the findings emphasize the importance of implementing targeted green training programs in IT firms to cultivate these psychological resources, thereby driving employee engagement in sustainable practices and advocacy for organizational environmental objectives.

Baiardi, D., Landini, F., Menegatti, M., Rizzo, U., & Tredicine, L. (2026). **Green Higher Education and Environmental Quality: The case of Italy** (Working paper No. 1026). Retrieved from SEEDS, Sustainability Environmental Economics and Dynamics Studies website: <https://EconPapers.repec.org/RePEc:srt:wpaper:1026>

This paper examines the impact of green-oriented university education on environmental quality, by developing a conceptual framework in which firm emissions depend on the joint use of green technologies and green-skilled labor. In complementarity between these inputs, an increase in the local supply of green-skilled labor induces firms to adopt more green technologies, thereby improving environmental quality. In addition, we show that this effect is stronger in more labor-intensive sectors. Guided by these theoretical insights, we perform an empirical analysis based on a novel measure of green higher education, constructed using administrative data on more than 90,000 university course descriptions in Italy. We build an indicator of the green content of academic programs using natural language processing techniques and aggregate it at the provincial level to proxy the supply of green-skilled workers. Combining this measure with detailed data on environmental quality, proxied by different types of air emissions, including carbon dioxide (CO₂), carbon monoxide (CO), and particulate matter (PM₁₀ and PM_{2.5}). We find that a higher supply of graduates with more intensive green skills is associated with significantly lower emissions of key pollutants, including CO₂, CO, PM₁₀, and PM_{2.5}. This relationship is robust to a wide set of controls and fixed effects. In line with our model, the association is stronger for service-related emissions than for industrial sources. In general, these findings highlight the role of higher education as a key driver of improved environmental quality through the provision of green skills.

Chan, T. F., & Yu, Y. (2026). **"One country, two values": mainland Chinese/Hong Kong international students' perspectives on the Hong Kong protests in 2019**. *Asia Pacific Education Review*, 27(2), 555–567. <https://doi.org/10.1007/s12564-024-09994-x>

Some Hong Kong students who studied overseas organized rallies to support the protesters in Hong Kong during the 2019 Anti-Extradition Protests. In response and in opposition to the actions of the Hong Kong students, some mainland Chinese students also went to the streets, which they saw as an act of nationalism. This disagreement in opinions can be traced to the fact that China has strongly emphasized national education while Hong Kong has had very little national education in the years before 2019. This study investigates the interview responses of students from both sides in New Zealand as a case study. The results suggest that Hong Kong and mainland China's national education systems have ingrained separate sets of values about their respective regions. While some mainland students believed that they were beneficiaries of their country's progress and felt a sense of national pride, some Hong Kong students harbored anti-China sentiments. The investigation reveals a prevailing hostility between the opposing factions, with the influence of mainland propaganda during the protests further exacerbating their divide. This research contributes to the study of how earlier schooling influences the shaping of national identity, as well as the exploration of the phenomenon commonly referred to as "angry youth".

Cooper, A. R. (2026). **On White Academic Freedom: A Black Philosophical Approach Toward Epistemological Justice in Higher Education**. *Educational Theory*, 76(3), 357–377. <https://doi.org/10.1111/edth.70072>

Recent challenges to academic freedom in the U.S. have centered on conservative policymakers' attempts to limit academic concepts that they deem as divisive and un-American. These challenges underscore the acknowledged yet unnamed racialized aspect of academic freedom in U.S. higher education, which privileges Euro-western academic thought. In this article, I recognize academic freedom not as a color-evasive and politically neutral professional agreement, but as a race-conscious and ideologically driven tool used to perpetuate intellectual

white supremacy. Naming this concept white academic freedom, I explain how academic freedom privileges knowledge and knowledge dissemination that (re)creates and protects white supremacy, while stifling knowledge and knowledge dissemination that challenges it. Using insights derived from a Black philosophical approach, I then describe the characteristics of white academic freedom and how they advance epistemic injustice and white supremacy. In naming white academic freedom, I do not advocate for the abolishment of academic freedom for the sake of epistemic equity—rather, I call for the reframing of academic freedom under a Black philosophical lens to embrace collaborative knowledge generation and dissemination, which can disrupt white supremacy in the academy. I name this reframing Black academic freedom, as an expansive approach to embracing knowing and knowledge generation outside of white normativity and supremacy.

Dejans, R., Masschelein, J., & Simons, M. (2026). **Scholastic Atmospheres: A Commentary on Presenting and Representing Worlds in an Everyday Lesson**. *Educational Theory*, 76(3), 420–438. <https://doi.org/10.1111/edth.70084>

In this article, we approach the old philosophical question about the relatedness of image and reality, language and world, and word and thing from a pedagogical point of view by attending to how teachers work to present the world out there to students in the school classroom. We begin with Mollenhauer's distinction between educational regimes that present the world to the young with very little mediation and his diagnosis of the contemporary Western educational regime as one that reproduces the world through stylized re-presentations that are shown to students in the separate pedagogic arrangement of the classroom. Drawing on a passage from Foucault's *This is Not a Pipe*, we argue that the (theoretical) divide between educational regimes of presentation and representation might be too strong in the context of the school because it fails to pay attention to the key components of classroom education, including the objects of the classroom, activities of students, and pedagogical work of the teacher. In the classroom, there is a vibrant school life, and there appear to be atmospheric forces at work that can bring represented worlds to life. These atmospheric forces are able to turn the world out there into an exciting place that is worthy of discovery and curiosity.

Demirel, M., & Ghazarian, A. (2026). **Identity and Human Capital Investment: Evidence from Veiling Ban Removal in Turkey** (Working paper No. 2026–1). Retrieved from Stockholm School of Economics, House of Sustainable Society (HoSS) website: https://EconPapers.repec.org/RePEc:hhs:hamisu:2026_001

This paper examines how restrictions on religious expression affect women's educational attainment. We study the 2010 removal of the headscarf ban in Turkish universities, which had long limited access to higher education for visibly religious women. Our empirical strategy combines cohort-level variation in exposure to the reform with individual-level variation in the propensity to veil within a difference-in-differences framework. We estimate veiling propensities using an early wave of the Turkish Demographic and Health Survey and predict them for a later sample using both machine learning and parametric methods. We show that lifting the ban significantly increased educational attainment among women with a higher propensity to veil. These gains appear to be concentrated around the transition into and progression through secondary school. The results remain similar when, instead of individual-level propensities, we use pre-reform veiling prevalence at the province level as an alternative exposure measure.

Depond, L., Sarret, A., & Thérésin, C. (2026). **Leviers de la résistance à la désinformation en temps de conflit**. *10e Colloque International Game Evolution*. Retrieved from <https://hal.science/hal-05611499>

Selon le rapport 2025 du World Economic Forum, le principal risque dans les deux années à venir est la désinformation. C'est dans ce contexte que nous avons décidé d'organiser un hackathon du 16 au 17 octobre 2026 sous le patronage de l'Association Française d'Étude du Wargaming (AFEW) et du laboratoire Influence & Wargaming du Centre interarmées de concepts, de doctrines et d'expérimentations (CICDE). L'objectif était de répondre à la question suivante :

Quel dispositif ludopédagogique concevoir afin de créer ou soutenir la résistance à la désinformation en temps de conflit ? Près de cent-cinquante étudiants ont travaillé en équipe et produits dix-sept jeux sérieux intégrant trente-quatre leviers de résistance à la désinformation identifiés dans des sources académiques et institutionnelles. Cet article détaille ces leviers, classés en cinq catégories : prévention, détection, contradiction, coordination et régulation.

Dozono, T. (2026). **Beyond Negated Identity: Mediating the World History Classroom through Adorno's Negative Dialectics.** *Educational Theory*, 76(3), 395–419. <https://doi.org/10.1111/edth.70086>

This article centers on Adorno's negative dialectics to account for experiences of alienation and marginalization within the world history classroom. It begins with the problem of how marginalization occurs in high school world history classrooms with predominantly Black and Latinx students. Adorno's negative dialectics helps answer the following questions: How can one attend to difference within world history in a manner that does not essentialize difference? For teachers with many students of color, how can one address experiences of marginalization without reducing that experience to an identity of inferiority? I introduce the prevailing "Hegelian" dialectical model of world history and how it informs curriculum. This provides the backdrop for Adorno's reinterpretation of the dialectic through the terms "identity" and "nonidentity." Negative dialectics enables attention to difference in all its complexity, not just folding difference into the dominant narrative but examining the relationship between identity and difference.

Edling, S. (2026). **The Dangers with Dogmas in Higher Education: Revisiting Dewey's Relationship between Purpose, Academic Freedom, Science, and Faith.** *Educational Theory*, 76(3), 378–394. <https://doi.org/10.1111/edth.70083>

The tendency to silence higher education teachers and students around the globe who express opinions that others regard as wrong is increasing. This lack of interest in listening to, and at times silencing, people with opposing views raises the question of what makes higher education unique and worth protecting. The aim of this article is to revisit the writings of John Dewey with regard to a) the purpose of higher education; b) the relationship between science, faith, and (academic) freedom; and c) threats to the purpose of academic freedom as a way of being more vigilant towards the current challenges to academic freedom. Drawing on Dewey's writings, the article contributes a conceptual orientation for educators and educational researchers to help them observe nuances in the public space of universities before making judgments drawing on knowledge from the past, an awareness of the human condition as a basis for science and education, and intelligent inquiry.

Foretay, T. (2026). **L'intersectionnalité pour repenser sa posture de recherche.** *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165a3>

En initiant de nombreuses réflexions liées à mon propre parcours, l'intersectionnalité m'a amené à questionner ma posture et à rechercher une cohérence entre mon statut de chercheuse et ma volonté d'agir pour plus de justice sociale. Cet article est l'aboutissement de cette démarche autoréflexive, qui prend ici la forme d'une enquête autoethnographique. J'y analyse mon parcours de formation avec un regard intersectionnel et interdisciplinaire, en mettant en évidence les éléments qui m'amènent aujourd'hui à incarner une posture de recherche éthiquement située contre la reproduction et la légitimation des dominations sociales.

Gallot, F. (2026). **Entretien avec Graciela Morgade à propos de son ouvrage Educación Sexual Integral y Formación Docente.** *Genre Éducation Formation*, (9). <https://doi.org/10.4000/165a1>

Dans l'ouvrage Educación Sexual Integral (ESI) y formación docente, coordonnée par Graciela Morgade, les différentes contributions montrent comment l'éducation sexuelle intégrale transforme la formation enseignante, en remettant en question les pédagogies traditionnelles et en promouvant des pratiques éducatives plus inclusives, égalitaires et fondées sur les droits. Dans cet échange avec Fanny Gallot l'autrice retrace l'émergence, l'évolution et les tensions

actuelles de l'ESI en Argentine, en montrant comment celle-ci s'est construite dans un contexte politique, sanitaire et militant, s'est progressivement élargie à des nouveaux publics et enjeux, et fait aujourd'hui l'objet de fortes résistances face à la montée des offensives conservatrices.

Leiviskä, A. (2026). **Education for Civil Disobedience in the Context of Democratic Decline.** *Educational Theory*, 76(3), 339–356. <https://doi.org/10.1111/edth.70085>

In this article, I discuss the educational relevance of civil disobedience as a form of political dissent in contemporary democracies demonstrating signs of significant democratic decline. The article challenges the plausibility of the impactful Rawlsian understanding of civil disobedience in societies in a state of democratic backsliding. As an alternative, the article builds on Candice Delmas's definition of civil disobedience as a form of political action that is justified by citizens' political duty to resist injustice. I argue that to enable citizens to effectively discharge this duty, public schools should teach civil disobedience as part of democratic education. This argument is founded on the presumption that civil disobedience is a particularly effective means, first, for inducing the type of systemic change needed to support democracy in the long run and, second, for resisting serious forms of injustice in nonideal societal circumstances. The article further describes what teaching for civil disobedience should entail and defends this form of education against potential objections.

Marpeau, A.-C. (2025). **Interroger la représentation des violences dans des manuels scolaires de français des niveaux 4e et 3e: quels enjeux éthiques pour l'enseignement du français?** In *Questionnement des valeurs dans les manuels de français* (pp. 345–356). <https://doi.org/10.4000/13fhd>

Le chapitre analyse les représentations des violences collectives et individuelles dans six manuels scolaires de niveau 4e et 3e. Il développe une typologie des violences représentées ainsi qu'une modélisation des positionnements didactiques révélés par les discours pédagogiques dans les manuels. Les violences semblent davantage explicitées et problématisées quand elles correspondent à des violences politiques que quand elles correspondent à des violences systémiques dans les manuels étudiés. À ce titre, plusieurs études de cas montrent que les violences de genre sont présentes dans les textes étudiés mais non analysées par le paratexte des manuels. On y émet l'hypothèse qu'il existerait un positionnement ambivalent de l'énonciation des manuels par rapport à sa réception projetée (celle de l'enseignant·e et de l'élève-lecteur), se caractérisant par une souci de préserver la pudeur et la subjectivité des lectrices conjoint à une volonté d'exposer les violences pour éduquer les élèves à un positionnement éthique.

Millet, F. (2025). **De l'éducation populaire à l'innovation populaire : culture scientifique, recherche participative et tiers-lieu** (Thesis). Retrieved from <https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=3054>

Montpetit, S. (2026). **Behind the Veil of Origin: Revisiting the Impacts of the French Headscarf Ban in Schools** (Working paper No. 293). Retrieved from The Institute for Replication (I4R) website: <https://EconPapers.repec.org/RePEc:zbw:i4rdps:293>

This paper examines the impact of prohibiting the Islamic veil in schools on economic outcomes and long-run integration of Muslim women. Using a difference-in-differences design, I show that the 1994 directive instructing school principals to ban the veil in French schools led to a substantial decline in educational attainment among affected cohorts, with persistent consequences for employment and marriage market outcomes. An analysis of mechanisms suggests that these effects stem primarily from heightened perceptions of discrimination and mistrust toward the French school system, rather than shifts in parental educational investments. Replicating prior work, I also show that misclassification of religion in Abdelgadir and Fouka (2020) and Maurin and Navarrete-Hernández (2023) introduces substantial bias. Despite the adverse economic consequences, the affected cohorts exhibit stronger identification with France but also higher levels of religiosity, suggesting a mixed long-run impact on cultural assimilation.

Suh, H.-S., & Jun, H.-J. (2026). **Exploring global citizenship education for preservice early childhood teachers in South Korea: critical reflections on transformative pedagogy through journal writing.**

Asia Pacific Education Review, 27(2), 667–679. <https://doi.org/10.1007/s12564-024-10019-w>

This study aims to reveal how the “Global Citizenship Education (GCE) for Preservice Early Childhood Teachers” course offered at a teacher education program in South Korea fosters critical reflection in preservice early childhood teachers. Of the 21 preservice early childhood teachers who registered for this course, 11 agreed to participate in the research. The participants were asked to submit journals after each class, and the researchers analyzed the content of the participants' journals, focusing on the aspects of key concepts, inquiry, and change. Participants' journal entries reevaluate the notion of child-centered education, critique institutional biases, and offer a clarifying perspective on the limitations of “equality” in achieving happiness for all. Participants also critically analyzed anthropocentric perspectives and behaviors, exploring how their thinking, being, feeling, and acting were shaped. By illuminating the possibility of providing opportunities to encourage GCE and critical reflection, albeit on a small scale, this study is expected to encourage teacher educators to implement GCE for preservice teachers.