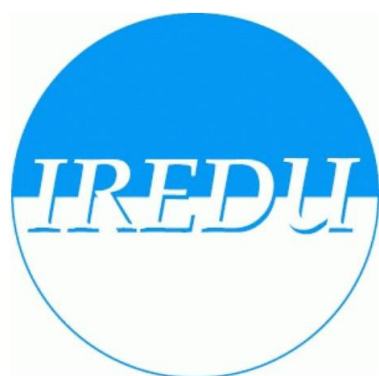


Veille de l'IREDU



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Acquisition de compétences

Agnoux, P., & Divert, N. (2026). **Être « mature » : Une injonction faite aux filles dans l'enseignement professionnel.** *Agora débats/jeunesses*, (103), 7-20. <https://doi.org/10.3917/agora.103.0007>

L'article examine la notion de « maturité » en baccalauréat professionnel ASSP (accompagnement soins et services à la personne). Présentée comme une qualité indispensable à la réussite des élèves sans jamais être définie, elle fonctionne comme une catégorie de jugement servant à hiérarchiser les projets professionnels et à orienter les aspirations des élèves. Décrite par les enseignantes comme se construisant principalement dans la confrontation au monde du travail, la « maturité » s'éprouve avant tout en stage. Sa valorisation scolaire produit des effets ambivalents : source de reconnaissance pour les élèves, elle contribue à rendre invisibles des gestes techniques et des compétences relationnelles acquises en formation, mais aussi à individualiser le rapport à la pénibilité du travail au détriment d'une discussion collective des conditions d'emploi.

Akamatsu, D., Kakinuma, K., & Fujiwara, T. (2026). **Situational Formation of Enduring Traits: A Comprehensive Review of the Hierarchical Nature of Self-Regulated Learning.** *Educational Psychology Review*, 38(1), 78. <https://doi.org/10.1007/s10648-026-10167-y>

Self-regulated learning (SRL) researchers acknowledge both top-down influences of dispositions and bottom-up influences of situational learning processes. However, the hierarchical–bidirectional influence linking dispositions and SRL behaviors has not been systematically theorized. Existing SRL frameworks (e.g., MASRL) characterize monitoring and control processes in detail, but researchers tend to treat dispositions as largely static rather than as outcomes shaped through SRL engagement. To address this gap, we propose the Hierarchical–Bidirectional Model of SRL, which synthesizes (a) a hierarchical structure spanning general, academic, subject, and task/situation levels; (b) bidirectional dynamics between dispositions and SRL processes; and (c) domain similarity, which moderates cross-domain transfer and the strength of hierarchical links. We specify two central mechanisms. First, self-regulation in specific domains is influenced by proximal dispositions within those domains (Specification effect). Second, situational self-regulation fosters dispositions at corresponding levels, and this feedback loop contributes to the development of more resilient and general dispositions, which may extend beyond academic domains (Generalization effect). To empirically test these hierarchical–bidirectional relations, we highlight methodological approaches including intensive longitudinal designs, models that incorporate both lagged and contemporaneous effects, and psychological network analyses. We also emphasize the role of computational modeling for achieving clearer construct specification and for formally capturing the dynamic processes through which SRL cycles accumulate into dispositional development. Overall, we present a model that reframes SRL as a developmental, hierarchical, and reciprocal process, providing a unifying framework that integrates diverse constructs and clarifies how dispositions both guide and emerge from SRL across domains.

Alexandre-Bailly, F. (2026, juin 4). **Transformer l'école pour préparer les élèves au monde qui vient : les leçons d'une expérience pédagogique.** <https://doi.org/10.64628/AAK.jf7prvgya>

Dans un monde en pleine mutation, il ne s'agit plus tant d'accumuler des savoirs que d'apprendre à apprendre. Mais comment adapter le modèle scolaire actuel pour l'orienter vers ces enjeux complexes ?

Bharti, N. K., Malik, S., Mukhopadhyay, A., & Prakash, N. (2026). **Science on the Move: How Experiential Pedagogy Shapes Human Capital** (Working paper N° 12691). Consulté à l'adresse CESifo website: <https://EconPapers.repec.org/RePEc:ces:ceswps:12691>

Despite near-universal school enrollment across many developing economies, the provision of quality education that cultivates lifelong learning and the capacity to apply knowledge in novel circumstances remains elusive. We conduct a cluster-randomized controlled trial in 132 public schools in Uttar Pradesh, India, to evaluate a guided, discovery-based science pedagogy at two intensity levels: a high-intensity Mobile Science Lab (MSL) and a lower-intensity Lab on Bike (LoB). MSL improves motivational beliefs and self-confidence by 0.15-0.18 standard deviations, reduces perceived barriers to education by 0.23 standard deviations, raises engagement by 0.17-0.22 standard deviations, and increases standardized test scores by 0.22-0.34 standard deviations across all subjects. LoB produces limited average effects, with gains concentrated among students completing all sessions. These findings demonstrate that pedagogical design and delivery intensity are critical determinants of multidimensional human capital formation, and that discovery-based pedagogy can shift motivational beliefs, engagement, and achievement in low-capacity public school systems.

Cansi, M., Karademir, S., & Yücel, M. (2026). **A Quantitative Assessment of the Recent Trends in Mathematical Aptitude** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://EconPapers.repec.org/RePEc:pra:mprapa:128021>

This paper presents an empirical investigation of the recent evolution of mathematics scores of Economics, Management, Political Science, International Relations, and Psychology bachelor's program entrants in Türkiye for the period of 2019-2024. The estimates underscore the heterogeneous impacts of COVID-19 on mathematical aptitude measured by the university entrance exam performances of students. Heterogeneities across exam types along with uniformity across programs provide insights to inform post-pandemic educational policy and future exam design.

Carosin, E., & Tali, F. (2025). **La voix des étudiants sur un référentiel de compétences en enseignement supérieur artistique**. *e-JIREF*, 11(3), 211-238. <https://doi.org/10.48782/e-jiref-11-3-211>

Le référentiel est abordé comme un système de repères (Chauvigné, 2018) qui permet de rassembler les acteurs occupant différentes fonctions (enseignants, étudiants, chercheurs). Il vise à expliciter les attentes avec les étudiants en vue de soutenir leurs apprentissages et l'évaluation (Hadjji, 2017). Enfin, un référentiel peut aussi ouvrir des «champs de possibles» et créer un environnement capacitant (Fernagu-Oudet, 2012) pour les apprentissages des étudiants, notamment grâce à la traduction des artefacts par un réseau d'acteurs (Mahil et Tremblay, 2016). L'article présente les différentes étapes d'un processus de référentialisation conduit avec des étudiants de l'enseignement supérieur artistique. Il s'appuie sur une analyse des documents produits et l'expérience des étudiants relatée dans un entretien de groupe un an après l'expérience, pour identifier les enjeux et les limites de ce processus, notamment pour favoriser le pouvoir d'agir des étudiants par rapport au développement des compétences visées par la formation. Il fait ressortir les limites institutionnelles qui peuvent survenir, dans la communication entre les différents acteurs et la prise en compte réelle de la voix des étudiants dans l'évaluation.

Caroti, D., & Gani, D. (2026, juin 15). **Former l'esprit critique : apprendre à douter, mais aussi à faire confiance.** Consulté 16 juin 2026, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2026/06/15/former-lesprit-critique-apprendre-a-douter-mais-aussi-a-faire-confiance/>

Inscrit dans les programmes scolaires et au cœur de l'éducation aux médias, l'esprit critique est aujourd'hui présenté comme une compétence essentielle pour les citoyens de demain. Mais de quoi parle-t-on

Chang, E., Padilla-Romo, M., & Peluffo, C. (2026). **Persistent Effects of Early Academic Rank on Cognitive and Noncognitive Outcomes** (Working paper N° 35267). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35267>

This paper estimates the effects of early academic rank in elementary school on later cognitive and noncognitive outcomes in the context of Mexico. We use linked administrative records to compare students with similar third-grade achievement but different ordinal positions. These rank differences arise from idiosyncratic variation in the achievement distributions of elementary-school cohorts. We find that a higher third-grade rank increases performance on a high-stakes high school admission exam. Both broader school-cohort rank and classroom rank contribute to this achievement gain when estimated jointly. Higher rank leads to more selective high school choices and improves self-reported measures of self-perception, academic aspirations, classroom responsibility, learning strategies, and teamwork attitudes by the end of ninth grade. We also provide evidence that higher elementary school rank improves students' high school placement outcomes.

Chen, C.-F., Russell, D. W., & Schofield, T. J. (2026). **Parental sensitivity, child cognitive competence, and child socioemotional competence: Long-term cascade and transactional effects.** *Family Relations*, 75(3), 1659-1683. <https://doi.org/10.1111/fare.70110>

Objective The goal was to test a developmental model incorporating various parent and child effects. **Background** Approaches offered to describe child development include attachment, transactional, and cascade perspectives, but research testing these three theories simultaneously has been lacking. **Method** We investigated whether early parental sensitivity predicted later child competence, child cognitive competence and socioemotional competence predicted one another, transactional relations existed between parental sensitivity and child competence, and the association between parental sensitivity and child competence was moderated by child gender. Indirect effects between parental sensitivity and child competence were examined. Multiple-informant data from a multiethnic sample of children and their families followed from ages 3 to 10 years (N = 1,364, 48% female) were analyzed using the cross-lagged panel model and multiple-group analysis in structural equation modeling. Indirect effects were tested using bootstrap. **Results** Parental sensitivity predicted later child competence (eight out of 18 paths, 44%), child cognitive competence and socioemotional competence predicted one another (three out of eight paths, 38%), and transactional relations between parental sensitivity and child competence existed (18 out of 32 paths, 56%). Two moderation effects by child gender were identified (out of 40 paths, 5%). Cascade and transactional indirect effects lasted between 3.5 to 5.5 years (14 out of 39 paths, 36%). **Conclusion** Children receiving higher parental sensitivity from early through middle childhood generally show better socioemotional and cognitive competence later, and child effects on parents are also evident.

Implications Transactional effects between parental sensitivity and child competence across a longer time span merit further investigation.

Çilingir Altiner, E., & Dinç Artut, P. (2026). **Influence of Pre-Service Teachers' Spatial Activity Interests Shape Spatial Anxiety, Perspective Taking, and Mistakes.** *European Journal of Education*, 61(3), e70702. <https://doi.org/10.1111/ejed.70702>

This study aimed to investigate the pre-service teachers' interest in spatial activities and whether their spatial anxieties were related to their spatial perspective-taking abilities. Additionally, the study aimed to describe pre-service teachers' mistakes in spatial perspective-taking and the types of activities they were most interested in. A total of 45 pre-service elementary school teachers participated in the study, with data collected using the spatial perspective-taking test, spatial activity questionnaire, and Spatial Anxiety Scale. Descriptive statistics and linear regression were employed to analyse the collected data. The study results indicated no predictive correlation between spatial activities, spatial anxiety, and spatial perspective-taking variables. The most common mistakes made by pre-service teachers involved right-left direction signs and incorrect orientations between 0°–90° and 270°–360°. Interestingly, the findings also revealed that pre-service teachers preferred individual and feminine activities more than spatial activities.

Debliquy, D. (2026). **Récit d'une expérience d'accompagnement de l'écriture réflexive des futur·e·s enseignant·e·s du préscolaire.** *Revue hybride de l'éducation*, 10(1), 1-22. <https://doi.org/10.1522/rhe.v10i1.1976>

Cet article relate une expérience menée lors de l'accompagnement à la réflexivité de futur·e·s enseignant·e·s du préscolaire au retour des stages pratiques. Il s'agit de la mise en place des principes clés du dispositif d'écriture « Itinéraire » (Colognesi, 2015) afin que les étudiant·e·s puissent développer simultanément leurs compétences réflexive et scripturale (Colognesi et al., 2021). Cette expérience témoigne du besoin d'accompagnement dans le développement de l'écriture réflexive en formation initiale à l'enseignement, de façon à rendre les moments de retour sur l'expérience vécue en stage profitables au développement professionnel de chacun·e.

DEPP. (2026). **Portraits de territoires 2026 : acquis des élèves et performances des établissements : Académie de Dijon.** Consulté à l'adresse DEPP website: <https://www.education.gouv.fr/sites/default/files/document/portraits-de-territoires-2026---academie-de-dijon--517136.pdf>

Les « Portraits de territoires » proposent une vision synthétique, par académie, des acquis des élèves et de leurs parcours scolaires, de l'école au lycée.

Evrard, L., Giraudeau-Barthet, H., Loi, M., Blassel, M., Mellet, C., Rojas Rubio, L., ... Le Breton, S. (2026). **Les résultats 2025 des évaluations Repères à l'école élémentaire en français.** *Note d'Information*, (26.18), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/depp/les-resultats-2025-des-evaluations-reperes-l-ecole-elementaire-en-francais-504914>

À la rentrée 2025, tous les élèves du CP au CM2 ont passé une évaluation en français.

Evrard, L., Giraudeau-Barthet, H., Loi, M., Mathieu, M., Mellet, C., Rojas Rubio, L., ... Le Breton, S. (2026). **Les résultats 2025 des évaluations Repères à l'école élémentaire en mathématiques.** *Note d'Information*, (26.19), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/depp/les-resultats-2025-des-evaluations-reperes-l-ecole-elementaire-en-mathematiques-504917>

À la rentrée 2025, tous les élèves du CP au CM2 ont passé une évaluation en mathématiques.

Fagernäs, S., & Pelkonen, P. (2026). **Teacher allocation and learning: evidence from the right-to-education act in India.** *Education Economics*, 0(0), 1-29. <https://doi.org/10.1080/09645292.2026.2681153>

The Right to Education Act (2009) changed the norms on pupil-teacher ratios for Indian primary schools. We decompose the compliance of districts with these requirements into the number of teachers available (Ability to comply), and the effort to re-organize teachers to improve compliance (Effort to comply). The Act created a discontinuous jump in the latter, leading to improved teacher allocation. We show that this improvement was associated with learning gains across districts and cohorts, especially at the lowest levels of attainment. The findings are indicative of diminishing returns to additional teachers in the context of small schools and multi-grade teaching.

Ho, S. S.-H., Chen, R. J.-C., Cheng, I. H.-H., Chiang, D. C.-W., & Liu, E.-Y. (2026). **Bridging the Gap Between SDG Learning and Civic Engagement: A Configurational Perspective in the Context of University Social Responsibility.** *Higher Education Quarterly*, 80(3), e70146. <https://doi.org/10.1111/hequ.70146>

This study challenges the common assumption that learning about the Sustainable Development Goals (SDGs) is consistently associated with civic engagement in higher education. Adopting a configurational perspective, it examines how different learning patterns are associated with variations in participatory outcomes. Drawing on the knowledge–attitude–skills (KAS) framework, the study analyses survey data from undergraduate students within a higher education system shaped by University Social Responsibility (USR) policy initiatives. The findings show that SDG learning does not demonstrate a uniform association with civic engagement. Instead, the relationship varies according to how learning experiences are configured across knowledge, attitudes, and skills. Three configurations are identified: balanced, misaligned, and low engagement. Building on this insight, the study reinterprets the relationship among SDGs, USR, and Global Citizenship Education (GCED) as a mechanism-based framework. In this framework, SDGs define the content of learning, USR provides the context for practice, and GCED functions as an integrative mechanism that connects knowledge, attitudes, and skills. These elements are interconnected through learning processes that shape how educational experiences are associated with civic engagement. Overall, this study offers a configurational lens for understanding sustainability education and highlights the need to rethink higher education policy agendas in Asia by focusing on how learning is structured rather than only on what is taught.

Hu, T., He, B., Chai, H., Yuan, S., & Yang, F. (2026). **Can virtual technology be used to improve students' perspective taking ability? Evidence from a meta-analysis.** *British Journal of Educational Technology*, 57(4), 1071-1093. <https://doi.org/10.1111/bjet.70049>

Virtual technology holds tremendous potential for cultivating students' perspective taking ability. It contributes to diminishing intergroup conflict and enhancing social harmony by facilitating students' understanding and adoption of an alternative perspective. This study used meta-analysis to test the overall effect of virtual technology on students' perspective taking ability. A total of 20 experimental (quasi) studies (published between 2009 and 2024) that documented either a comparison between a group adopting virtual technologies (21 effect sizes in 15 studies) and a control group or a pre–post comparison (six effect sizes in five studies) were identified through the literature search. Utilizing a random effects model to compute effect sizes, the results

revealed that virtual technology exerts a medium influence on perspective taking ability (Hedges' $g = 0.505$), with notable heterogeneity observed across the studies. Furthermore, the moderator analysis results indicated that virtual technology is more influential (a) on adult learners, (b) when adopted to teach declarative knowledge, (c) when offering visual clues feedback, (d) when combined with inquiry-discovery or test assessment method, (e) when accompanied by observational learning and (f) when in an experimental period lasting 30–90 minutes. These findings provide beneficial insights for future research and practical applications aimed at adopting virtual technology to cultivate students' perspective-taking ability. Practitioner notes What is already known about this topic? Virtual technology has been extensively incorporated into diverse educational scenarios to promote students' learning performance. Virtual technology has been considered a promising method for cultivating students' perspective taking ability, although it has not yet been substantiated through meta-analysis. The application of virtual technology should be carefully designed to maximize its effect on students' perspective-taking ability. What this paper adds? Virtual technology has a medium influence on students' perspective taking ability. Identifying four key moderators that significantly influence the effectiveness of virtual technology, including learner stages, knowledge types, teaching types and experimental periods. Identifying a moderator that marginally influences the effectiveness, that is, application forms. Implications for practice and/or policy Implement visual feedback mechanisms in virtual systems to scaffold PT ability development. Combine test assessment or inquiry-discovery teaching with observational learning for declarative knowledge in virtual systems to enhance PT ability. Provide middle students with additional aids during virtual PT tasks.

Jensen, O. E., Damsgaard, L., Rohde, R. A., Nielsen, G., Fosnaes, O., Hauge, J., & Wienecke, J. (2026). **Integrating Fractions into Physical Education classes can improve Mathematical Performance in 11–13-Year-Olds - The Basketball Mathematics project.** *Educational Psychology Review*, 38(1), 85. <https://doi.org/10.1007/s10648-026-10175-y>

Mathematical literacy, especially understanding fractions, predicts children's academic success. Physical activity benefits cognitive and academic performance and integrating movement into mathematics education may enhance learning. This study examined whether a play-based basketball mathematics intervention improves children's understanding of fractions. A secondary aim was to explore whether the approach enhances intrinsic motivation by fostering experiences of autonomy and competence. A school-based intervention study including 309 Norwegian children in grades 6–7 across two school years. The study combined cluster-randomized allocation with a quasi-experimental component due to COVID-related deviations from the original allocation procedure. Participants were assigned to one of three groups: a basketball-mathematics intervention (BM), an active control with basketball only (bCON), or a control with standard PE lessons (peCON). The intervention lasted eight weeks with one weekly 60-minute session. Pre- and post-tests assessed mathematical performance, basketball skills, and motivation using standardized assessments and validated questionnaires. The BM group showed significantly greater improvements than controls in both fraction (Group \times Time: $p < .001$) and non-fraction mathematical tasks (Group \times Time: $p = .0014$). Only the BM group improved significantly from pre- to post-test in both domains (15% in fractions: $p < .001$; 5.4% in non-fraction tasks: $p < .001$). In-session experiences of intrinsic motivation, autonomy, and competence were higher during BM sessions compared to regular classroom mathematics, though motivation for mathematics in general remained stable. Basketball slalom dribbling improved in both BM and bCON groups. Integrating mathematics into physical activity supports academic performance without

compromising motor skill development. The BM intervention led to gains in mathematical understanding and the intervention group reported higher in-session experiences of intrinsic motivation, autonomy, and competence during the BM lessons. These findings highlight the educational value of physically active learning and the potential of combining movement and learning activities without extending teaching time.

Kang, C., Dai, Q., Zhou, S., & Gong, Y. (2026). **Assessing parental family education competency: A multiaspect situational judgment test approach.** *Family Relations*, 75(3), 2168-2184. <https://doi.org/10.1111/fare.70156>

Objective Based on the cognitive-affective-behavioral response model (CABR model) and practical intelligence theory, we constructed a multiaspect and multidimension theoretical framework to understand parental family education competency (PFEC) and described the validation of an 18-story situational judgment test. Background Most PFEC assessments have focused only on parental sense of family education competency, with a lack of research based on the CABR model and practical intelligence theory under context-activated situational judgment tests. Method We used three samples (N1 = 541; N2 = 407; N3 = 354) to validate the "Cognitive-Emotional-Behavioral" Multidimensional Family Education Situational Judgment Test ("C-E-B" MFESJT) as a three-aspect and three-dimension structure, and tested the validation and reliability of "C-E-B" MFESJT through confirmatory factor analysis, network analysis, correlation analysis, t tests and one-way analyses of variance. Results The results indicated that the factor structure of the three aspects was consistent with the assessment framework. The "C-E-B" MFESJT demonstrated good internal consistency (as = .776-.865) and composite reliabilities (.70-.768), as well as good criterion validity and demographic characteristics. Conclusions and Implications The "C-E-B" MFESJT is a context-activated assessment tool that can contribute to parenting research and practical application.

Khushid, J., & Siddiqui, D. A. (2026). **Effect of E-learning Readiness on Students' Emotional Engagement, Participation, Skills, and Performance** [Working paper]. Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://EconPapers.repec.org/RePEc:zbw:esprep:341061>

In recent years, higher education institutions have increasingly adopted e-learning courses to remove the barriers of time and space throughout the world, which makes it vital to ensure the conditions for greater student's engagement in online learning environment. In this regard, previous studies have demonstrated a lack of consistent results with respect to the prediction of students' engagement. The goal of this study is to examine the relationship between e-learning readiness and students' engagement for both traditional and non-traditional student and the moderating roles of cultural dimensions and personality traits. The theoretical framework is based upon social constructivist theories. Quantitative method is used, whereby an online survey questionnaire was shared to obtain data from 200 postgraduate students enrolled in an online postgraduate certification course in education at ICE and 200 questionnaires distributed to post graduate students enrolled in University of Karachi. The collected data was analyzed using the structural equation modelling technique in conjunction with multi-group analysis. The results shows computer/internet self-efficacy negatively impacting emotional engagement, Skill and performance. Learners control has positive but insignificant relationship with performance and participation. Motivation for learning has negative relation with participation. Online communication self-efficacy has no significant relation with participation and skill. Self-directed

learning has negative relationship with emotion, performance and skill and no significant relationship with participation.

Lecce, S., Stagnitto, S. M., Mascheretti, S., Lampis, V., & Devine, R. T. (2026). **Children's Theory of Mind and Academic Achievement: a Meta-analysis on Reading Comprehension and Math Skills.** *Educational Psychology Review*, 38(1), 83. <https://doi.org/10.1007/s10648-026-10185-w>

Children's theory of mind (ToM) is critical for academic success, yet its associations with reading comprehension and mathematics remain unclear. This pre-registered meta-analysis synthesizes findings from 53 studies, including 12,347 participants aged 2.5 – 17 years. Results revealed a significant overall association between ToM and academic achievement ($r = .32$), which: (i) did not differ across domains (i.e., reading, mathematics, general achievement); (ii) was independent of verbal ability, non-verbal ability, executive function, and socioeconomic status; and (iii) appeared bidirectional. These longitudinal findings should be interpreted with caution, as they are largely based on zero-order associations without baseline controls. Sample (i.e., age, gender and country) and task characteristics (i.e., level of mentalizing, ToM stimulus type, mental state category, response type, and sensitivity to individual differences) did not moderate the relation between ToM and academic achievement, although weaker effects emerged in European samples. Our results demonstrate a consistent association between ToM and academic achievement underscoring the potential contribution of social-cognitive understanding to children's academic development. Future research should clarify the mechanisms underlying this association, its domain specificity, and the direction of causal influence.

Liu, M., Wu, Z., Dai, H., Su, Y., Malik, L., Liao, J., ... Zhao, J. (2026). **Enhancing self-directed learning and Python mastery through integration of a large language model and learning analytics dashboard.** *British Journal of Educational Technology*, 57(4), 1009-1035. <https://doi.org/10.1111/bjet.70005>

Self-directed learning (SDL) is a critical skill in the 21st century, particularly in online Python learning environments. Learning analytics (LA) can track and analyse learning processes, which can be leveraged to prompt students to reflect on their learning strategies and progress through learning analytics dashboards (LADs). However, LADs lack pedagogical domain knowledge and fail to provide effective personalised feedback and guidance. This study designs and presents a Generative AI-powered SDL tool, SDLChat. It integrates a large language model (ERNIE-3.5) with retrieval-augmented generation (RAG) technology to generate contextualised, actionable feedback for learners across the entire SDL cycle: planning, self-monitoring and self-reflection. To evaluate the impact of SDLChat on learners' SDL skills and Python knowledge, a randomised experimental study was conducted over a six-week Python online course. The study compared the changes in SDL skills and Python knowledge of students using both SDLChat and LAD group ($n = 39$) and LAD-only group ($n = 35$). The results indicate that: (1) students using SDLChat and LAD significantly outperformed those using LAD alone in Python knowledge mastery, self-monitoring and interpersonal skills and (2) the LAD-only group showed significant improvement only in Python knowledge mastery; however, (3) no significant differences were found in posttask motivation between these two groups. This study highlights the potential of integrating LLM with learning analytics to enhance SDL skills and learning performance in online learning contexts. It also establishes a theory-informed operational framework for understanding the LLM-empowered SDL process. Practitioner notes What is already known about this topic Self-directed learning (SDL) is essential for success in online learning environments, requiring learners to plan, manage,

monitor and reflect on their learning processes. Learning analytics (LA), particularly in the form of learning analytics dashboards (LADs), is commonly used to track SDL processes and encourage learner reflection. Traditional LADs are incapable of providing personalised feedback, limiting their effectiveness in enhancing SDL skills and learning performance. What this paper adds Introduces SDLChat, an LLM-powered SDL tool combining a large language model (ERNIE-3.5) and retrieval-augmented generation (RAG) technology to generate contextualised and actionable feedback across the full SDL cycle. Provides empirical evidence from a quasi-experimental study demonstrating that the integration of SDLChat and a LAD enhances self-monitoring and interpersonal skills. Highlights the superiority of the integration of SDLChat and LAD in improving learning performance. Proposes an AI4SDL operational framework by including a technological dimension to extend SDL theory in online learning environments. Implications for practice and/or policy Educators and instructional designers can leverage AI-powered tools like SDLChat to provide personalised feedback, fostering key SDL skills and improving learning outcomes in online environments. Policymakers should establish SDL skills as curricular objectives and implement professional development programmes to enhance teachers' digital literacy and their capacity for human–AI collaborative instruction. Institutions offering online courses may benefit from adopting AI-driven solutions to enhance student engagement, self-monitoring and academic performance, potentially improving course completion rates and learner satisfaction.

Looi, J. (2026). **Learning events and sequences: What do learners do in collaborative data-driven learning?** *International Journal of Applied Linguistics*. <https://doi.org/10.1075/ijl.25011.loo>

While frameworks like Illustration-Interaction-Intervention-Induction often guide data-driven learning (DDL), few studies examine whether they reflect actual learner behaviour or a prescriptive ideal. This paper analysed field recordings and worksheets from 61 participants using grounded theory, identifying 'learning events' (i.e., what learners do) and 'learning sequences' (i.e., when and why they do so), grounded in constructivism, sociocultural theory, and the Noticing Hypothesis. These macro- and micro-level insights reveal DDL as a non-linear, iterative process shaped by data observation, repeated rule extraction and testing. The findings inform DDL studies by highlighting the importance of considering non-linearity in task design and providing regular scaffolding. Beyond DDL, the paper contributes to a broader understanding of collaborative, inductive learning and offers implications for task design across educational contexts.

Lordan, G., & McGuire, A. (2026). **The impact on adolescent health and wellbeing from adding evidence-based soft skill lessons to the high school curriculum** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://EconPapers.repec.org/RePEc:ehl:lserod:128806>

Through a cluster randomised field trial, we evaluate the impact of an evidence-based, soft skills curriculum aimed at adolescents, referred to as Healthy Minds, that ran in 35 high schools in England over four years (2013/14 – 2017/18). We find supportive evidence that Healthy Minds positively augments the primary outcome of self-reported physical health in the treated adolescents. Treated pupils have global health attainment that is 0.235 standard deviations higher than children in the control group, resulting in a 10-percentile increase in their measured health status. We also find evidence of positive impacts on behaviour. There is no evidence of impacts on improved emotional wellbeing. We note significant gender differences in the effects found, strongly favouring boys. Overall, we provide strong evidence that a designed, taught life

skills curriculum can improve related outcomes during the adolescent years, and that differential learning styles across visible aspects of diversity are worthy of consideration Healthy Minds.

Loye, A., Kaboré, N., Ouoba, N., & Ouédraogo, E. (2026). **Personnel enseignant non légalement qualifié et qualité des apprentissages en Afrique subsaharienne francophone : profils, conditions d'exercice et effets sur les performances en mathématiques.** *Éducation et francophonie*, 54(1). <https://doi.org/10.7202/1125162ar>

L'article examine le recours au personnel enseignant non légalement qualifié (PENLQ) en Afrique subsaharienne francophone, dans un contexte de pénurie mondiale de personnes enseignantes (PE) et d'ambition internationale d'augmenter le nombre de PE qualifiées (ODD 4.c). S'appuyant sur les données du PASEC 2019, l'étude décrit le profil sociodémographique et économique du PENLQ, documente leurs expériences professionnelles et évalue leurs effets sur la performance en mathématiques des élèves de fin de primaire. L'échantillon mobilise 599 personnes enseignantes et 10 095 élèves. Des analyses statistiques descriptives et des modèles de régressions logistiques binaires sont utilisés. Les résultats montrent qu'environ un enseignant sur cinq n'est pas légalement qualifié. Le PENLQ est plus employé dans le privé et connaît l'irrégularité salariale. Il déclare fréquemment un manque de fournitures scolaires. Pourtant, la proportion d'élèves performants en mathématiques est similaire à celui des PE qualifiées. Les effets sur les apprentissages sont nuancés : l'âge, le niveau d'études, la régularité du salaire, la disponibilité de ressources, certaines relations professionnelles et la formation continue influencent la performance des élèves. L'article conclut que le PENLQ assure la continuité du service, mais souligne des risques de fragilisation et appelle à des recherches, notamment qualitatives, sur les pratiques et les trajectoires du PENLQ.

Maisch, C., Régent-Kloeckner, M., & Daussy, C. (2025). **What are students' conceptions of measurement uncertainties during the first years of biology bachelor's degree?** *The 16th Conference of the European Science Education Research Association*. Consulté à l'adresse <https://hal.science/hal-05653609>

The debates surrounding the necessity of vaccination against Covid-19 have highlighted the importance of developing critical thinking skills within the general population and, more specifically, among students. These skills are particularly relevant when addressing the uncertainties inherent in the scientific method. These uncertainties reflect the doubts inherent to the process of scientific inquiry while also helping to define the level of confidence an experimenter can place in a given result. Although metrology provides established processes for managing data obtained through measurement, it appears that science educators, and particularly biology educators, do not seem to address this issue in their teaching. In this study, we aimed to investigate the biology students' conceptions of uncertainties during the first year a bachelor's degree. To achieve this, we designed a survey based on questionnaire to explore their conceptions both in everyday-life contexts and in biology. We also sought to determine whether students could identify potential sources of uncertainty and make connections between measurement process and the resulting uncertainties. To deepen our analysis, we plan to conduct interviews with a subset of students who answered the questionnaire. ESERA25 will provide an opportunity to present and discuss the analysis of our results.

Martin, N., Zanetti, C., & Gay, P. (2026). **Semer le dialogue, cultiver la pensée : effets d'une intervention SEVE courte en philosophie pour enfants.** *Swiss Journal of Educational Research*, 48(1), 110-124. <https://doi.org/10.24452/sjer.48.1.10>

Dans un monde d'information continue et non filtrée, cultiver l'attention, la pensée critique et l'intelligence émotionnelle est essentiel pour former une citoyenneté responsable. Cette intervention de 5 à 10 semaines examine l'impact de la philosophie pour enfants et des pratiques d'attention. L'analyse thématique des échanges révèle l'expression d'habiletés de pensée comme la génération d'exemples, la formulation d'hypothèses et l'élaboration d'arguments, révélant le potentiel de ces pratiques pour favoriser la réflexion et le savoir-être et vivre ensemble. Les observations comportementales mettent en évidence des dynamiques positives de changements non linéaires avec une amélioration à certains moments de l'intervention.

McGill, J., Wang, Z., & Adler-Baeder, F. (2026). **Racially and economically diverse participants' change in couple-focused mindfulness following participation in couple relationship education.** *Family Relations*, 75(3), 2260-2275. <https://doi.org/10.1111/fare.70143>

Objective This study evaluated ELEVATE, an evidence-based couple relationship education (CRE) program, to explore whether general CRE programs with brief mindfulness components would enhance couple-focused mindfulness and relationship functioning over time. **Background** Although mindfulness has been suggested as a significant contributor to relationship functioning and several mindfulness-based CRE programs have been developed and shown their effectiveness, no research has explored whether general CRE programs with limited mindfulness integration would produce similar benefits. **Method** Data were from 2,580 individuals in couple relationships. Assessments occurred at baseline, immediately after the program, and at a 1-year follow-up. Measures included eight dimensions of couple-focused mindfulness (i.e., nonjudging, patience, beginner's mind, trust, nonstriving, acceptance, letting go, and noticing), relationship quality, and relationship skills. **Results** Results revealed significant immediate postprogram increases across all relational mindfulness dimensions and the overall couple mindfulness. Significant effects were sustained for all except trust of self at 1-year follow-up. Additionally, immediate gains in couple mindfulness significantly predicted long-term improvements in relationship quality and skills over a year. **Conclusion** Even limited mindfulness integration in CRE may promote couple mindfulness to further foster relationship functioning. **Implications** Practitioners may consider embedding brief mindfulness practices into general CRE programs to support long-term healthy relationship development.

Ning, B., Wang, L., Du, Y., & Huo, M. (2026). **Understanding Social–Emotional Skills in Childhood and Adolescence: A Network Perspective From Suzhou, China.** *European Journal of Education*, 61(3), e70704. <https://doi.org/10.1111/ejed.70704>

Social–emotional skills are multifaceted and interconnected. Identifying core skills and how they interconnect are essential for designing effective educational interventions. Using data from the Organization for Economic Co-operation and Development (OECD) 2019 Survey on Social and Emotional Skills (SSES), comprising 3631 10-year-olds and 3611 15-year-olds in Suzhou, China, this study applied network analysis to examine the network structure and interconnections among social–emotional skills. The results indicated that cooperation, persistence and optimism were central skills across both age groups. From childhood to adolescence, persistence and energy exhibited higher centrality, while assertiveness and trust remained relatively peripheral. The social–emotional network of adolescents was denser, suggesting a shift in how these skills relate to one another across age groups. Age-related differences were also observed in specific skill associations, such as a stronger link between cooperation and trust among adolescents. These findings offer insights into the age-specific structure of social–emotional skills and provide a foundation for culturally and developmentally responsive social–emotional learning programs.

Novet, H. (2026). **SyApA, un système générique et explicable pour la construction de parcours d'apprentissage**. *Actes des onzièmes rencontres jeunes chercheuses et chercheurs en EIAH*, 218-232. Consulté à l'adresse <https://hal.science/hal-05642011>

Cet article présente SyApA, un système générique et explicable pour la construction de parcours d'apprentissage. Ce dernier est basé sur une approche anthropologique reposant sur le modèle T4TEL, permettant d'implémenter de manière générique la structuration des praxéologies afin de les rendre calculables. L'objectif est d'offrir un cadre informatique permettant de proposer des diagnostics précis et de générer des parcours d'apprentissage adaptés aux apprenants à partir des traces laissées par ces derniers, tout en garantissant une transparence dans les recommandations. Une attention particulière est portée à l'explicabilité des décisions du système afin d'éviter les « boîtes noires » et de permettre aux chercheurs et enseignants d'interpréter les diagnostics présentés dans le modèle apprenant et les recommandations formulées par le système de recommandation. En s'appuyant sur une modélisation ontologique et des règles de sélection de parcours adaptatives, le système offre une solution généralisable et évolutive pour divers environnements éducatifs. Cela contribue ainsi à proposer un cadre méthodologique didactique pour l'implémentation d'un système capable de réaliser des diagnostics et recommandations pour la construction de parcours s'adaptant aux besoins d'apprentissage des apprenants.

OECD. (2026a). **Learning English as a foreign language across PISA countries and economies**. *PISA in Focus*, (133). <https://doi.org/10.1787/a704eee2-en>

As English continues to shape how people access information, participate in global culture, and compete in the labour market, education systems are under increasing pressure to provide students with meaningful opportunities to learn it. The findings presented here show that education systems are responding in diverse ways. Some prioritise an early start, others favour more intensive instruction later on. These choices matter as the onset and intensity of English learning can influence students' eventual proficiency and their future academic, professional and civic opportunities. By participating in the PISA 2025 Foreign Language Assessment, over 20 countries and economies have taken an important step toward benchmarking their results and obtaining evidence on the most effective ways of learning English, and building fairer, more effective language-learning pathways.

OECD. (2026b). **Psychometric properties of the BFI-2 inventory in the 2023 Survey of Adult Skills**. <https://doi.org/10.1787/a5237063-en>

The 2023 Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), provides a comprehensive overview of adults' literacy, numeracy and adaptive problem-solving skills – skills that are fundamental for personal, economic and societal development. For the first time, the 2023 Survey measured social and emotional skills of participating adults, using the BFI-2 inventory based on the Big Five taxonomy. This report provides a detailed account of the psychometric properties of the information collected with this instruments. In particular, it discusses whether such measures of social and emotional skills, collected from adults' self-reports, can be compared across different countries and cultural contexts and provide recommendations for how the resulting variables should be used in analysis.

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

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

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

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

Potocki, A., Ailloud, J., Ayroles, J., Macedo-Rouet, M., Dyoniziak, Y., Pylouster, J., & Rouet, J.-F. (2026). **Fostering vocational high school students' purposeful reading strategies: co-design of educational resources and validation in a naturalistic school setting.** *Instructional Science*, 54(2), 43. <https://doi.org/10.1007/s11251-026-09792-5>

The objective of this study was to develop and assess an instructional approach to teaching purposeful reading comprehension strategies to vocational school students. These students specialize for an occupational field, but they often experience difficulties with school tasks that involve reading and using written documents. Grounded in a definition of reading that emphasizes goal-setting and task management, a set of 10 explicit instruction workshops focused on purposeful reading strategies was co-designed with a group of vocational high school teachers from various disciplines. A different group of teachers was then trained by the research team and implemented the workshops in their regular classrooms. The effectiveness of the approach was tested using a quasi-experimental pre-test/training/post-test design involving an experimental group (N = 17 classes and 241 students) and a control group (N = 15 classes and 174 students). The intervention led to improvements on several indicators of purposeful reading proficiency, with pre-post-test comparisons suggesting particularly notable benefits for the

students who initially exhibited greater difficulties. We discuss the implications of these findings for theories of reading comprehension, instructional approaches and researcher-teacher collaboration.

Quesnay, P., Checcacci, M., Héry, S., Séguret, E., & Skerrett, M. (2026). **Soutenir le déploiement de l'APC et de la démarche portfolio : rédiger un référentiel de compétences. Guide pratique issus des Terrains d'AVENIR(s) Polytech.** Consulté à l'adresse <https://hal.science/hal-05471466>

L'Approche Par Compétences (APC) s'est imposée ces dernières années dans les réformes de l'enseignement supérieur français. Il s'agit d'un cadre de référence attendu notamment dans les procédures d'accréditation par le Haut Conseil de l'Évaluation de la Recherche et de l'Enseignement Supérieur (HCERES) ou encore la Commission des Titres d'Ingénieur (CTI). On retrouve dans la littérature de nombreuses ressources qui détaillent les notions et concepts clés de l'APC, ou encore les étapes à suivre pour sa mise en œuvre. Plusieurs de ces ressources dont nous recommandons la lecture sont d'ailleurs mentionnées ci-après. Pourtant, la connaissance des étapes à suivre pour le changement n'est pas toujours suffisante pour le mener à bien. Les exemples concrets et illustrations de la mise en œuvre de l'APC font encore défaut pour certains domaines de l'enseignement supérieur, notamment celui des formations d'ingénieur. De plus, les équipes pédagogiques ne sont pas nécessairement préparées à l'APC, ni accompagnées à sa traduction dans les pratiques pédagogiques. Au total, les instituts de formations et leurs responsables se retrouvent souvent en première ligne pour piloter le changement pédagogique vers l'APC. Ce guide propose de contribuer à ce contexte à partir de retours d'expérience pour répondre à certaines difficultés que les équipes peuvent rencontrer lors de la mise en œuvre de l'APC. Ce guide a vu le jour dans le cadre du programme AVENIR(s) France 2030 et s'inscrit dans son action 1 qui vise à soutenir l'accompagnement au déploiement de l'APC et de la démarche portfolio au sein de l'enseignement supérieur français. Il a été rédigé à partir des retours d'expérience des premiers Terrains d'AVENIR(s) (TA) Polytech engagés dans la démarche, ainsi que deux autres spécialités ayant accepté de partager leur expérience. Nous les en remercions chaleureusement. Ce guide s'adresse aux équipes pédagogiques qui sont impliquées dans la démarche APC et qui rencontreraient les mêmes difficultés que les terrains d'AVENIR(s) Polytech. Les éléments présentés seront donc issus d'un contexte ingénieur mais pourront intéresser d'autres équipes de l'enseignement supérieur cheminant vers l'APC.

Reichle, E. D., & Yu, L. (2026, juin 8). **Lire sur papier permet-il de mieux assimiler des informations que la lecture sur écran ?** <https://doi.org/10.64628/AAK.7fc3yk4wr>

La lecture est l'une des compétences les plus difficiles à acquérir. Les supports numériques rendent-ils ce processus encore plus complexe ? Que dit la recherche ?

Sanfo, J.-B. (2026). **Personnel enseignant non légalement qualifié et acquis des apprentissages dans les pays d'Afrique subsaharienne francophone : une analyse à partir du modèle linéaire hiérarchique des données du PASEC.** *Éducation et francophonie*, 54(1). <https://doi.org/10.7202/1125161ar>

Bien que la formation du personnel enseignant soit reconnue comme un levier pour garantir une éducation de qualité, l'effectif du personnel enseignant non légalement qualifié (PENLQ) en Afrique subsaharienne francophone reste non négligeable et persistant. La présente étude vise à analyser la corrélation entre le statut de PENLQ et les acquis des apprentissages des élèves et à explorer des variations de cette corrélation entre milieux rural et urbain dans les pays du PASEC. Elle repose sur une analyse du modèle linéaire hiérarchique des données du PASEC 2019.

L'analyse montre des résultats contrastés selon les pays et les matières. Ces résultats indiquent que le statut de PENLQ est souvent associé à une baisse des acquis scolaires, notamment au Bénin, au Congo, à Madagascar et au Tchad, où des corrélations négatives et statistiquement significatives ont été observées. En plus, l'analyse montre que l'influence des PENLQ peut varier selon le milieu géographique, avec des différences statistiquement significatives entre les élèves des écoles rurales et urbaines au Cameroun et en Côte d'Ivoire. Il est donc impératif d'investir dans la formation initiale des enseignants et de mettre en place des stratégies ciblées pour assurer plus d'équité dans les systèmes éducatifs en Afrique subsaharienne francophone.

Sun, X., Liu, C., Li, P., & Cai, Z. (2026). **Effects of Generative AI Tools On Students' Critical Thinking: A Three-Level Meta-Analysis.** *Educational Psychology Review*, 38(1), 84. <https://doi.org/10.1007/s10648-026-10180-1>

In recent years, generative artificial intelligence (GenAI) has gained increasing attention in education; however, its role in fostering students' critical thinking (CT) remains inconclusive. This study employs a three-level meta-analysis to systematically and quantitatively synthesize empirical evidence on the association between GenAI tools and CT and examine potential moderating factors. Through a comprehensive literature search, 26 studies comparing 47 effect sizes were included. The results indicate that GenAI-supported learning was, on average, associated with higher CT performance ($g = 0.544$, 95% CI [0.314, 0.775], 95% PI [-0.588, 1.677]), with significant heterogeneity observed across studies ($Q = 280.994$, $p < 0.001$). Moderator analysis revealed that GenAI tutoring functions and Prescribed GenAI use mode significantly moderated the intervention effects, although the latter's counterintuitive direction should be treated as preliminary due to sparse and imbalanced subgroup evidence. Furthermore, the subgroup finding for Intelligent Tutoring Systems within GenAI tutoring functions is founded on merely two studies and remains highly exploratory, thus requiring cautious interpretation. In contrast, other study characteristics (i.e., educational level, subject, participation methods, experimental duration, sample size, teaching guidance, CT assessment tools, study design, and use of GenAI with pedagogy) did not significantly account for the observed heterogeneity. These findings highlight the need for future research to replicate these moderation effects in larger and more balanced samples, explore additional contextual variables, and refine the theoretical mechanisms through which GenAI supports CT development, thereby informing evidence-based educational practice and policy design.

Théberge, M., & Déri, C. E. (2026). **Teaching an epistemology course in a Canadian university for the professionalization of emergent scholars.** *Swiss Journal of Educational Research*, 48(1), 99-109. <https://doi.org/10.24452/sjer.48.1.9>

In Canada, doctoral programs provide advanced research training by developing student knowledge and skills (Maymon et al., 2019). The subject of epistemology is critical for PhD students to better understand research paradigms and facilitate their professionalization as novice scholars (Dayer, 2009). In this article, we use the Scholarship of Teaching and Learning (Gayle et al., 2013) to examine the foundational, meta, and humanistic knowledge (Kereluik et al., 2013) learned in an Epistemology and Research course taught at the Faculty of Education of the University of Ottawa. The results from seven dyadic interviews (Morgan et al., 2013) between a university professor and her former student reveal how lived experiences (mis)align with the intended conception and implementation of the course.

Wang, T., Li, S., Li, S., Zhang, J., & Gao, J. (2026). **Students' use patterns of generative artificial intelligence during problem-solving in an intelligent learning system: Achievement goal orientation matters.** *British Journal of Educational Technology*, 57(4), 1163-1188. <https://doi.org/10.1111/bjet.70059>

While generative artificial intelligence (GenAI) tools demonstrate potential for enhancing students' learning outcomes, little is known about how students use GenAI at the micro-level, particularly regarding when and how they seek assistance during self-regulated learning (SRL). This study examined how learners' achievement goal orientations influence GenAI use patterns during problem-solving within an AI-powered learning environment. A total of 114 university students completed a nutrition recommendation task on the Healthy Choice platform. Prior to the task, students' goal orientations were measured using a self-report scale. During the task, system log files captured learners' SRL activities and GenAI interactions. Hierarchical clustering analysis identified three distinct learner profiles: mastery-oriented, performance-oriented and low-goal learners. Mastery-oriented and performance-oriented learners outperformed low-goal learners. While ANOVA results revealed no significant differences in GenAI usage frequency across clusters, epistemic network analysis demonstrated significant differences in how GenAI was integrated into SRL processes. Mastery-oriented learners exhibited stronger connections between GenAI use and cognitive activities (execution and evaluation), leveraging AI to deepen conceptual understanding. Performance-oriented learners primarily used GenAI to support initial decision-making. In contrast, low-goal learners showed stronger temporal associations between GenAI use and metacognitive tasks like monitoring, reflection and final decision-making. These findings inform differentiated scaffolding approaches based on student motivation profiles and the design of adaptive learning technologies that support personalized, effective engagement with GenAI tools. Practitioner notes What is already known about this topic Generative artificial intelligence (GenAI) tools can generate adaptive educational content and feedback. Previous studies have explored the positive impacts of GenAI integration on student learning experiences and outcomes. Learners' achievement goal orientation (AGO) has the potential to influence their GenAI use patterns. What this paper adds This study revealed how students with varying goal orientation profiles differed in the temporal patterns of GenAI use during their self-regulated learning (SRL) processes. Mastery-oriented learners tended to request assistance from GenAI tools as they conducted SRL activities of execution and evaluation, while performance-oriented learners utilized GenAI tools for initial decision-making. Low-motivated learners relied on GenAI tools for metacognitive activities of monitoring and reflection, potentially leading to cognitive dependency. Implications for practice Frequency of GenAI use matters less than when and how students use these tools. Different scaffolding approaches are needed based on student motivation profiles. Understanding GenAI use patterns helps design AI-supported learning environments that match student needs and promote meaningful learning rather than cognitive offloading.

Xing, W., Kim, T., Song, Y., Li, H., Li, C., & Kim, J. (2026). **Unveiling interaction patterns between students and generative AI teachable agent: Focusing on students' agency and AI agents' authority.** *British Journal of Educational Technology*, 57(4), 896-923. <https://doi.org/10.1111/bjet.70038>

With the growing integration of artificial intelligence (AI) in education, conversational AI agents are increasingly used to support student learning. This study examines how interactions with AI teachable agents are temporally associated with students' agency and how these associations relate to students' learning outcomes. Analysing 7188 discussion threads containing over 117,000

text utterances, we explore the relationship between AI authority and student agency using classification and regression models. Findings reveal that AI authority is significantly associated with subsequent student agency levels; however, increased student agency does not lead to changes in AI authority. Sequential interaction analysis shows that students initially demonstrate higher agency in response to authoritative AI prompts, though this effect stabilizes over time. In addition, higher student agency is associated with more elaboration and clarification talk but also with increased off-task discussions, which slightly hinder learning gains. These findings underscore the need for balancing structured AI guidance with opportunities for student autonomy. This research contributes critical insights into designing AI-assisted learning environments that foster both engagement and effective learning outcomes.

Xu, Z., Antonenko, P., Dawson, K. M., Koh, D. H., & Wusylko, C. (2026). **How do gestural interactions support visuospatial cognition in STEM learning?** *British Journal of Educational Technology*, 57(4), 1140-1162. <https://doi.org/10.1111/bjet.70053>

Existing literature shows that touchscreen devices can support learning of visuospatially rich STEM content. However, the mechanisms by which touchscreen devices support cognition in learning remains unclear. This study examined how gestural interactions afforded by touchscreen devices support visuospatial cognition in STEM learning by comparing touch-based gestural input with mouse input. This quasi-experimental study was conducted during the implementation of an elementary cryptology and cybersecurity curriculum in afterschool settings. Data included measures of student performance including accuracy, response time and interaction efficiency across two visuospatial learning activities. Students' cognitive individual differences including verbal and visuospatial working memory, visual processing speed and cognitive inhibitory control were measured. A learning test was administered as a pretest and a posttest. Results show that in the simpler learning task, students using touch-based gestural input demonstrated higher interaction efficiency, longer response times and more errors. In the more challenging task, differences between the experimental and comparison groups were not significant. Working memory capacity moderated the accuracy of students' learning performance, with the influence of visuospatial and verbal working memory capacity varying based on the type of representation used in each activity. Fitts' throughput mediated the association between input type and learning outcomes of the curriculum. This study advances our understanding of the cognitive mechanisms underlying the use of touchscreen devices in STEM learning by demonstrating that efficient gestural interaction supports visuospatial cognition and learning.

Practitioner notes

What is already known about this topic Visuospatial cognition plays a critical role in learning STEM content. Visuospatial ability predicts a wide range of learning performance in STEM learning. Visuospatial ability can be improved through training. Touchscreen devices can support student performance in conducting visuospatial tasks. Touchscreen devices can improve learning and motivation.

What this paper adds This study explores cognitive mechanisms underlying the use of touchscreen devices in STEM learning. Fitts' throughput is introduced as a measure of how efficiently learners interact with virtual representations on the interface. Learners who can interact more efficiently with virtual representations on the interface tend to achieve better learning outcomes for a visuospatially rich, elementary level cryptology and cybersecurity curriculum. Touch-based gestural interactions enhance visuospatial learning through improved interaction efficiency. Working memory capacity moderates learning accuracy, with visuospatial and verbal working memory showing varying interaction effects depending on the representation used in digital activities.

Implications for practice and policy Teachers can encourage and guide students to use gestures in both digital and unplugged learning

environments for both abstract and concrete STEM tasks. Designers should create intuitive and responsive gesture-based interfaces that align with students' natural interactions and learning needs. Educators may differentiate instruction based on students' cognitive profiles by tailoring activities to maximize engagement and comprehension. Designers could develop adaptable tools that accommodate diverse cognitive abilities, ensuring equitable access to learning opportunities.

Aspects économiques de l'éducation

Belderbos, R., Ikeuchi, K., Fukao, K., Kim, Y. G., & Kwon, H. U. (2026). **What do R&D spillovers from universities and firms contribute to productivity? Plant level productivity and technological and geographic proximity in Japan.** *Industrial and Corporate Change*, 35(3), 650-668. <https://doi.org/10.1093/icc/dtaf030>

We examine the simultaneous influences of spillovers due to R&D by firms and universities on total factor productivity in a panel of over 20,000 Japanese manufacturing plants in Japan. Estimating fixed effects models and taking into account the geographic distribution of the population of plants operated by firms with R&D activities as well as the population of universities in Japan, we find a positive influence of both firm and university R&D that is technologically proximate. Inter-plant R&D spillovers decay exponentially in distance and lose 80% of their strength at a distance of 200 km. University R&D spillovers occur in proximity and are only significant at the municipal level. Decomposition analysis shows that the exit of geographically proximate plants operated by R&D intensive firms, which may be associated with a relocation of manufacturing activity abroad, plays a notable role in declining R&D spillovers and is an important phenomenon in major industrial agglomerations such as Tokyo and Osaka.

Chauhan, A., & Singh, K. (2026). **Higher education trends in India: a comprehensive analysis of NIRF university rankings (2016–2024).** *Quality & Quantity*, 60(3), 10061-10079. <https://doi.org/10.1007/s11135-026-02685-2>

India's higher education system has undergone rapid expansion, increasing the need for reliable mechanisms to evaluate institutional quality and performance. The National Institutional Ranking Framework, introduced in 2015, has emerged as a key policy instrument shaping institutional behaviour through benchmarking and performance-based competition. However, longitudinal analyses examining structural patterns within NIRF rankings remain limited. This study analyses universities appearing in the NIRF Top-100 rankings between 2016 and 2024 to investigate regional distribution, institutional persistence, and ranking mobility. Using a longitudinal dataset of 164 universities and applying persistence analysis, mobility assessment, and the Herfindahl–Hirschman Index (HHI), the study identifies significant structural disparities in ranking outcomes. Results show strong regional concentration, with South India accounting for 42.68% of Top-100 universities and an HHI value of 0.2635 (2635) indicating moderate-to-high geographic concentration. Only 41.46% of institutions demonstrate sustained ranking persistence across cycles. These findings highlight systemic inequalities in research capacity and institutional resources, underscoring the need for targeted policy interventions to strengthen research ecosystems in underrepresented regions in alignment with the objectives of National Education Policy, 2020.

Chen, Y., Fu, C., Li, H., Li, T., & Tang, S. (2026). **College Affirmative Action and Students' Outcomes: A Matter of the Dose** (Working paper N° 35281). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:35281>

Extensive discussion centers around the question of whether affirmative action (AA) in higher education "works," despite AA being in practice a continuous policy instrument. We study the dose effects of AA on its intended beneficiaries by exploiting the ethnic minority bonus-point policy in China's centralized college admissions system, where targeted students receive explicit point advantages. Exploring cohort-level fluctuations in exam score distributions that generate plausibly exogenous variation in the effective dose of AA, we show that higher AA doses increase recipients' admissions to colleges and elite colleges, but lower their academic rankings, shift them toward lower-earning majors, and reduce their satisfaction with college life. From data linking college entrance exam (CEE) records to comprehensive card transaction records 10–23 years after CEE, we find that low AA doses increase long-term consumption by 19% but high doses reduce it by 25%. Such non-monotonic dose responses exist across expenditure categories, including child-related expenditure, suggesting potential impacts on future generations. Heterogeneity analysis reveals that while the positive effects of low AA doses persist across student groups, students from stronger academic backgrounds are more resilient to the negative effects of high AA doses. Overall, our results suggest that careful calibration of AA policies is crucial for achieving their intended goals.

Cheng, E. X., & Jiang, M. (2026). **Application Fees and Gender Disparities in STEM Higher Education**. *Australian Economic Review*, 59(2), 145-156. <https://doi.org/10.1111/1467-8462.70052>

Research Question/Issue Do college application fees contribute to gender disparities in higher education, particularly at STEM-focused institutions in decentralised admissions systems? Research Findings/Insights Using U.S. data from 2001–2020, we find that a 1% increase in application fees is associated with a 1.77 percentage-point decline in the female share of applicants at STEM-focused institutions, with larger effects at public universities. No comparable effect is observed at non-STEM institutions. Additional analysis indicates that application fees primarily alter the composition of applicants rather than overall application volumes, with male applications responding more strongly than female applications. Practitioner/Policy Implications Although application fees are typically viewed as administratively neutral, our results suggest they can disproportionately deter women from applying to STEM-focused institutions. In decentralised systems common across the Asia-Pacific region, reviewing fee structures or introducing targeted fee waivers may help promote greater gender equity in STEM participation. Methods Used We use institution-level panel data from the Integrated Postsecondary Education Data System (IPEDS) and estimate fixed-effects models exploiting within-institution variation in application fees.

Dasgupta, A., & Karandikar, A. (2026). **Rainfall shocks and learning outcomes: dynamic persistence and the role of local labour demand**. *Economica*, 93(371), 1036-1069. <https://doi.org/10.1111/ecca.70046>

We present evidence on the role of local labour markets in driving the persistent and gendered impact of rainfall shocks on learning outcomes in rural India. We find contrasting impacts of rainfall shocks by variation in soil texture, which serves as an exogenous driver of female and children's labour force participation. Strikingly, in non-loamy soil (high female and child labour force participation) areas, exposure to positive shocks in early life is associated with a higher likelihood of dropping out of school and being in a lower grade than is age-appropriate, while

effects are considerably attenuated in loamy areas. Furthermore, we examine dynamic complementarities and find that female children in non-loamy areas bear the highest learning losses from a positive rainfall shock in their school-going years, especially when they have faced positive shocks in early life. We investigate potential mechanisms by studying children's labour market response under rainfall shocks, and show that the gains or losses in learning outcomes are systematic to local labour market conditions, which influence the opportunity cost of schooling under shocks.

D'Ignazio, A., Galotto, L., & Rampazzi, C. (2026). **Tackling the gender gap in financial literacy. Evidence from a financial education program in the workplace.** *Education Economics*, 0(0), 1-16. <https://doi.org/10.1080/09645292.2026.2683622>

Studies show that women have less financial knowledge than men. To address this gap, several targeted programs have been implemented, but their effectiveness remains largely unknown. This paper evaluates the effectiveness of Women Matter, a financial education program provided by Banca d'Italia to reduce the gender gap in financial literacy. We use data from the pilot edition, conducted between May 2022 and April 2023, aimed at female employees. The sample includes about 200 workers, both participants and non-participants, with similar characteristics. Results show that attending the program significantly increases participants' financial competence, boosting scores by about 30 per cent from their initial level. The program is especially effective for younger women and those less familiar with financial tools. Additionally, the teacher's financial literacy level directly impacts the program's success.

Ejrnaes, M., Goertz, M., & Waltenburg, A. (2026). **Reducing barriers to psychotherapy and the socioeconomic gradient in secondary education** (Working paper N° 26-09). Consulté à l'adresse University of Copenhagen. Department of Economics. The Center for Economic Behavior and Inequality (CEBI) website: <https://EconPapers.repec.org/RePEc:kud:kucebi:2609>

This study examines the impact of increased access to psychotherapy on secondary education completion among Danish youth aged 18-21. We use Danish administrative data and two complementary identification strategies that are both rooted in quasi-exogenous variation in barriers to mental health care—a reform abolishing co-payment and variation in general practitioners (GP) referral practices. We find that reducing barriers to accessing psychotherapy increases completion of secondary education. While the co-payment reform raised completion rates mainly for women, having a GP with a relatively high tendency to refer patients to psychotherapy raises completion rates for both genders. The educational benefits of increasing access to psychotherapy are strongest among individuals from low socioeconomic backgrounds and those with a family history of mental health issues. This indicates that lowering barriers to access to psychotherapy reduces educational inequality and fosters social mobility.

Ferreira, J. R., & Sandholtz, W. (2026). **Sibling spillovers and free schooling** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://EconPapers.repec.org/RePEc:ehl:lserod:138613>

We use administrative data to measure sibling spillovers on academic performance before and after the introduction of Free Secondary Education (FSE) in Tanzania. Prior to FSE, students whose older siblings narrowly passed the secondary school entrance exam were less likely to go to secondary school themselves; with FSE, the effect became positive. A triple-differences analysis, using geographic variation in FSE exposure, shows that FSE caused the reversal. Mechanism analyses suggest that changes in parental investments were a more likely channel for this reversal

than direct sibling interactions. By alleviating financial constraints, FSE allowed households to invest in more children.

Hancock, A., Boyd, C., Gitter, S., Groves, M., & Prettyman, A. (2026). **A Second Chance at Passing: Impacts of a Scholarship for Students Retaking Principles of Microeconomics** (Working paper N° 2026-10). Consulté à l'adresse Towson University, Department of Economics website: <https://EconPapers.repec.org/RePEc:tow:wpaper:2026-10>

Introductory economics courses have high failure rates, and students who repeat courses do not necessarily perform better on subsequent attempts, which can negatively impact student retention. We evaluate whether a financial incentive of \$1,000 improves pass rates and grades among students retaking Principles of Microeconomics. Eligible students were 36 to 87 percent more likely to pass, depending on their awareness of the opportunity. Consequently, they earned significantly better grades. These results provide new evidence that a scholarship for students retaking difficult introductory courses can have large, positive effects on student performance.

Iturra-Sanhueza, J. (2026). **Class-based network segregation, economic inequality, and redistributive preferences across societies**. *European Sociological Review*, 42(3), 460-477. <https://doi.org/10.1093/esr/jcaf048>

Rising economic inequality has renewed interest in how class-based social networks shape redistributive preferences across societies. While previous research has explored how social class influences individual attitudes towards redistribution, less is known about how class-based network segregation—defined as the extent to which network ties belong to the same or similar social class of the individual—affects this relationship. At the national level, there is limited understanding of how income inequality could moderate how individuals at both ends of the class spectrum form redistributive attitudes within segregated networks. For example, in more segregated networks, the working class may experience heightened marginalization, while the service class may have reduced exposure to disadvantaged classes. This can deepen class-based attitudinal divides, particularly in societies with low to moderate inequality. However, in highly unequal societies, existing evidence suggests that the class gradient in redistributive preferences tends to narrow, primarily due to rising support for redistribution among the service class. This study investigates how income inequality moderates the interplay between social class and class-based network segregation in shaping redistributive preferences. Using cross-national data from 32,717 individuals across 31 countries, the findings reveal that homogeneous networks are associated with stronger redistributive support among the working class and weaker support among the service class. This relationship is mitigated in high-inequality contexts. Overall, the findings suggest that country-level inequality weakens the interaction between class-based network segregation and individual class position on redistributive attitudes, especially for the service class. The study underscores the value of integrating relational and structural approaches to better understand class, inequality, and support for redistribution.

Lee, J. Y., Kim, H., Song, C. E., Jin, S. E., Choi, Y., & Lee, S. (2026). **Between Compliance and Agency: A Comparative Study of University Institutional Research (IR) Units Under Government Accountability Pressures in Korea and Japan**. *Higher Education Quarterly*, 80(3), e70139. <https://doi.org/10.1111/hequ.70139>

This study explores how institutional research (IR) units in South Korea and Japan are shaped by the complex interaction between government accountability pressures and organisational agency. Based on a comparative qualitative study, we propose a framework comprising four

types of organisational responses to accountability pressures, differentiated by the degree of compliance and agency: (I) bureaucratic compliance, (II) strategic compliance, (III) symbolic autonomy and (IV) learning autonomy. In the Korean cases, where universities operate under strong government intervention in evaluation and funding, IR units remain largely in bureaucratic compliance but are gradually moving towards strategic compliance through organisational learning. In the Japanese cases, under weaker external pressure, IR units tend to exhibit symbolic autonomy—formal autonomy without integrative governance. These findings challenge the assumed dichotomy between high compliance and low agency, showing that agency, although bounded, can emerge even under strong accountability constraints, whereas low-compliance environments do not necessarily foster proactive organisational learning. The framework offers a transferable lens for analysing IR units across diverse policy contexts. We conclude by emphasising the importance of balancing accountability pressures with internal conditions for organisational learning and professionalisation in sustainable IR development.

Liu, X., Zeng, X., & Hunt, S. A. (2026). **The Regulation and Performance of Chinese Private Higher Education in the Stock Market: Dynamics, Impacts and Challenges**. *Higher Education Quarterly*, 80(3), e70121. <https://doi.org/10.1111/hequ.70121>

This study focuses on stock market-listed private higher education (PHE) institutions in China, exploring how they have leveraged public listings to break free from traditional funding limitations, facilitate resource integration, and drive educational innovation amid an evolving policy landscape. Concurrently, it examines the complexities arising from the integration of market dynamics with educational missions, including risks to quality assurance, financial vulnerabilities, and potential compromises to educational integrity. Drawing on national policy documents and interview transcripts with multiple stakeholders, this paper maps the developmental trajectory of listed PHE institutions in China and identifies patterns and divergences in how regulatory frameworks and market conditions influence the development of these institutions. The findings not only provide empirical evidence for understanding policy adjustments in China's PHE sector but also offer insights into policy choices related to balancing funding diversification and quality assurance in the emerging higher education system in Asia. This study also offers critical references for policymakers, educational administrators, and investors regarding the potential impacts and strategic considerations of higher education institutions stock market listings.

Oesch, D., Lipps, O., Shahbazian, R., Bihagen, E., & Morris, K. (2026). **Occupational earning potential: a new measure of social hierarchy in Europe and the US**. *European Sociological Review*, 42(3), 421-441. <https://doi.org/10.1093/esr/jcaf035>

Social stratification is interested in unequal life chances and assumes the existence of a hierarchy of more or less advantageous occupations. Yet occupations are not easily translated into a linear hierarchical measure. Influential scales combine multiple indicators and lack intuitive interpretation. We therefore present a new scale based on occupations' earnings potential (OEP). OEP measures the median earnings of occupations and expresses them as percentiles of the overall earnings structure: if mechanics earn the national median wage, their OEP is 50. We construct national OEP scales using annual microdata pooled over several decades for Germany, Sweden, Switzerland, the UK and the US. Consistent with the Treiman constant, these national scales are highly correlated over time and across countries, justifying the use of one common OEP scale. When applied to another European dataset, the common OEP scale explains a quarter of the variance in earnings—and works as well for men as women and as well

for countries used to construct the scale as for other countries. Moreover, it is associated with the causes (education) and consequences (social mobility) that the theory expects. OEP thereby provides a simple and parsimonious indicator of economic advantage that can be meaningfully interpreted.

Pitsakis, K., & Gössling, T. (2026). **Antecedents of university entry into association for technology transfer political action.** *Industrial and Corporate Change*, 35(3), 499-521. <https://doi.org/10.1093/icc/dtaf035>

Organizations increasingly rely on nonmarket, political action to advance their interests, either individually or collectively. In this article, we contribute to the theory by examining the antecedents of an organization's decision to join an association, a standard vehicle for collective political action. We leverage panel data from 83 universities in England and Scotland covering the period from 1994 to 2008. Drawing from the resource-based view, we empirically show that universities with ample tangible and intangible resources are the ones that join Knowledge Exchange UK, the British technology transfer association. Specifically, universities are more likely to enter the association if they possess financial slack, reputation, and experience. Our findings suggest that an organization's decision to join an association is driven not only by access to shared material benefits but also by power and political ambition. We discuss the managerial and theoretical implications of our study and propose new research avenues in the fields of technology transfer, association entry, and corporate political action.

Prettyman, A., Gitter, S., Groves, M., Frye, R., & Karszen, L. (2026). **Are All Gains from Supplemental Instruction Due to Selection Bias?** (Working paper N° 2026-09). Consulté à l'adresse Towson University, Department of Economics website: <https://EconPapers.repec.org/RePEc:tow:wpaper:2026-09>

Supplemental Instruction (SI), an academic support program that targets difficult introductory college level courses, is praised for increasing grades by half a letter grade. We rigorously evaluate SI in introductory economics and biology courses at a regional university in the mid-Atlantic. Students who attended SI review sessions were up to 65 percent less likely to earn a D, F, or W, and they earned higher grades by a full letter grade. However, participation in SI was low; only 14 percent of students attended multiple SI review sessions, and higher achieving students were more likely to attend sessions. Any increases in grades are concentrated among biology courses and high-achieving students. In conclusion, we find that grade improvements from SI are due to positive selection bias, with limited evidence of causality. While SI might be beneficial for some students, it is less clear whether this program is the most cost-effective approach for struggling students.

Romensen, G.-J. (2026). **Rabbits and study habits: a field experiment on pacesetters and study time.** *Education Economics*, 0(0), 1-31. <https://doi.org/10.1080/09645292.2026.2680605>

In a field experiment with 309 students, I elicit study goals and plans and use these to construct individualized pacesetters (rabbits). Pacesetters are moving reference points that visualize the preferred study pace of the present self by moving according to the initial plan. I develop a platform to measure study time and to display the pacesetters. Falling behind the pacesetter confronts students with their procrastination. I find that students have more ambitious goals when they set a pacesetter, but fall behind and are less likely to reach their goals. The pacesetter has no impact on study time and learning outcomes.

Yuan, J., Zhou, Y., Wu, J., & Wang, C. (2026). **Dynamic Analysis of Research Efficiency: A Comparative Study of Elite Universities Across Four National Higher Education Systems.** *European Journal of Education*, 61(3), e70698. <https://doi.org/10.1111/ejed.70698>

Elite universities are central to national knowledge and innovation systems, yet cross-national differences in the evolution of their research efficiency remain underexplored. This study conducts a dynamic analysis of research efficiency among leading universities in China, the United States, the United Kingdom and Australia. Using panel data from 160 elite universities, this study applies an integrated analytical framework combining DEA-SBM, kernel density estimation and Markov-chain mobility modelling. The framework is used to evaluate the dynamic evolution, distributional structure and transition pathways across institutional contexts. Distinct national patterns emerge. China follows a high-growth, high-mobility catch-up trajectory, with rising pure technical efficiency but declining scale efficiency. The United States shows a high-investment, low-mobility equilibrium marked by hierarchical persistence and limited upward movement. The United Kingdom displays a fluctuation-adjustment pattern, with efficiency sensitive to external shocks but capable of recovery through institutional adaptation. Australia exhibits steady improvement driven mainly by intensification rather than expansion. Mobility analysis indicates greater fluidity in China and Australia, while the United States exhibits the greatest rigidity. Scale-efficiency mapping further reveals heterogeneous development paths across countries. The evolution of research efficiency in elite universities is shaped by national governance arrangements and resource-allocation logics. The findings highlight the importance of differentiated governance, better-aligned resource allocation and mechanisms that enhance mobility and long-term innovation capacity.

Aspects psychologiques de l'éducation

Akamatsu, D., Kakinuma, K., & Fujiwara, T. (2026). **Situational Formation of Enduring Traits: A Comprehensive Review of the Hierarchical Nature of Self-Regulated Learning.** *Educational Psychology Review*, 38(1), 78. <https://doi.org/10.1007/s10648-026-10167-y>

Self-regulated learning (SRL) researchers acknowledge both top-down influences of dispositions and bottom-up influences of situational learning processes. However, the hierarchical-bidirectional influence linking dispositions and SRL behaviors has not been systematically theorized. Existing SRL frameworks (e.g., MASRL) characterize monitoring and control processes in detail, but researchers tend to treat dispositions as largely static rather than as outcomes shaped through SRL engagement. To address this gap, we propose the Hierarchical-Bidirectional Model of SRL, which synthesizes (a) a hierarchical structure spanning general, academic, subject, and task/situation levels; (b) bidirectional dynamics between dispositions and SRL processes; and (c) domain similarity, which moderates cross-domain transfer and the strength of hierarchical links. We specify two central mechanisms. First, self-regulation in specific domains is influenced by proximal dispositions within those domains (Specification effect). Second, situational self-regulation fosters dispositions at corresponding levels, and this feedback loop contributes to the development of more resilient and general dispositions, which may extend beyond academic domains (Generalization effect). To empirically test these hierarchical-bidirectional relations, we highlight methodological approaches including intensive longitudinal designs, models that incorporate both lagged and contemporaneous effects, and psychological network analyses. We also emphasize the role of computational modeling for achieving clearer construct specification and for formally capturing the dynamic processes through which SRL cycles

accumulate into dispositional development. Overall, we present a model that reframes SRL as a developmental, hierarchical, and reciprocal process, providing a unifying framework that integrates diverse constructs and clarifies how dispositions both guide and emerge from SRL across domains.

Bekova, S., & Smirnov, I. (2026). **'I Don't Want to Kill Any More Mice': Taboo and Silence in PhD Education.** *Higher Education Quarterly*, 80(3), e70145. <https://doi.org/10.1111/hequ.70145>

Improving the experience and well-being of doctoral students requires a deep and nuanced understanding of their challenges. Traditionally, researchers have used reactive methods, such as surveys and interviews, to address these issues. However, some topics may be difficult to capture through these approaches, particularly those that are intentionally avoided or hard to discuss openly—what we might call 'taboo' topics. In this paper, we propose an approach to addressing this challenge by using nonreactive data sources, particularly from social media platforms and other online forums. We operationalise taboo as topics that are raised as explicitly anonymous questions by doctoral students, suggesting their prohibited or restricted nature. Our goal is twofold: first, to understand the whole range of challenges discussed by doctoral students on social platforms, and second, to determine which of these challenges are considered taboo by comparing explicitly anonymous and nonanonymous questions. By relying on large-scale computational analysis of social media data, our approach offers a comprehensive and unfiltered view of graduate student concerns and experiences. Our results highlight the prevalence of questions related to the taboo in academia, particularly concerning mental health and supervision.

Benit, S. (2025). **Les stratégies des élèves face aux pratiques évaluatives en classe de CP et de grande section de maternelle.** *e-JIREF*, 11(3), 31-57. <https://doi.org/10.48782/e-jiref-11-3-31>

Cette contribution tente de comprendre, au travers d'entretiens et d'observations de classe, comment les élèves de grande section de maternelle et de CP perçoivent les évaluations formelles et informelles, et s'ils utilisent certaines stratégies en classe pour répondre aux attentes professorales et parentales. Parents, enfants et enseignants ont été interrogés. Nous cherchons à savoir si la voix des élèves recueillie par le chercheur est susceptible de nous éclairer sur les stratégies qu'ils déploient en classe. Les résultats de l'étude laissent apparaître le fait que les élèves perçoivent les évaluations formelles et informelles, qu'ils en ont compris les enjeux. Certains adoptent des stratégies pour répondre aux attentes parentales et ou professorales pour obtenir des évaluations positives.

Bharti, N., Malik, S., Mukhopadhyay, A., & Prakash, N. (2026). **Science on the Move: How Experiential Pedagogy Shapes Human Capital** (Working paper N° 18677). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18677>

Despite near-universal school enrollment across many developing economies, the provision of quality education that cultivates lifelong learning and the capacity to apply knowledge in novel circumstances remains elusive. We conduct a cluster-randomized controlled trial in 132 public schools in Uttar Pradesh, India, to evaluate a guided, discovery-based science pedagogy at two intensity levels: a high-intensity Mobile Science Lab (MSL) and a lower-intensity Lab on Bike (LoB). MSL improves motivational beliefs and self-confidence by 0.15–0.18 standard deviations, reduces perceived barriers to education by 0.23 standard deviations, raises engagement by 0.17–0.22 standard deviations, and increases standardized test scores by 0.22–0.34 standard deviations across all subjects. LoB produces limited average effects, with gains concentrated among

students completing all sessions. These findings demonstrate that pedagogical design and delivery intensity are critical determinants of multidimensional human capital formation, and that discovery-based pedagogy can shift motivational beliefs, engagement, and achievement in low-capacity public school systems.

Bouchard, P.-O., & Beauchamp, P. (2026). **La mobilisation du travail émotionnel en contexte d'expédition éducative.** *Revue hybride de l'éducation*, 10(1), 1-20. <https://doi.org/10.1522/rhe.v10i1.1986>

Cet article propose une réflexion issue de la pratique sur la mobilisation du travail émotionnel en contexte d'expédition éducative universitaire. À partir d'un cours-expédition en kayak de mer, trois situations significatives sont analysées en vue de documenter comment l'équipe enseignante régule ses émotions pour soutenir les apprentissages en contexte d'incertitude. L'analyse met en évidence trois manifestations du travail émotionnel chez l'équipe enseignante : 1) réguler ses déséquilibres internes (fatigue, stress, inconfort) afin de demeurer disponible pédagogiquement; 2) ajuster sa posture éducative pour maintenir l'engagement et la confiance des personnes étudiantes; 3) soutenir un climat relationnel sécurisant et respectueux, indispensable au bon déroulement de l'expédition. Cette contribution vise à rendre visible un savoir professionnel souvent implicite et à offrir des repères utiles à la formation en éducation plein air.

Castillo, N. D., Cuffe, H., & Noy, I. (2026). **Extreme Weather Events and Mental Health Services Use Among Working-Age Adults** (Working paper N° 12705). Consulté à l'adresse CESifo website: <https://EconPapers.repec.org/RePEc:ces:ceswps:12705>

Evidence on the long-run mental health effects of disasters remains limited. This study estimates the causal effects of exposure to extreme weather events (EWEs) on mental health treatment among working-age adults in New Zealand. Unlike much of the existing literature, which focuses on single disasters, short-term outcomes, and self-reported distress, we use longitudinal administrative population data within a staggered difference-in-differences framework to exploit variation in the timing and frequency of exposure across individuals and regions. The analysis distinguishes between moderate and severe mental health conditions and estimates effects on both the probability of receiving treatment and the number of treatment days. We find no statistically significant population-level effects of EWE exposure on treatment of either moderate or severe mental illness. However, subgroup analyses indicate some heterogeneity, particularly among individuals in the lowest income tercile and younger adults for moderate outcomes. Overall, the findings suggest that increases in psychological distress documented in the broader disaster literature do not necessarily translate into broad-based or sustained changes in formal mental health treatment. The study provides new evidence on how climate-related shocks shape realised mental healthcare utilisation over time.

Chai, H., Song, X., Zhang, H., Sun, X., & Niu, G. (2026). **Associations Between Big Five Personality Traits and Cognitive, Affective, and Behavioral Outcomes in Online Learning: A Three-Level Meta-Analysis.** *Educational Psychology Review*, 38(1), 82. <https://doi.org/10.1007/s10648-026-10178-9>

Extensive meta-analytic evidence has documented the relationships between Big Five personality traits and academic performance in traditional educational settings. However, their associations with broader learning outcomes in online and blended environments—contexts characterized by reduced situational constraints and heightened demands for self-regulation—remain insufficiently examined. The present meta-analysis aimed to investigate (a) the extent to

which each of the Big Five traits predicts cognitive, behavioral, and affective outcomes in online and blended learning, and (b) whether these associations vary across temporal stage (pre-, during-, and post-pandemic), format (in-class vs. out-of-class), modality (fully online vs. blended), and outcome measure type. Drawing on 61 studies (688 effect sizes, $N = 59,497$), the three-level meta-analytic model revealed that agreeableness, conscientiousness, and openness were positively associated with cognitive outcomes, while all five traits showed significant relationships with both behavioral and affective outcomes. Temporal stage moderated the associations between openness and behavioral outcomes, with effect sizes increasing progressively from pre- to during- to post-pandemic. Outcome measure type moderated the associations of conscientiousness and openness with behavioral outcomes, with subjective self-reports yielding stronger effects than objective participation metrics. No significant moderating effects were detected for format or modality. These findings advance theoretical understanding of personality in digital learning contexts by demonstrating both the robustness of trait–outcome associations and their sensitivity to temporal context and measurement approaches. The results suggest that educators and instructional designers should consider not only individual differences in personality but also the broader context in which learning occurs, while remaining attentive to how outcomes are operationalized and assessed.

Chakma, U., & Li, B. (2026). **Navigating the Invisible Load: Taboos in the Experiences of Female CALD Doctoral Students Balancing Family and Study in Australia.** *Higher Education Quarterly*, 80(3), e70149. <https://doi.org/10.1111/hequ.70149>

This study explores unspoken challenges faced by female doctoral students from culturally and linguistically diverse (CALD) backgrounds in Australia. Drawing on in-depth interviews with seven CALD women at two Australian universities and guided by Butler's gender performativity, Crenshaw's intersectionality, and postcolonial feminism, we examine how these women negotiate their multiple roles. The analysis reveals three intersecting taboos that shape their academic journeys: the taboo of vulnerability, which discourages disclosing personal or academic struggles; silencing as a result of cultural and gendered expectations, which compels them to manage conflicting scholarly and parenting roles privately; and the stigma surrounding mental health, which compels emotional restraint. These taboos intensify stress and reinforce existing structural inequalities in doctoral education. The paper underscores the need to acknowledge how gendered and cultural expectations are embedded in academic institutions and advocates for reform to create a more inclusive and equitable academic environment for CALD women scholars.

Chen, C.-F., Russell, D. W., & Schofield, T. J. (2026). **Parental sensitivity, child cognitive competence, and child socioemotional competence: Long-term cascade and transactional effects.** *Family Relations*, 75(3), 1659-1683. <https://doi.org/10.1111/fare.70110>

Objective The goal was to test a developmental model incorporating various parent and child effects. Background Approaches offered to describe child development include attachment, transactional, and cascade perspectives, but research testing these three theories simultaneously has been lacking. Method We investigated whether early parental sensitivity predicted later child competence, child cognitive competence and socioemotional competence predicted one another, transactional relations existed between parental sensitivity and child competence, and the association between parental sensitivity and child competence was moderated by child gender. Indirect effects between parental sensitivity and child competence were examined. Multiple-informant data from a multiethnic sample of children and

their families followed from ages 3 to 10 years (N = 1,364, 48% female) were analyzed using the cross-lagged panel model and multiple-group analysis in structural equation modeling. Indirect effects were tested using bootstrap. Results Parental sensitivity predicted later child competence (eight out of 18 paths, 44%), child cognitive competence and socioemotional competence predicted one another (three out of eight paths, 38%), and transactional relations between parental sensitivity and child competence existed (18 out of 32 paths, 56%). Two moderation effects by child gender were identified (out of 40 paths, 5%). Cascade and transactional indirect effects lasted between 3.5 to 5.5 years (14 out of 39 paths, 36%). Conclusion Children receiving higher parental sensitivity from early through middle childhood generally show better socioemotional and cognitive competence later, and child effects on parents are also evident. Implications Transactional effects between parental sensitivity and child competence across a longer time span merit further investigation.

Ciavaldini-Cartaut, S., Bessone, S., & Bailet, L. (2025). **La preuve en éducation et la problématique du bien-être scolaire : enjeu de rapports nuancés entre théorie et pratique.** 15e journées internationales des LÉA-IFÉ. Consulté à l'adresse <https://hal.science/hal-05634479>

Dans les systèmes éducatifs, le bien-être et la réussite des élèves sont des objectifs cruciaux, fondés sur l'idée qu'un élève épanoui apprend mieux et s'intègre plus facilement. Le bien-être scolaire, étudié notamment par le LÉA École-Collège Saint-Exupéry 06, soulève des tensions épistémologiques entre les approches fondées sur les preuves (EBP) et celles fondées sur la pratique (PBE). L'EBP vise à généraliser des modèles à partir de données standardisées, tandis que le PBE valorise l'expertise des praticiens et l'analyse qualitative des expériences. Une approche combinée est nécessaire pour appréhender la complexité du bien-être scolaire, qui est multidimensionnel et contextuel. Les méthodes qualitatives, en recueillant témoignages et perceptions, offrent une compréhension fine des dimensions subjectives et objectives du bien-être. Les recherches collaboratives, comme celles menées dans un LÉA, permettent d'articuler ces deux démarches. Elles intègrent la diversité des méthodologies et des perspectives des acteurs éducatifs, renforçant ainsi la validité des résultats. L'expertise des enseignants, fondée sur leur expérience quotidienne, constitue une forme précieuse de savoir, notamment en matière de bienveillance éducative. Les débats entre EBP et PBE opposent chercheurs et praticiens sur la légitimité des connaissances en éducation. Gauthier, Bissonnette et Van der Maren (2023) défendent l'EBP pour évaluer l'efficacité des pratiques éducatives, plaidant pour l'utilisation de méta-analyses et d'études expérimentales. Cette approche a motivé l'adoption du modèle systémique de Konu et Rimpelä (2002) dans notre LÉA. Cependant, une application trop rigide de l'EBP comporte des risques, comme le soulignent Saussez et Lessard (2009), qui défendent un pluralisme méthodologique. Sensevy et al. (2018) plaident pour une ingénierie coopérative qui favorise la co-construction des pratiques par les chercheurs et les enseignants. Cette approche repose sur la complémentarité des preuves statistiques et anthropologiques, s'inscrivant dans les principes des recherches collaboratives en éducation. Chkair et Wagnon (2023) suggèrent d'enrichir la pyramide de la preuve par une «pyramide des acteurs», reconnaissant que l'enseignement nécessite une adaptation aux besoins des élèves. En distinguant les rapports réel/double, moyens/fins, et descriptif/préscriptif, on peut éviter des erreurs d'interprétation des données probantes. Le rapport réel/double mobilise des recherches descriptives pour comprendre les expériences vécues par les élèves et les enseignants. Le rapport moyens/fins identifie les dispositifs éducatifs susceptibles d'améliorer le bien-être scolaire. Enfin, le rapport descriptif/préscriptif met en évidence la difficulté de déduire ce qui doit être (prescription) de ce qui est (description scientifique). En conclusion, une approche complémentaire entre EBP et

PBE, reposant sur la reconnaissance de l'expertise des praticiens et une collaboration étroite entre chercheurs et acteurs de terrain, est essentielle pour une compréhension holistique et contextualisée du bien-être scolaire. Cette complémentarité s'appuie sur la triangulation méthodologique, conciliant données statistiques et preuves anthropologiques pour mieux appréhender la complexité et la subjectivité du phénomène (Sensevy et al., 2018 ; Ferrière et al., 2015).

Claude, M.-S., & Rayou, P. (2026, juin 9). **Les pétitions contre les épreuves de bac, symptômes d'un malaise lycéen ?** <https://doi.org/10.64628/AAK.eyx545p4q>

Face à des sujets jugés trop difficiles, ou des programmes chargés, les candidats au bac n'hésitent plus à lancer des pétitions. Que nous dit ce phénomène du rapport à l'institution scolaire ?

Crider, E., Lanford, M., Schaeffer, J., & Fisher, K. (2026). **A Pervasive, Yet Rectifiable Taboo: Addressing the Mental Health Challenges of International Doctoral Students in STEM Fields.** *Higher Education Quarterly*, 80(3), e70143. <https://doi.org/10.1111/hequ.70143>

Open discussions about international students' mental health challenges remain a taboo in U.S. doctoral education. The taboo nature of mental health is especially powerful in doctoral environments which celebrate "grit," resilience, and self-sufficiency while either tacitly or openly discouraging students from seeking help. This qualitative study investigates the taboo of international doctoral students' mental health challenges by drawing upon multiple interviews with eight international doctoral students working in Science, Technology, Engineering, and Mathematics (STEM) fields at a U.S. research university. Data pertaining to mental health challenges point to four themes: (1) cultural isolation and displacement, (2) financial insecurity, (3) advising relationships, and (4) support networks. Analysing data through the lens of Bronfenbrenner's Ecological Systems Theory, this article then argues that institutions must consider how to address students' challenges on all five levels—micro, meso, exo, macro, and chrono—to destigmatize the taboo of mental health in doctoral education.

Ding, D., & Fang, S. (2026). **How Authoritative School Climate Predicts Adolescent Non-Suicidal Self-Injury Over Time: A Longitudinal Analysis.** *Journal of Youth and Adolescence*, 55(6), 1544-1559. <https://doi.org/10.1007/s10964-026-02336-7>

Adolescence is a critical period for the onset of non-suicidal self-injury (NSSI). Previous research has identified a negative association between school climate and NSSI. However, most of these studies are cross-sectional. This study employed Random Intercept Cross-Lagged Panel Models (RI-CLPM) to distinguish within-person effects from between-person effects. The study included 1,119 adolescents, with an average age of 13.15 years (SD = 1.26), and females accounted for 50.2% of the sample. Data were collected at six-month intervals across four waves. The results showed that overall school climate had a significant lagged effect on NSSI. At the dimensional level, six components—teacher–student relationships, student–student relationships, school engagement, clarity of expectations, fairness of rules, and school safety—showed significant negative lagged effects on NSSI, except for school bullying. At the between-person level, all dimensions were negatively associated with NSSI. Grounded in authoritative school climate theory, this study provides longitudinal evidence that school climate functions as a protective factor against adolescent NSSI and clarifies the temporal and multilevel pathways linking school environments to self-injurious behavior.

Ding, Y., Zhou, T., Li, X., Yu, R., & Chen, N. (2026). **Association Between Interpersonal Relationships and Academic Achievement: A Multilevel Meta-Analysis**. *Educational Psychology Review*, 38(1), 79. <https://doi.org/10.1007/s10648-026-10182-z>

Academic achievement is embedded in multiple interpersonal relationship systems across children's and adolescents' development. Although prior studies have linked interpersonal relationships to academic achievement, few meta-analyses have examined parent-child, teacher-student, and peer relationships simultaneously within a joint social ecology framework. Using a three-level meta-analytic approach, this study examined positive and negative parent-child, teacher-student, and peer relationships in relation to academic achievement, their relative importance, and key moderators. A systematic search identified 169 studies, comprising 208 samples, 264 effect sizes, and 1,053,418 children and adolescents. Three-level random-effects models showed that positive parent-child ($r = .19$), teacher-student ($r = .20$), and peer relationships ($r = .25$) were all significantly and positively associated with academic achievement, whereas negative parent-child ($r = -.17$), teacher-student ($r = -.11$), and peer relationships ($r = -.28$) were significantly and negatively associated with academic achievement. Dimension-level analyses further suggested that parent attachment and peer acceptance were more strongly associated with academic achievement than other dimensions within their respective domains. Relative weight analyses further indicated that peer relationships accounted for the largest proportion of explained variance in both the positive (51.70%) and negative (74.30%) models. Moderator analyses further showed that these associations varied across demographic, cultural, and methodological conditions, particularly age, educational stage, individualistic orientation, and communicative context—that is, whether communication tends to rely more on explicit verbal expression or implicit contextual understanding. Overall, this study advances the field beyond asking whether interpersonal relationships matter to clarifying their relative salience and the developmental and cultural conditions under which they are more strongly associated with academic achievement.

Ejrnaes, M., Goertz, M., & Waltenburg, A. (2026). **Reducing barriers to psychotherapy and the socioeconomic gradient in secondary education** (Working paper N° 26-09). Consulté à l'adresse University of Copenhagen. Department of Economics. The Center for Economic Behavior and Inequality (CEBI) website: <https://EconPapers.repec.org/RePEc:kud:kucebi:2609>

This study examines the impact of increased access to psychotherapy on secondary education completion among Danish youth aged 18–21. We use Danish administrative data and two complementary identification strategies that are both rooted in quasi-exogenous variation in barriers to mental health care—a reform abolishing co-payment and variation in general practitioners (GP) referral practices. We find that reducing barriers to accessing psychotherapy increases completion of secondary education. While the co-payment reform raised completion rates mainly for women, having a GP with a relatively high tendency to refer patients to psychotherapy raises completion rates for both genders. The educational benefits of increasing access to psychotherapy are strongest among individuals from low socioeconomic backgrounds and those with a family history of mental health issues. This indicates that lowering barriers to access to psychotherapy reduces educational inequality and fosters social mobility.

Foliano, F., Hoskins, S., & Rolfe, H. (2026). **Perseverance in the classroom: findings from a randomised educational intervention in primary schools in England** (Working paper N° 26/5). Consulté à l'adresse Stockholm School of Economics, Center for Educational Leadership and Excellence website: https://EconPapers.repec.org/RePEc:hnb:hastel:2026_005

We evaluate a cluster randomised trial of a teacher-delivered programme aimed at increasing perseverance and academic achievement in primary school pupils across 100 schools in England. Year 6 teachers in treatment schools receive training in growth mindset theory and deliver an eight-week programme of structured classroom sessions. The intervention has no impact on Key Stage 2 test scores in reading, mathematics, or grammar, punctuation and spelling and this null result holds across all subgroups, including pupils eligible for Free School Meals. The intervention does produce a large shift in pupils' beliefs about the malleability of their intelligence (0.417 standard deviations), confirming that the programme was received as intended, and a positive effect on intrinsic motivation towards learning (0.127 SD).

Ge, Y., Ren, X., Chen, F., Wenren, S., Sun, B., & Li, W. (2026). **Longitudinal Dynamics of Student Engagement in Vocational High School: Growth Mindset as a Predictor of Latent Transitions.** *Journal of Youth and Adolescence*, 55(6), 1641-1658. <https://doi.org/10.1007/s10964-026-02343-8>

Although student engagement is critical for academic success and well-being, little is known about its heterogeneity and developmental trajectories among vocational high school students, as well as the potential role of growth mindset in these processes. To address these gaps, this study adopts a person-centered longitudinal approach to examine these issues. A total of 1,079 vocational high school students were surveyed three times, with a six-month interval between each survey (MT1age = 15.91, SDT1age = 0.71; 47.36% girls). Latent profile analyses at each wave identified three engagement profiles: low, moderate, and high. Building on the profiles identified, latent transition analysis revealed diverse developmental patterns, with 57.18% of participants experiencing at least one profile transition across the study period, indicating within-person change in student engagement. The moderate engagement class showed the greatest stability (35.68%), followed by the high engagement (4.54%) and low engagement (2.60%) classes. Moreover, growth mindset was a significant predictor of both engagement profile membership at each wave and transitions between profiles over time. Specifically, students with a stronger growth mindset were more likely to belong to higher engagement profiles at all three time points, and growth mindset measured at time n (T_n) predicted a greater likelihood of transitioning toward the high engagement profile rather than moving downward from T_n to T_{n+1} . These findings indicate that student engagement follows distinct developmental trajectories during vocational high school. Developing targeted interventions based on growth mindset may help promote student engagement or reduce the risk of disengagement over time.

Gray-Lobe, G., Kremer, M., de Laat, J., Mbonu, O., & Scanlon, C. (2026). **Nudging Parents out the Door: The Impacts of Parental Encouragement on School Choice and Test Scores** (Working paper N° 11387). Consulté à l'adresse The World Bank website: <https://EconPapers.repec.org/RePEc:wbk:wbrwps:11387>

This study evaluates a large-scale text message (SMS) outreach program to engage caregivers of students in private primary schools in Kenya. Using a two-stage randomization design, the study tested two types of weekly SMS messages: growth-mindset encouragement and personalized performance information. The findings show two main effects. First, outreach improved test scores by 0.07 standard deviations, with particularly strong gains among initially lower-performing students. This improvement generates 12 learning-adjusted years of schooling per US\$100 spent—making it highly cost-effective relative to other education interventions. Second, outreach increased student exit rates by 4.7–5.0 percentage points, with effects concentrated among higher-achieving students (5.7 to 6.6 percentage points). The study developed a theoretical model of vertically differentiated schools where parental engagement affects both learning

production and school choice. The model shows that when parents update their understanding of education production through engagement programs, they become more sensitive to perceived differences in school quality. This increased sensitivity can lead lower-quality schools to forgo implementing engagement programs—even when costless—as enhanced parental discernment accelerates student exits. The findings suggest a role for third-party provision of parent engagement programs in competitive education markets.

Guo, Z. (2026). **The Well-Being of Chinese EFL Students Within AI-Based Context: Exploring the Role of Personality Traits and Psychological Capital.** *European Journal of Education*, 61(3), e70703. <https://doi.org/10.1111/ejed.70703>

In the language learning domain, learner psychological well-being has emerged as a critical outcome influenced by different psychological resources. Given that artificial intelligence (AI) has entered language learning at a fast pace, the psychological impact of AI on learners is now more pertinent. Both personality traits and psychological capital have been individually linked to learners' success and well-being, yet their combined influence in technology-based language learning contexts remains underexplored. This study investigates the predictive roles of personality traits and psychological capital in predicting the well-being of English as a Foreign Language (EFL) learners in AI-based environments. Adopting Seligman's PERMA theory, the study conceptualises personality traits (PTs) as stable internal resources and psychological capital (PsyCap) as a state element. A total of 373 EFL university students participated, and they completed the three questionnaires. The Structural equation modelling (SEM) demonstrated that PsyCap ($\beta = 0.713$) and PTs ($\beta = 0.642$) were both significant predictors of well-being among learners, with PsyCap being the stronger predictor. The study contributes to Positive Psychology (PP) in language learning by establishing a theoretically integrated model of well-being that bridges stable PTs and changeable psychological strengths.

Harris-Thomas, B., Nicolai, K. D., Chen, X.-Y., & Barbieri, C. A. (2026). **Examining Black and Latine Students' Sense of Belonging within the Mathematics Classroom: A Narrative Review.** *Educational Psychology Review*, 38(1), 81. <https://doi.org/10.1007/s10648-026-10181-0>

Academic environments that support a sense of belonging, or students' feelings of being included, valued, accepted, and supported, are positively associated with students' engagement, persistence, and academic achievement. This is particularly true for Black and Latine adolescent students in U.S. mathematics classrooms. Research has also shown that students' sense of belonging is a situated, malleable construct that can fluctuate throughout the school day. This narrative review examines how the dynamic nature of belonging interacts with the complex consideration of adolescent Black and Latine students' ethnicity, race, and culture within the context of mathematics. We advance three considerations for researchers when investigating and supporting the belonging experiences of Black and Latine students within mathematics: Contextual Factors that Shape Sense of Belonging to Mathematics, Positionality and Framing of Investigations of Belonging, and Recognizing the Whole Student. By critically examining the educational contexts in which Black and Latine adolescent students engage with mathematics, alongside the prevailing frameworks and assumptions adopted in research studies, researchers are more likely to adopt a holistic perspective toward these students. Consequently, this approach fosters the production of research findings that affirm and enhance, rather than undermine, Black and Latine students' sense of belonging within mathematical learning environments. Recommendations for research and practice are also shared.

Huangfu, Q., Deng, T., Guo, Y., Li, Y., Feng, R., & Wang, Z. (2026). **Prior knowledge interacts with the effects of pre-questions and feedback types on learning from videos: Eye-tracking and cognitive load evidence.** *British Journal of Educational Technology*, 57(4), 1115-1139. <https://doi.org/10.1111/bjet.70046>

Instructional videos increasingly supplement formal education, yet the efficacy of design elements (e.g. pre-questions and feedback) remains underexplored, particularly regarding interactions with learners' prior knowledge. This study involving 352 Chinese university students employed a 2 (prior knowledge: low/high) × 4 (instructional intervention conditions: no pre-questions; pre-questions without feedback; pre-questions with simple feedback; pre-questions with elaborated feedback) experimental design, using eye-tracking to measure attention allocation (time to first fixation, dwell time, total fixation duration) and analysing cognitive load, learning efficiency, retention and transfer via two-way ANOVA. Research has indicated that intrinsic cognitive load was mostly influenced by existing knowledge and was not significantly impacted by the instructional intervention. Extraneous cognitive load and germane cognitive load showed a prior knowledge × intervention interaction: under low prior knowledge, pre-questions with elaborated feedback yielded lower extraneous load and higher germane load, whereas no pre-questions yielded higher extraneous load and lower germane load; under extensive previous knowledge, no pre-questions or simple feedback produced lower extraneous load without suppressing germane load, while elaborated feedback increased extraneous load due to redundancy. Pre-questions universally reduced time to first fixation, indicating quicker attention capture, while simple feedback increased dwell time on critical content, fostering deeper engagement. Retention was highest for low-knowledge learners using pre-questions without feedback, whereas transfer performance depended more on prior knowledge than instructional design. Findings suggest tailoring videos to learners: Novices benefit from pre-questions with simple or no feedback, while experienced learners gain equally from simpler designs without needing elaborated feedback. Pre-questions effectively guide attention, making them ideal for scalable online education. Practitioner notes What is already known about this topic Pre-questions embedded in instructional videos can function as cognitive scaffolds that direct learners' attention to critical content and improve academic performance. Feedback enhances teaching and learning when properly designed, though its effectiveness varies by type (e.g. simple vs. elaborated feedback) and learner characteristics (e.g. learners' prior knowledge). Eye-tracking technology has been widely employed to investigate attention-allocation mechanisms in multimedia learning. By recording metrics such as time to first fixation, percentage dwell time in areas of interest, and total fixation duration, researchers can assess how much learners focus on key information and how this relates to learning performance. What this paper adds Eye-tracking data reveal the universal effectiveness of pre-questions in video learning, particularly in significantly reducing first-fixation time and extending total fixation duration. Instructional strategies interact with prior knowledge: For low prior knowledge learners, pre-questions without feedback or with simple feedback optimize learning efficiency and reduce cognitive load, whereas elaborated feedback may cause cognitive overload; for high prior knowledge learners, the performance differences across instructional intervention conditions are minimal. Implications for practice and/or policy For practitioners, feedback should be matched to learners' prior knowledge and current performance. A graduated scheme is recommended: default to knowledge of results (KR)/knowledge of correct response (KCR) and layer brief, on-demand explanatory cues only when needed. Provide concise corrective and key-concept prompts for low-knowledge or unstable responders, and succinct confirmation for high-knowledge or stable performers. In practice, this argues for adaptive, profile-matched feedback

rather than unguided learner self-selection, which may help manage cognitive load (e.g., lowering extraneous load and supporting germane processing). In large-scale online courses and other scenarios where personalized teaching is challenging, it is recommended to set pre-questions as a default component. This design can not only adapt to learners with different knowledge levels but also ensure that all learners benefit even without personalized guidance. When using instructional videos in class, teachers can refer to the findings by embedding pre-questions before key concepts, thereby capturing students' attention and promoting deeper learning.

Huret, A. (2026). **Observer l'Engagement Étudiant en Contexte Universitaire à l'Aide d'un Dispositif Instrumenté : Présentation Méthodologique et Enjeux Éthiques**. *Actes des onzièmes rencontres jeunes chercheuses et chercheurs en EIAH*, 268-273. Consulté à l'adresse <https://hal.science/hal-05641983>

Cet article présente le dispositif méthodologique d'une étude visant à analyser les facteurs influençant l'engagement des étudiants à l'université. L'originalité du travail repose sur la comparaison de cours dispensés en salle standard et en salle instrumentée (Teaching Lab), équipée de caméras et de microphones permettant l'enregistrement intégral des séances. L'objectif est de discuter les apports méthodologiques et épistémologiques de ce dispositif pour la recherche en Environnements Informatiques pour l'Apprentissage Humain (EIAH), notamment en matière d'observation écologique, de codage multimodal de l'engagement et de constitution de jeux de données pour l'entraînement d'outils d'analyse automatique. Une attention particulière est portée aux enjeux éthiques liés à la captation et au traitement de données audiovisuelles en contexte pédagogique. Les données sont en cours d'analyses et les résultats pourront être inclus à la communication finale.

Izgar, G., Ilter, İ., & Saritepeci, M. (2026). **The Dynamics of Academic Buoyancy: The Impact of Amotivation and Teacher Support in Middle School**. *European Journal of Education*, 61(3), e70697. <https://doi.org/10.1111/ejed.70697>

This study examines the impact of amotivation and perceived teacher support on academic buoyancy and explores their interactions. A correlational research model was used in a prediction design to survey 459 participants from various middle schools in Turkey. The findings indicate a negative relationship between academic amotivation and buoyancy. The multigroup analysis results indicate a positive relationship in the boy subsample and a negative one in the girl subsample. According to the result, there were positive relationships between academic amotivation and perceived teacher support factors. Of the teacher support factors, only the relationship between relatedness support and academic buoyancy is significant. Additionally, only the mediating role of perceived relatedness support in the relationship between academic amotivation and academic buoyancy is significant. The results indicate that the relationship between teacher support and academic buoyancy and the mediating effect of teacher support differed across gender subsamples. Therefore, this study emphasizes the need for gender-specific support strategies and the importance of establishing inclusive and supportive learning environments.

Khushid, J., & Siddiqui, D. A. (2026a). **Effect of E-learning Readiness on Students' Emotional Engagement, Participation, Skills, and Performance** [Working paper]. Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://EconPapers.repec.org/RePEc:zbw:esprep:341061>

In recent years, higher education institutions have increasingly adopted e-learning courses to remove the barriers of time and space throughout the world, which makes it vital to ensure the conditions for greater student's engagement in online learning environment. In this regard, previous studies have demonstrated a lack of consistent results with respect to the prediction of students' engagement. The goal of this study is to examine the relationship between e-learning readiness and students' engagement for both traditional and non-traditional student and the moderating roles of cultural dimensions and personality traits. The theoretical framework is based upon social constructivist theories. Quantitative method is used, whereby an online survey questionnaire was shared to obtain data from 200 postgraduate students enrolled in an online postgraduate certification course in education at ICE and 200 questionnaires distributed to post graduate students enrolled in University of Karachi. The collected data was analyzed using the structural equation modelling technique in conjunction with multi-group analysis. The results shows computer/internet self-efficacy negatively impacting emotional engagement, Skill and performance. Learners control has positive but insignificant relationship with performance and participation. Motivation for learning has negative relation with participation. Online communication self-efficacy has no significant relation with participation and skill. Self-directed learning has negative relationship with emotion, performance and skill and no significant relationship with participation.

Khushid, J., & Siddiqui, D. A. (2026b). **How E-learning Readiness affect Students' Engagement: A Complimentary Role of Personality Traits and Culture** [Working paper]. Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://EconPapers.repec.org/RePEc:zbw:esprep:341062>

Pakistan's societal norms, deeply rooted in collectivism, hierarchical structures, and traditional values, significantly shape students' attitudes and behaviors in learning environments. Traits such as openness to experience, conscientiousness, and extraversion can amplify or mitigate the effects of cultural predispositions. The goal of this study is to examine how Personality Traits and Culture shape the relationship between e-learning readiness and students' engagement for both traditional and non-traditional student. Quantitative method is used, whereby an online survey questionnaire was shared to obtain data from 200 postgraduate students enrolled in an online postgraduate certification course in education at ICE and 200 questionnaires distributed to post graduate students enrolled in University of Karachi. The collected data was analyzed using the structural equation modelling technique in conjunction with multi-group analysis. The results shows a positive significant relationship between elearning readiness and online student's engagement. Traditional students benefit more directly from e-learning readiness, as they can focus on engagement in academic activities without competing priorities. The moderating results suggest that cultural moderators are particularly relevant for understanding the relationship between e-learning readiness and online student engagement in higher education context. Further it reveals that three of the personality traits moderated the relationship between e-learning readiness and student engagement i.e. extraversion, openness and neuroticism. Only conscientiousness had no moderating effect in the relationship between e-learning readiness and online student engagement. This suggest that institutions should ensure that e-learning platforms provide clear guidelines, structured schedules, and accountability mechanisms to help highly organized students thrive. The findings reveal that traditional students are more engaged in online learning than nontraditional students, emphasizing the need for targeted interventions. Non-traditional students, who often balance work, family, and education, may require additional support such as flexible deadlines, asynchronous content delivery, targeted mentoring, part-time

study options, and support services tailored to adult learners. These insights provide practical guidance for educators and policymakers to optimize online learning frameworks in similar contexts.

Lecce, S., Stagnitto, S. M., Mascheretti, S., Lampis, V., & Devine, R. T. (2026). **Children's Theory of Mind and Academic Achievement: a Meta-analysis on Reading Comprehension and Math Skills.** *Educational Psychology Review*, 38(1), 83. <https://doi.org/10.1007/s10648-026-10185-w>

Children's theory of mind (ToM) is critical for academic success, yet its associations with reading comprehension and mathematics remain unclear. This pre-registered meta-analysis synthesizes findings from 53 studies, including 12,347 participants aged 2.5 – 17 years. Results revealed a significant overall association between ToM and academic achievement ($r = .32$), which: (i) did not differ across domains (i.e., reading, mathematics, general achievement); (ii) was independent of verbal ability, non-verbal ability, executive function, and socioeconomic status; and (iii) appeared bidirectional. These longitudinal findings should be interpreted with caution, as they are largely based on zero-order associations without baseline controls. Sample (i.e., age, gender and country) and task characteristics (i.e., level of mentalizing, ToM stimulus type, mental state category, response type, and sensitivity to individual differences) did not moderate the relation between ToM and academic achievement, although weaker effects emerged in European samples. Our results demonstrate a consistent association between ToM and academic achievement underscoring the potential contribution of social-cognitive understanding to children's academic development. Future research should clarify the mechanisms underlying this association, its domain specificity, and the direction of causal influence.

Li, Q., Zhou, Y., Yang, T., Wang, D., Zheng, C., & Jia, Y. (2026). **Longitudinal Associations Between Victimization and Depressive Mood During the Junior High School Transition: A Latent Growth Model Analysis.** *Journal of Youth and Adolescence*, 55(6), 1629-1640. <https://doi.org/10.1007/s10964-026-02342-9>

The transition to junior high school is a critical period for adolescent development and a high-risk period for peer victimization and depressive mood. However, the changes and associations between victimization and depressive mood during this stage have not been fully investigated. The present study adopted a short-term intensive longitudinal survey to explore their changes and links during the enrollment transition. A sample of 647 Chinese seventh-grade students (41.11% girls; Mage T1 = 12.71 years, SD = 0.59) participated monthly over four months. Latent growth model analysis showed that the level of victimization declined gradually and the level of depressive mood rose continuously during the transition period. Notably, students with higher initial victimization reported more severe initial depressive mood, while those whose victimization decreased more slowly showed steeper increases in depressive mood. These findings characterize how victimization and depressive mood co-develop during the junior high school transition and highlight victimization as an important source of psychosocial risk associated with depressive mood.

Lintner, T., Brücknerová, K., Nekardová, B., Navrátilová, J., Vlček, J., Šejnohová, K., & Belovecová, B. (2026). **Doctoral Problems and Taboos: Silence, Well-Being and Academic Persistence in Czech Doctoral Education.** *Higher Education Quarterly*, 80(3), e70142. <https://doi.org/10.1111/hequ.70142>

This paper examines how the taboos and problems perceived by doctoral students are associated with their well-being and their intentions to persist in or leave academia. We distinguish between doctoral problems—stressors associated with doctoral study—and doctoral taboos, understood as issues that remain difficult to voice in relationships with supervisors or peers because their disclosure may evoke shame or threaten these relationships. Drawing on a mixed-methods design conducted in the Czech Republic, we first developed core perceived doctoral problems and taboos based on a qualitative analysis of 21 in-depth interviews. Doctoral problems and taboos were subsequently examined in a national survey of 190 doctoral students using machine learning models. Financial difficulties constituted the most prevalent doctoral problem, reported by roughly 75% of students. Partial dependence analyses indicated that several doctoral taboos (e.g., finances, parenthood, supervisor quality) were among the strongest predictors of burnout, depression, anxiety, stress and intentions to drop out or leave academia. The study contributes to debates on well-being in doctoral education by illuminating which issues within doctoral education become taboo and how such tabooization relates to doctoral well-being and intentions to remain in academia.

Lordan, G., & McGuire, A. (2026). ***The impact on adolescent health and wellbeing from adding evidence-based soft skill lessons to the high school curriculum*** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://EconPapers.repec.org/RePEc:ehl:lserod:128806>

Through a cluster randomised field trial, we evaluate the impact of an evidence-based, soft skills curriculum aimed at adolescents, referred to as Healthy Minds, that ran in 35 high schools in England over four years (2013/14 – 2017/18). We find supportive evidence that Healthy Minds positively augments the primary outcome of self-reported physical health in the treated adolescents. Treated pupils have global health attainment that is 0.235 standard deviations higher than children in the control group, resulting in a 10-percentile increase in their measured health status. We also find evidence of positive impacts on behaviour. There is no evidence of impacts on improved emotional wellbeing. We note significant gender differences in the effects found, strongly favouring boys. Overall, we provide strong evidence that a designed, taught life skills curriculum can improve related outcomes during the adolescent years, and that differential learning styles across visible aspects of diversity are worthy of consideration Healthy Minds.

Marguerie, J., Guerrien, A., & Delaval, M. (2026). ***Basic psychological needs satisfaction of students with special educational needs and their peers : links with teacher's need support and students' motivation***. Consulté à l'adresse University of Lille website: <https://hal.science/hal-05603689>

Studies in the SDT framework have shown that satisfaction of the fundamental psychological needs of relatedness, autonomy and competence is a key variable for the education of all students, both contributing to their motivation and being a reflexion of their teacher's practices (Bureau et al., 2021). Despite this significance, there is a paucity of literature concerning the satisfaction of these needs for students with Special Educational Needs (SEN), when the inclusion of these students is a major challenge in current education (UNESCO, 2020). Existing literature indicates that need satisfaction is either worse (Szumski et Karwowski, 2015 ; Avramidis et al., 2018) or better (Loopers et al, 2023) for students with SEN compared to their peers. Therefore, the main goal of this study is to examine the prospective differences in satisfaction of the three fundamental psychological needs between students with and without SEN in the context of inclusive education. Links of this variable to need support from teachers as well as student

motivation and type of SEN will also be studied. This study is being conducted on 5th and 6th graders with and without SEN in France using four questionnaires: teachers' declared need support and its perception by students (Leroy, 2009), students' need satisfaction (Guerrien et al., 2014) and students' motivation (Delaval et al., 2025). It is expected that this new contribution in the SDT framework will enlighten the effects of need-supportive teaching for students with SEN and their peers in the context of inclusive education. It will also fuel reflexions upon possible inclusive need-supportive interventions that could be implemented in this context.

Meng, X., Liu, H., Rudasill, K. M., Chen, Y., Buzzai, C., & Chen, J. (2026). **The Relationship Between Basic Psychological Needs and Academic Achievement in Adolescents: A Three-level Meta-analysis.** *Journal of Youth and Adolescence*, 55(6), 1609-1628. <https://doi.org/10.1007/s10964-026-02341-w>

Although theoretical and empirical studies have explored the relationship between basic psychological need satisfaction (BPNS) and academic achievement in adolescents, the results of existing studies regarding the strength of this association have varied considerably. The divergence among studies necessitates an integration of previous findings to resolve this inconsistency and draw more definitive conclusions. Therefore, the present meta-analysis aimed to examine the associations of overall BPNS and its three constituent dimensions (autonomy, competence, and relatedness) with academic achievement in adolescents, estimating four separate models. We also examined whether the association differed by the characteristics of the study participants (sex, age), measurement factors (measurement tool of BPNS, indicator of academic achievement, time interval, study quality), and study background (culture, year of publication). A systematic literature review was conducted in Web of Science, ScienceDirect, PubMed, Google Scholar, and CNKI (China National Knowledge Infrastructure). The advanced three-level meta-analyses were performed in R to synthesize the effect sizes. A total of 24 studies (N = 53577 participants) producing 71 effect sizes were included. The results showed a significant, small positive correlation between BPNS and academic achievement for BPNS ($r=0.247$, $p<0.001$), with specific effects for each of the constituent dimensions as follows: autonomy ($r=0.111$, $p<0.001$), competence ($r=0.197$, $p<0.001$), relatedness ($r=0.127$, $p=0.002$). While the primary analyses did not identify significant moderating effects across most variables, sensitivity analyses revealed a specific moderating role of culture. After excluding outliers, the relationship between competence and academic achievement was significantly stronger in Western cultures than in Eastern cultures. These findings suggest that the fulfillment of students' basic psychological needs may be a broadly applicable strategy for enhancing academic achievement.

Mizzi, A. (2026, 06). **Parcoursup est une « usine à stress » parce que c'est son but.** Consulté 5 juin 2026, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/parcoursup-est-une-usine-a-stress-parce-que-cest-son-but/00118635?utm_source=emailing&utm_medium=email&utm_content=01062026&utm_campaign=quotidienne

Ning, B., Wang, L., Du, Y., & Huo, M. (2026). **Understanding Social-Emotional Skills in Childhood and Adolescence: A Network Perspective From Suzhou, China.** *European Journal of Education*, 61(3), e70704. <https://doi.org/10.1111/ejed.70704>

Social-emotional skills are multifaceted and interconnected. Identifying core skills and how they interconnect are essential for designing effective educational interventions. Using data from the

Organization for Economic Co-operation and Development (OECD) 2019 Survey on Social and Emotional Skills (SSES), comprising 3631 10-year-olds and 3611 15-year-olds in Suzhou, China, this study applied network analysis to examine the network structure and interconnections among social-emotional skills. The results indicated that cooperation, persistence and optimism were central skills across both age groups. From childhood to adolescence, persistence and energy exhibited higher centrality, while assertiveness and trust remained relatively peripheral. The social-emotional network of adolescents was denser, suggesting a shift in how these skills relate to one another across age groups. Age-related differences were also observed in specific skill associations, such as a stronger link between cooperation and trust among adolescents. These findings offer insights into the age-specific structure of social-emotional skills and provide a foundation for culturally and developmentally responsive social-emotional learning programs.

Núñez-Regueiro, F., Marsh, H. W., Pekrun, R., Lüdtke, O., & Guo, J. (2026). **On Model Interpretability and Time-Reversal Testing in Analyses of Reciprocal Effects: Clarifying Modeling Issues in Sorjonen et al.'s (2025a, 2025b) Commentaries.** *Educational Psychology Review*, 38(1), 80. <https://doi.org/10.1007/s10648-026-10179-8>

Núñez-Regueiro et al. (2025) recently demonstrated that the alternative models used by Sorjonen et al. (2025a) to reject the reciprocal effects model (REM) contained misspecifications that, when addressed, yielded results consistent with the REM. In a reply to our critique, Sorjonen et al. (2025b) defended their original models as valid modeling approaches. They further proposed time-reversal tests, which they interpreted as contradicting the REM. In this new comment, we adopt a more pedagogical approach to resolve these misunderstandings. First, we explain in details why the models in Sorjonen et al. (2025a) are difficult to reconcile with several principles of structural equation modeling, by yielding improper solutions, impossible or confounded model parameters, untested temporal structures, and omitted adjustments that limit the interpretability of reciprocal effects. Second, we further explain why the renewed claims of validity in Sorjonen et al. (2025b) extend these issues by mobilizing simulation studies that do not align with the models at stake. Third, we demonstrate that their time-reversal testing repeated some of these issues and that a rectified version yields results consistent with predictions based on the REM (https://osf.io/ry6p3/overview?view_only=2af2bc8cd4694433b9024eb2577451b6). Our objective is to advance the debate on reciprocal effects by clarifying the modeling issues associated with Sorjonen et al.'s commentaries and providing additional empirical evidence relevant to evaluating the REM.

Oliete, N., Valbuena, J., & Choi, Ñ. Ivaro. (2025). **The relationship between high-stakes assessments and anxiety: Consequences for academic performance** (Working paper N° 2025/494). Consulté à l'adresse University of Barcelona School of Economics website: <https://EconPapers.repec.org/RePEc:ewp:wpaper:494web>

The use of high-stakes assessments has become widespread in educational systems. While they can potentially boost student achievement, they may also increase anxiety levels, which could negatively affect their academic performance. These effects might not be uniform, varying across schools and among distinct student profiles. In this paper we examine the relationship between anxiety and performance and investigate how high-stakes assessments influence students' anxiety levels and academic outcomes. We conduct our analysis at the average level and by several individual characteristics, estimating a series of models using data from an international sample of countries. This allows us to shed new light on the winners and losers of the policy, and to get a deeper understanding of the role of anxiety. The study provides first

international evidence by exploiting novel cross-country information on high-stakes testing. Our results extend previous research by revealing a strong negative correlation between student anxiety and academic performance, regardless of whether the country implements high-stakes testing. Furthermore, the heterogeneity analysis by socioeconomic level indicates that students from more advantaged socioeconomic backgrounds exhibit a stronger negative association between anxiety and performance.

Pan, M., Lai, C., & Guo, K. (2026). **AI chatbots as reading companions in self-directed out-of-class reading: A self-determination theory perspective**. *British Journal of Educational Technology*, 57(4), 1036-1064. <https://doi.org/10.1111/bjet.70002>

Self-directed learning (SDL) is pivotal for academic success and lifelong learning, in which motivation has been a major challenge, especially in the context of self-directed out-of-class reading. According to self-determination theory (SDT), the fulfilment of three basic psychological needs (BPNs)—autonomy, competence and relatedness—is key to autonomous motivation. However, it is hard to provide personalised support to BPNs in self-directed out-of-class reading. Generative artificial intelligence (GenAI), with its capacity for generative human-like outputs, makes the provision of personalised interactive support possible. This study thus examined how GenAI-powered chatbots can be utilised to serve as reading companions to fulfil BPNs in self-directed out-of-class reading. An online reading platform was developed, where students engaged in self-directed out-of-class reading. Sixty-nine students from two classes at a Chinese university were randomly assigned to two reading conditions: the experimental group (EG; N = 36) where students had access to a GenAI-powered chatbot as a reading companion on the platform; and the control group (CG; N = 33) where students did not have access to the GenAI-powered chatbot during reading. Multiple data sources were collected and analysed, including pre- and post-reading tests, pre- and post-questionnaires on reading motivation and self-directed out-of-class reading, log data on reading amounts and semi-structured interviews. The findings revealed that EG showed significant improvement in autonomous reading motivation and self-directed out-of-class reading. Reading performance did not differ between the two groups. This study offers valuable evidence on the efficacy of integrating GenAI chatbots into SDL through the lens of SDT. Pedagogically, educators can leverage GenAI technology to cater to students' BPNs, bolstering their SDL capabilities and academic achievement. Practitioner notes What is already known about the topic Self-directed learning (SDL) has been recognised as a crucial competence for academic success and lifelong learning. Motivation has been a major challenge in self-directed out-of-class reading, with the fulfilment of basic psychological needs (BPNs) identified as vital for autonomous motivation according to self-determination theory (SDT). Generative artificial intelligence (GenAI) has the potential to fulfil students' BPNs by providing personalised interactive support to enhance their motivation and SDL. What this paper adds This study adopted the theoretical lens of SDT to develop a GenAI-empowered online reading platform with a companion chatbot named Reade, aiming to fulfil students' BPNs in self-directed out-of-class reading. This study examined the efficacy of the designed chatbot-assisted BPNs (CaBPNs) in supporting self-directed out-of-class reading. This study offers empirical evidence that CaBPNs support can enhance students' reading motivation and self-directed out-of-class reading. Implications for practice and/or policy Educators should capitalise on the potential of GenAI chatbots in fulfilling learners' BPNs through the provision of personalised interactive support to boost autonomous motivation and SDL. Educators should be aware of the role of AI literacy in leveraging the full potential of chatbot support for SDL and take proactive steps to cultivate learners' AI literacy.

Romensen, G.-J. (2026). **Rabbits and study habits: a field experiment on pacesetters and study time.** *Education Economics*, 0(0), 1-31. <https://doi.org/10.1080/09645292.2026.2680605>

In a field experiment with 309 students, I elicit study goals and plans and use these to construct individualized pacesetters (rabbits). Pacesetters are moving reference points that visualize the preferred study pace of the present self by moving according to the initial plan. I develop a platform to measure study time and to display the pacesetters. Falling behind the pacesetter confronts students with their procrastination. I find that students have more ambitious goals when they set a pacesetter, but fall behind and are less likely to reach their goals. The pacesetter has no impact on study time and learning outcomes.

Saelens, L., Bracke, P., Ceuterick, M., & D'hondt, F. (2026). **School Matters: A Multilevel Analysis of Stigma, Supportive Relations and Adolescents' Mental Health Help-Seeking Attitudes.** *Journal of Youth and Adolescence*, 55(6), 1374-1387. <https://doi.org/10.1007/s10964-026-02322-z>

Adolescence is a developmental period marked by heightened vulnerability to mental health difficulties yet help-seeking in this age group remains remarkably low. Although mental health help-seeking is increasingly recognized as a socially embedded process, prior research has largely focused on individual factors, providing limited evidence on how broader social environments shape adolescents' mental health help-seeking. Drawing on the Network Episode Model, which emphasizes the role of social networks in shaping help-seeking, the present study examines how two aspects of schools' social network – stigma and supportive relations – influence adolescents' help-seeking attitudes. Accordingly, the study investigates how stigma, teacher support and classmate support at both the individual (student) and contextual (school) levels are associated with adolescents' attitudes toward seeking help from various informal and formal sources. Data were obtained from a cross-sectional survey of 4,702 students (62.1% girls; Mage = 16.80 years, SD = 0.93) across 38 secondary schools in Flanders, Belgium. Multilevel regression analyses indicated that higher school-level public stigma was negatively associated with help-seeking attitudes, independent of individual-level personal stigma. Conversely, supportive relations, particularly with teachers, were associated with more favorable help-seeking attitudes, including toward professional services outside the school setting. These findings demonstrate that schoolwide cultures of stigma and support shape adolescents' help-seeking in ways that extend beyond individual attitudes. They underscore the importance of fostering supportive, non-stigmatizing school environments and the influential role of teachers in promoting mental health help-seeking.

Stimuler la motivation des enseignants dans les contextes éducatifs en mutation: Propositions théoriques et pratiques. (2026). Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/stimuler-la-motivation-des-enseignants-dans-les-contextes-educatifs-en-mutation/82798>

Sun, X., Liu, C., Li, P., & Cai, Z. (2026). **Effects of Generative AI Tools On Students' Critical Thinking: A Three-Level Meta-Analysis.** *Educational Psychology Review*, 38(1), 84. <https://doi.org/10.1007/s10648-026-10180-1>

In recent years, generative artificial intelligence (GenAI) has gained increasing attention in education; however, its role in fostering students' critical thinking (CT) remains inconclusive. This study employs a three-level meta-analysis to systematically and quantitatively synthesize empirical evidence on the association between GenAI tools and CT and examine potential

moderating factors. Through a comprehensive literature search, 26 studies comparing 47 effect sizes were included. The results indicate that GenAI-supported learning was, on average, associated with higher CT performance ($g = 0.544$, 95% CI [0.314, 0.775], 95% PI [-0.588, 1.677]), with significant heterogeneity observed across studies ($Q = 280.994$, $p < 0.001$). Moderator analysis revealed that GenAI tutoring functions and Prescribed GenAI use mode significantly moderated the intervention effects, although the latter's counterintuitive direction should be treated as preliminary due to sparse and imbalanced subgroup evidence. Furthermore, the subgroup finding for Intelligent Tutoring Systems within GenAI tutoring functions is founded on merely two studies and remains highly exploratory, thus requiring cautious interpretation. In contrast, other study characteristics (i.e., educational level, subject, participation methods, experimental duration, sample size, teaching guidance, CT assessment tools, study design, and use of GenAI with pedagogy) did not significantly account for the observed heterogeneity. These findings highlight the need for future research to replicate these moderation effects in larger and more balanced samples, explore additional contextual variables, and refine the theoretical mechanisms through which GenAI supports CT development, thereby informing evidence-based educational practice and policy design.

Wang, C., & Zhang, D. (2026). **The Association of Music Teachers' Positive Psychological Capital and Grit in Their Job Burnout: A Structural Equation Modelling Analysis**. *European Journal of Education*, 61(3), e70705. <https://doi.org/10.1111/ejed.70705>

The role of positive emotions in mitigating teachers' negative workplace experiences has been extensively examined over the past decade. However, limited attention has been given to how Positive Psychological Capital (PPC) and grit jointly influence music teachers' job burnout. Addressing this gap, the present quantitative study surveyed 400 Chinese music teachers using three standardised questionnaires to investigate the association of these two constructs with burnout. Structural equation modelling (SEM) and regression analyses revealed that positive psychological capital and grit, respectively, accounted for 52% and 39% of the variance in burnout, indicating strong and inverse predictive relationships with this detrimental outcome. These findings underscore the critical importance of cultivating teachers' internal psychological strengths as a strategic approach to reducing burnout. Practically, the results suggest that professional development programs integrating resilience-building, emotional regulation, and grit-enhancing interventions may substantially improve teachers' well-being and retention. Future research should explore longitudinal and cross-cultural designs to further validate and expand these insights within broader educational contexts.

Wang, M., Wang, J., Zhang, K., & Zhang, Z. (2026). **Within-person Relations among Paternal and Maternal Child-oriented Perfectionism, Harsh Parenting, and Child Social Anxiety: A Five-wave Prospective Study**. *Journal of Youth and Adolescence*, 55(6), 1506-1529. <https://doi.org/10.1007/s10964-026-02331-y>

While extant research has well established multiple familial risk factors for child social anxiety, scarce research has examined how parental child-oriented perfectionism may contribute to children's social anxiety. This study tracked 2228 Chinese adolescents (baseline Mage = 12.95 ± 0.79 years, 46.3% girls) with five measurements over three years. Using the Random Intercept Cross-Lagged Panel Model (RI-CLPM), results indicated that harsh fathering can predict subsequent fathers' and mothers' child-oriented perfectionism, but fathers' and mothers' child-oriented perfectionism fail to predict subsequent harsh fathering. Bidirectional predictive relationships exist between harsh mothering and both maternal and paternal child-oriented

perfectionism. Additionally, both harsh fathering and harsh mothering have reciprocal associations with children's social anxiety. Child sex played a moderating role across all four models: Girls' social anxiety more strongly elicited harsh fathering in early adolescence, whereas boys' social anxiety predicted harsh fathering (mothering) later. For boys (but not for girls), harsh mothering stably predicted maternal child-oriented perfectionism. These findings offered insights into how parental child-oriented perfectionism may trigger child social anxiety via harsh parenting, thus informing strategies to cope with social anxiety during adolescence.

Wang, X., Pan, S., Cai, J., Li, J., Wang, A., & Nie, Q. (2026). **The Association between Psychological Suzhi and Psychological Distress among Students: A Systematic Review and Three-level Meta-analysis.** *Journal of Youth and Adolescence*, 55(6), 1451-1471. <https://doi.org/10.1007/s10964-026-02335-8>

Psychological suzhi, a culturally rooted construct born of China's quality-oriented education reform, denotes an integrated collection of positive psychological qualities in children and adolescents, forming a dynamic inner system buffers distress and fosters mental health. Numerous studies have investigated the relationship between psychological suzhi and psychological distress among students, yet a definitive consensus remains elusive. A three-level meta-analysis was conducted to synthesize results from existing research and examine the relationship. Moderator analysis was used to investigate potential sources of research heterogeneity. Through a systematic literature search, a total of 52 studies with 191 effect sizes were retrieved, and 136, 216 students from primary school to university (45.40% male, age range 8–26) were included. Results revealed a negative correlation between psychological suzhi and psychological distress ($r = -0.367$). The indicators of psychological distress (depressive symptoms, anxiety symptoms, social anxiety, negative affect and suicidal ideation), dimensions of psychological suzhi (cognitive quality, individuality quality and adaptability), psychological suzhi measurement tools (general version and healthy version), and types of study design (longitudinal study and cross-sectional study) significantly moderated the relationship. Moreover, the association between adaptability and depressive symptoms was moderated by gender (percentage of male participants). Specifically, the relationship between psychological suzhi and depressive symptoms was the closest, followed by the relationship with suicidal ideation, anxiety symptoms, social anxiety and negative affect. Individuality quality and adaptability are more strongly associated with psychological distress than cognitive quality. The correlation was more pronounced when using the healthy version of the psychological suzhi scale than the general version. The relationship between psychological suzhi and psychological distress was stronger in cross-sectional study than in longitudinal study. The relationship between adaptability and depressive symptoms was stronger among female students. Educational stages (primary school, secondary school, and university) showed no significant moderating effects. This meta-analysis suggested that cultivating psychological suzhi throughout students' educational trajectories from primary school to university may help alleviate psychological distress, particularly depressive symptoms and suicidal ideation.

Wu, W., Chen, L., Li, W., & Zheng, J. (2026). **Maternal educational anxiety and mother-child closeness in China: Mediating roles of gatekeeping and father involvement.** *Family Relations*, 75(3), 1940-1956. <https://doi.org/10.1111/fare.70161>

Objective This study aimed to investigate the relationship between maternal educational anxiety and mother-child closeness in China. Background Grounded in family systems theory, we examined the serial mediating roles of maternal gatekeeping behaviors (both gate opening and

gate closing) and father involvement in this association. Method A cross-sectional survey was conducted with 555 mother–child dyads from Wenzhou, China. Mothers reported on their educational anxiety and gatekeeping behaviors, and children (mean age = 12.50 years) reported on perceived father involvement and their closeness with their mother. Structural equation modeling (SEM) with a bootstrapping procedure was used to test the hypothesized serial mediation models. Results The findings indicated a significant negative correlation between maternal anxiety over the child's education and mother–child closeness. The SEM analysis revealed significant indirect effects. Specifically, maternal educational anxiety was linked to reduced mother–child closeness through two serial mediation pathways: (a) via decreased maternal gate-opening behaviors, which in turn led to lower father involvement; and (b) via increased maternal gate-closing behaviors, which also resulted in lower father involvement. The direct mediating roles of gate-opening and gate-closing behaviors were not statistically significant, though the mediating role of father involvement was significant. Conclusion Maternal educational anxiety is negatively associated with mother–child closeness by relating to coparenting dynamics. Specifically, maternal gatekeeping behaviors mediate this relationship by altering father involvement. Implications These findings suggest that interventions should adopt a family systems approach, targeting the coparenting relationship to mitigate maternal anxiety and improve family relationships.

Yang, S., Padmapriya, N., Saw, S.-M., Chong, Y. S., Shek, L. P., Gluckman, P. D., ... Bernard, J. Y. (2026). **Screen viewing time from age 1 to 8 years and subsequent academic performance and working memory.** *World Journal of Pediatrics*. <https://doi.org/10.1007/s12519-026-01046-1>

Screen viewing time is associated with children's academic and cognitive outcomes, but longitudinal studies are scarce, hindering identification of the most sensitive age periods. We assessed the associations of single and cumulative average screen viewing time with academic performance and working memory.

Zhang, J., & Yan, Y. (2026). **A Q Method Study of Integrated English–Chinese Motivational Systems in Multilingual Education: Evidence From Three Southeast Asian Countries.** *European Journal of Education*, 61(3), e70699. <https://doi.org/10.1111/ejed.70699>

In the multilingual education environment in Southeast Asia, English and Chinese are important for learners' academic and career development. However, there is little research on how learners integrate their motivations for learning these two languages. To fill this gap, this study uses Q methodology, a people-centred method, to collect data from 40 learners in three Southeast Asian countries and investigate the English-Chinese comprehensive motivation system. Results revealed two distinct motivational profiles accounting for 47% of the total variance: one prioritized Chinese as a pragmatic investment with a weak English future self, while the other was characterized by a strong English future self with fewer affective and mobility motives for Chinese. These findings contribute to multilingual motivation research by showing that learners organize English and Chinese motivation in integrated but asymmetrical ways within Southeast Asian multilingual contexts, and they also support differentiated pedagogical and programmatic responses.

Zhou, W., Marquez, J., Boyle, L., & Taylor, L. (2026). **Mapping Adolescent Wellbeing: Developmental Network Differences between Early To Middle Adolescence in 24 Countries.** *Journal of Youth and Adolescence*, 55(6), 1489-1505. <https://doi.org/10.1007/s10964-026-02330-z>

Adolescent wellbeing is often assessed using composite scores, yet less is known about how specific components of wellbeing are structurally organized and how this organization shifts across development. Using psychometric network analysis, we examined interconnections among 49 wellbeing indicators spanning subjective wellbeing (life satisfaction, affect, and domain satisfaction) and psychological wellbeing (flourishing and positive mental functioning) in a large international sample of adolescents. Data were drawn from 6,445 students aged 11–18 years ($M = 14.4$, $SD = 1.96$; 51.7% girls; 3.1% preferred not to report gender) recruited from 38 schools across 24 countries. Networks were estimated for the full sample and separately for early adolescence (11–14 years; 51.9%) and middle adolescence (15–18 years; 48.1%). Across all analyses, overall life satisfaction and satisfaction with student life consistently emerged as the most central nodes, underscoring their integrative role in adolescents' wellbeing evaluations. Network density was similar across age groups, indicating comparable overall interconnectedness; however, network configuration differed developmentally. In middle adolescence, future-oriented optimism became more structurally prominent, whereas present-focused life evaluation (current life satisfaction) showed reduced centrality. Indicators reflecting negative affect and calmness also showed modest age-related increases in relative importance. Together, these findings suggest a developmental reorganization of adolescent wellbeing from present-oriented evaluations toward future-oriented expectations and regulatory resources, while reaffirming the central role of overall life satisfaction and student-life satisfaction. Mapping age-related differences in wellbeing structure across a large cross-national sample informs age-sensitive approaches to assessment, monitoring, and intervention.

Aspects sociaux de l'éducation

Agnoux, P., & Divert, N. (2026). **Être « mature » : Une injonction faite aux filles dans l'enseignement professionnel.** *Agora débats/jeunesses*, (103), 7-20. <https://doi.org/10.3917/agora.103.0007>

L'article examine la notion de « maturité » en baccalauréat professionnel ASSP (accompagnement soins et services à la personne). Présentée comme une qualité indispensable à la réussite des élèves sans jamais être définie, elle fonctionne comme une catégorie de jugement servant à hiérarchiser les projets professionnels et à orienter les aspirations des élèves. Décrite par les enseignantes comme se construisant principalement dans la confrontation au monde du travail, la « maturité » s'éprouve avant tout en stage. Sa valorisation scolaire produit des effets ambivalents : source de reconnaissance pour les élèves, elle contribue à rendre invisibles des gestes techniques et des compétences relationnelles acquises en formation, mais aussi à individualiser le rapport à la pénibilité du travail au détriment d'une discussion collective des conditions d'emploi.

Aguiar, J., Sá, M. J., & Magalhães, A. (2026). **Housing Experiences and Inequalities Among Higher Education Students in Portugal: Study-Related Housing Adequacy in Lisbon and Porto.** *Higher Education Quarterly*, 80(3), e70147. <https://doi.org/10.1111/hequ.70147>

In Europe, rising rental costs and spatial inequalities in urban areas increasingly shape student housing conditions, with implications for student well-being and access to higher education. This study examines housing conditions among students in Portugal's two largest urban centres, Lisbon and Porto, cities deeply affected by housing shortages, rising rental costs, and competition from tourism and international rental market investment. The aim was to assess whether housing conditions differ between domestic students living in their home region, domestic students

displaced from their region of origin (domestic mobile students), and international students. Data were collected through a cross-sectional online survey (N = 2929), targeting undergraduate students enrolled at institutions located in Porto and Lisbon metropolitan areas. Welch ANOVAs tested group differences and a generalised ordered logit model assessed whether differences in study-related housing adequacy persisted after adjusting for rent. Results show that while mobile and international students tend to live closer to their institution, they report lower study-related housing adequacy and face substantially higher rental costs than local students. These findings suggest that proximity does not guarantee better housing outcomes and that market forces and the commodification of urban student housing constrain students' choices. The study highlights structural inequalities in Portuguese higher education housing, with mobile and international students disproportionately affected. Implications for policy and institutional support include the need for targeted housing strategies that consider student mobility and economic vulnerability, and for closer coordination between universities and urban housing policy to ensure equitable access to adequate accommodation.

Alves, P., Kowalczyk-Walędziak, M., Lopes, A., Krasnicka, I., & Menezes, I. (2026). **The Taboo of Withdrawal: Firsthand Perspectives From Former Doctoral Candidates in Poland and Portugal.** *Higher Education Quarterly*, 80(3), e70141. <https://doi.org/10.1111/hequ.70141>

In knowledge-based societies, withdrawal from doctoral education is often seen and spoken about as embarrassing, undesirable, and awkward. Emerging from complex conditions—a mix of profoundly personal factors and weighty contextual factors—withdrawal tends to be a silenced or shamed process, producing a layered dynamic of taboo upon taboo upon taboo. In the hope of helping to challenge this silencing and shaming, this qualitative study explores how former doctoral candidates perceive and experience withdrawal from doctoral education as a taboo. Drawing on a perspectivist approach, the analysis is based on in-depth interviews with 22 former doctoral candidates in Portugal and Poland, and examines how withdrawal is shaped by underlying, often unspoken, factors and processes. The findings fall into two overarching themes—the taboos of withdrawal and withdrawal as a taboo—and highlight the deeply emotional and ambivalent nature of withdrawal for both individuals and higher education institutions, as well as identify taboos rooted in academic culture and pedagogical, social, and economic structures. By exposing the perversities of a culture marked by academic feudalism and academic capitalism simultaneously, this study calls for recognition of the grief embedded in withdrawal and affirms doctoral candidates' right to mourn what is lost when they leave this chapter behind.

Amilhat, C. (2026). **Abécédaire des inégalités socioscolaires.** Consulté à l'adresse <https://www.chroniquesociale.com/pedagogie-formation/1517-abecedaire-des-inegalites-socioscolaires.html>

Les statistiques sont toujours aussi formelles : les trois quarts des enfants de cadres poursuivent des études longues, contre un quart des enfants d'ouvriers. Comment expliquer cet écart béant alors que l'égalité des chances est un principe fondamental de l'École de la République ? L'École continue de reproduire les inégalités sociales en distribuant inégalement les biens scolaires selon les appartenances sociales des jeunes, comme l'avait montré Pierre Bourdieu il y a quelques décennies. Elle n'a toujours pas trouvé de dispositifs probants pour les endiguer. La persistance de ces inégalités socioscolaires, qu'elles soient liées au milieu socio-économique, à l'origine ethnique, au genre ou au lieu de vie, se transcrit dans les apprentissages, les choix d'orientation, le niveau de diplôme et le métier. Cette problématique des inégalités socioscolaires concerne

tout acteur ou futur acteur de la communauté éducative (élèves, parents, personnels des écoles, etc.), à commencer par les étudiants en formation pour être professionnels de l'éducation. C'est pourquoi une promotion d'étudiants en licence de sciences de l'éducation et de la formation à l'INSPÉ de l'académie de Versailles s'en est saisie, coordonnée par une enseignante-chercheuse. Cet ouvrage, fruit de leur travail, s'est construit autour de plusieurs questions structurantes. Quelles sont les causes de ces inégalités socioscolaires ? Quelles sont les conséquences de celles-ci sur les élèves et sur leur parcours scolaire et social ? Pourquoi ces inégalités persistent-elles dans le temps ? En s'appuyant sur la recherche (sociologie, psychologie et philosophie), sur leur formation et sur leurs expériences professionnelles et personnelles, ils apportent, à travers cet abécédaire, des éléments de réflexion, ponctués d'exemples vécus, qui donnent à voir de nombreuses formes d'inégalités socioscolaires, ainsi que des propositions pédagogiques, sociales et institutionnelles.

Bergman, P., & Chowanjin, N. (2026). **Characterizing the File Drawer: Evidence from a Meta-Analysis of Parent-Interventions Around the World** (Working paper N° 35299). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35299>

We conduct a meta-analysis of 82 randomized controlled trials across more than 20 countries to estimate the effects of low-cost, remote parental engagement interventions delivered through text messages, phone calls, and apps. We estimate a joint likelihood function that incorporates both written studies and unwritten studies identified through trial registries, funder records, research labs, evidence clearinghouses, and other sources. By also recording sample sizes for unwritten studies, the model estimates the distribution of standard errors, identifies write-up probabilities conditional on significance, and characterizes the file drawer by estimating effect distributions for written and unwritten studies. Bias-corrected effects are 0.05 SD for test scores, 0.07 SD for grades, 0.05 SD for attendance, and 0.03 SD for enrollment. In the best-identified domain, test scores, statistically insignificant results are still written up at high rates. We also find that larger studies tend to estimate smaller latent effects, which could indicate that true effects are correlated with study precision, violating a common meta-analysis assumption. In smaller-sample domains, our approach helps identify selection probabilities by anchoring the absolute write-up rates. Finally, we estimate the value of additional RCTs to inform adoption decisions. Any single study estimate is unlikely to dissuade adoption because parent interventions have high marginal value of public funds. Instead, future research is most valuable when it can explain heterogeneity across settings.

Berlinski, S., Giannola, M., & Toppeta, A. (2026). **Effective Families or Effective Schools? Experimental Evidence on Fostering Children's Numeracy** (Working paper N° 14613). <https://doi.org/10.18235/0014061>

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 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.

Café pédagogique. (2026, juin 9). **Quand la chaleur creuse les inégalités scolaires**. Consulté 9 juin 2026, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2026/06/09/quand-la-chaleur-creuse-les-inegalites-scolaires/>

Alors que les épisodes de chaleur se multiplient, les écoles apparaissent en première ligne face aux conséquences du changement climatique. Malaises, élèves apathiques... les effets de la chaleur sur les

Canaan, S. (2026). **Authority Figures and the Polarization of Gender Norms** [Working paper]. Consulté à l'adresse Department of Economics, Simon Fraser University website: <https://EconPapers.repec.org/RePEc:sfu:sfudps:dp26-09>

This paper examines how authority figures in higher education shape gender norms over the long run. We exploit the random assignment of first-year students to faculty advisors at an elite university in the Middle East and combine administrative records with an alumni survey measuring gender attitudes up to 24 years later. Women assigned to female advisors adopt more egalitarian views about politics and work, while men become more conservative. These effects are strongest among religious students and in male-dominated STEM fields, where female authority is especially counter stereotypical. The effects may persist through reinforcement, as women assigned to female advisors later sort toward female instructors and more gender-themed courses. Our results do not appear to be driven by generic exposure to successful women. Instead, they point to a distinct role for authority in transmitting gender norms: randomized exposure to high-achieving female peers has little effect, while the largest impacts come from senior and high-value-added female advisors. A simple framework combining belief updating and identity-based status threat helps explain these patterns of female empowerment and male backlash. More broadly, our findings reveal a progress paradox whereby gains in female representation in elite authority expand opportunities for women while intensifying backlash among men, thereby deepening gender polarization.

Chakma, U., & Li, B. (2026). **Navigating the Invisible Load: Taboos in the Experiences of Female CALD Doctoral Students Balancing Family and Study in Australia**. *Higher Education Quarterly*, 80(3), e70149. <https://doi.org/10.1111/hequ.70149>

This study explores unspoken challenges faced by female doctoral students from culturally and linguistically diverse (CALD) backgrounds in Australia. Drawing on in-depth interviews with seven CALD women at two Australian universities and guided by Butler's gender performativity, Crenshaw's intersectionality, and postcolonial feminism, we examine how these women negotiate their multiple roles. The analysis reveals three intersecting taboos that shape their academic journeys: the taboo of vulnerability, which discourages disclosing personal or academic struggles; silencing as a result of cultural and gendered expectations, which compels them to manage conflicting scholarly and parenting roles privately; and the stigma surrounding mental health, which compels emotional restraint. These taboos intensify stress and reinforce existing structural inequalities in doctoral education. The paper underscores the need to acknowledge how gendered and cultural expectations are embedded in academic institutions

and advocates for reform to create a more inclusive and equitable academic environment for CALD women scholars.

Chen, C.-F., Russell, D. W., & Schofield, T. J. (2026). **Parental sensitivity, child cognitive competence, and child socioemotional competence: Long-term cascade and transactional effects.** *Family Relations*, 75(3), 1659-1683. <https://doi.org/10.1111/fare.70110>

Objective The goal was to test a developmental model incorporating various parent and child effects. **Background** Approaches offered to describe child development include attachment, transactional, and cascade perspectives, but research testing these three theories simultaneously has been lacking. **Method** We investigated whether early parental sensitivity predicted later child competence, child cognitive competence and socioemotional competence predicted one another, transactional relations existed between parental sensitivity and child competence, and the association between parental sensitivity and child competence was moderated by child gender. Indirect effects between parental sensitivity and child competence were examined. Multiple-informant data from a multiethnic sample of children and their families followed from ages 3 to 10 years (N = 1,364, 48% female) were analyzed using the cross-lagged panel model and multiple-group analysis in structural equation modeling. Indirect effects were tested using bootstrap. **Results** Parental sensitivity predicted later child competence (eight out of 18 paths, 44%), child cognitive competence and socioemotional competence predicted one another (three out of eight paths, 38%), and transactional relations between parental sensitivity and child competence existed (18 out of 32 paths, 56%). Two moderation effects by child gender were identified (out of 40 paths, 5%). Cascade and transactional indirect effects lasted between 3.5 to 5.5 years (14 out of 39 paths, 36%). **Conclusion** Children receiving higher parental sensitivity from early through middle childhood generally show better socioemotional and cognitive competence later, and child effects on parents are also evident. **Implications** Transactional effects between parental sensitivity and child competence across a longer time span merit further investigation.

Chen, Y., Fu, C., Li, H., Li, T., & Tang, S. (2026). **College Affirmative Action and Students' Outcomes: A Matter of the Dose** (Working paper N° 35281). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nbw:35281>

Extensive discussion centers around the question of whether affirmative action (AA) in higher education “works,” despite AA being in practice a continuous policy instrument. We study the dose effects of AA on its intended beneficiaries by exploiting the ethnic minority bonus-point policy in China's centralized college admissions system, where targeted students receive explicit point advantages. Exploring cohort-level fluctuations in exam score distributions that generate plausibly exogenous variation in the effective dose of AA, we show that higher AA doses increase recipients' admissions to colleges and elite colleges, but lower their academic rankings, shift them toward lower-earning majors, and reduce their satisfaction with college life. From data linking college entrance exam (CEE) records to comprehensive card transaction records 10–23 years after CEE, we find that low AA doses increase long-term consumption by 19% but high doses reduce it by 25%. Such non-monotonic dose responses exist across expenditure categories, including child-related expenditure, suggesting potential impacts on future generations. Heterogeneity analysis reveals that while the positive effects of low AA doses persist across student groups, students from stronger academic backgrounds are more resilient to the negative effects of high AA doses. Overall, our results suggest that careful calibration of AA policies is crucial for achieving their intended goals.

Cheng, E. X., & Jiang, M. (2026). **Application Fees and Gender Disparities in STEM Higher Education.** *Australian Economic Review*, 59(2), 145-156. <https://doi.org/10.1111/1467-8462.70052>

ABSTRACT **Research Question/Issue** Do college application fees contribute to gender disparities in higher education, particularly at STEM-focused institutions in decentralised admissions systems?
Research Findings/Insights Using U.S. data from 2001–2020, we find that a 1% increase in application fees is associated with a 1.77 percentage-point decline in the female share of applicants at STEM-focused institutions, with larger effects at public universities. No comparable effect is observed at non-STEM institutions. Additional analysis indicates that application fees primarily alter the composition of applicants rather than overall application volumes, with male applications responding more strongly than female applications.
Practitioner/Policy Implications Although application fees are typically viewed as administratively neutral, our results suggest they can disproportionately deter women from applying to STEM-focused institutions. In decentralised systems common across the Asia-Pacific region, reviewing fee structures or introducing targeted fee waivers may help promote greater gender equity in STEM participation.
Methods Used We use institution-level panel data from the Integrated Postsecondary Education Data System (IPEDS) and estimate fixed-effects models exploiting within-institution variation in application fees.

Chung, S., & Mobariz, A. S. (2026). **Intergenerational education effects of the first Taliban rule.** *Education Economics*, 0(0), 1-21. <https://doi.org/10.1080/09645292.2026.2682452>

We examine the effects of maternal exposure to the Taliban rule (1996–2001) on children's education in Afghanistan. We exploit two sources of variation: geographic variation in the control of provinces by the Taliban, and the age of women during that time. Using the 2015 Afghanistan Demographic and Health Survey, we find that 15 years after the regime, children of mothers who were in their primary schooling years during the Taliban had 20% lower school attendance and 14% fewer years of schooling. The primary driver is the Taliban's ban on women's education, which curtailed mothers' schooling.

Conway, P. F., Brawner, M., Maldonado, C., & Baye, A. (2026). **Unlocking Narratives: Narrative Identity Theory and the Transformative Potential of College-In-Prison.** *The Journal of Higher Education*, 0(0), 1-28. <https://doi.org/10.1080/00221546.2026.2677432>

This collaborative, dialogical study, coauthored with three incarcerated students, examines how participation in a college-in-prison program shapes identity development. Drawing on narrative identity theory, it analyzes how education supports agency, communion, and self-understanding, revealing the transformative potential of prison classrooms for policy, pedagogy, and student-serving practices. Data were generated through semi-structured dialogical sessions, reflective writing, and iterative analytic memos, emphasizing reflexivity and the co-construction of knowledge. Findings highlight three key processes (1) disruption of contaminated narratives through opportunities for reflection, achievement, and "nuclear episodes" (2); cultivation of agency and communion within classroom interactions that counter the dehumanizing structures of incarceration; and (3) negotiation with broader cultural and institutional master narratives, revealing the liberatory potential and persistent constraints of college-in-prison. These findings position programs not merely as instructional interventions but as narrative sites where students reconstruct identity and meaning. The study underscores the importance of mutuality,

intellectual rigor, and recognition, offering guidance for higher education institutions, correctional agencies, and policies seeking to foster transformative learning in carceral settings.

Crider, E., Lanford, M., Schaeffer, J., & Fisher, K. (2026). **A Pervasive, Yet Rectifiable Taboo: Addressing the Mental Health Challenges of International Doctoral Students in STEM Fields.** *Higher Education Quarterly*, 80(3), e70143. <https://doi.org/10.1111/hequ.70143>

Open discussions about international students' mental health challenges remain a taboo in U.S. doctoral education. The taboo nature of mental health is especially powerful in doctoral environments which celebrate "grit," resilience, and self-sufficiency while either tacitly or openly discouraging students from seeking help. This qualitative study investigates the taboo of international doctoral students' mental health challenges by drawing upon multiple interviews with eight international doctoral students working in Science, Technology, Engineering, and Mathematics (STEM) fields at a U.S. research university. Data pertaining to mental health challenges point to four themes: (1) cultural isolation and displacement, (2) financial insecurity, (3) advising relationships, and (4) support networks. Analysing data through the lens of Bronfenbrenner's Ecological Systems Theory, this article then argues that institutions must consider how to address students' challenges on all five levels—micro, meso, exo, macro, and chrono—to destigmatize the taboo of mental health in doctoral education.

Dahl, C. M., Ford, N., Ranestad, K., Sharp, P., & Westermann, C. E. (2026). **Breaking barriers: Gender disparities in high school performance, 1813--1929** (Working paper N° 0300). Consulté à l'adresse European Historical Economics Society (EHES) website: <https://EconPapers.repec.org/RePEc:hes:wpaper:0300>

When women first entered Norwegian high school examinations in the late nineteenth century, did they outperform men, as they do today? Using a new dataset of 41,585 graduates from 1813 to 1929, we show that early female students initially achieved better grades than their male peers. However, this advantage disappeared within a generation as access expanded and co-education became institutionalised. After accounting for study programme, socioeconomic background, and type of education, we find rapid convergence in performance and no evidence of adverse effects on male students. The results suggest that contemporary female outperformance is not historically persistent, but a product of more recent institutional and social change.

Dasgupta, A., & Karandikar, A. (2026). **Rainfall shocks and learning outcomes: dynamic persistence and the role of local labour demand.** *Economica*, 93(371), 1036-1069. <https://doi.org/10.1111/ecca.70046>

We present evidence on the role of local labour markets in driving the persistent and gendered impact of rainfall shocks on learning outcomes in rural India. We find contrasting impacts of rainfall shocks by variation in soil texture, which serves as an exogenous driver of female and children's labour force participation. Strikingly, in non-loamy soil (high female and child labour force participation) areas, exposure to positive shocks in early life is associated with a higher likelihood of dropping out of school and being in a lower grade than is age-appropriate, while effects are considerably attenuated in loamy areas. Furthermore, we examine dynamic complementarities and find that female children in non-loamy areas bear the highest learning losses from a positive rainfall shock in their school-going years, especially when they have faced positive shocks in early life. We investigate potential mechanisms by studying children's labour market response under rainfall shocks, and show that the gains or losses in learning outcomes are

systematic to local labour market conditions, which influence the opportunity cost of schooling under shocks.

Ding, Q., & Wu, Q. (2026). **Self-Abandonment or Seeking a Way Out: Understanding Educational Expectations Among Chinese Migrant Children**. *European Journal of Education*, 61(3), e70713. <https://doi.org/10.1111/ejed.70713>

Existing studies have primarily focused on migrant children's compulsory education, academic performance, and psychological wellbeing. Less attention has been paid to how migrant children themselves perceive, negotiate, and adjust their educational expectations towards the end of compulsory education under unequal institutional conditions. This study explores the complex process through which migrant children's educational expectations are formed and negotiated in urban China. Drawing on 51 interviews with migrant children, their parents, teachers and school principal in Shanghai, it examines how field, capitals and habitus shape this process at the end of the compulsory education. The findings show that some migrant children replicated their family members' perspectives and practices and adjusted their expectations under the restrictions of the policies. School classification practices as institutional habitus further differentiated migrant children's educational expectations, whereas others became incorporated into the muddling through culture within migrant children's classes. The study also shows that tensions between familial habitus and institutional habitus generated ambivalence in educational decision-making, leading migrant children to negotiate, compromise, or strategically adjust their future educational trajectories.

Ejrnaes, M., Goertz, M., & Waltenburg, A. (2026). **Reducing barriers to psychotherapy and the socioeconomic gradient in secondary education** (Working paper N° 26-09). Consulté à l'adresse University of Copenhagen. Department of Economics. The Center for Economic Behavior and Inequality (CEBI) website: <https://EconPapers.repec.org/RePEc:kud:kucebi:2609>

This study examines the impact of increased access to psychotherapy on secondary education completion among Danish youth aged 18-21. We use Danish administrative data and two complementary identification strategies that are both rooted in quasi-exogenous variation in barriers to mental health care—a reform abolishing co-payment and variation in general practitioners (GP) referral practices. We find that reducing barriers to accessing psychotherapy increases completion of secondary education. While the co-payment reform raised completion rates mainly for women, having a GP with a relatively high tendency to refer patients to psychotherapy raises completion rates for both genders. The educational benefits of increasing access to psychotherapy are strongest among individuals from low socioeconomic backgrounds and those with a family history of mental health issues. This indicates that lowering barriers to access to psychotherapy reduces educational inequality and fosters social mobility.

Gani, D. (2026a, juin 2). **Alban Mizzi : « Ce que Parcoursup consacre, c'est moins le mérite que la maîtrise du jeu »**. Consulté 5 juin 2026, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2026/06/02/parcoursup-le-casse-tete-des-professeurs-principaux/>

De quoi Parcoursup est-il le nom ? « En individualisant les résultats, Parcoursup contribue à rendre cette inégalité invisible », « l'échec se personnalise, alors même qu'il est en partie

Gani, D. (2026b, juin 10). **Évaluations nationales : huit ans de tests, toujours les mêmes fractures scolaires**. Consulté 10 juin 2026, à l'adresse Le Café pédagogique website:

<https://www.cafepedagogique.net/2026/06/10/evaluations-nationales-huit-ans-de-tests-toujours-les-memes-fractures-scolaires/>

Alors quelle leçon tirer des évaluations nationales standardisées souvent jugées « précoces, chronophages et inutiles » ? Pour la huitième année consécutive pour le CP et le CE1, la Direction de l'évaluation, de la prospective et de la performance (DEPP) publie les résultats des évaluations nationales standardisées réalisées à la rentrée 2025. Près de 3,9 millions d'élèves ont été évalués en français et en mathématiques dans 32 000 écoles publiques et privées sous contrat. Du neuf ? Les résultats témoignent d'une stabilité et d'inégalités persistantes liées au territoire et au type d'établissement, bref à l'origine sociale.

Geay, K., & Rivière, C. (2026). **Un long fleuve tranquille ? : Jeunes privilégiés entre indétermination et reproduction.** *Agora débats/jeunesses*, (103), 37-47. <https://doi.org/10.3917/agora.103.0037>

Gray-Lobe, G., Kremer, M., de Laat, J., Mbonu, O., & Scanlon, C. (2026). **Nudging Parents out the Door: The Impacts of Parental Encouragement on School Choice and Test Scores** (Working paper N° 11387). Consulté à l'adresse The World Bank website: <https://EconPapers.repec.org/RePEc:wbk:wbrwps:11387>

This study evaluates a large-scale text message (SMS) outreach program to engage caregivers of students in private primary schools in Kenya. Using a two-stage randomization design, the study tested two types of weekly SMS messages: growth-mindset encouragement and personalized performance information. The findings show two main effects. First, outreach improved test scores by 0.07 standard deviations, with particularly strong gains among initially lower-performing students. This improvement generates 12 learning-adjusted years of schooling per US\$100 spent—making it highly cost-effective relative to other education interventions. Second, outreach increased student exit rates by 4.7–5.0 percentage points, with effects concentrated among higher-achieving students (5.7 to 6.6 percentage points). The study developed a theoretical model of vertically differentiated schools where parental engagement affects both learning production and school choice. The model shows that when parents update their understanding of education production through engagement programs, they become more sensitive to perceived differences in school quality. This increased sensitivity can lead lower-quality schools to forgo implementing engagement programs—even when costless—as enhanced parental discernment accelerates student exits. The findings suggest a role for third-party provision of parent engagement programs in competitive education markets.

Guénais, M., & Gani, D. (2026, juin 15). **Filles et sciences : la réforme du lycée a fait reculer l'égalité de trente ans.** Consulté 16 juin 2026, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2026/06/15/filles-et-sciences-la-reforme-du-lycee-a-fait-reculer-egalite-de-trente-ans/>

Pour Mélanie Guenais, mathématicienne et fondatrice du collectif Maths & Sciences, la réforme du lycée de 2019 marque un tournant majeur dans l'accès des filles aux mathématiques et aux sciences.

Harris-Thomas, B., Nicolai, K. D., Chen, X.-Y., & Barbieri, C. A. (2026). **Examining Black and Latine Students' Sense of Belonging within the Mathematics Classroom: A Narrative Review.** *Educational Psychology Review*, 38(1), 81. <https://doi.org/10.1007/s10648-026-10181-0>

Academic environments that support a sense of belonging, or students' feelings of being included, valued, accepted, and supported, are positively associated with students' engagement, persistence, and academic achievement. This is particularly true for Black and Latine adolescent students in U.S. mathematics classrooms. Research has also shown that students' sense of belonging is a situated, malleable construct that can fluctuate throughout the school day. This narrative review examines how the dynamic nature of belonging interacts with the complex consideration of adolescent Black and Latine students' ethnicity, race, and culture within the context of mathematics. We advance three considerations for researchers when investigating and supporting the belonging experiences of Black and Latine students within mathematics: Contextual Factors that Shape Sense of Belonging to Mathematics, Positionality and Framing of Investigations of Belonging, and Recognizing the Whole Student. By critically examining the educational contexts in which Black and Latine adolescent students engage with mathematics, alongside the prevailing frameworks and assumptions adopted in research studies, researchers are more likely to adopt a holistic perspective toward these students. Consequently, this approach fosters the production of research findings that affirm and enhance, rather than undermine, Black and Latine students' sense of belonging within mathematical learning environments. Recommendations for research and practice are also shared.

Ho, S. S.-H., Chen, R. J.-C., Cheng, I. H.-H., Chiang, D. C.-W., & Liu, E.-Y. (2026). **Bridging the Gap Between SDG Learning and Civic Engagement: A Configurational Perspective in the Context of University Social Responsibility.** *Higher Education Quarterly*, 80(3), e70146. <https://doi.org/10.1111/hequ.70146>

This study challenges the common assumption that learning about the Sustainable Development Goals (SDGs) is consistently associated with civic engagement in higher education. Adopting a configurational perspective, it examines how different learning patterns are associated with variations in participatory outcomes. Drawing on the knowledge–attitude–skills (KAS) framework, the study analyses survey data from undergraduate students within a higher education system shaped by University Social Responsibility (USR) policy initiatives. The findings show that SDG learning does not demonstrate a uniform association with civic engagement. Instead, the relationship varies according to how learning experiences are configured across knowledge, attitudes, and skills. Three configurations are identified: balanced, misaligned, and low engagement. Building on this insight, the study reinterprets the relationship among SDGs, USR, and Global Citizenship Education (GCED) as a mechanism-based framework. In this framework, SDGs define the content of learning, USR provides the context for practice, and GCED functions as an integrative mechanism that connects knowledge, attitudes, and skills. These elements are interconnected through learning processes that shape how educational experiences are associated with civic engagement. Overall, this study offers a configurational lens for understanding sustainability education and highlights the need to rethink higher education policy agendas in Asia by focusing on how learning is structured rather than only on what is taught.

Instruire ou occuper ? : Chronique d'un centre éducatif fermé. (2026). Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/instruire-ou-occuper/85858>

Le 26 novembre 2025, le ministre de la Justice Gérald Darmanin annonce la transformation des centres éducatifs fermés (CEF) en « unités judiciaires à priorité éducative ». Les CEF avaient été créés en 2002 comme alternative à l'incarcération des mineurs. Regroupant chacun une douzaine d'entre eux, ces centres étaient l'objet de critiques réitérées des autorités de tutelle : ils n'auraient été ni assez fermés ni assez éducatifs, et ils auraient coûté cher. Appuyée sur une

enquête de terrain menée dans un CEF de la région parisienne, la recherche de l'auteur donne à voir les modalités de ce manque d'efficacité. Ce manque, dont l'enquête confirme la réalité, tient essentiellement selon l'auteur au défaut de sérieux et d'ambition qui handicape la promesse éducative de l'entreprise. Pourtant reconnue par la loi, l'obligation de scolarisation et de formation jusqu'à 18 ans pour tous les jeunes n'est ici que très formellement respectée. Dans ces conditions, les éducateurs passent leur temps à se demander comment occuper celui des « éduqués » ; et ces derniers expriment une profonde frustration face au manque de sens de leur enfermement. Bien au-delà de l'institution, c'est l'ensemble de la politique nationale qui se voit interpellée par cette recherche, notamment dans sa capacité à scolariser correctement toute une partie de la jeunesse populaire, délaissée et abandonnée à son sort.

Iturra-Sanhueza, J. (2026). **Class-based network segregation, economic inequality, and redistributive preferences across societies.** *European Sociological Review*, 42(3), 460-477. <https://doi.org/10.1093/esr/jcaf048>

Rising economic inequality has renewed interest in how class-based social networks shape redistributive preferences across societies. While previous research has explored how social class influences individual attitudes towards redistribution, less is known about how class-based network segregation—defined as the extent to which network ties belong to the same or similar social class of the individual—affects this relationship. At the national level, there is limited understanding of how income inequality could moderate how individuals at both ends of the class spectrum form redistributive attitudes within segregated networks. For example, in more segregated networks, the working class may experience heightened marginalization, while the service class may have reduced exposure to disadvantaged classes. This can deepen class-based attitudinal divides, particularly in societies with low to moderate inequality. However, in highly unequal societies, existing evidence suggests that the class gradient in redistributive preferences tends to narrow, primarily due to rising support for redistribution among the service class. This study investigates how income inequality moderates the interplay between social class and class-based network segregation in shaping redistributive preferences. Using cross-national data from 32,717 individuals across 31 countries, the findings reveal that homogeneous networks are associated with stronger redistributive support among the working class and weaker support among the service class. This relationship is mitigated in high-inequality contexts. Overall, the findings suggest that country-level inequality weakens the interaction between class-based network segregation and individual class position on redistributive attitudes, especially for the service class. The study underscores the value of integrating relational and structural approaches to better understand class, inequality, and support for redistribution.

Kang, C., Dai, Q., Zhou, S., & Gong, Y. (2026). **Assessing parental family education competency: A multispect situational judgment test approach.** *Family Relations*, 75(3), 2168-2184. <https://doi.org/10.1111/fare.70156>

Objective Based on the cognitive-affective-behavioral response model (CABR model) and practical intelligence theory, we constructed a multispect and multidimension theoretical framework to understand parental family education competency (PFEC) and described the validation of an 18-story situational judgment test. Background Most PFEC assessments have focused only on parental sense of family education competency, with a lack of research based on the CABR model and practical intelligence theory under context-activated situational judgment tests. Method We used three samples (N1 = 541; N2 = 407; N3 = 354) to validate the "Cognitive-Emotional-Behavioral" Multidimensional Family Education Situational Judgment Test

("C-E-B" MFESJT) as a three-aspect and three-dimension structure, and tested the validation and reliability of "C-E-B" MFESJT through confirmatory factor analysis, network analysis, correlation analysis, t tests and one-way analyses of variance. Results The results indicated that the factor structure of the three aspects was consistent with the assessment framework. The "C-E-B" MFESJT demonstrated good internal consistency (as = .776–.865) and composite reliabilities (.70–.768), as well as good criterion validity and demographic characteristics. Conclusions and Implications The "C-E-B" MFESJT is a context-activated assessment tool that can contribute to parenting research and practical application.

Khattab, M. (2026). « **Plus c'est loin, plus c'est riche.** »: **Autoségrégation et mise à distance du «local» au sein des jeunes élites égyptiennes.** *Agora débats/jeunesses*, (103), 111-126. <https://doi.org/10.3917/agora.103.0111>

À partir d'une enquête ethnographique, cet article analyse les pratiques d'autoségrégation des jeunes élites égyptiennes. Il met en lumière la construction d'un entre-soi élitaires dispersé, caractérisé par la navigation entre différents lieux de résidence, de loisirs et de vacances. Ces pratiques sont considérées comme propres au contexte égyptien – voire aux mondes arabes, où créer une communauté de semblables serait indispensable à une vie sûre, propre et paisible, par contraste avec les «villes des Nords» aux populations supposément homogènes. Cet entre-soi repose non seulement sur des distinctions de classe, mais revêt également une dimension racialisée, visant à se distancier des pratiques associées à l'égyptianité et à l'arabité, et inculquant ainsi à ces jeunes élites des dispositions perçues comme occidentales et blanches. Toutefois, l'autoségrégation, jugée incompatible avec les idéaux égalitaires attribués à l'Occident, maintient ces élites aux marges de la blanchité.

Mahjoubi, O., & Chénier, C. (2025). **L'évaluation formelle du français L2 en contexte d'immigration: Expériences des femmes peu scolarisées.** *e-JIREF*, 11(3), 105-122. <https://doi.org/10.48782/e-jiref-11-3-105>

En nous intéressant à la voix des élèves, nous nous sommes appuyé.es sur le mémoire de (Mahjoubi, 2022), qui examine l'expérience évaluative formelle sous l'angle de six femmes peu scolarisées apprenant le français comme langue seconde (L2) au Québec. Cette recherche adopte une approche phénoménologique (Giorgi, 2009) visant à mettre en lumière le sens que les apprenantes attribuent à cette expérience. Une réflexion sur le lien entre le sens et la voix nous a conduit.es à concevoir la voix non pas simplement comme une expression de soi en prenant la parole, mais comme une négociation entre les participantes et les chercheur.es. La collecte des données, réalisée à travers des entretiens individuels menés dans la langue maternelle des participantes, ainsi que l'analyse inductive de ces données, ont permis de dégager une compréhension de l'expérience évaluative sous la forme d'un cycle triphasique : l'exploration, l'acculturation et la maturation. L'article se conclut sur une note critique, exposant les enjeux et limites inhérents à la prise en compte de la voix des participant.es dans le cadre de la recherche.

Martinez-Fuentes, S., Umaña-Taylor, A. J., Updegraff, K. A., Rivas-Drake, D., Schaefer, D. R., Ryan, A. M., & Zeiders, K. H. (2026). **A Latent Profile Analysis of Latino Adolescents' Cultural Wealth, Ethnic-Racial Discrimination, and Academic Adjustment.** *Journal of Youth and Adolescence*, 55(6), 1472-1488. <https://doi.org/10.1007/s10964-026-02328-7>

Drawing from the model of community cultural wealth, which suggests that youth from minoritized populations can draw on their cultural knowledge, networks, and skills to successfully

navigate their academic contexts, the current study examined whether latent profiles of cultural capital emerged among a sample of Latino adolescents using various indicators of cultural wealth. The sample included 627 Latino adolescents (95% U.S.-born; 57% girls; 33% 9th graders, 27% 10th graders, 23% 11th graders, 18% 12th graders). Specifically, configurations of cultural wealth were analyzed based on the following dimensions: familial ethnic socialization, ethnic-racial identity components, and emotional support from Latino and non-Latino friendship networks. Research questions also included testing whether profiles characterized by greater cultural wealth exhibited better academic adjustment (i.e., emotional and behavioral academic adjustment, academic self-efficacy, and school belonging), and whether the association between ethnoracial discrimination and academic adjustment was moderated by profile membership. Findings revealed four profiles, with the largest (38%) consisting of adolescents with high cultural wealth (i.e., Achieved, High FES, High Friend Support). Furthermore, this profile exhibited better academic adjustment relative to the profiles that varied in levels of cultural wealth. When examining whether profiles with more cultural wealth also demonstrated better academic adjustment in the face of ethnoracial discrimination, findings revealed that a subgroup with more moderate cultural wealth (Moratorium, Moderate FES, High Friend Support) was more vulnerable to discrimination for most indicators of adjustment compared to all other profiles. Overall, findings extend previous variable-centered work by showing that Latino adolescents have heterogeneous experiences with cultural wealth, and examining these subgroups of adolescents provides novel insights into understanding how cultural wealth differently relates to adolescents' academic adjustment, including in the context of ethnoracial discrimination.

McGill, J., Wang, Z., & Adler-Baeder, F. (2026). **Racially and economically diverse participants' change in couple-focused mindfulness following participation in couple relationship education.**

Family Relations, 75(3), 2260-2275. <https://doi.org/10.1111/fare.70143>

Objective This study evaluated ELEVATE, an evidence-based couple relationship education (CRE) program, to explore whether general CRE programs with brief mindfulness components would enhance couple-focused mindfulness and relationship functioning over time. **Background** Although mindfulness has been suggested as a significant contributor to relationship functioning and several mindfulness-based CRE programs have been developed and shown their effectiveness, no research has explored whether general CRE programs with limited mindfulness integration would produce similar benefits. **Method** Data were from 2,580 individuals in couple relationships. Assessments occurred at baseline, immediately after the program, and at a 1-year follow-up. Measures included eight dimensions of couple-focused mindfulness (i.e., nonjudging, patience, beginner's mind, trust, nonstriving, acceptance, letting go, and noticing), relationship quality, and relationship skills. **Results** Results revealed significant immediate postprogram increases across all relational mindfulness dimensions and the overall couple mindfulness. Significant effects were sustained for all except trust of self at 1-year follow-up. Additionally, immediate gains in couple mindfulness significantly predicted long-term improvements in relationship quality and skills over a year. **Conclusion** Even limited mindfulness integration in CRE may promote couple mindfulness to further foster relationship functioning. **Implications** Practitioners may consider embedding brief mindfulness practices into general CRE programs to support long-term healthy relationship development.

Nguyen, H., Chapman, B., Le, H., Royer, H., Dearden, L., & Mitrou, F. (2026). **Socioeconomic status and gender gaps in educational outcomes across the life course: New distributional evidence**

from linked census-administrative data [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://EconPapers.repec.org/RePEc:pra:mprapa:129344>
This study uses whole-of-population linked census-administrative data to examine gender gaps in educational outcomes from early primary school through early adulthood in Australia and to assess the contribution of socioeconomic factors to these gaps either at the mean and along the distribution of educational outcomes. Leveraging the richness and large size of the linked data and employing some of the most rigorous empirical approaches in the literature, including mother and twin fixed-effects models, we find that females outperform males as early as ages 5–6 across multiple developmental domains, and that this advantage persists through university. The gender gap in favour of females is larger among lower-performing students. We also find that boys benefit more than girls from growing up in more advantaged families, particularly among academically lower-performing boys. However, this advantage is observed only for outcomes measured in the early years of primary school. By contrast, for outcomes measured at the tertiary level, most indicators of socioeconomic advantage confer stronger benefits to females, especially among individuals at the lower end of the educational attainment distribution. Finally, having ruled out gender differences in birth weight—which favour males—we identify gender differences across siblings in school sector choice and early childhood health conditions, both favouring females, as potential mechanisms underlying these patterns.

Oesch, D., Lipps, O., Shahbazian, R., Bihagen, E., & Morris, K. (2026). **Occupational earning potential: a new measure of social hierarchy in Europe and the US**. *European Sociological Review*, 42(3), 421–441. <https://doi.org/10.1093/esr/jcaf035>

Social stratification is interested in unequal life chances and assumes the existence of a hierarchy of more or less advantageous occupations. Yet occupations are not easily translated into a linear hierarchical measure. Influential scales combine multiple indicators and lack intuitive interpretation. We therefore present a new scale based on occupations' earnings potential (OEP). OEP measures the median earnings of occupations and expresses them as percentiles of the overall earnings structure: if mechanics earn the national median wage, their OEP is 50. We construct national OEP scales using annual microdata pooled over several decades for Germany, Sweden, Switzerland, the UK and the US. Consistent with the Treiman constant, these national scales are highly correlated over time and across countries, justifying the use of one common OEP scale. When applied to another European dataset, the common OEP scale explains a quarter of the variance in earnings—and works as well for men as women and as well for countries used to construct the scale as for other countries. Moreover, it is associated with the causes (education) and consequences (social mobility) that the theory expects. OEP thereby provides a simple and parsimonious indicator of economic advantage that can be meaningfully interpreted.

Olivieri, S., Razzu, G., & Wambile, A. E. (2026). **Converging Paths: Intergenerational Educational Mobility and the Decline of Gender and Geographic Gaps in Bangladesh** (Working paper N° 11386). Consulté à l'adresse The World Bank website: <https://EconPapers.repec.org/RePEc:wbk:wbrwps:11386>

This study examines intergenerational educational mobility in Bangladesh across cohorts born between the 1950s and 1990s, using data from the 2022 Bangladesh Household Income and Expenditure Survey. Intergenerational regression coefficients and intergenerational correlations are estimated, yielding three main findings. First, while the intergenerational regression coefficient declines for the 1990s cohort, suggesting reduced persistence of the effect of parental education

on children's outcomes, the intergenerational correlation, which accounts for inequality in educational attainment across both generations, follows an inverted U-shaped pattern, resulting in no net mobility change. This finding reverses earlier evidence of increasing persistence through the 1970s and indicates that educational expansion since the 1980s has progressively benefited children of less-educated parents. Second, unlike patterns observed elsewhere in the region, where urban residence confers mobility advantages, Bangladesh exhibits no urban premium. Overall mobility remains higher in rural areas, although substantial convergence occurs in the 1990s cohort. At the regional level, an East-West convergence is observed, driven by mobility improvements in traditionally less-mobile Eastern regions. Third, women historically exhibited higher mobility than men through the 1980s, with gender convergence emerging only in the 1990s cohort, largely due to accelerated male mobility gains among urban males. Bangladesh's educational mobility trajectory is thus characterized by convergence across gender, urban-rural, and region dimensions, a pattern distinct from both its historical experience and broader South Asian trends, although educational gains remain disconnected from labor market outcomes.

Oppenchain, N., Proulhac, L., & Wenglenski, S. (2026). **Les mobilités quotidiennes des jeunes des beaux quartiers : une reproduction de l'entre-soi résidentiel ?** *Agora débats/jeunesses*, (103), 92-110. <https://doi.org/10.3917/agora.103.0092>

Cet article vise à mieux caractériser les pratiques en 2010 de mobilité quotidienne des jeunes franciliens des beaux quartiers, en s'intéressant en particulier aux caractéristiques sociales des espaces qu'ils fréquentent au quotidien. Il montre que ces adolescents se déplacent beaucoup plus que les autres, en raison d'un accès privilégié à différents modes de transport (voiture et transports en commun) combiné à une proximité à de nombreux équipements urbains. Malgré l'intensité de leurs mobilités, les adolescents des beaux quartiers sont néanmoins ceux qui sortent le moins de leur espace social et restent donc le plus dans l'entre-soi en se déplaçant.

Pellegrini, S., & Sebastiani, R. (2026). **University, Care and Twin Transitions: Digital Language Literacy for Migrant Inclusion and Civic Engagement.** *European Journal of Education*, 61(3), e70717. <https://doi.org/10.1111/ejed.70717>

Within the policy framework of the digital and ecological Twin Transition, higher education institutions are increasingly positioned as key actors in fostering inclusive and sustainable transformation. This exploratory, perception-based study examines how university students and academic staff frame the role of digitally supported second-language (L2) learning in the inclusion of migrants and refugees. Using an online questionnaire administered to 168 respondents, the study investigates perceptions of digital tools in relation to accessibility, personalization, participation and the public role of universities. The findings indicate a broadly positive orientation toward blended learning and e-learning platforms, alongside significant concerns regarding teacher training, platform accessibility and the alignment of digital strategies with the needs of vulnerable learners. The article argues that universities can contribute to more inclusive educational environments, while also stressing that the present evidence concerns perceived potential rather than measured educational outcomes.

Rappa, N. A., Nonis, K. P., Tang, K.-S., Cooper, G., Cooper, M., & Sims, C. (2026). **Can Generative AI support the learning agency of students with disability? A case study of an Australian secondary school.** *British Journal of Educational Technology*, 57(4), 924-942. <https://doi.org/10.1111/bjet.70048>

Despite increasing interest in using Generative Artificial Intelligence (GenAI) in education, little is known about how students with disability engage with GenAI to support their own learning. This study investigates the potential of ChatGPT to support the learning agency of adolescents with disability in a secondary science classroom in Australia. Guided by sociocultural and socio-material conceptualisations of agency, the study explored the mediated choices and capabilities of three students with disability to use ChatGPT to facilitate their learning. The study was conducted in a class comprising students of varying ages clinically diagnosed with diverse learning needs. Data sources included student interviews, the students' conversations with ChatGPT, teachers' lesson worksheets and video recordings of the lesson. Thematic analyses reveal that while students expressed clear and meaningful choices to use ChatGPT to support their learning, they faced metacognitive challenges and cognitive constraints, resulting in a misalignment between their choices and actual capability. The findings identify key theoretical perspectives and practical considerations for supporting students with disability in using GenAI to develop their learning agency. The study recommends customising GenAI for specific learning needs in line with its function as a cognitive prosthesis for students with disability and for better alignment with Universal Design for Learning, thereby supporting students' learning agency. Practitioner notes What is already known about this topic The development of students' learning agency has been widely explored in the secondary context, but not for students with disability. There is increasing interest in using Generative AI (GenAI) to support inclusive education. Current theoretical frameworks can inform the exploration of the learning agency of students with disability using GenAI. What this paper adds Foregrounds the learning choices of students with disability as indicators of their emergent learning agency. Identifies learning challenges facing students with disability that misalign their learning choices and capabilities. Examines GenAI's potential as a socio-material mediator facilitating the material and relational agency of students with disability. Implications for practice and/or policy Consulting students with disability on how GenAI can support their learning, providing opportunities for them to express their learning preferences. Customising GenAI tools in line with the Universal Design for Learning guidelines to address the specific learning challenges of students with disability. Clarifying the roles of teachers and education assistants in facilitating the learning agency of students with disability in light of customising GenAI to mediate their learning agency.

Rickert, N. P., Gregg, K., & Leckie, A. (2026). **Lessons from the field. Engaging parent researchers: Pilot study collecting behavior change data in a family-community education program.** *Family Relations*, 75(3), 1606-1617. <https://doi.org/10.1111/fare.70170>

Objective The purpose of this project is to engage parent researchers in piloting a data collection process to measure program impact. Specifically, in this Lessons from the Field article, we outline the process of combining characteristics of evaluation and action research methodologies to involve attendees of Parent University (Parent U) as researchers in designing and implementing this pilot study. Background Measuring the impact of family-school-community programs is challenging due to the numerous contextual factors that influence these programs and the families they serve. Parent U is a nonprofit parenting education program that has served Savannah, Georgia, for over 25 years. Based on previously collected focus group data, we worked with Parent U to research an appropriate outcome measure. Experience We outline the process of engaging parent researchers in program evaluation, including brainstorming, parent recruitment, survey design, ethics training, and data collection, illustrating how parent perspectives informed the resulting design. Initial survey data from two parent participant cohorts (N = 31 each) are presented. Challenges, successes, and lessons within the process are included.

Conclusion Data collected by parent researchers demonstrated good reliability for our survey measures, positive correlations between measures, and preliminary evidence of perceived change over time. We reflect on the meaning of the impact data collected and the contextual outcomes related to family-school-community programming.

Rosillette, N. (2026). **Les règles de la popularité au collège : Le cas d'une classe de sixième en réseau d'éducation prioritaire.** *Agora débats/jeunesses*, (103), 21-36. <https://doi.org/10.3917/agora.103.0021>

Cet article analyse la popularité comme une construction sociale collective et vise à compléter les travaux relatifs aux relations sociales adolescentes. À partir d'un terrain mené dans une classe de sixième dans un collège parisien en REP+ (réseau d'éducation prioritaire), il étudie les règles qui structurent la hiérarchie des popularités ainsi que les conceptions qu'en ont les élèves, en s'intéressant notamment à des paramètres tels que la visibilité, l'adoption de comportements genrés, la composition de la fratrie et le rapport à l'institution scolaire comme déterminants de la position sociale.

Rouamba/Ouédraogo, B. C. V., & Charmillot, M. (2026). **Être doctorante au Burkina Faso : défis individuels, enjeux sociaux, politiques et économiques.** *Swiss Journal of Educational Research*, 48(1), 43-54. <https://doi.org/10.24452/sjer.48.1.5>

Les disparités de genre sont présentes dans toutes les sphères de la vie. Le domaine de l'enseignement supérieur ne fait pas exception. Au Burkina Faso, la rare présence des femmes dans le parcours doctoral n'est pas un secret de polichinelle. Malgré l'absence de barrières juridiques, la poursuite d'études doctorales par les femmes reste parsemée d'embûches. Cet article explore les obstacles multidimensionnels rencontrés par les femmes engagées dans la réalisation d'une thèse au Burkina Faso et analyse leurs motivations à s'engager dans un parcours doctoral. La recherche à la source des données mobilisées est qualitative et adossée à une épistémologie compréhensive. Elle repose sur des entretiens biographiques menés auprès de huit doctorantes inscrites à l'Université de Ouagadougou.

Saelens, L., Bracke, P., Ceuterick, M., & D'hondt, F. (2026). **School Matters: A Multilevel Analysis of Stigma, Supportive Relations and Adolescents' Mental Health Help-Seeking Attitudes.** *Journal of Youth and Adolescence*, 55(6), 1374-1387. <https://doi.org/10.1007/s10964-026-02322-z>

Adolescence is a developmental period marked by heightened vulnerability to mental health difficulties yet help-seeking in this age group remains remarkably low. Although mental health help-seeking is increasingly recognized as a socially embedded process, prior research has largely focused on individual factors, providing limited evidence on how broader social environments shape adolescents' mental health help-seeking. Drawing on the Network Episode Model, which emphasizes the role of social networks in shaping help-seeking, the present study examines how two aspects of schools' social network – stigma and supportive relations – influence adolescents' help-seeking attitudes. Accordingly, the study investigates how stigma, teacher support and classmate support at both the individual (student) and contextual (school) levels are associated with adolescents' attitudes toward seeking help from various informal and formal sources. Data were obtained from a cross-sectional survey of 4,702 students (62.1% girls; Mage = 16.80 years, SD = 0.93) across 38 secondary schools in Flanders, Belgium. Multilevel regression analyses indicated that higher school-level public stigma was negatively associated with help-seeking attitudes, independent of individual-level personal stigma. Conversely, supportive relations, particularly with teachers, were associated with more favorable help-

seeking attitudes, including toward professional services outside the school setting. These findings demonstrate that schoolwide cultures of stigma and support shape adolescents' help-seeking in ways that extend beyond individual attitudes. They underscore the importance of fostering supportive, non-stigmatizing school environments and the influential role of teachers in promoting mental health help-seeking.

Savoirs Nyamakala et éducation formelle en Afrique de l'Ouest: vers une intégration raisonnée. (2026). Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/savoirs-nyamakala-et-education-formelle-en-afrique-de-l-ouest/82723>

Ce livre explore le rôle central des Nyamakalas dans les sociétés mandingues d'Afrique de l'Ouest : artisans, communicateurs et maîtres du Nyama, cette force vitale qui relie l'humain au sacré. Héritiers d'une tradition ancestrale, griots, forgerons, cordonniers et fins perpétuent des savoirs techniques, spirituels et symboliques transmis de manière héréditaire et initiatique. Leur pédagogie, fondée sur l'observation, la parole, l'expérience et les rites constitue une véritable école communautaire où chaque geste est mémoire et signification. À l'heure où l'école moderne, héritée du modèle colonial, s'éloigne des réalités culturelles africaines, cet ouvrage interroge la place des savoirs endogènes dans l'éducation contemporaine. Il montre en quoi les pratiques des Nyamakalas, loin d'être folkloriques, peuvent inspirer une éducation enracinée, vivante et adaptée aux défis du présent. Entre tradition et modernité, ce livre invite à repenser la transmission, à reconnecter l'enfant à sa culture, et à ouvrir un dialogue fécond entre héritages locaux et savoirs universels.

Serreau, M. (2026). **Passer son temps à «networker» : La maximisation du capital social des étudiants d'une école de commerce d'élite.** *Agora débats/jeunesses*, (103), 48-60. <https://doi.org/10.3917/agora.103.0048>

On sait déjà que les écoles de commerce d'élite apprennent progressivement à leurs étudiants à se distancer des normes académiques. Ce texte vise à analyser les trajectoires de ces jeunes après qu'ils ont cessé de chercher à accumuler du capital scolaire. À partir d'une enquête de terrain menée pendant un an dans l'une des trois plus grandes écoles de commerce de France et d'une soixantaine d'entretiens, il montre que ces étudiants en viennent progressivement à rechercher d'abord du capital social et économique. Cet article aborde ensuite le malaise susceptible de se manifester chez des jeunes pourtant très dominants au sein de ces cohortes. Il souligne le caractère ambivalent des amitiés liant ces étudiants, constamment invités à penser leurs relations comme un network plutôt que comme un groupe de pairs unis par une camaraderie désintéressée.

Shormani, M. Q., & Al Hussen, F. (2026). **How does media discourse represent disability and education? Insights from past, present and future.** *Quality & Quantity*, 60(3), 10081-10105. <https://doi.org/10.1007/s11135-026-02642-z>

The aim of this study is to examine how media discourse represents disability, and education (DED), employing scientometric methods. It synthesizes DED research over 34 years from 1991–2024, involving 5410 Web of Science-indexed articles, and 196,386 references. It utilizes CiteSpace and VOSViewer software to visualize knowledge mapping of the intellectual landscape, (re)emerging research trends and hotspots, based on analyzing document co-citation, cluster analysis, top citing and cited references, citation counts, Burstness, Betweenness Centrality, and Sigma, author's keyword(s), top knowledge producers including journals, institutions, and countries. Our findings indicate that DED research is backgrounded with rigorous research

theoretically and empirically. However, there is considerable decrease of DED publication in 2020–2024 timespan, thus collaboration among scholars, research centers, institutions, and countries is urgently required for building a comprehensive panoramic collaboration.

Tortel, L. (2026). **Dépoussiérer le goût du patrimoine : Recompositions culturelles au sein des jeunes élites traditionnelles.** *Agora débats/jeunesses*, (103), 61-75. <https://doi.org/10.3917/agora.103.0061>

Cet article analyse comment de jeunes membres des classes dominantes mobilisent l'engagement pour le patrimoine historique comme espace de recomposition de leur légitimité culturelle. À partir d'une enquête qualitative (15 entretiens et 10 observations) menée au sein de l'association Nos vieilles pierres, il montre que la passion patrimoniale, ancrée dans des dispositions héritées, une sociabilisation catholique, conservatrice et un goût pour l'histoire aristocratique, fonctionne à la fois comme principe de cooptation et de distinction sociale. Mais pour rester socialement et professionnellement rentable, cet héritage doit être retravaillé par la recherche d'audience en ligne, la mise en scène médiatique et des logiques entrepreneuriales. Une association de valeurs possiblement contradictoires, qui éclaire les transformations contemporaines de la reproduction sociale chez les jeunes élites.

Valente, R., & Vacchiano, M. (2026). **The long-term effects of childhood residential mobility on social capital.** *European Sociological Review*, 42(3), 478-490. <https://doi.org/10.1093/esr/jcag001>

When a child moves home multiple times, the consequences for the adult they will later become can be substantial. This study investigates how frequent relocations during childhood influence the development of social capital in adulthood. Using a combination of retrospective and longitudinal data from a nationally representative sample of the Swiss population (N = 4,451), we examine how identity formation and the sense of agency jointly shape individuals' ability to sustain supportive networks over time. Results from structural equation modelling show that individuals who experienced frequent moves in childhood tend to identify less with the city, region, and country in which they live; yet this appears to have no direct consequences for their social capital. In contrast, they report a stronger sense of personal agency—defined as feeling more confident in addressing problems and making decisions—which, in turn, enhances their ability to maintain supportive networks. Overall, the findings highlight that residential mobility in childhood is a complex phenomenon that reshapes how individuals relate to the communities they belong to, to themselves, and to others across the life course.

Wang, M., Wang, J., Zhang, K., & Zhang, Z. (2026). **Within-person Relations among Paternal and Maternal Child-oriented Perfectionism, Harsh Parenting, and Child Social Anxiety: A Five-wave Prospective Study.** *Journal of Youth and Adolescence*, 55(6), 1506-1529. <https://doi.org/10.1007/s10964-026-02331-y>

While extant research has well established multiple familial risk factors for child social anxiety, scarce research has examined how parental child-oriented perfectionism may contribute to children's social anxiety. This study tracked 2228 Chinese adolescents (baseline Mage = 12.95 ± 0.79 years, 46.3% girls) with five measurements over three years. Using the Random Intercept Cross-Lagged Panel Model (RI-CLPM), results indicated that harsh fathering can predict subsequent fathers' and mothers' child-oriented perfectionism, but fathers' and mothers' child-oriented perfectionism fail to predict subsequent harsh fathering. Bidirectional predictive relationships exist between harsh mothering and both maternal and paternal child-oriented perfectionism. Additionally, both harsh fathering and harsh mothering have reciprocal

associations with children's social anxiety. Child sex played a moderating role across all four models: Girls' social anxiety more strongly elicited harsh fathering in early adolescence, whereas boys' social anxiety predicted harsh fathering (mothering) later. For boys (but not for girls), harsh mothering stably predicted maternal child-oriented perfectionism. These findings offered insights into how parental child-oriented perfectionism may trigger child social anxiety via harsh parenting, thus informing strategies to cope with social anxiety during adolescence.

WatreLOT, P. (2026, juin 12). **Pour accéder aux grandes écoles, un nom à particule fait encore la différence.** Consulté 14 juin 2026, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/pour-acceder-aux-grandes-ecoles-un-nom-a-particule-fait-encore-la-differenc/00118785>

Plus de deux siècles après la fin des privilèges, les descendants de familles nobles restent très nettement surreprésentés au sein des établissements d'élite de l'enseignement supérieur, montre l'économiste Stéphane Benveniste.

Wu, W., Chen, L., Li, W., & Zheng, J. (2026). **Maternal educational anxiety and mother-child closeness in China: Mediating roles of gatekeeping and father involvement.** *Family Relations*, 75(3), 1940-1956. <https://doi.org/10.1111/fare.70161>

Objective This study aimed to investigate the relationship between maternal educational anxiety and mother-child closeness in China. **Background** Grounded in family systems theory, we examined the serial mediating roles of maternal gatekeeping behaviors (both gate opening and gate closing) and father involvement in this association. **Method** A cross-sectional survey was conducted with 555 mother-child dyads from Wenzhou, China. Mothers reported on their educational anxiety and gatekeeping behaviors, and children (mean age = 12.50 years) reported on perceived father involvement and their closeness with their mother. **Structural equation modeling (SEM)** with a bootstrapping procedure was used to test the hypothesized serial mediation models. **Results** The findings indicated a significant negative correlation between maternal anxiety over the child's education and mother-child closeness. The SEM analysis revealed significant indirect effects. Specifically, maternal educational anxiety was linked to reduced mother-child closeness through two serial mediation pathways: (a) via decreased maternal gate-opening behaviors, which in turn led to lower father involvement; and (b) via increased maternal gate-closing behaviors, which also resulted in lower father involvement. The direct mediating roles of gate-opening and gate-closing behaviors were not statistically significant, though the mediating role of father involvement was significant. **Conclusion** Maternal educational anxiety is negatively associated with mother-child closeness by relating to coparenting dynamics. Specifically, maternal gatekeeping behaviors mediate this relationship by altering father involvement. **Implications** These findings suggest that interventions should adopt a family systems approach, targeting the coparenting relationship to mitigate maternal anxiety and improve family relationships.

Ziemes, J. F., & Eckstein, K. (2026). **Populist Attitudes in Adolescence are Measurable, Stable, and Linked to Political Trust: A Longitudinal Analysis of German High-School Students.** *Journal of Youth and Adolescence*, 55(6), 1418-1432. <https://doi.org/10.1007/s10964-026-02332-x>

Across the globe, populism has become a substantial challenge for democracies and educational settings alike. Populist attitudes include the belief that society can be sorted into two groups: The virtuous people and a corrupt elite. The study utilizes a sample of 1,206 German high-school students (52% female; MAge, T1=14.39; SDAge, T1=0.64) from two federal states (North

Rhine-Westphalia & Thuringia). The stability of populist attitudes as well as their association with political trust over one school year are analyzed. Furthermore, connections to political efficacy, collective efficacy, and status anxiety in their role as potential precursors of populist attitudes are investigated. The results show that populist attitudes are cross-sectionally related to higher levels of status anxiety and internal political efficacy, but not to students' collective efficacy. Longitudinal analyses further indicate that both populist attitudes and political trust remained generally stable over the course of a school year. Reciprocal effects linked higher levels of populist attitudes at T1 to lower political trust at T2 and vice versa, none of the other political attitudes (i.e., status anxiety, political efficacy, collective efficacy) predicted a change in either variable over time. Overall, the results indicate that populist attitudes are already conceptually distinct from (a lack of) political trust in mid-adolescence. The stability of these attitudes and their negative longitudinal links highlight the need to investigate populist attitudes early in life to better understand their development and to identify ways to reduce them.

Climat de l'école

Bollinger, L., Escriva-Boulley, G., & Gavens, N. (2026). **Evaluating a school-based educational intervention on boys' and girls' menstrual health knowledge and attitudes.** *Health Education Journal*, 00178969261436537. <https://doi.org/10.1177/00178969261436537>

Objective: Menstrual health is essential for adolescent well-being, yet boys' and girls' knowledge about menstruation often remains limited. Stigma, misconceptions, and the lack of formal education may discourage help-seeking and reinforce taboos and restrictions. This study evaluated a school-based educational intervention designed to improve menstrual health knowledge and attitudes among high school students. Design and setting: This quasi-experimental pre-post study involved a programme consisting of two interactive sessions: the first delivered to mixed-sex groups to build foundational knowledge and address stigma, and a second for girls only focusing on symptom management and strategies to access healthcare. Methods: Pre- and post-intervention self-administered questionnaires assessing menstrual knowledge and attitudes were completed before the first session and 1 week after the second session. Data from 113 girls and 37 boys were analysed using Wilcoxon signed-rank tests and paired-sample t-tests, as appropriate. Confirmatory factor analyses were conducted to verify the factor structure of the original and adapted versions of the Menstrual Attitude Questionnaire. Results: Knowledge scores increased significantly among girls following the intervention, whereas the gains observed among boys were not statistically significant. Results showed significant improvements in boys' perceptions of menstruation as a natural process, and girls were less likely to deny any effects of menstruation. These findings suggest that interactive, inclusive menstrual education can positively shape knowledge and attitudes. Conclusion: This study contributes to the literature by demonstrating how school-based, gender-inclusive programmes reduce stigma, increase knowledge, and support adolescent menstrual health. Future studies are needed to address sustained changes and to optimise the use of gender-inclusive approaches.

Bussu, A., & Karp, D. (2026). **Institutionalizing Restorative Justice in Higher Education: Insights from Practitioners.** *The Journal of Higher Education*, 0(0), 1-33. <https://doi.org/10.1080/00221546.2026.2684839>

Restorative justice (RJ) in higher education holds promise not only as an alternative to punitive disciplinary systems, but also as a vehicle for building inclusive, relational, and socially just

academic communities. Yet efforts to integrate RJ often confront significant structural and cultural barriers that can limit sustainability and impact. This study draws on qualitative data from 68 higher education institutions internationally to explore the practices and conditions that support the successful implementation and institutionalization of restorative justice in university settings. Our research examines how RJ practitioners ensure the successful delivery of restorative justice programming within higher education institutions and how restorative justice is effectively institutionalized within university settings. Using thematic analysis supported by ATLAS.ti, we identified two key themes, which we called Making it Work and Deepening the Roots, across student conduct, staff and faculty engagement, classroom practice, and research initiatives. Findings identify several successful practices for delivery of RJ initiatives, including Student Voice, Comprehensive Training, Practitioner Competency, and Restorative Embodiment. Findings also indicate important strategies for institutionalizing RJ including Scholarship, Locating RJ, Intentionality, Mission Alignment, and Strategic Partnerships. By examining how communities of practice are working to overcome implementation barriers, this study contributes to understanding how RJ can mitigate harm, strengthen belonging, and support the transformation of higher education into more relational and restorative environments.

Chu, X., Sun, H., Lu, Y., Jia, Y., Li, Q., & Yang, Y. (2026). **Stability and Change of Bullying Behavior in Children and Adolescents: A Meta-Analysis of Longitudinal Studies**. *Journal of Youth and Adolescence*, 55(6), 1388-1417. <https://doi.org/10.1007/s10964-026-02348-3>

Although extensive research has examined bullying across childhood and adolescence, findings regarding its developmental course remain inconsistent. Understanding bullying development requires distinguishing between two complementary indicators: rank-order stability, which captures how individuals maintain their relative positions over time, and mean-level change, which captures how the average levels of the behavior shift across the population. To clarify these issues, the present study comprehensively synthesized the available data on rank-order stability (represented by test-retest correlation coefficients) and mean-level change (represented by standardized mean-level difference) of bullying from 197 longitudinal studies (202 samples, N = 286,853, Mage = 12.32 years, 50.64% female) published from 2002 to 2023. Results indicated that both bullying perpetration and victimization were found to be highly stable over time. This stability increased with age but weakened as the time lag between assessments became longer. In addition, analyses of mean-level change revealed an increase in bullying victimization, but no consistent change in perpetration. While the increase in bullying victimization diminished with age, the increases in both bullying perpetration and victimization became more pronounced as the time lag expanded. The stability and change of bullying behavior also differed across studies conducted in various regional/ethnic contexts and those employing specific measurement properties. Overall, these findings clarify the developmental course of bullying across childhood and adolescence by distinguishing between the persistence of individual differences and shifts in average levels at the population level, providing an empirical foundation for designing more targeted prevention and intervention strategies.

Ciavaldini-Cartaut, S., Bessone, S., & Baillet, L. (2025). **La preuve en éducation et la problématique du bien-être scolaire: enjeu de rapports nuancés entre théorie et pratique**. *15e journées internationales des LéA-IFÉ*. Consulté à l'adresse <https://hal.science/hal-05634479>

Dans les systèmes éducatifs, le bien-être et la réussite des élèves sont des objectifs cruciaux, fondés sur l'idée qu'un élève épanoui apprend mieux et s'intègre plus facilement. Le bien-être scolaire, étudié notamment par le LéA École-Collège Saint-Exupéry 06, soulève des tensions

épistémologiques entre les approches fondées sur les preuves (EBP) et celles fondées sur la pratique (PBE). L'EBP vise à généraliser des modèles à partir de données standardisées, tandis que le PBE valorise l'expertise des praticiens et l'analyse qualitative des expériences. Une approche combinée est nécessaire pour appréhender la complexité du bien-être scolaire, qui est multidimensionnel et contextuel. Les méthodes qualitatives, en recueillant témoignages et perceptions, offrent une compréhension fine des dimensions subjectives et objectives du bien-être. Les recherches collaboratives, comme celles menées dans un LéA, permettent d'articuler ces deux démarches. Elles intègrent la diversité des méthodologies et des perspectives des acteurs éducatifs, renforçant ainsi la validité des résultats. L'expertise des enseignants, fondée sur leur expérience quotidienne, constitue une forme précieuse de savoir, notamment en matière de bienveillance éducative. Les débats entre EBP et PBE opposent chercheurs et praticiens sur la légitimité des connaissances en éducation. Gauthier, Bissonnette et Van der Maren (2023) défendent l'EBP pour évaluer l'efficacité des pratiques éducatives, plaidant pour l'utilisation de méta-analyses et d'études expérimentales. Cette approche a motivé l'adoption du modèle systémique de Konu et Rimpelä (2002) dans notre LéA. Cependant, une application trop rigide de l'EBP comporte des risques, comme le soulignent Saussez et Lessard (2009), qui défendent un pluralisme méthodologique. Sensevy et al. (2018) plaident pour une ingénierie coopérative qui favorise la co-construction des pratiques par les chercheurs et les enseignants. Cette approche repose sur la complémentarité des preuves statistiques et anthropologiques, s'inscrivant dans les principes des recherches collaboratives en éducation. Chkair et Wagnon (2023) suggèrent d'enrichir la pyramide de la preuve par une «pyramide des acteurs», reconnaissant que l'enseignement nécessite une adaptation aux besoins des élèves. En distinguant les rapports réel/double, moyens/fins, et descriptif/préscriptif, on peut éviter des erreurs d'interprétation des données probantes. Le rapport réel/double mobilise des recherches descriptives pour comprendre les expériences vécues par les élèves et les enseignants. Le rapport moyens/fins identifie les dispositifs éducatifs susceptibles d'améliorer le bien-être scolaire. Enfin, le rapport descriptif/préscriptif met en évidence la difficulté de déduire ce qui doit être (prescription) de ce qui est (description scientifique). En conclusion, une approche complémentaire entre EBP et PBE, reposant sur la reconnaissance de l'expertise des praticiens et une collaboration étroite entre chercheurs et acteurs de terrain, est essentielle pour une compréhension holistique et contextualisée du bien-être scolaire. Cette complémentarité s'appuie sur la triangulation méthodologique, conciliant données statistiques et preuves anthropologiques pour mieux appréhender la complexité et la subjectivité du phénomène (Sensevy et al., 2018 ; Ferrière et al., 2015).

Cristofoli, S., Marmion, V., & Traore, B. (2026). **Journée nationale de lutte contre le harcèlement à l'école : résultats de la grille d'auto-évaluation des élèves.** *Note d'Information*, (26.20), 1-2. Consulté à l'adresse <https://www.education.gouv.fr/depp/journee-nationale-de-lutte-contre-le-harcelement-l-ecole-resultats-de-la-grille-d-auto-evaluation-504944>

Au cours de la Journée nationale de lutte contre le harcèlement scolaire, qui s'est déroulée dans l'ensemble des écoles et des établissements scolaires en novembre 2025, les élèves ont été invités à remplir une grille d'auto-évaluation du harcèlement scolaire.

Debarbieux, É. (2026, juin 10). **Loi contre les violences scolaires : une victoire des victimes ?** <https://doi.org/10.64628/AAK.afhu6q35y>

La proposition de loi visant à protéger les enfants contre les violences en milieu scolaire a été adoptée à l'unanimité, actant un changement de regard sur l'enfant dans la société.

Ding, D., & Fang, S. (2026). **How Authoritative School Climate Predicts Adolescent Non-Suicidal Self-Injury Over Time: A Longitudinal Analysis.** *Journal of Youth and Adolescence*, 55(6), 1544-1559. <https://doi.org/10.1007/s10964-026-02336-7>

Adolescence is a critical period for the onset of non-suicidal self-injury (NSSI). Previous research has identified a negative association between school climate and NSSI. However, most of these studies are cross-sectional. This study employed Random Intercept Cross-Lagged Panel Models (RI-CLPM) to distinguish within-person effects from between-person effects. The study included 1,119 adolescents, with an average age of 13.15 years ($SD = 1.26$), and females accounted for 50.2% of the sample. Data were collected at six-month intervals across four waves. The results showed that overall school climate had a significant lagged effect on NSSI. At the dimensional level, six components—teacher–student relationships, student–student relationships, school engagement, clarity of expectations, fairness of rules, and school safety—showed significant negative lagged effects on NSSI, except for school bullying. At the between-person level, all dimensions were negatively associated with NSSI. Grounded in authoritative school climate theory, this study provides longitudinal evidence that school climate functions as a protective factor against adolescent NSSI and clarifies the temporal and multilevel pathways linking school environments to self-injurious behavior.

Gruber, N. (2026). **Class Discipline, Class Size and Scholastic Achievement Across Countries: A Theoretical and Empirical View of Educational Production** (Working paper N° 2026/105). Consulté à l'adresse International Monetary Fund website: <https://EconPapers.repec.org/RePEc:imf:imfwpa:2026/105>

Formulating an education production function and using estimates of student and class discipline levels, this paper seeks to identify the relations between discipline, class size, teaching quality and scholastic outcomes. The data shows both individual and class-level discipline to be a powerful predictor of the PISA math score, while variance in discipline among classmates has a strongly negative effect. Furthermore, class discipline is correlated with larger classes. As a structural simulation demonstrates, the correlations observed in the data can be well explained by how schools allocate students and teachers to classes. This analysis allows for a break-down of the contribution of educational production factors and highlights the role of individual and class discipline to student achievements.

Li, Q., Zhou, Y., Yang, T., Wang, D., Zheng, C., & Jia, Y. (2026). **Longitudinal Associations Between Victimization and Depressive Mood During the Junior High School Transition: A Latent Growth Model Analysis.** *Journal of Youth and Adolescence*, 55(6), 1629-1640. <https://doi.org/10.1007/s10964-026-02342-9>

The transition to junior high school is a critical period for adolescent development and a high-risk period for peer victimization and depressive mood. However, the changes and associations between victimization and depressive mood during this stage have not been fully investigated. The present study adopted a short-term intensive longitudinal survey to explore their changes and links during the enrollment transition. A sample of 647 Chinese seventh-grade students (41.11% girls; Mage T1 = 12.71 years, $SD = 0.59$) participated monthly over four months. Latent growth model analysis showed that the level of victimization declined gradually and the level of depressive mood rose continuously during the transition period. Notably, students with higher initial victimization reported more severe initial depressive mood, while those whose victimization decreased more slowly showed steeper increases in depressive mood. These findings

characterize how victimization and depressive mood co-develop during the junior high school transition and highlight victimization as an important source of psychosocial risk associated with depressive mood.

Neville, P. (2026). **La récréation à l'école primaire : ce qui se joue dans la cour.** *ÉduBref*, (31), 1-4. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Edubref/detailsEdubref.php?parent=accueil&edubref=45&lang=fr>

Pause accordée entre deux heures de classe, espace de liberté, temps de dépense physique : les vécus, représentations et finalités de la récréation s'avèrent pluriels et débattus. Derrière sa familiarité se cache un objet de recherche aux contours incertains, aujourd'hui traversé par les préoccupations de bien-être, de sécurité et de réaménagement des cours d'école. L'ÉduBref n°31, intitulé « la récréation à l'école primaire : ce qui se joue dans la cour », explore les tensions constitutives de cet espace-temps, entre temps réglementé et liberté enfantine, entre socialisation et hiérarchisation des relations entre élèves, entre logique de contrôle et redéfinition de la cour comme lieu de vie et d'apprentissages. Il retrace la construction historique de la récréation, examine ce que les enfants y font – et pourquoi –, et interroge les enjeux contemporains d'aménagement et de régulation de ces espaces.

Sartori, I., Fonquerne, L., Riera-Navarro, C., Desmoriaux, D., Delpierre, C., & Régnier Denois, V. (2026). **Key functions for the transferability of a French school-based health promotion intervention.** *PLoS ONE*, 21(5), e0348403. <https://doi.org/10.1371/journal.pone.0348403>

The "Alliance for Health" intervention is a French evidence-based initiative targeting teachers and after-school care staff, aimed at supporting the development of health-promoting environments for primary school pupils. Its initial implementation in 101 schools and 97 municipalities (randomly assigned to receive different levels of training and support) demonstrated promising outcomes. Yet, a critical question remains for broader implementation: under what conditions can the intervention achieve optimal transferability in new contexts? To address this issue, the key functions (i.e., intervention's transferable components) were identified and distinguished from their forms (i.e., adaptable activities that can be tailored to specific contexts), as conceptualized within the FIC (Functions/Implementation/Context) model. The key functions were co-constructed through an iterative, collaborative process, based on qualitative data (semi-structured interviews conducted with intervention recipients and institutional actors involved in implementation) and on knowledge exchange between project leaders and researchers from various disciplines, following established methods. Seven key functions were identified, covering 4 main dimensions: institutional support (macro-level social influences on health determinants); empowerment of teachers and after-school care staff (inter-professional training and provision of support and resources, micro and meso levels), adaptation to institutional and recipients' needs and constraints (micro level); and operational alignment and coherent coordination (meso and micro levels). These findings provide actionable recommendations to guide future implementation strategies, supporting the intervention's replication or scale-up by clarifying which components must remain consistent and which can be adapted to maintain fidelity while enhancing transferability.

Spillebout, V. **Protéger les enfants et lutter contre les violences en milieu scolaire.**, (2026). Proposition de loi visant à protéger les enfants et à lutter contre les violences en milieu scolaire

Vetoniemi, J., & Kärnä, E. (2026). **Fostering Inclusive Excellence—School Leaders' Perceptions of Leadership and Developing an Inclusive School Culture in Finland.** *European Journal of Education*, 61(3), e70719. <https://doi.org/10.1111/ejed.70719>

Although education policies aim to foster an inclusive school culture, progress has been slow. In Finland, the role of school leadership is particularly significant in inclusive school development, as governance and decision-making are decentralised and largely managed at the local level. This qualitative research aimed to examine what elements of leadership promote the development of an inclusive school, according to experiences of Finnish comprehensive school leaders. The data were collected through purposive sampling by interviewing four school leaders who participated in inclusive leadership training. Thematic analysis was employed to analyse the data. The findings indicate that the leaders utilised relationship-based and change-oriented leadership methods. Furthermore, three key elements of inclusive leadership were identified in their practices: (1) core values, (2) dialogical and informative discourse, and (3) reforming traditions and procedural frameworks. The results suggest that identifying and utilising the elements of inclusive leadership can enhance the implementation of inclusive education policies and practices. Furthermore, inclusive leadership can be strengthened through targeted leadership development.

Weiss, P.-O., & Ali, M. (2026). **La violence scolaire aux Antilles. Une enquête de victimation auprès des collégiens de la Martinique.** *Contextes et Didactiques*, (27). Consulté à l'adresse <https://hal.science/hal-05645334>

The issue of violence and school climate has become a significant topic of debate. In France, while national surveys are periodically conducted, they often lack context, leaving certain regions and populations overlooked, especially in the overseas territories. This article presents findings from a study conducted in the French Caribbean to better understand the types of violence students in these areas face. The participants (n=368) reported higher victimization rates compared to those found in similar surveys conducted in mainland France. These results offer crucial insights into this region and provide a framework for reconsidering the intersections of school climate, discrimination, and violence in a postcolonial context.

Zhou, W., Marquez, J., Boyle, L., & Taylor, L. (2026). **Mapping Adolescent Wellbeing: Developmental Network Differences between Early To Middle Adolescence in 24 Countries.** *Journal of Youth and Adolescence*, 55(6), 1489-1505. <https://doi.org/10.1007/s10964-026-02330-z>

Adolescent wellbeing is often assessed using composite scores, yet less is known about how specific components of wellbeing are structurally organized and how this organization shifts across development. Using psychometric network analysis, we examined interconnections among 49 wellbeing indicators spanning subjective wellbeing (life satisfaction, affect, and domain satisfaction) and psychological wellbeing (flourishing and positive mental functioning) in a large international sample of adolescents. Data were drawn from 6,445 students aged 11–18 years (M = 14.4, SD = 1.96; 51.7% girls; 3.1% preferred not to report gender) recruited from 38 schools across 24 countries. Networks were estimated for the full sample and separately for early adolescence (11–14 years; 51.9%) and middle adolescence (15–18 years; 48.1%). Across all analyses, overall life satisfaction and satisfaction with student life consistently emerged as the most central nodes, underscoring their integrative role in adolescents' wellbeing evaluations. Network density was similar across age groups, indicating comparable overall interconnectedness; however, network configuration differed developmentally. In middle adolescence, future-oriented optimism became more structurally prominent, whereas present-

focused life evaluation (current life satisfaction) showed reduced centrality. Indicators reflecting negative affect and calmness also showed modest age-related increases in relative importance. Together, these findings suggest a developmental reorganization of adolescent wellbeing from present-oriented evaluations toward future-oriented expectations and regulatory resources, while reaffirming the central role of overall life satisfaction and student-life satisfaction. Mapping age-related differences in wellbeing structure across a large cross-national sample informs age-sensitive approaches to assessment, monitoring, and intervention.

Évaluation des dispositifs d'éducation-formation

Bollinger, L., Escriva-Boulley, G., & Gavens, N. (2026). **Evaluating a school-based educational intervention on boys' and girls' menstrual health knowledge and attitudes.** *Health Education Journal*, 00178969261436537. <https://doi.org/10.1177/00178969261436537>

Objective: Menstrual health is essential for adolescent well-being, yet boys' and girls' knowledge about menstruation often remains limited. Stigma, misconceptions, and the lack of formal education may discourage help-seeking and reinforce taboos and restrictions. This study evaluated a school-based educational intervention designed to improve menstrual health knowledge and attitudes among high school students. Design and setting: This quasi-experimental pre-post study involved a programme consisting of two interactive sessions: the first delivered to mixed-sex groups to build foundational knowledge and address stigma, and a second for girls only focusing on symptom management and strategies to access healthcare. Methods: Pre- and post-intervention self-administered questionnaires assessing menstrual knowledge and attitudes were completed before the first session and 1 week after the second session. Data from 113 girls and 37 boys were analysed using Wilcoxon signed-rank tests and paired-sample t-tests, as appropriate. Confirmatory factor analyses were conducted to verify the factor structure of the original and adapted versions of the Menstrual Attitude Questionnaire. Results: Knowledge scores increased significantly among girls following the intervention, whereas the gains observed among boys were not statistically significant. Results showed significant improvements in boys' perceptions of menstruation as a natural process, and girls were less likely to deny any effects of menstruation. These findings suggest that interactive, inclusive menstrual education can positively shape knowledge and attitudes. Conclusion: This study contributes to the literature by demonstrating how school-based, gender-inclusive programmes reduce stigma, increase knowledge, and support adolescent menstrual health. Future studies are needed to address sustained changes and to optimise the use of gender-inclusive approaches.

Chachkine, E., Khatib, J. A., & Saboya, F. (2026). **Dimensions idéale et vécue d'un dispositif de formation qui professionnalise à la recherche: une évaluation d'un parcours doctoral.** *Swiss Journal of Educational Research*, 48(1), 30-42. <https://doi.org/10.24452/sjer.48.1.4>

This research investigates a potential gap between the doctoral programme designed in a doctoral school in the humanities and social sciences in France and the programme as experienced by the doctoral students who are being professionalised there. The «ideal» programme is aligned with the 2016 and 2022 decrees setting out the national framework for training and the procedures leading to the award of the national doctoral diploma in France. The survey is based on an open-ended online questionnaire sent to 30 doctoral students. A comprehensive analysis of the responses shows the various ways in which these doctoral students

are becoming professionalised in research, both within and outside the doctoral school, and reveals a fairly good convergence between the ideal and the lived programme.

Connac, S., Casteil, P., Dumont, S., Le Pinçart, A., Maurin, C., Sharpe, M., & Taillard, M. (2026). **Le parrainage au collège, entre intégration des codes et accueil des élèves**. *Revue hybride de l'éducation*, 10(1), 1-29. <https://doi.org/10.1522/rhe.v10i1.1829>

Un parrainage entre élèves est un dispositif pédagogique où des élèves expérimentés accompagnent de nouveaux élèves afin qu'ils s'approprient les codes de l'établissement scolaire. Cet article décrit une recherche collaborative au sein d'un collège français ayant introduit un tel dispositif. À partir d'une méthodologie par triangulation, il présente des résultats sous la forme de précautions, d'avis des élèves et de réserves constatées. Un parrainage entre élèves basé sur un principe de réciprocité aiderait les nouveaux élèves à mieux se sentir dans leur collège tout en valorisant leurs accompagnants. En revanche, cela n'aurait pas d'effet sur les apprentissages scolaires.

Déri, C. E., & Tremblay-Wragg, É. (2026). **Se regrouper pour rédiger en présence ou à distance : Comparaison de deux dispositifs pour professionnaliser des personnes doctorantes**. *Swiss Journal of Educational Research*, 48(1), 68-81. <https://doi.org/10.24452/sjer.48.1.7>

Through their study programs, doctoral students undergo a professionalization process by developing cross-disciplinary skills (Durette et al., 2012). Primarily trained for research, they have to informally learn about the other spheres of responsibility of the researcher profession. Outside of academic settings, support mechanisms are showing positive results in terms of professionalization. Based on Alberio's (2010a, 2010b) theoretical framework, this article describes the ideal, functional reference and lived dimensions of two mechanisms: writing cafés (in person) and writing platforms (remote). The findings from two separate studies are used to assess the intentions of each mechanism and to propose student initiatives that complement institutional actions.

Foliano, F., Hoskins, S., & Rolfe, H. (2026). **Perseverance in the classroom: findings from a randomised educational intervention in primary schools in England** (Working paper N° 26/5). Consulté à l'adresse Stockholm School of Economics, Center for Educational Leadership and Excellence website: https://EconPapers.repec.org/RePEc:hnb:fastel:2026_005

We evaluate a cluster randomised trial of a teacher-delivered programme aimed at increasing perseverance and academic achievement in primary school pupils across 100 schools in England. Year 6 teachers in treatment schools receive training in growth mindset theory and deliver an eight-week programme of structured classroom sessions. The intervention has no impact on Key Stage 2 test scores in reading, mathematics, or grammar, punctuation and spelling and this null result holds across all subgroups, including pupils eligible for Free School Meals. The intervention does produce a large shift in pupils' beliefs about the malleability of their intelligence (0.417 standard deviations), confirming that the programme was received as intended, and a positive effect on intrinsic motivation towards learning (0.127 SD).

Jensen, O. E., Damsgaard, L., Rohde, R. A., Nielsen, G., Fosnaes, O., Hauge, J., & Wienecke, J. (2026). **Integrating Fractions into Physical Education classes can improve Mathematical Performance in 11–13-Year-Olds - The Basketball Mathematics project**. *Educational Psychology Review*, 38(1), 85. <https://doi.org/10.1007/s10648-026-10175-y>

Mathematical literacy, especially understanding fractions, predicts children's academic success. Physical activity benefits cognitive and academic performance and integrating movement into mathematics education may enhance learning. This study examined whether a play-based basketball mathematics intervention improves children's understanding of fractions. A secondary aim was to explore whether the approach enhances intrinsic motivation by fostering experiences of autonomy and competence. A school-based intervention study including 309 Norwegian children in grades 6–7 across two school years. The study combined cluster-randomized allocation with a quasi-experimental component due to COVID-related deviations from the original allocation procedure. Participants were assigned to one of three groups: a basketball-mathematics intervention (BM), an active control with basketball only (bCON), or a control with standard PE lessons (peCON). The intervention lasted eight weeks with one weekly 60-minute session. Pre- and post-tests assessed mathematical performance, basketball skills, and motivation using standardized assessments and validated questionnaires. The BM group showed significantly greater improvements than controls in both fraction (Group × Time: $p < .001$) and non-fraction mathematical tasks (Group × Time: $p = .0014$). Only the BM group improved significantly from pre- to post-test in both domains (15% in fractions: $p < .001$; 5.4% in non-fraction tasks: $p < .001$). In-session experiences of intrinsic motivation, autonomy, and competence were higher during BM sessions compared to regular classroom mathematics, though motivation for mathematics in general remained stable. Basketball slalom dribbling improved in both BM and bCON groups. Integrating mathematics into physical activity supports academic performance without compromising motor skill development. The BM intervention led to gains in mathematical understanding and the intervention group reported higher in-session experiences of intrinsic motivation, autonomy, and competence during the BM lessons. These findings highlight the educational value of physically active learning and the potential of combining movement and learning activities without extending teaching time.

Martin, N., Zanetti, C., & Gay, P. (2026). **Semer le dialogue, cultiver la pensée : effets d'une intervention SEVE courte en philosophie pour enfants.** *Swiss Journal of Educational Research*, 48(1), 110-124. <https://doi.org/10.24452/sjer.48.1.10>

Dans un monde d'information continue et non filtrée, cultiver l'attention, la pensée critique et l'intelligence émotionnelle est essentiel pour former une citoyenneté responsable. Cette intervention de 5 à 10 semaines examine l'impact de la philosophie pour enfants et des pratiques d'attention. L'analyse thématique des échanges révèle l'expression d'habiletés de pensée comme la génération d'exemples, la formulation d'hypothèses et l'élaboration d'arguments, révélant le potentiel de ces pratiques pour favoriser la réflexion et le savoir-être et vivre ensemble. Les observations comportementales mettent en évidence des dynamiques positives de changements non linéaires avec une amélioration à certains moments de l'intervention.

Formation continue

Checcaglini, A., & Seiller, P. (2026). **Former les ouvriers : un enjeu inégalement investi par les entreprises.** *Céreq Bref*, (486), 1-4. Consulté à l'adresse <https://www.cereq.fr/former-les-ouvriers-un-enjeu-inegalement-investi-par-les-entreprises>

Les ouvriers accèdent moins à la formation professionnelle continue que les cadres ou les techniciens, mais cette inégalité peut en masquer d'autres. En effet, tous les ouvriers n'ont pas les mêmes opportunités de formation selon les caractéristiques de l'entreprise qui les emploie.

Les grandes entreprises, celles du secteur industriel ou dont la politique de formation est structurée sont plus favorables à la formation des ouvriers. À l'inverse, les petites entreprises ou celles qui formalisent peu leur politique de formation offrent moins d'opportunités. À partir de l'Enquête Formation Employeur (EFE) co-produite par le Céreq, la Dares et France compétences, ce Céreq Bref s'intéresse aux disparités d'accès à la formation au sein du monde ouvrier, et propose une typologie de cinq profils d'entreprises selon leur politique de formation à l'égard des ouvriers.

Lison, C. (2026). **Le doctorat professionnel en éducation : entre quête de soi et changement de carrière.** *Swiss Journal of Educational Research*, 48(1), 18-29. <https://doi.org/10.24452/sjer.48.1.3>
Today, there are many paths other than the PhD that foster the development of both academic and professional knowledge. At the Université de Sherbrooke, one of these is the Professional Doctorate in Education. Offered to practicing professionals, it enables them to apprehend conceptual and methodological frameworks to intervene reflectively and critically in constantly changing contexts. Based on six semi-directed interviews, we highlight how certain activities of the program, as well as the cohort and the "two-head" supervision, are levers for the development of professional knowledge, but also for the transformation of the professional and even personal identity of the individual involved in training.

Macau, C. M., & Tarrés, M. A. (2026). **Civic Engagement, Interculturality and Diversity: Exploring the Impact of Erasmus+ in European Schools.** *European Journal of Education*, 61(3), e70707. <https://doi.org/10.1111/ejed.70707>

This article examines how Erasmus+ (KA201) cooperation among European educational organisations contributes to reshaping teachers' professional learning and school culture by linking transnational collaboration to changes in everyday practice. Situated within current European research and policy debates, it moves beyond programme evaluation to conceptualise Erasmus+ as a meso-level mechanism for building intercultural understanding, equity, and civic participation. The analysis draws on a mixed-methods design, combining ad hoc questionnaires, semi-structured interviews, and focus groups with 20 teachers from several European contexts who participated in KA201 projects. The results show that cross-border cooperation strengthens educators' capacity to foster inclusion, diversity-responsive pedagogies, and democratic values within their classrooms and wider school communities. Overall, the study positions Erasmus+ as a catalyst for professional growth and pedagogical innovation, contributing to more open, equitable, and value-driven school cultures across Europe and reinforcing contemporary European priorities around inclusion, democratic resilience, and social cohesion.

Tan, S. C., Tan, Y. Y., Teo, C. L., & Yuan, G. (2026). **Teachers' professional agency in learning with AI: A case study of a generative AI-based knowledge building learning companion for teachers.** *British Journal of Educational Technology*, 57(4), 943-964. <https://doi.org/10.1111/bjet.70013>

This study investigated using generative artificial intelligence (GAI) as a learning companion for elementary school teachers to understand, design and implement the knowledge building (KB) approach in their school. The KB learning companion for teachers (KB LCT), a GAI chatbot, was developed to support teachers, integrating human-AI and human-human interactions. The cultural-historical activity theory (CHAT) was used as a methodological lens to examine the professional learning of the teachers. We studied three lead teachers who first experienced the chatbot and facilitated the other 17 teachers in their learning. We uncovered how these lead

teachers leveraged the affordances of the chatbot within the community for learning and exercised their professional agency to reconcile contradictions in the system for other teachers. Consequently, they showed evidence of learning about KB, deepening understanding and contextualising KB principles in classrooms, and transforming professional learning structures and activities for their colleagues. Practitioner notes What is already known about this topic? A community approach to teacher professional development is effective. GAI has been used to support teachers' work by generating lesson plans. The knowledge building approach is effective in improving teachers' professional agency. What this paper adds? The use of GAI as a learning companion for teachers. Affordances and contradictions of the GAI learning companion in a community experienced by the teachers. Teachers' manifestation of agency in learning related to the GAI and the learning community. Implications for practice and/or policy Using a GAI learning companion in a community is effective for teacher learning. Teacher professional agency in learning can be manifested in how teachers leverage the affordances of the learning environment. Teacher professional agency in learning can be facilitated by providing the opportunity to reconcile contradictions they experience.

Insertion professionnelle

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

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

Havet, N. **Pérennisation du contrat de professionnalisation expérimental.** , Pub. L. No. 2026-441 (2025). <https://www.senat.fr/dossier-legislatif/pp124-475.html>

Proposition de loi portant pérennisation du contrat de professionnalisation expérimental

Morozumi, A., Fukui, F., Takagi, K., & Mori, T. (2026). **Diversifying Nonacademic Careers and Career Aspirations Among Graduate Students in Japan: The Role of Career Values and Research Self-Efficacy.** *Higher Education Quarterly*, 80(3), e70137. <https://doi.org/10.1111/hequ.70137>

This study examines how Japanese graduate students' career value orientations and research self-efficacy shape their aspirations toward academic and nonacademic career paths. Using survey data from 1163 master's and doctoral students across disciplines, three value dimensions were identified: Stability & Benefits, Intellectual/Specialization, and Recognition & Prestige. Logistic regression analyses showed that Stability & Benefits negatively predicted academic and entrepreneurial aspirations but positively related to corporate R&D careers, while Intellectual/Specialization promoted academic and public-sector research careers. Recognition & Prestige weakly influenced overall choices but was positively associated with venture and

entrepreneurship. Notably, research self-efficacy exerted a positive relation with both academic and venture-oriented careers. These findings highlight how career values and research self-efficacy are associated not only with traditional academic aspirations but also, for some students, with interest in venture-oriented career pathways in Japan.

Nnemete, B. S. N., & Bapes, Y. D. B. B. (2026). **Understanding the inertia of professionalisation mechanisms in doctoral training in human and social sciences at the University of Douala, Cameroon.** *Swiss Journal of Educational Research*, 48(1), 55-67. <https://doi.org/10.24452/sjer.48.1.6>

This article addresses the issue of inertia in professional mechanisms during doctoral training in the humanities and social sciences. What meaning can be given to this inertia in the professionalisation mechanisms at the University of Douala? The normalisation of a discrepant transition to professionalisation shows that training programs focused on theoretical aspects and the disorganised functioning of laboratories do not allow doctoral students to acquire transferable skills within the university and beyond.

Trujillo-Henao, L. F., & Serna-Gómez, H. M. (2026). **Measuring school-to-work transition using labour force surveys.** *Quality & Quantity*, 60(3), 9711-9735. <https://doi.org/10.1007/s11135-026-02573-9>

Following International Labour Organization—ILO guidelines, this paper proposes a novel methodology for measuring the School-to-Work transition of Colombian young people, using labour force survey. The methodology draws on the analytical framework of the School-to-Work Transition Survey (SWTS), on the basis of which it defines procedures to measure the share of employed youth who have transitioned to their first stable or satisfactory job in Colombia. The results demonstrate concordance and equivalence between the School-to-Work Transition Survey and the Labour Force Survey, which opens up new possibilities for using labour force surveys as an input to measure the transition to the world of work in other countries and contexts.

Xu, H., Shen, W., & Shuai, Y. (2026). **Geography and Gains of Doctoral Mobility: Origin, Training Site and Employment Location Among Recent PhDs From Chinese Universities.** *Higher Education Quarterly*, 80(3), e70134. <https://doi.org/10.1111/hequ.70134>

The mobility of doctoral graduates shapes both early-career trajectories and the geography of research talent. In China, doctoral training, research resources and high-value employment opportunities are concentrated in a limited number of cities, so the transition from doctoral education to first employment is closely structured by educational hierarchy and regional inequality. Using a 2025 survey of doctoral graduates matched to city-level indicators of economic, research and digital capacity, this study examines doctoral mobility through the linked locations of origin, training site and employment. It distinguishes between the likelihood of taking employment outside the PhD city and the gains associated with destination sorting among inter-city movers. The findings show that graduates' location after doctoral training is central to subsequent mobility outcomes. Among movers, origin-to-employment gains are explained primarily by the extent to which the employment city exceeds the PhD city in economic, research and digital capacity. Remaining in the PhD city may still involve substantial spatial advantage, because apparent immobility can reflect an earlier move into a stronger training location. Mobility is also socially differentiated, with gender, age, marriage, institutional background, overseas exposure and sectoral pathways associated with distinct patterns of destination access and mobility gains. The study conceptualizes doctoral mobility through the relationship among origin, training site and employment location. It also suggests that talent policy should address

the spatial concentration of doctoral training and research capacity alongside post-graduation recruitment.

Marché du travail

Amoros, P. (2026). **L'activité de R&D selon les catégories d'entreprises en 2023 – résultats détaillés pour 2023**. *Note d'Information du SIES*, (26.03), 1-6. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/l-activite-de-rd-selon-les-categories-d-entreprises-en-2023-resultats-detailles-pour-2023-101181>

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

Arnoult, É., & Rémy, V. (2026). **Discrimination à l'embauche : les caractéristiques du poste à pourvoir important-elles ?** *Travail et emploi*, (180), 69-98. Consulté à l'adresse <https://shs.cairn.info/revue-travail-et-emploi-2026-1-page-69>

À partir des données d'un testing portant sur douze métiers dans l'ensemble de la France métropolitaine, enrichies du contenu des offres d'emploi testées, nous montrons que les écarts de traitement lors de l'embauche entre les candidatures d'origine supposée maghrébine et française varient selon les caractéristiques du poste à pourvoir (type et durée de contrat, expérience et diplôme demandés, mention ou non du niveau de salaire offert, etc.). Nous constatons notamment que, toutes choses égales par ailleurs, le traitement préférentiel des candidatures à consonance française est plus fréquent en cas d'embauches en CDD court qu'en CDI, et l'est moins pour celles en CDD long. La non-mention du niveau de salaire dans l'offre d'emploi et des exigences plus élevées en matière de diplôme réduisent le risque que ces candidatures soient favorisées.

Boeck, G. D., & Hamstra, M. R. W. (2026, juin 1). **Les salariés après 45 ans n'auraient plus de potentiel? Pourquoi un plafond de verre freine encore la carrière des seniors**. <https://doi.org/10.64628/AAK.9q6rvyv96>

En suivant quelques prérequis, les entreprises peuvent s'assurer que le potentiel n'est plus déterminé par l'âge et qu'il inclut toutes les générations, notamment les plus de 45 ans.

Boyer, A. (2026). **Trajectoires des bénéficiaires du RSA : le retour en emploi sur longue période**. *Travail et emploi*, (180), 37-67. Consulté à l'adresse <https://shs.cairn.info/revue-travail-et-emploi-2026-1-page-37>

Cet article analyse le retour en emploi des bénéficiaires du revenu de solidarité active (RSA) sur une longue période ainsi que ses déterminants. Au travers d'une analyse de séquence, cinq classes de trajectoires se dégagent. Sur une décennie, le retour durable en emploi concerne à peine un bénéficiaire du RSA sur cinq, réparti en deux classes de trajectoires. Pour la trajectoire salariée (12 %), ce retour en emploi s'accompagne d'une sortie durable de la prestation et d'un niveau de rémunération et de temps de travail proche d'un temps plein au Smic. Pour la trajectoire non salariée (7 %), ce retour en emploi n'est pas directement synonyme d'une sortie durable de la prestation. Le niveau de rémunération issue de l'activité non salariée reste faible, en particulier pour les micro-entrepreneurs. Les déterminants de ces trajectoires se distinguent nettement et mettent en évidence des profils très différents en lien avec les caractéristiques de la prestation et le type d'emploi occupé.

Carbonell, J. S. (2026). **Négocier la compétitivité des entreprises en contexte de déclin industriel : du maintien à l'ajustement de l'emploi.** *Travail et emploi*, (180), 99-126. Consulté à l'adresse <https://shs.cairn.info/revue-travail-et-emploi-2026-1-page-99>

À partir d'une enquête au long cours sur les deux principaux constructeurs automobiles français, l'article montre comment la négociation collective d'accords dits «de compétitivité» accompagne la restructuration permanente de l'industrie automobile. Il éclaire comment ces accords s'ajoutent aux plans de sauvegarde de l'emploi et aux fermetures d'usines dans le répertoire d'action des entreprises françaises du secteur automobile dans un contexte de déclin structurel. La négociation de la compétitivité, mobilisée au-delà des contextes de «crise», devient ainsi un moyen privilégié d'ajustement de l'emploi. Négociés la plupart du temps en échange du maintien de l'emploi et/ou de la production, de l'attribution de nouveaux produits ou d'investissements industriels, ces accords sont devenus des outils courants de gestion de la force de travail, plaçant les organisations syndicales dans une position défensive, qui consiste principalement à négocier des concessions en matière de salaires et de conditions de travail.

Havet, N. **Pérennisation du contrat de professionnalisation expérimental.** , Pub. L. No. 2026-441 (2025). <https://www.senat.fr/dossier-legislatif/ppl24-475.html>
proposition de loi portant pérennisation du contrat de professionnalisation expérimental

Hobijn, B., Kurmann, A., & Potter, T. (2026). **The Impact of Non-Competes on Wages and Job Tenure: New Evidence from NLSY Data** (Working paper N° WP 2026-03). <https://doi.org/10.21033/wp-2026-03>

Non-compete agreements (NCAs) are pervasive even in low-wage labor markets, yet most evidence relies on variation in enforceability rather than NCA incidence. Using longitudinal data from the NLSY97, we study how signing an NCA affects wage trajectories and job tenure. Exploiting complete work histories and applying a clean-controls local projections difference-in-difference design, we find a striking divergence: NCAs are associated with significantly slower wage growth for low-education workers over four years, but faster wage growth for high-education workers. Effects on job tenure are imprecisely estimated for both groups.

Schuerkens, U. (2026, juin 2). **L'IA ne menace pas de la même manière tous les emplois. Elle risque de reproduire les discriminations existantes.** <https://doi.org/10.64628/AAK.yw9c7ky37>

Entre IA et emploi, la relation est loin d'être aussi évidente que le prétendent certains discours simplistes. La question des discriminations doit aussi être posée.

Signoretto, C. (2026). **Qualité du travail et satisfaction des salariés selon les contextes socio-productifs: Une analyse sur données françaises couplées employeurs-salariés.** *Travail et emploi*, (180), 5-35. Consulté à l'adresse <https://shs.cairn.info/revue-travail-et-emploi-2026-1-page-5>

Une vaste littérature empirique étudie les effets des modèles d'organisation du travail sur les conditions de travail et/ou la satisfaction des salariés. Cet article cherche à la fois à enrichir cette littérature et à la dépasser, en prenant en considération plus largement les contextes socio-productifs articulant différentes dimensions – organisation du travail, mais aussi gestion des ressources humaines, dialogue social, stratégie et contexte économiques. Peut-on ainsi identifier des modèles socio-productifs au sein desquels les salariés déclarent de meilleures conditions de travail et une meilleure satisfaction que dans d'autres ? Pour tenter de répondre à cette question, nous utilisons l'enquête Relations professionnelles et négociation d'entreprise (REPONSE) 2017 et

ses volets « salariés » et « représentants de la direction » afin de disposer de données couplées employeurs-salariés. À partir d'une analyse statistique, une typologie de quatre modèles socio-productifs est obtenue : les « petites entreprises paternalistes », les « PME innovantes et dynamiques », les organisations « néo-tayloriennes des services » et celles « néo-fordistes en tension ». Confrontés aux déclarations des salariés employés dans les établissements, deux de ces quatre modèles – les « petites entreprises paternalistes », les « PME innovantes et dynamiques » – semblent procurer de meilleures conditions de travail sur trois des six dimensions étudiées, ainsi qu'une meilleure satisfaction au travail sur quatre dimensions. Le point commun de ces deux modèles est le climat social calme et les relations sociales de proximité prenant place dans des organisations autonomes d'un point de vue décisionnel et économique.

Trujillo-Henao, L. F., & Serna-Gómez, H. M. (2026). **Measuring school-to-work transition using labour force surveys**. *Quality & Quantity*, 60(3), 9711-9735. <https://doi.org/10.1007/s11135-026-02573-9>

Following International Labour Organization—ILO guidelines, this paper proposes a novel methodology for measuring the School-to-Work transition of Colombian young people, using labour force survey. The methodology draws on the analytical framework of the School-to-Work Transition Survey (SWTS), on the basis of which it defines procedures to measure the share of employed youth who have transitioned to their first stable or satisfactory job in Colombia. The results demonstrate concordance and equivalence between the School-to-Work Transition Survey and the Labour Force Survey, which opens up new possibilities for using labour force surveys as an input to measure the transition to the world of work in other countries and contexts.

Viry, S. & [et al.]. **Territoires zéro chômeur de longue durée**. (2025). <https://www.senat.fr/dossier-legislatif/ppl25-311.html>

Proposition de loi visant à exercer l'accès à l'emploi, à pérenniser et à étendre progressivement l'expérimentation « territoires zéro chômeur de longue durée » comme solution de retour à l'emploi pour les personnes privées durablement d'emploi

Métiers de l'éducation

Beaudoin, M., Granger, N., & Lessard, A. (2026). **Dynamiques et déterminants des parcours du personnel non légalement qualifié au Québec**. *Éducation et francophonie*, 54(1). <https://doi.org/10.7202/1125155ar>

Dans un contexte de pénurie de personnel enseignant, plusieurs systèmes éducatifs, dont celui du Québec, ont recruté des personnes non légalement qualifiées, et dont l'insertion professionnelle demeure peu documentée. S'appuyant sur la méthode des trajectoires proposée par Loisy, cette étude repose sur des entrevues semi-dirigées menées auprès de 24 personnes afin d'examiner leurs motifs d'entrée en enseignement, les conditions d'accueil perçues et leur intention de poursuivre cette carrière. Les résultats indiquent que, pour la majorité, le désir d'enseigner était présent depuis longtemps et que l'embauche a ravivé cette aspiration. D'autres mentionnent la volonté de contribuer à la réussite des jeunes ou de répondre aux besoins du réseau scolaire. L'accueil dans les milieux apparaît contrasté : certaines personnes bénéficient d'un soutien appréciable, tandis que d'autres vivent un sentiment de mise à l'écart. La méconnaissance des procédures et du fonctionnement scolaire accentue le besoin d'accompagnement. Ces expériences influencent différemment l'intention de demeurer en enseignement. En ce sens, l'étude des dispositifs de soutien, des trajectoires professionnelles et

des pratiques organisationnelles apparaît essentielle pour concilier la gestion de la pénurie avec les exigences de qualité et d'équité des systèmes éducatifs.

Bomda, J., Mveme Olougou, M., Tio Babena, G., Ngbayou, P., Souaibou, S., & Nourou, M. (2026). **Être enseignant non légalement qualifié au Cameroun : profils, recrutement, intégration et vécu.** *Éducation et francophonie*, 54(1). <https://doi.org/10.7202/1125158ar>

Cet article analyse le profil, les modalités de recrutement, ainsi que les dynamiques d'intégration et de vécu socioprofessionnelles du personnel enseignant non légalement qualifié (PENLQ) au Cameroun. Outre la recherche documentaire et la revue de littérature, l'étude s'appuie, dans un premier temps, sur des entretiens individuels semi-directifs menés auprès de 101 enseignantes et enseignants issus de 5 régions francophones et de 10 départements, centrés sur leurs trajectoires personnelles et professionnelles. Dans un second temps, 19 cadres de l'administration de l'éducation ont examiné les conclusions et contribué à leur mise en sens. Parallèlement, cinq groupes de discussion ont été organisés avec des informatrices et informateurs clés représentant chacun des profils d'enseignant et d'enseignante identifiés. L'analyse croisée des discours et des savoirs expérientiels, éclairée par le regard situant des participantes et participants, met en évidence sept profils de PENLQ au Cameroun. Tous profils confondus, ils ont été recrutés soit sur étude de dossier, soit par cooptation au sein des réseaux de pairs, soit sur recommandation. Leur intégration et leur vécu professionnels apparaissent majoritairement laborieux et disqualifiants, révélant une injustice organisationnelle et sociale structurelle à l'origine d'une souffrance au travail susceptible d'altérer durablement leur bien-être.

Caldwell, J., & Drewniok, M. (2026). **'Almost but Not Quite': Professional Services Working in Doctoral Education.** *Higher Education Quarterly*, 80(3), e70150. <https://doi.org/10.1111/hequ.70150>

Professional Services staff who hold doctoral qualifications and remain research-active can make important contributions to doctoral supervision and scholarly activity. Yet, despite their expertise, they are often formally excluded from doing so because their employment contracts often categorise them as outside the scope of academic activities. These contractual and structural restrictions form an unspoken but pervasive 'taboo' within doctoral education, the assumption that only staff on academic contracts are legitimate participants in supervision and scholarly practice. Drawing on the autoethnographic reflections of two such professionals with distinct disciplinary and career trajectories, this article explores how these constraints generate processes of marginalisation and 'othering' for doctoral-qualified Professional Services staff. The paper argues for a more inclusive model of doctoral education that recognises and utilises the supervisory expertise and research contributions of research-active Professional Services colleagues.

Çilingir Altiner, E., & Dinç Artut, P. (2026). **Influence of Pre-Service Teachers' Spatial Activity Interests Shape Spatial Anxiety, Perspective Taking, and Mistakes.** *European Journal of Education*, 61(3), e70702. <https://doi.org/10.1111/ejed.70702>

This study aimed to investigate the pre-service teachers' interest in spatial activities and whether their spatial anxieties were related to their spatial perspective-taking abilities. Additionally, the study aimed to describe pre-service teachers' mistakes in spatial perspective-taking and the types of activities they were most interested in. A total of 45 pre-service elementary school teachers participated in the study, with data collected using the spatial perspective-taking test, spatial activity questionnaire, and Spatial Anxiety Scale. Descriptive statistics and linear regression

were employed to analyse the collected data. The study results indicated no predictive correlation between spatial activities, spatial anxiety, and spatial perspective-taking variables. The most common mistakes made by pre-service teachers involved right-left direction signs and incorrect orientations between 0°–90° and 270°–360°. Interestingly, the findings also revealed that pre-service teachers preferred individual and feminine activities more than spatial activities.

Coppe, T., Mukamurera, J., & Coppe, X. (2026). **La diversification du corps enseignant à la croisée d'enjeux de rétention et de professionnalité.** *Éducation et francophonie*, 54(1). <https://doi.org/10.7202/1125160ar>

Face à la pénurie de personnel enseignant, de nombreux systèmes éducatifs ont assoupli les conditions d'accès à la profession, donnant lieu à une tendance massive de diversification de la main-d'oeuvre enseignante. La présente contribution examine les effets de cette évolution à propos de deux enjeux majeurs : la rétention et la professionnalité du corps enseignant. Cet article propose à la fois un appareillage conceptuel et des illustrations contextuelles issues de la Belgique francophone et du Québec. L'analyse croisée met en évidence que le personnel enseignant de deuxième carrière et non légalement qualifié présente des taux d'attrition nettement plus élevés que leurs homologues issus des voies traditionnelles. Leur proportion croissante dans le corps enseignant suscite par ailleurs de vifs débats et est souvent perçue comme participant à des dynamiques de déprofessionnalisation du métier.

Cour des comptes. (2026). **La montée en puissance des agents contractuels : une fonction publique en mutation 2019-2024.** Consulté à l'adresse Cour des comptes website: <https://www.ccomptes.fr/sites/default/files/2026-06/20260605-Montee-en-puissance-des-agents-contractuels-dans-la-fonction-publique.pdf>

Gani, D. (2026, juin 8). **Fabienne Maillard : enseigner en lycée professionnel, une « mission impossible ».** Consulté 8 juin 2026, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2026/06/08/fabienne-maillard-enseigner-en-lycee-professionnel-une-mission-impossible/>

Réformes à répétition, objectifs contradictoires, absence de concertation : pour la professeure des universités en sciences de l'éducation spécialiste de la voie professionnelle Fabienne Maillard, les professeurs de lycée professionnel

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

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

Gutkowski, F. (2025). **L'engagement enseignant à l'épreuve du désengagement: un levier de transformation professionnelle. Analyse des états identitaires et des dynamiques éthiques dans l'enseignement de l'accompagnement personnalisé** (Theses, Université de Lorraine). Consulté à l'adresse <https://theses.hal.science/tel-05639990>

Teacher engagement is a major issue for the quality of education and the success of all students. It depends on both internal and external factors and remains a complex phenomenon to analyze, particularly in a context marked by rising resignations and various forms of silent disengagement (Neville, 2023). Yet, some teachers maintain a strong commitment despite difficult working conditions, often considered inherent to the profession (Roux & Dussault, 2007). The central question of this dissertation is therefore: what explains why some teachers sustain a high level of professional engagement despite the difficulties and the ongoing crisis within the profession? To address this question, this research focuses on teacher engagement both within disciplinary teaching and in the implementation of Accompagnement Personnalisé (AP, Personalized Support), a scheme introduced in 2010 in upper secondary schools to meet the specific educational needs of students. While several studies have highlighted the limitations of AP, few have examined how teachers engage in it, their resistances, and the professional transformations that this scheme can generate. The aim of this dissertation is twofold: first, to understand the dimensions of teacher engagement both in disciplinary contexts and in AP; second, to analyze how this engagement contributes to redefining teachers' professional stance and identity. To this end, several theoretical frameworks were mobilized: identity status theory (Marcia et al., 1993), the model of five reversals (Bourreau & Sanchez, 2016), as well as research linking professional identity and engagement (Gohier et al., 2008). These approaches highlight a strong correlation between engagement and identity construction. This qualitative study is based on "witness cases" of ten secondary school teachers and is structured around two areas of analysis: identity states in disciplinary teaching, and in the framework of AP. The findings reveal that, in disciplinary teaching, eight out of ten teachers are in an "achieved" identity state, grounding their engagement in their own schooling experiences (Farley et al., 2021), their relationship with students (Postic, 1979), their personal and professional ethics (Kahn, 2006), and the coherence between personal and professional identity (Beck & Kosnik, 2014; Jutras, 2013b; Gohier et al., 2008). Concerning AP, three levels of engagement were identified, with six teachers in an "achieved" identity state, showing strong involvement. Their engagement relies on a firmly established professional ethic and a willingness to step outside their comfort zone (Bardwick, 1995). These results highlight two key dimensions: an ethic centered on education and the coherence between personal values and professional stance. They also show that teachers engaged in AP transfer this inclusive posture to their disciplinary teaching. Moreover, the findings shed light on the conditions required for teacher appropriation of AP, opening up perspectives for recruitment, initial training, and continuing professional development in disciplinary fields. The study underscores the necessity of considering AP not as an "add-on," but as a lever for transforming teacher professionalism.

Hammoud, R. (2026). **Transformations des acteurs scolaires et de leurs pratiques professionnelles par la recherche collaborative : le cas du réseau LÉAL**. *Revue hybride de l'éducation*, 10(1), 1-24. <https://doi.org/10.1522/rhe.v10i1.1853>

Cet article explore les transformations des acteurs scolaires et de leurs pratiques professionnelles induites par la recherche collaborative menée dans le réseau LÉAL (Lieux d'éducation associés au Liban). Cette recherche, axée sur l'interdisciplinarité, et plus précisément la mise en place de projets interdisciplinaires, a été conduite avec des enseignants de divers établissements scolaires

libanais en trois phases (entre 2019 et 2024). L'étude souligne le potentiel de cette recherche collaborative comme levier de transformation des acteurs scolaires et de leurs pratiques sous différents angles, favorisant le développement de la profession enseignante, l'innovation et la collaboration au sein des établissements scolaires.

Josselin, M., Fomen, A., & Carlson Berg, L. (2026). **Le personnel enseignant non légalement qualifié dans la francophonie canadienne et internationale.** *Éducation et francophonie*, 54(1). <https://doi.org/10.7202/1125154ar>

Un article de la revue *Éducation et francophonie*, diffusée par la plateforme Érudit.

Josselin, M., Fomen, A., Ménard, M., & Carlson Berg, L. (2026). **Cartographie des répercussions du recours au personnel enseignant non légalement qualifié en contexte scolaire minoritaire franco-ontarien : rapport de discussions de praticiens et chercheurs enracinés dans le milieu.** *Éducation et francophonie*, 54(1). <https://doi.org/10.7202/1125163ar>

L'article explore les répercussions systémiques du recours au personnel non légalement qualifié (PENLQ) dans les écoles de langue française en Ontario (Canada), dans un contexte marqué par une pénurie persistante de personnel enseignant légalement qualifié. Cette pénurie, exacerbée par des politiques peu appropriées, affecte particulièrement les communautés francophones en situation minoritaire (CFSM), dont celles de l'Ontario, où l'école joue un rôle crucial dans la préservation linguistique, culturelle et identitaire. Alors que cette mesure palliative tend à s'institutionnaliser, les impacts sur la qualité éducative et l'équité restent encore peu documentés. Adoptant une posture de praticiens-chercheurs et une méthodologie de théorisation enracinée, les personnes autrices proposent une typologie substantive de ces répercussions, issue d'une analyse itérative et collective croisant leurs expériences variées dans le système scolaire franco-ontarien et une mise en perspective théorique. Les résultats soulignent les effets pédagogiques, organisationnels et réputationnels majeurs du recours au PENLQ, aggravant la charge des directions d'école, fragilisant les services, la stabilité des équipes et la confiance des familles, et plus encore en zones éloignées. Ce phénomène croissant en cours d'institutionnalisation expose le PENLQ à une grande précarité et met en péril la qualité éducative, tout en illustrant une déprofessionnalisation normalisée du métier enseignant.

Loye, A., Kaboré, N., Ouoba, N., & Ouédraogo, E. (2026). **Personnel enseignant non légalement qualifié et qualité des apprentissages en Afrique subsaharienne francophone : profils, conditions d'exercice et effets sur les performances en mathématiques.** *Éducation et francophonie*, 54(1). <https://doi.org/10.7202/1125162ar>

L'article examine le recours au personnel enseignant non légalement qualifié (PENLQ) en Afrique subsaharienne francophone, dans un contexte de pénurie mondiale de personnes enseignantes (PE) et d'ambition internationale d'augmenter le nombre de PE qualifiées (ODD 4.c). S'appuyant sur les données du PASEC 2019, l'étude décrit le profil sociodémographique et économique du PENLQ, documente leurs expériences professionnelles et évalue leurs effets sur la performance en mathématiques des élèves de fin de primaire. L'échantillon mobilise 599 personnes enseignantes et 10 095 élèves. Des analyses statistiques descriptives et des modèles de régressions logistiques binaires sont utilisés. Les résultats montrent qu'environ un enseignant sur cinq n'est pas légalement qualifié. Le PENLQ est plus employé dans le privé et connaît l'irrégularité salariale. Il déclare fréquemment un manque de fournitures scolaires. Pourtant, la proportion d'élèves performants en mathématiques est similaire à celui des PE qualifiées. Les effets sur les apprentissages sont nuancés : l'âge, le niveau d'études, la régularité du salaire, la

disponibilité de ressources, certaines relations professionnelles et la formation continue influencent la performance des élèves. L'article conclut que le PENLQ assure la continuité du service, mais souligne des risques de fragilisation et appelle à des recherches, notamment qualitatives, sur les pratiques et les trajectoires du PENLQ.

Macau, C. M., & Tarrés, M. A. (2026). **Civic Engagement, Interculturality and Diversity: Exploring the Impact of Erasmus+ in European Schools.** *European Journal of Education*, 61(3), e70707. <https://doi.org/10.1111/ejed.70707>

This article examines how Erasmus+ (KA201) cooperation among European educational organisations contributes to reshaping teachers' professional learning and school culture by linking transnational collaboration to changes in everyday practice. Situated within current European research and policy debates, it moves beyond programme evaluation to conceptualise Erasmus+ as a meso-level mechanism for building intercultural understanding, equity, and civic participation. The analysis draws on a mixed-methods design, combining ad hoc questionnaires, semi-structured interviews, and focus groups with 20 teachers from several European contexts who participated in KA201 projects. The results show that cross-border cooperation strengthens educators' capacity to foster inclusion, diversity-responsive pedagogies, and democratic values within their classrooms and wider school communities. Overall, the study positions Erasmus+ as a catalyst for professional growth and pedagogical innovation, contributing to more open, equitable, and value-driven school cultures across Europe and reinforcing contemporary European priorities around inclusion, democratic resilience, and social cohesion.

Maes, O., & Baco, C. (2025). **Évaluation des stagiaires : Lors des entretiens de supervision, les futurs enseignants ont-ils voix au chapitre ?** *e-JIREF*, 11(3), 79-104. <https://doi.org/10.48782/e-jiref-11-3-79>

Dans le contexte des stages en formation initiale des enseignants en Belgique francophone, cette contribution questionne la place laissée à la voix du futur enseignant lors de l'entretien de supervision. Cet entretien, rassemblant l'ensemble des acteurs de la triade (stagiaire, maître de stage, superviseur) est consécutif à la visite du superviseur sur le terrain de stage. Il poursuit un objectif d'évaluation à visée essentiellement formative et devrait comporter une forte dimension réflexive. En effet, ce moment en triade est le seul moment lors duquel le stagiaire peut être soutenu dans la verbalisation de sa pratique réflexive par ses deux formateurs dans un contexte authentique. À travers une approche mixte basée sur l'analyse de huit entretiens de supervision transcrits, nous poursuivons, dans le cadre de cette recherche, un quadruple objectif, à savoir : (a) l'analyse de la proportion du temps de parole du futur enseignant, (b) l'analyse de la proportion de ce temps de parole directement dédiée au développement de la réflexivité, (c) l'analyse des niveaux de réflexivité mobilisés par le futur enseignant ainsi que (d) l'analyse de l'articulation de ces éléments de réflexivité aux propos, et plus particulièrement aux feedbacks, formulés par les superviseurs. Les résultats laissent apparaître que les entretiens ont une durée très variable et que le stagiaire a parfois un temps de parole bref. Néanmoins, ce temps de parole est fortement dédié à la réflexivité. À ce propos, l'exploration d'alternatives (niveau III) est souvent sous-développée. Ces résultats offrent des pistes pour améliorer les entretiens post-leçons.

Marty, O. (2026). **Qu'est-ce que le métier d'enseignant du supérieur ?** *Penser l'éducation*, (57), 127-145. <https://doi.org/10.4000/16ahj>

Nous analysons le champ lexical de l'enseignement, la recherche et l'administration à l'université et le confrontons aux réalités empiriques du métier, tel que pratiqué et observé longuement parmi nos collègues. Ceci nous amène à réfléchir aux types de savoirs enseignés, aux différents publics étudiants, aux institutions éducatives et aux manières de faire réussir les élèves – dans le troisième degré. Après des développements subséquents sur l'enseignement supérieur, nous évoquons les fonctions de recherche, plus ou moins libres, plus ou moins fondamentales ; et les charges administratives – qui constituent paradoxalement un but pour une partie des professionnels. Nous remarquons ainsi que, sous une même appellation, il existe plusieurs façons d'exercer le métier d'enseignant du supérieur.

Mostafavi, Z. (2026). **A Qualitative Analysis of the Causes and Consequences of Research Misconduct Among Early-Career Faculty Members: A Large Public University in Iran.** *Higher Education Quarterly*, 80(3), e70140. <https://doi.org/10.1111/hequ.70140>

A grounded-theory study reveals how structural pressures and proximate incentives produce research misconduct among early-career faculty in Iranian universities. Using 54 semi-structured interviews (36 doctoral candidates, 10 early-career faculty, 8 senior professors) and coded official news reports, we used open, axial and selective coding to build a processual model. Distal factors—political pressure, underfunding, unequal infrastructure, regional disparities—interact with proximal drivers: publication-quantity incentives, intense competition, normalized cheating and academic exploitation. Emergent mechanisms (manuscript-writing markets, unregulated AI) amplify fabrication, plagiarism and honorary authorship. Harms span individual (psychological strain), organizational (credibility loss, entrenched corruption) and national (erosion of R&D capacity) levels. The study extends empirical focus beyond biomedical fields to social, behavioural and engineering disciplines in an LMIC and proposes policy and practical interventions: revise evaluation criteria, strengthen oversight and training and support vulnerable researchers. Limitations: small, imbalanced qualitative sample; larger, geographically and disciplinarily diverse mixed-methods studies are recommended.

Nguyen (Ruby), N. N., & Barbieri, W. (2026). **Generative AI in work-integrated learning: Supporting pre-service teachers' emotional labour and self-management in Australian initial teacher education.** *British Journal of Educational Technology*, 57(4), 1094-1114. <https://doi.org/10.1111/bjet.70043>

This study investigates how generative artificial intelligence (gen-AI) interacts with pre-service teachers' (PSTs) experiences of emotional labour, relational complexity and institutional navigation during work-integrated learning (WIL) placements. Using the Emotional Capital in Education (ECE) framework, the study explores how emotional capital is preserved, converted and depleted across diverse affective economies, and how gen-AI activities were taken up as culturally responsive scaffolds in this process. Drawing on survey and focus group data from 126 PSTs in an interventional initial teacher education (ITE) case study, the findings show that gen-AI activities were associated with rehearsal of emotional self-regulation, pedagogical preparation and professional confidence, particularly in emotionally ambiguous or culturally misaligned placements. These benefits, however, were uneven and shaped by institutional recognition, mentor attitudes and cultural legibility. The study contributes by showing how tailored, scaffolded use of gen-AI can help PSTs build emotional capital for placement in ways that align with disciplinary expectations and diverse cultural-emotional needs, pointing to future designs that foreground emotional as well as cognitive scaffolding in ITE. Practitioner notes What is already known about this topic Gen-AI has demonstrated potential to enhance efficiency and

productivity in education settings. PSTs experience high levels of emotional labour, identity stress and institutional pressure during WIL. Emotional misrecognition and affective mismatch are common among culturally diverse PSTs. What this paper adds Shows how gen-AI can scaffold emotional regulation, relational confidence and cultural navigation for PSTs during WIL. Demonstrates how emotional capital is differentially recognised or blocked depending on the affective economy of the placement. Introduces gen-AI as a culturally responsive scaffold that helps PSTs simulate feedback, rehearse responses and reduce affective isolation. Emphasises the role of AI literacy not just as a technical skill, but as an affective and ethical practice that shapes professional identity. Implications for practice and/or policy ITE programmes should embed emotionally intelligent, ethically attuned AI literacy training that addresses cultural norms of affect and professionalism. Mentor teacher development should include training on emotional capital and cultural-affective misrecognition to better support diverse PSTs. Institutional policies should align university and school affective expectations, recognising gen-AI not only as a tool but as a mediator of emotional legitimacy in WIL.

Paquette, F., Gagnon, B., & Normandeau, S. (2026). **Les besoins exprimés par les personnes enseignantes non-détentrices de brevet en insertion professionnelle dans une école secondaire au Centre de services scolaire des Mille-Îles, et les ressources facilitant leur insertion professionnelle.** *Éducation et francophonie*, 54(1). <https://doi.org/10.7202/1125157ar>

Au Québec, la pénurie de main-d'oeuvre affecte le milieu de l'éducation et plusieurs nouvelles personnes enseignantes ne détiennent aucun brevet d'enseignement. Ce nouveau personnel enseignant demande un soutien considérable de la direction et des collègues, particulièrement lors de la première année de pratique, réputée comme plus difficile. L'identification des besoins des personnes enseignantes sans brevet et des ressources qu'elles jugent utiles pour les soutenir est nécessaire pour faciliter leur insertion professionnelle et favoriser leur persévérance en emploi. Dans le cadre de notre parcours au doctorat professionnel, un premier projet doctoral visant à connaître et à comprendre la situation professionnelle a permis de répondre à la question suivante : Quelles ressources les personnes enseignantes non-détentrices de brevet mobilisent-elles, lors de leur insertion professionnelle dans une école secondaire d'un centre de services scolaire, pour répondre à leurs besoins? Une collecte de données, recueillies par un questionnaire de perceptions suivi d'un entretien d'explicitation, a permis de répondre à la question de recherche. En s'appuyant sur les résultats obtenus, il devient possible pour ce centre de services scolaire et ses écoles de prévoir des façons innovantes de soutenir l'insertion professionnelle des personnes enseignantes non-détentrices de brevet pour répondre à leurs besoins et, ainsi, de favoriser leur persévérance en emploi.

Randrianarison, N. (2026). **Le statut paradoxal des enseignants et enseignantes FRAM dans l'éducation malgache : entre légitimité de terrain et reconnaissance légale.** *Éducation et francophonie*, 54(1). <https://doi.org/10.7202/1125159ar>

Cette étude examine le statut paradoxal des enseignantes et enseignants FRAM (Fikambanana Ray aman-dReny Mpianatra ou association des parents d'élèves) dans le système éducatif malgache. À travers une revue documentaire des textes législatifs et des statistiques officielles du ministère de l'Éducation nationale, complétée par des entretiens avec différents acteurs et actrices de l'éducation, cette recherche analyse le décalage entre la légitimité de terrain de ces personnes enseignantes et leur absence de reconnaissance légale. Les résultats révèlent que les enseignantes et enseignants FRAM représentent 44,1 % du personnel enseignant (2023-2024), jouant un rôle crucial particulièrement dans les zones rurales et au niveau primaire (51,4 %).

L'analyse révèle trois paradoxes majeurs : l'invisibilité légale malgré l'omniprésence pratique, les exigences juridiques contradictoires et la perpétuation du système malgré son interdiction officielle.

Robert, B., Arène, P., & de La Bretèche, L. (2026). **Rôle et missions des AESH dans l'école inclusive aujourd'hui et demain** (p. 251). Consulté à l'adresse Inspection générale de l'éducation, du sport et de la recherche; Inspection générale des affaires sociales website: <https://www.vie-publique.fr/rapport/303334-role-et-missions-des-aesh-dans-l-ecole-inclusive-aujourd'hui-et-demain>

| Alors que, depuis près de vingt ans, l'école inclusive repose largement sur l'aide humaine, le rapport conjoint de l'IGÉSR et de l'Igas alerte sur l'essoufflement du modèle actuel, alerte largement partagée par les parties prenantes. À partir d'un état des lieux approfondi, il propose une refondation de l'accompagnement des élèves en situation de handicap, centrée à la fois sur la reconnaissance des AESH* et sur un virage structurel vers l'accessibilité pédagogique. Le rapport conjoint IGÉSR-Igas sur les accompagnantes d'élèves en situation de handicap dresse un constat clair : principal levier de l'école inclusive depuis 2005, le dispositif d'aide humaine, reposant sur les AESH, toujours plus nombreuses (+70% depuis 2017), peine à répondre à la croissance des besoins. En témoignage, chaque année, les 10 % d'enfants en situation de handicap notifiés, mais laissés sans solution. Le rapport montre que les AESH portent le poids d'un système à bout de souffle et appelle, en 22 recommandations, à sa réforme urgente. Améliorer et reconnaître le métier des AESH

Deuxième population de l'éducation nationale, les AESH exercent dans des conditions encore largement marquées par la précarité : temps incomplet, multi affectation, faible reconnaissance. Il est urgent d'améliorer leur qualité d'emploi. La mission écarte l'hypothèse d'une fonctionnarisation des AESH à missions équivalentes. Outre les difficultés juridiques et budgétaires qu'elle soulève, elle estime que cette évolution statutaire ne répondra aux attentes que d'une partie des AESH dans sa mise en œuvre. En revanche, en écho aux difficultés concrètes rencontrées par les AESH, le rapport propose plusieurs mesures importantes de revalorisation, de stabilisation des affectations et de meilleure prise en compte des contraintes de terrain. La mission recommande également de créer de nouveaux métiers au service du développement de l'accessibilité pédagogique, sur statut de fonctionnaire et accessibles aux AESH. Engager un véritable « virage de l'accessibilité »

Alors que les partenariats avec le secteur médicosocial et les maisons départementales des personnes handicapées (MDPH) ont déjà produit des effets positifs et vérifiables sur le terrain, la culture de la coopération doit encore se développer pour mieux associer les familles, partenaire fondamental du parcours de l'enfant, et définir des objectifs stratégiques communs avec les collectivités territoriales sur des données partagées. A l'instar des pays voisins de la France et en prenant appui sur les travaux unanimes des chercheurs de l'éducation, il s'agit surtout d'engager un véritable « virage de l'accessibilité » au cœur de l'école. Celui-ci implique la création de nouveaux métiers – conseillers principaux et assistants d'accessibilité, issus notamment du vivier des AESH les plus expérimentées –, afin de mieux outiller les équipes et recentrer l'aide humaine sur des besoins plus ciblés. Les ressources de l'école inclusive (RASED, ERSEH, dispositifs ULIS, DAR)** constituent, à cet égard, de puissants leviers à conforter, pour mettre en œuvre cette stratégie refondée. Au delà des AESH, c'est donc une stratégie globale de gouvernance et de professionnalisation de l'école inclusive que le rapport propose, avec des recommandations opérationnelles dès la rentrée 2026.* Accompagnantes d'élèves en situation de handicap** RASED (Réseaux d'aides spécialisées aux élèves en difficultés) ; ERSEH (enseignant référent de la scolarisation des élèves

en situation de handicap); ULIS (unités localisées pour l'inclusion scolaire); DAR (dispositif d'autorégulation à l'école).

Rommelaere, B. (2026). **L'Inspecteur d'Académie, Inspecteur Pédagogique Régional Établissements et Vie Scolaire : figure complexe dans la gestion des ressources humaines en établissement scolaire** (Theses, Université de Lille). Consulté à l'adresse <https://theses.hal.science/tel-05639464>

This doctoral thesis focuses on Academy Inspectors, Inspectors for School Administration and Student Life (IA IPR EVS), whose specialization in "school administration and student life" invites a transversal reflection on the functions and evolution of these inspectors. By examining their recruitment methods and professional development (within the administrative personnel corps), we shall also analyze this concept of imprecise and blurred contours. Indeed, student life occupies a preponderant place in the functioning and evaluation of educational establishments. However, the notion of "school administration and student life" appears to be a repository for everything that cannot be attached to a specific discipline within the French educational system. Within a new territorial logic, the IA-IPR EVS figure stands at the crossroads of a multitude of issues that define this professional function in terms of management and governance of educational establishments. To examine the IA-IPR EVS is to establish connections with the personnel under their purview, namely the Principal Education Advisor (CPE), the teacher-librarian, and the trainee head teacher. It is also to analyze its historical, sociological, and political dimensions. The evolution of this professional designation goes hand in hand with the transformations of the educational system in the context of successive reforms of the French educational system and personnel evaluation (encompassing performance, competencies, and career advancement). Through constantly renewed human resource management, we shall analyze new perspectives surrounding this administrative profession. Hence, the general theme of this work shall be the examination of the IA-IPR EVS through a professional identity that warrants investigation. Thus, the problematic shall reside in understanding this ultimately complex identity, marked by evolutions and adaptations in terms of governance and management of educational establishments.

Sanfo, J.-B. (2026). **Personnel enseignant non légalement qualifié et acquis des apprentissages dans les pays d'Afrique subsaharienne francophone : une analyse à partir du modèle linéaire hiérarchique des données du PASEC**. *Éducation et francophonie*, 54(1). <https://doi.org/10.7202/1125161ar>

Bien que la formation du personnel enseignant soit reconnue comme un levier pour garantir une éducation de qualité, l'effectif du personnel enseignant non légalement qualifié (PENLQ) en Afrique subsaharienne francophone reste non négligeable et persistant. La présente étude vise à analyser la corrélation entre le statut de PENLQ et les acquis des apprentissages des élèves et à explorer des variations de cette corrélation entre milieux rural et urbain dans les pays du PASEC. Elle repose sur une analyse du modèle linéaire hiérarchique des données du PASEC 2019. L'analyse montre des résultats contrastés selon les pays et les matières. Ces résultats indiquent que le statut de PENLQ est souvent associé à une baisse des acquis scolaires, notamment au Bénin, au Congo, à Madagascar et au Tchad, où des corrélations négatives et statistiquement significatives ont été observées. En plus, l'analyse montre que l'influence des PENLQ peut varier selon le milieu géographique, avec des différences statistiquement significatives entre les élèves des écoles rurales et urbaines au Cameroun et en Côte d'Ivoire. Il est donc impératif d'investir

dans la formation initiale des enseignants et de mettre en place des stratégies ciblées pour assurer plus d'équité dans les systèmes éducatifs en Afrique subsaharienne francophone.

Sirois, G., & Torquato-Schimidt, D. (2026). **Le personnel enseignant non détenteur d'un brevet d'enseignement au Québec : portrait statistique d'un groupe professionnel hétérogène.** *Éducation et francophonie*, 54(1). <https://doi.org/10.7202/1125156ar>

Pour faire face aux besoins urgents de personnel dans un contexte de pénurie, le Québec recourt à de plus en plus de personnes enseignantes non légalement qualifiées : leur nombre a plus que doublé entre 2015 et 2021. Malgré leur présence à tous les niveaux du système éducatif et dans toutes les régions du Québec, on en sait encore très peu sur les caractéristiques de ce groupe professionnel. À partir des données recueillies dans le cadre d'une collecte de données par enquête réalisée auprès de 471 personnes enseignantes à l'emploi pendant l'année scolaire 2023-2024 et ne détenant pas de brevet d'enseignement, cet article propose des pistes de réponses aux questions suivantes : quels sont leurs profils sociodémographiques et scolaires? Quels sont les parcours professionnels qui les ont amenées vers l'enseignement? Quels sont les caractéristiques de leur emploi en tant que personnes enseignantes? Nos résultats mettent en évidence notamment une proportion importante de personnes qui travaillaient dans le domaine de l'éducation avant d'intégrer l'enseignement, ainsi qu'une diversité de parcours d'entrée dans la profession, dont un nombre important de personnes qui commencent directement à enseigner avec un contrat à temps plein.

Stimuler la motivation des enseignants dans les contextes éducatifs en mutation: Propositions théoriques et pratiques. (2026). Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/stimuler-la-motivation-des-enseignants-dans-les-contextes-educatifs-en-mutation/82798>

Tan, S. C., Tan, Y. Y., Teo, C. L., & Yuan, G. (2026). **Teachers' professional agency in learning with AI: A case study of a generative AI-based knowledge building learning companion for teachers.** *British Journal of Educational Technology*, 57(4), 943-964. <https://doi.org/10.1111/bjet.70013>

This study investigated using generative artificial intelligence (GAI) as a learning companion for elementary school teachers to understand, design and implement the knowledge building (KB) approach in their school. The KB learning companion for teachers (KB LCT), a GAI chatbot, was developed to support teachers, integrating human-AI and human-human interactions. The cultural-historical activity theory (CHAT) was used as a methodological lens to examine the professional learning of the teachers. We studied three lead teachers who first experienced the chatbot and facilitated the other 17 teachers in their learning. We uncovered how these lead teachers leveraged the affordances of the chatbot within the community for learning and exercised their professional agency to reconcile contradictions in the system for other teachers. Consequently, they showed evidence of learning about KB, deepening understanding and contextualising KB principles in classrooms, and transforming professional learning structures and activities for their colleagues. Practitioner notes What is already known about this topic? A community approach to teacher professional development is effective. GAI has been used to support teachers' work by generating lesson plans. The knowledge building approach is effective in improving teachers' professional agency. What this paper adds? The use of GAI as a learning companion for teachers. Affordances and contradictions of the GAI learning companion in a community experienced by the teachers. Teachers' manifestation of agency in learning related to the GAI and the learning community. Implications for practice and/or policy Using a GAI

learning companion in a community is effective for teacher learning. Teacher professional agency in learning can be manifested in how teachers leverage the affordances of the learning environment. Teacher professional agency in learning can be facilitated by providing the opportunity to reconcile contradictions they experience.

Wang, C., & Zhang, D. (2026). **The Association of Music Teachers' Positive Psychological Capital and Grit in Their Job Burnout: A Structural Equation Modelling Analysis**. *European Journal of Education*, 61(3), e70705. <https://doi.org/10.1111/ejed.70705>

The role of positive emotions in mitigating teachers' negative workplace experiences has been extensively examined over the past decade. However, limited attention has been given to how Positive Psychological Capital (PPC) and grit jointly influence music teachers' job burnout. Addressing this gap, the present quantitative study surveyed 400 Chinese music teachers using three standardised questionnaires to investigate the association of these two constructs with burnout. Structural equation modelling (SEM) and regression analyses revealed that positive psychological capital and grit, respectively, accounted for 52% and 39% of the variance in burnout, indicating strong and inverse predictive relationships with this detrimental outcome. These findings underscore the critical importance of cultivating teachers' internal psychological strengths as a strategic approach to reducing burnout. Practically, the results suggest that professional development programs integrating resilience-building, emotional regulation, and grit-enhancing interventions may substantially improve teachers' well-being and retention. Future research should explore longitudinal and cross-cultural designs to further validate and expand these insights within broader educational contexts.

Zakaria, N. (2023). **Reconnaissance et validation des acquis d'apprentissage et professionnalisation des enseignants des écoles privées au Liban** (Theses, Université Paris-Est Créteil Val-de-Marne - Paris 12). Consulté à l'adresse <https://theses.hal.science/tel-05645913>

This research aims to highlight the recognition and validation of learning outcomes in professional practice situations, mainly the validation of experiential learning outcomes (RVAE) of teachers in private schools in Lebanon. It should be noted that with the law of July 16, 1971, on continuing professional training and the development of informal and non-formal learning, the validation of acquired professional experience has become a subject of discussion in society. This is how the Social Modernization law in 2002 made the dynamic of validating acquired learning from experience a reality in most professions, including that of teaching. Some authors (Malet, 2022) (Pérrier, 2022) have emphasized that the recognition of teachers' experience promotes their professional and personal development, enhances their status through the acquisition of a diploma or teaching certification and increases visibility and the development of their skills. We can therefore conclude that the recognition and validation of lifelong learning outcomes contributes to the professionalization of teachers (Wittorski R., 2007). This research focuses on the validation of lifelong learning outcomes of teachers in Lebanese private schools. Lebanon is made up of eighteen communities trying to live and cohabit. The education system is made up of two sectors, public and private. The latter, which accommodates more than 71% of students, is not under the control of the state but of community leaders. The main question of this thesis arises from this context characterized by a multiplicity of communities: how does the recognition and validation of learning outcomes guide the choice of lifelong training for teachers in private schools? Firstly, we explained the notions of training and professionalization and the various mechanisms for professional training of teachers. We conducted eighty-four semi-structured interviews with teachers from 20 French-speaking private fee-paying schools in various regions of

Lebanon (around 10% of all Lebanese French-speaking private schools). The main results show that the state only exercises simple administrative control, that there are no standards or common methods of recruitment, teachers come in diverse profiles, a large majority female (83%), graduates or not from university education and that experience is the main means of skills development and professionalization. The study also shows a total absence of legislation on professional training and the validation of acquired experience. Recognition after validation is mainly symbolic: encouragement, congratulations but very rarely material gratification. We end this thesis by questioning how to envisage the implementation of such a measure in the Lebanese context.

Numérique et éducation

Cecchi, G. (2026). **Two dimensions of academic success: a Learning Analytics study of Grade Point Average and credit accumulation in an online university**. *Quality & Quantity*, 60(3), 10205-10231. <https://doi.org/10.1007/s11135-026-02670-9>

This study explores the relationship between academic performance and study progression among first-year students enrolled at the Italian IUL Telematic University during the 2023/2024 academic year. Drawing on the methodological framework of Learning Analytics, the research focuses on two pivotal indicators of academic success: Grade Point Average, representing the quality of students' academic outcomes, and credit accumulation, reflecting the speed at which students' progress through their courses. Taken together, these two variables offer a comprehensive measure of academic success, combining both effectiveness and efficiency in higher education trajectories. The analysis employs a two-part model: a logistic regression to account for students who earned zero credits, followed by a Quantile Regression Coefficients Modeling approach for count data to examine the distributional characteristics of credit accumulation. In parallel, a Bayesian quantile regression model with Laplace priors is applied to study the variation in Grade Point Average. To assess the association between high academic achievement and rapid progression, both variables are transformed into binary outcomes and analyzed through a bivariate logistic regression model. The results show the value of Grade Point Average and credit accumulation as complementary indicators of academic success. Furthermore, the study highlights how Learning Analytics can be effectively leveraged to identify at-risk students early and to inform the design of personalized educational interventions, particularly in the context of online and distance learning environments.

Céci, J.-F., & Heiser, L. (2025). **La Typologie des Niveaux de Prudence Numérique (TNPN) pour articuler recherche, formation et innovation numérique en Anthropocène**. *ROC 2025 - Vers des formations numériques critiques et émancipatrices*. Consulté à l'adresse <https://hal.science/hal-05499217>

To address the challenges of the Anthropocene, we are integrating the social, environmental, and democratic impacts of digital technology from the outset of teacher training, through a typology called the Typology of Levels of Digital Prudence (TNPN). This typology comprises six levels distributed across a progressive scale of collective well-being (individual, information and communication, social, health, environmental, and terrestrial prudence). Based on the pseudo-concept of digital prudence (Céci, Heiser et al., 2024), this typology aims to fill a theoretical gap in the literature and school curricula: the prudent use of digital technology in relation to planetary boundaries. We thus

conceive of this digital prudence as a reflective skill that enables reasoned action in the present, drawing on past experience, to better understand and anticipate the challenges of the Anthropocene.

Chai, H., Song, X., Zhang, H., Sun, X., & Niu, G. (2026). **Associations Between Big Five Personality Traits and Cognitive, Affective, and Behavioral Outcomes in Online Learning: A Three-Level Meta-Analysis.** *Educational Psychology Review*, 38(1), 82. <https://doi.org/10.1007/s10648-026-10178-9>

Extensive meta-analytic evidence has documented the relationships between Big Five personality traits and academic performance in traditional educational settings. However, their associations with broader learning outcomes in online and blended environments—contexts characterized by reduced situational constraints and heightened demands for self-regulation—remain insufficiently examined. The present meta-analysis aimed to investigate (a) the extent to which each of the Big Five traits predicts cognitive, behavioral, and affective outcomes in online and blended learning, and (b) whether these associations vary across temporal stage (pre-, during-, and post-pandemic), format (in-class vs. out-of-class), modality (fully online vs. blended), and outcome measure type. Drawing on 61 studies (688 effect sizes, N = 59,497), the three-level meta-analytic model revealed that agreeableness, conscientiousness, and openness were positively associated with cognitive outcomes, while all five traits showed significant relationships with both behavioral and affective outcomes. Temporal stage moderated the associations between openness and behavioral outcomes, with effect sizes increasing progressively from pre- to during- to post-pandemic. Outcome measure type moderated the associations of conscientiousness and openness with behavioral outcomes, with subjective self-reports yielding stronger effects than objective participation metrics. No significant moderating effects were detected for format or modality. These findings advance theoretical understanding of personality in digital learning contexts by demonstrating both the robustness of trait–outcome associations and their sensitivity to temporal context and measurement approaches. The results suggest that educators and instructional designers should consider not only individual differences in personality but also the broader context in which learning occurs, while remaining attentive to how outcomes are operationalized and assessed.

Cukurova, M. (2026). **Agency as a system property in human—AI interaction in education.** *British Journal of Educational Technology*, 57(4), 1065-1070. <https://doi.org/10.1111/bjet.70060>

Demory, M. (2026). **Construction de la citoyenneté numérique à l'adolescence : dispositions, pratiques et inégalités de capital numérique.** *RUNED*. Consulté à l'adresse <https://shs.hal.science/halshs-05643736>

d'Ham, C., & Loretz, M. (2026). **Objectifs et organisation des travaux pratiques dans l'enseignement des sciences – apports du numérique.** Consulté à l'adresse <https://hal.science/hal-05550306>

Economou, A., Stupurienė, G., Laanpere, M., Bocconi, S., & Lucas, M. (2026). **SELFIEforTEACHERS: Validation of a Tool Supporting Teachers' Self-Reflection on Their Digital Competence.** *European Journal of Education*, 61(3), e70559. <https://doi.org/10.1111/ejed.70559>

Supporting teachers to build their digital competence remains key to educational systems for responding to the continuous implications that new technologies entail. SELFIEforTEACHERS was designed to support teachers across Europe in reflecting on and improving their digital competence. Grounded in the DigCompEdu conceptual framework, the tool supports a guided and structured self-reflection process to scaffold and promote teachers' agency and self-directed professional learning. This study assesses the validity, reliability, and participants' perceived relevance of SELFIEforTEACHERS, using a mixed-methods approach with 3218 teachers in four European countries. Psychometric analysis confirmed the tool's validity and reliability, while qualitative data revealed that teachers found it highly relevant for identifying strengths, weaknesses, and areas for improvement. Overall, SELFIEforTEACHERS provides a tool for fostering evidence-based improvement of teachers' digital competence and enhancing their capacity to integrate digital technologies meaningfully in education.

Guo, Z. (2026). **The Well-Being of Chinese EFL Students Within AI-Based Context: Exploring the Role of Personality Traits and Psychological Capital.** *European Journal of Education*, 61(3), e70703. <https://doi.org/10.1111/ejed.70703>

In the language learning domain, learner psychological well-being has emerged as a critical outcome influenced by different psychological resources. Given that artificial intelligence (AI) has entered language learning at a fast pace, the psychological impact of AI on learners is now more pertinent. Both personality traits and psychological capital have been individually linked to learners' success and well-being, yet their combined influence in technology-based language learning contexts remains underexplored. This study investigates the predictive roles of personality traits and psychological capital in predicting the well-being of English as a Foreign Language (EFL) learners in AI-based environments. Adopting Seligman's PERMA theory, the study conceptualises personality traits (PTs) as stable internal resources and psychological capital (PsyCap) as a state element. A total of 373 EFL university students participated, and they completed the three questionnaires. The Structural equation modelling (SEM) demonstrated that PsyCap ($\beta = 0.713$) and PTs ($\beta = 0.642$) were both significant predictors of well-being among learners, with PsyCap being the stronger predictor. The study contributes to Positive Psychology (PP) in language learning by establishing a theoretically integrated model of well-being that bridges stable PTs and changeable psychological strengths.

He, M., & Song, Y. (2026). **Exploring Chinese EFL Teachers' Perceptions About the Authenticity and Naturalness of Artificial Intelligence (AI)-Generated Language: A Qualitative Study.** *European Journal of Education*, 61(3), e70708. <https://doi.org/10.1111/ejed.70708>

An increasing bulk of research has recently focused on the role of artificial intelligence (AI) in second/foreign language (L2) education. However, few studies have examined users' perceptions about AI-generated language and content in English as a foreign language (EFL) context. To fill this gap, the present study drew on the computers as social actors (CASA) framework and the technology acceptance model (TAM) to explore Chinese EFL teachers' perceptions about the authenticity and naturalness of AI-generated language/content. The findings of thematic analysis indicated that the participants had perceived AI-generated language as inauthentic and unnatural for eight reasons. Specifically, AI-generated language was considered inauthentic because it is database-oriented, ignores culture, emotions, semantics, and idiomatic expressions, does not produce genuine feelings in users, and lacks creativity and originality.

Furthermore, the teachers saw AI-generated language as unnatural because it lacks deep understanding and awareness, follows repetitive and predictable patterns, is too formal, and overlooks technicalities and idiosyncrasies. Each theme is discussed comprehensively, and implications are provided for teachers, students, teacher educators and AI designers to think deeper about the quality of texts and content produced by AI bots and chatbots before being injected into L2 classes.

Hu, T., He, B., Chai, H., Yuan, S., & Yang, F. (2026). **Can virtual technology be used to improve students' perspective taking ability? Evidence from a meta-analysis.** *British Journal of Educational Technology*, 57(4), 1071-1093. <https://doi.org/10.1111/bjet.70049>

Virtual technology holds tremendous potential for cultivating students' perspective taking ability. It contributes to diminishing intergroup conflict and enhancing social harmony by facilitating students' understanding and adoption of an alternative perspective. This study used meta-analysis to test the overall effect of virtual technology on students' perspective taking ability. A total of 20 experimental (quasi) studies (published between 2009 and 2024) that documented either a comparison between a group adopting virtual technologies (21 effect sizes in 15 studies) and a control group or a pre-post comparison (six effect sizes in five studies) were identified through the literature search. Utilizing a random effects model to compute effect sizes, the results revealed that virtual technology exerts a medium influence on perspective taking ability (Hedges' $g = 0.505$), with notable heterogeneity observed across the studies. Furthermore, the moderator analysis results indicated that virtual technology is more influential (a) on adult learners, (b) when adopted to teach declarative knowledge, (c) when offering visual clues feedback, (d) when combined with inquiry-discovery or test assessment method, (e) when accompanied by observational learning and (f) when in an experimental period lasting 30–90 minutes. These findings provide beneficial insights for future research and practical applications aimed at adopting virtual technology to cultivate students' perspective-taking ability.

Practitioner notes

What is already known about this topic? Virtual technology has been extensively incorporated into diverse educational scenarios to promote students' learning performance. Virtual technology has been considered a promising method for cultivating students' perspective taking ability, although it has not yet been substantiated through meta-analysis. The application of virtual technology should be carefully designed to maximize its effect on students' perspective-taking ability.

What this paper adds? Virtual technology has a medium influence on students' perspective taking ability. Identifying four key moderators that significantly influence the effectiveness of virtual technology, including learner stages, knowledge types, teaching types and experimental periods. Identifying a moderator that marginally influences the effectiveness, that is, application forms.

Implications for practice and/or policy

Implement visual feedback mechanisms in virtual systems to scaffold PT ability development. Combine test assessment or inquiry-discovery teaching with observational learning for declarative knowledge in virtual systems to enhance PT ability. Provide middle students with additional aids during virtual PT tasks.

Huangfu, Q., Deng, T., Guo, Y., Li, Y., Feng, R., & Wang, Z. (2026). **Prior knowledge interacts with the effects of pre-questions and feedback types on learning from videos: Eye-tracking and cognitive load evidence.** *British Journal of Educational Technology*, 57(4), 1115-1139. <https://doi.org/10.1111/bjet.70046>

Instructional videos increasingly supplement formal education, yet the efficacy of design elements (e.g. pre-questions and feedback) remains underexplored, particularly

regarding interactions with learners' prior knowledge. This study involving 352 Chinese university students employed a 2 (prior knowledge: low/high) × 4 (instructional intervention conditions: no pre-questions; pre-questions without feedback; pre-questions with simple feedback; pre-questions with elaborated feedback) experimental design, using eye-tracking to measure attention allocation (time to first fixation, dwell time, total fixation duration) and analysing cognitive load, learning efficiency, retention and transfer via two-way ANOVA. Research has indicated that intrinsic cognitive load was mostly influenced by existing knowledge and was not significantly impacted by the instructional intervention. Extraneous cognitive load and germane cognitive load showed a prior knowledge × intervention interaction: under low prior knowledge, pre-questions with elaborated feedback yielded lower extraneous load and higher germane load, whereas no pre-questions yielded higher extraneous load and lower germane load; under extensive previous knowledge, no pre-questions or simple feedback produced lower extraneous load without suppressing germane load, while elaborated feedback increased extraneous load due to redundancy. Pre-questions universally reduced time to first fixation, indicating quicker attention capture, while simple feedback increased dwell time on critical content, fostering deeper engagement. Retention was highest for low-knowledge learners using pre-questions without feedback, whereas transfer performance depended more on prior knowledge than instructional design. Findings suggest tailoring videos to learners: Novices benefit from pre-questions with simple or no feedback, while experienced learners gain equally from simpler designs without needing elaborated feedback. Pre-questions effectively guide attention, making them ideal for scalable online education. Practitioner notes What is already known about this topic Pre-questions embedded in instructional videos can function as cognitive scaffolds that direct learners' attention to critical content and improve academic performance. Feedback enhances teaching and learning when properly designed, though its effectiveness varies by type (e.g. simple vs. elaborated feedback) and learner characteristics (e.g. learners' prior knowledge). Eye-tracking technology has been widely employed to investigate attention-allocation mechanisms in multimedia learning. By recording metrics such as time to first fixation, percentage dwell time in areas of interest, and total fixation duration, researchers can assess how much learners focus on key information and how this relates to learning performance. What this paper adds Eye-tracking data reveal the universal effectiveness of pre-questions in video learning, particularly in significantly reducing first-fixation time and extending total fixation duration. Instructional strategies interact with prior knowledge: For low prior knowledge learners, pre-questions without feedback or with simple feedback optimize learning efficiency and reduce cognitive load, whereas elaborated feedback may cause cognitive overload; for high prior knowledge learners, the performance differences across instructional intervention conditions are minimal. Implications for practice and/or policy For practitioners, feedback should be matched to learners' prior knowledge and current performance. A graduated scheme is recommended: default to knowledge of results (KR)/knowledge of correct response (KCR) and layer brief, on-demand explanatory cues only when needed. Provide concise corrective and key-concept prompts for low-knowledge or unstable responders, and succinct confirmation for high-knowledge or stable performers. In practice, this argues for adaptive, profile-matched feedback rather than unguided learner self-selection, which may help manage cognitive load (e.g., lowering extraneous load and supporting germane processing). In large-scale online courses and other scenarios where personalized teaching is challenging, it is recommended to set pre-questions as a default component. This design

can not only adapt to learners with different knowledge levels but also ensure that all learners benefit even without personalized guidance. When using instructional videos in class, teachers can refer to the findings by embedding pre-questions before key concepts, thereby capturing students' attention and promoting deeper learning.

Huret, A. (2026). **Observer l'Engagement Étudiant en Contexte Universitaire à l'Aide d'un Dispositif Instrumenté: Présentation Méthodologique et Enjeux Éthiques**. *Actes des onzièmes rencontres jeunes chercheuses et chercheurs en EIAH*, 268-273. Consulté à l'adresse <https://hal.science/hal-05641983>

Cet article présente le dispositif méthodologique d'une étude visant à analyser les facteurs influençant l'engagement des étudiants à l'université. L'originalité du travail repose sur la comparaison de cours dispensés en salle standard et en salle instrumentée (Teaching Lab), équipée de caméras et de microphones permettant l'enregistrement intégral des séances. L'objectif est de discuter les apports méthodologiques et épistémologiques de ce dispositif pour la recherche en Environnements Informatiques pour l'Apprentissage Humain (EIAH), notamment en matière d'observation écologique, de codage multimodal de l'engagement et de constitution de jeux de données pour l'entraînement d'outils d'analyse automatique. Une attention particulière est portée aux enjeux éthiques liés à la captation et au traitement de données audiovisuelles en contexte pédagogique. Les données sont en cours d'analyses et les résultats pourront être inclus à la communication finale.

Jiang, Y., Wu, Q., Yang, Y., Jian, C., & Zhao, J. (2026). **Learner agency in revising GenAI-generated statements of purpose**. *British Journal of Educational Technology*, 57(4), 965-983. <https://doi.org/10.1111/bjet.70041>

This study investigates how English as a foreign language (EFL) learners enact their agency in revising generative AI (GenAI)-generated academic texts, in this case the statement of purpose, or SOP. Conducted at a key university in Southern China, the study involved 121 English-major students. This study included two phases. First, we used the Curriculum Vitae (CVs) submitted by the participants to generate SOP drafts through a standardized prompt in ChatGPT-4. Second, the participants acted as evaluators and editors, engaging with the GenAI-generated SOPs to varying extents. Nine of the participants attended semi-structured retrospective interviews. Textual comparison of original and final SOPs was conducted to identify patterns of agency, non-parametric analysis was performed between learners' ratings and their identified agentic patterns, and thematic analysis was applied to the interview data. The study revealed three agentic revision patterns: compliance-oriented acceptance, form-oriented modification, and content-oriented innovation. Differences in learners' ratings of GenAI-generated SOPs were found across the three patterns. Two factors influenced these patterns: authentic voice versus GenAI-constructed textual voice and enthusiasm to present intentions. The study suggests that empowering EFL learners to activate their agency in using GenAI tools enhances their academic writing and supports them in meeting specific task requirements. Practitioner notes What is already known about this topic EFL learners often face challenges in academic writing, particularly in incorporating GenAI-generated material effectively. Agency in revision processes is important for EFL learners using GenAI tools. Previous research highlights the potential of GenAI in supporting writing tasks, but there is limited insight into how EFL learners express their agency during revisions of GenAI-generated content. What this paper adds This study explored how EFL learners enact their agency when revising GenAI-generated

academic texts (ie, SOPs). We identified three specific patterns of agency enactment during the revision process, namely, compliance-oriented acceptance, form-oriented modification, and content-oriented innovation. The research highlighted factors influencing these agency patterns, including authentic voice versus GenAI-constructed textual voice and enthusiasm to present intentions. Implications for practice and/or policy Educators should promote learner agency by encouraging students to recognize and manage their revision strategies, including acceptance, modification, and innovation while using GenAI tools, through instructional strategies that empower effective agency. EFL writing instructors should develop critical thinking skills and encourage learners to develop their unique authorial voice, particularly when revising personal and complex texts (e.g., SOPs) to avoid overreliance on GenAI. Teachers should guide learners in balancing their authentic identities with GenAI enhancements, ensuring students remain the agents in shaping their voices and conveying the emotional resonance of their experiences in their SOPs.

Joshi, S. (2025). **Strategic Integration of Artificial Intelligence in U.S. K–12 Education: A Comprehensive Review and Policy Roadmap**. *International Journal of Computer Applications*, 187(24), 21-38. <https://doi.org/10.5120/ijca2025925428>

This paper provides a comprehensive review of Artificial Intelligence (AI) integration in K-12 education, examining current implementations, policy frameworks, and emerging challenges. We analyze over 40 recent publications (2024-2025) from academic journals, government reports, and industry whitepapers to identify key trends in AI adoption across primary and secondary education systems. This paper presents a comprehensive review of Artificial Intelligence (AI) integration in K-12 education, examining its pedagogical, technical, and policy dimensions. Through an analysis of recent literature, we highlight Generative AI as the most widely adopted paradigm in educational settings, with Agentic AI emerging as a significant secondary focus. The review identifies key trends in architectural approaches while noting underrepresented technical frameworks. Our review reveals three critical dimensions of AI in education: (1) pedagogical applications including personalized learning and administrative automation, (2) policy and ethical considerations at federal and state levels, and (3) infrastructure requirements for successful implementation. We highlight the rapid growth of Generative AI (GenAI) tools in classrooms alongside persistent concerns about equity, data privacy, and teacher preparedness. We summarize a conceptual framework for evaluating educational AI systems that balances pedagogical value with implementation considerations. This systematic review examines Artificial Intelligence (AI) integration in K-12 education through pedagogical, technical, and policy lenses.

Khushid, J., & Siddiqui, D. A. (2026a). **Effect of E-learning Readiness on Students' Emotional Engagement, Participation, Skills, and Performance** [Working paper]. Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://EconPapers.repec.org/RePEc:zbw:esprep:341061>

In recent years, higher education institutions have increasingly adopted e-learning courses to remove the barriers of time and space throughout the world, which makes it vital to ensure the conditions for greater student's engagement in online learning environment. In this regard, previous studies have demonstrated a lack of consistent results with respect to the prediction of students' engagement. The goal of this study is to examine the relationship between e-learning readiness and students' engagement for both traditional and non-traditional student and the moderating roles of cultural

dimensions and personality traits. The theoretical framework is based upon social constructivist theories. Quantitative method is used, whereby an online survey questionnaire was shared to obtain data from 200 postgraduate students enrolled in an online postgraduate certification course in education at ICE and 200 questionnaires distributed to post graduate students enrolled in University of Karachi. The collected data was analyzed using the structural equation modelling technique in conjunction with multi-group analysis. The results shows computer/internet self-efficacy negatively impacting emotional engagement, Skill and performance. Learners control has positive but insignificant relationship with performance and participation. Motivation for learning has negative relation with participation. Online communication self-efficacy has no significant relation with participation and skill. Self-directed learning has negative relationship with emotion, performance and skill and no significant relationship with participation.

Khushid, J., & Siddiqui, D. A. (2026b). **How E-learning Readiness affect Students' Engagement: A Complimentary Role of Personality Traits and Culture** [Working paper]. Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://EconPapers.repec.org/RePEc:zbw:esprep:341062>

Pakistan's societal norms, deeply rooted in collectivism, hierarchical structures, and traditional values, significantly shape students' attitudes and behaviors in learning environments. Traits such as openness to experience, conscientiousness, and extraversion can amplify or mitigate the effects of cultural predispositions. The goal of this study is to examine how Personality Traits and Culture shape the relationship between e-learning readiness and students' engagement for both traditional and non-traditional student. Quantitative method is used, whereby an online survey questionnaire was shared to obtain data from 200 postgraduate students enrolled in an online postgraduate certification course in education at ICE and 200 questionnaires distributed to post graduate students enrolled in University of Karachi. The collected data was analyzed using the structural equation modelling technique in conjunction with multi-group analysis. The results shows a positive significant relationship between elearning readiness and online student's engagement. Traditional students benefit more directly from e-learning readiness, as they can focus on engagement in academic activities without competing priorities. The moderating results suggest that cultural moderators are particularly relevant for understanding the relationship between e-learning readiness and online student engagement in higher education context. Further it reveals that three of the personality traits moderated the relationship between e-learning readiness and student engagement i.e. extraversion, openness and neuroticism. Only conscientiousness had no moderating effect in the relationship between e-learning readiness and online student engagement. This suggest that institutions should ensure that e-learning platforms provide clear guidelines, structured schedules, and accountability mechanisms to help highly organized students thrive. The findings reveal that traditional students are more engaged in online learning than nontraditional students, emphasizing the need for targeted interventions. Non-traditional students, who often balance work, family, and education, may require additional support such as flexible deadlines, asynchronous content delivery, targeted mentoring, part-time study options, and support services tailored to adult learners. These insights provide practical guidance for educators and policymakers to optimize online learning frameworks in similar contexts.

Kim, S., So, H.-J., & Park, K. (2026). **Supporting learner agency in collaborative writing with generative AI.** *British Journal of Educational Technology*, 57(4), 984-1008. <https://doi.org/10.1111/bjet.70015>

To support learner agency in LLM-powered writing environments, this research introduces a new interface that integrates two key features: an Argument Outline and a Similarity Viewer. These features were designed to enhance intentionality in writing and self-monitoring of reliance on AI-generated suggestions. Implemented in CoAuthor, a GPT-based writing tool, the interface was tested in an experiment with 52 university students who completed an argumentative writing task under two conditions: (1) SV group (n = 26) with Similarity Viewer only, and (2) SV-AO group (n = 26) with both Similarity Viewer and Argument Outline. Writing behaviours such as seeking, dismissing, accepting and modifying AI suggestions were analysed using statistical methods and epistemic network analysis (ENA). The average semantic similarity was calculated to measure the similarity between final texts and AI-generated content. Follow-up interviews were conducted to explore participants' perceptions of the two features. Results showed that the SV-AO group had stronger centrality in behaviours linked to independent text composition and produced final texts with lower semantic similarity. Interview data further indicated that participants viewed the Argument Outline as a useful scaffold for supporting independent writing while enabling the selective integration of AI-generated suggestions aligned with their writing goals. Overall, this study highlights the potential of interface design in optimizing the balance between learner agency and AI assistance in human-AI co-writing.

Liu, M., Wu, Z., Dai, H., Su, Y., Malik, L., Liao, J., ... Zhao, J. (2026). **Enhancing self-directed learning and Python mastery through integration of a large language model and learning analytics dashboard.** *British Journal of Educational Technology*, 57(4), 1009-1035. <https://doi.org/10.1111/bjet.70005>

Self-directed learning (SDL) is a critical skill in the 21st century, particularly in online Python learning environments. Learning analytics (LA) can track and analyse learning processes, which can be leveraged to prompt students to reflect on their learning strategies and progress through learning analytics dashboards (LADs). However, LADs lack pedagogical domain knowledge and fail to provide effective personalised feedback and guidance. This study designs and presents a Generative AI-powered SDL tool, SDLChat. It integrates a large language model (ERNIE-3.5) with retrieval-augmented generation (RAG) technology to generate contextualised, actionable feedback for learners across the entire SDL cycle: planning, self-monitoring and self-reflection. To evaluate the impact of SDLChat on learners' SDL skills and Python knowledge, a randomised experimental study was conducted over a six-week Python online course. The study compared the changes in SDL skills and Python knowledge of students using both SDLChat and LAD group (n = 39) and LAD-only group (n = 35). The results indicate that: (1) students using SDLChat and LAD significantly outperformed those using LAD alone in Python knowledge mastery, self-monitoring and interpersonal skills and (2) the LAD-only group showed significant improvement only in Python knowledge mastery; however, (3) no significant differences were found in posttask motivation between these two groups. This study highlights the potential of integrating LLM with learning analytics to enhance SDL skills and learning performance in online learning contexts. It also establishes a theory-informed operational framework for understanding the LLM-empowered SDL process. Practitioner notes What is already known about this topic Self-directed learning (SDL) is essential for success in online learning environments, requiring learners to plan, manage, monitor and reflect on

their learning processes. Learning analytics (LA), particularly in the form of learning analytics dashboards (LADs), is commonly used to track SDL processes and encourage learner reflection. Traditional LADs are incapable of providing personalised feedback, limiting their effectiveness in enhancing SDL skills and learning performance. What this paper adds Introduces SDLChat, an LLM-powered SDL tool combining a large language model (ERNIE-3.5) and retrieval-augmented generation (RAG) technology to generate contextualised and actionable feedback across the full SDL cycle. Provides empirical evidence from a quasi-experimental study demonstrating that the integration of SDLChat and a LAD enhances self-monitoring and interpersonal skills. Highlights the superiority of the integration of SDLChat and LAD in improving learning performance. Proposes an AI4SDL operational framework by including a technological dimension to extend SDL theory in online learning environments. Implications for practice and/or policy Educators and instructional designers can leverage AI-powered tools like SDLChat to provide personalised feedback, fostering key SDL skills and improving learning outcomes in online environments. Policymakers should establish SDL skills as curricular objectives and implement professional development programmes to enhance teachers' digital literacy and their capacity for human–AI collaborative instruction. Institutions offering online courses may benefit from adopting AI-driven solutions to enhance student engagement, self-monitoring and academic performance, potentially improving course completion rates and learner satisfaction.

Nguyen (Ruby), N. N., & Barbieri, W. (2026). **Generative AI in work-integrated learning: Supporting pre-service teachers' emotional labour and self-management in Australian initial teacher education.** *British Journal of Educational Technology*, 57(4), 1094-1114. <https://doi.org/10.1111/bjet.70043>

This study investigates how generative artificial intelligence (gen-AI) interacts with pre-service teachers' (PSTs) experiences of emotional labour, relational complexity and institutional navigation during work-integrated learning (WIL) placements. Using the Emotional Capital in Education (ECE) framework, the study explores how emotional capital is preserved, converted and depleted across diverse affective economies, and how gen-AI activities were taken up as culturally responsive scaffolds in this process. Drawing on survey and focus group data from 126 PSTs in an interventional initial teacher education (ITE) case study, the findings show that gen-AI activities were associated with rehearsal of emotional self-regulation, pedagogical preparation and professional confidence, particularly in emotionally ambiguous or culturally misaligned placements. These benefits, however, were uneven and shaped by institutional recognition, mentor attitudes and cultural legibility. The study contributes by showing how tailored, scaffolded use of gen-AI can help PSTs build emotional capital for placement in ways that align with disciplinary expectations and diverse cultural-emotional needs, pointing to future designs that foreground emotional as well as cognitive scaffolding in ITE. Practitioner notes What is already known about this topic Gen-AI has demonstrated potential to enhance efficiency and productivity in education settings. PSTs experience high levels of emotional labour, identity stress and institutional pressure during WIL. Emotional misrecognition and affective mismatch are common among culturally diverse PSTs. What this paper adds Shows how gen-AI can scaffold emotional regulation, relational confidence and cultural navigation for PSTs during WIL. Demonstrates how emotional capital is differentially recognised or blocked depending on the affective economy of the placement. Introduces gen-AI as a culturally responsive scaffold that helps PSTs simulate feedback, rehearse responses and reduce affective isolation. Emphasises the

role of AI literacy not just as a technical skill, but as an affective and ethical practice that shapes professional identity. Implications for practice and/or policy ITE programmes should embed emotionally intelligent, ethically attuned AI literacy training that addresses cultural norms of affect and professionalism. Mentor teacher development should include training on emotional capital and cultural-affective misrecognition to better support diverse PSTs. Institutional policies should align university and school affective expectations, recognising gen-AI not only as a tool but as a mediator of emotional legitimacy in WIL.

Novet, H. (2026). **SyApA, un système générique et explicable pour la construction de parcours d'apprentissage**. *Actes des onzièmes rencontres jeunes chercheuses et chercheurs en EIAH*, 218-232. Consulté à l'adresse <https://hal.science/hal-05642011>

Cet article présente SyApA, un système générique et explicable pour la construction de parcours d'apprentissage. Ce dernier est basé sur une approche anthropologique reposant sur le modèle T4TEL, permettant d'implémenter de manière générique la structuration des praxéologies afin de les rendre calculables. L'objectif est d'offrir un cadre informatique permettant de proposer des diagnostics précis et de générer des parcours d'apprentissage adaptés aux apprenants à partir des traces laissées par ces derniers, tout en garantissant une transparence dans les recommandations. Une attention particulière est portée à l'explicabilité des décisions du système afin d'éviter les «boîtes noires» et de permettre aux chercheurs et enseignants d'interpréter les diagnostics présentés dans le modèle apprenant et les recommandations formulées par le système de recommandation. En s'appuyant sur une modélisation ontologique et des règles de sélection de parcours adaptatives, le système offre une solution généralisable et évolutive pour divers environnements éducatifs. Cela contribue ainsi à proposer un cadre méthodologique didactique pour l'implémentation d'un système capable de réaliser des diagnostics et recommandations pour la construction de parcours s'adaptant aux besoins d'apprentissage des apprenants.

Pan, M., Lai, C., & Guo, K. (2026). **AI chatbots as reading companions in self-directed out-of-class reading: A self-determination theory perspective**. *British Journal of Educational Technology*, 57(4), 1036-1064. <https://doi.org/10.1111/bjet.70002>

Self-directed learning (SDL) is pivotal for academic success and lifelong learning, in which motivation has been a major challenge, especially in the context of self-directed out-of-class reading. According to self-determination theory (SDT), the fulfilment of three basic psychological needs (BPNs)—autonomy, competence and relatedness—is key to autonomous motivation. However, it is hard to provide personalised support to BPNs in self-directed out-of-class reading. Generative artificial intelligence (GenAI), with its capacity for generative human-like outputs, makes the provision of personalised interactive support possible. This study thus examined how GenAI-powered chatbots can be utilised to serve as reading companions to fulfil BPNs in self-directed out-of-class reading. An online reading platform was developed, where students engaged in self-directed out-of-class reading. Sixty-nine students from two classes at a Chinese university were randomly assigned to two reading conditions: the experimental group (EG; N = 36) where students had access to a GenAI-powered chatbot as a reading companion on the platform; and the control group (CG; N = 33) where students did not have access to the GenAI-powered chatbot during reading. Multiple data sources were collected and analysed, including pre- and post-reading tests, pre- and post-questionnaires on reading motivation and self-directed out-of-class reading, log data on reading amounts and

semi-structured interviews. The findings revealed that EG showed significant improvement in autonomous reading motivation and self-directed out-of-class reading. Reading performance did not differ between the two groups. This study offers valuable evidence on the efficacy of integrating GenAI chatbots into SDL through the lens of SDT. Pedagogically, educators can leverage GenAI technology to cater to students' BPNs, bolstering their SDL capabilities and academic achievement. Practitioner notes What is already known about the topic Self-directed learning (SDL) has been recognised as a crucial competence for academic success and lifelong learning. Motivation has been a major challenge in self-directed out-of-class reading, with the fulfilment of basic psychological needs (BPNs) identified as vital for autonomous motivation according to self-determination theory (SDT). Generative artificial intelligence (GenAI) has the potential to fulfil students' BPNs by providing personalised interactive support to enhance their motivation and SDL. What this paper adds This study adopted the theoretical lens of SDT to develop a GenAI-empowered online reading platform with a companion chatbot named Reade, aiming to fulfil students' BPNs in self-directed out-of-class reading. This study examined the efficacy of the designed chatbot-assisted BPNs (CaBPNs) in supporting self-directed out-of-class reading. This study offers empirical evidence that CaBPNs support can enhance students' reading motivation and self-directed out-of-class reading. Implications for practice and/or policy Educators should capitalise on the potential of GenAI chatbots in fulfilling learners' BPNs through the provision of personalised interactive support to boost autonomous motivation and SDL. Educators should be aware of the role of AI literacy in leveraging the full potential of chatbot support for SDL and take proactive steps to cultivate learners' AI literacy.

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

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

Pellegrini, S., & Sebastiani, R. (2026). **University, Care and Twin Transitions: Digital Language Literacy for Migrant Inclusion and Civic Engagement.** *European Journal of Education*, 61(3), e70717. <https://doi.org/10.1111/ejed.70717>

Within the policy framework of the digital and ecological Twin Transition, higher education institutions are increasingly positioned as key actors in fostering inclusive and sustainable transformation. This exploratory, perception-based study examines how university students and academic staff frame the role of digitally supported second-language (L2) learning in the inclusion of migrants and refugees. Using an online

questionnaire administered to 168 respondents, the study investigates perceptions of digital tools in relation to accessibility, personalization, participation and the public role of universities. The findings indicate a broadly positive orientation toward blended learning and e-learning platforms, alongside significant concerns regarding teacher training, platform accessibility and the alignment of digital strategies with the needs of vulnerable learners. The article argues that universities can contribute to more inclusive educational environments, while also stressing that the present evidence concerns perceived potential rather than measured educational outcomes.

Rappa, N. A., Nonis, K. P., Tang, K.-S., Cooper, G., Cooper, M., & Sims, C. (2026). **Can Generative AI support the learning agency of students with disability? A case study of an Australian secondary school.** *British Journal of Educational Technology*, 57(4), 924-942. <https://doi.org/10.1111/bjet.70048>

Despite increasing interest in using Generative Artificial Intelligence (GenAI) in education, little is known about how students with disability engage with GenAI to support their own learning. This study investigates the potential of ChatGPT to support the learning agency of adolescents with disability in a secondary science classroom in Australia. Guided by sociocultural and socio-material conceptualisations of agency, the study explored the mediated choices and capabilities of three students with disability to use ChatGPT to facilitate their learning. The study was conducted in a class comprising students of varying ages clinically diagnosed with diverse learning needs. Data sources included student interviews, the students' conversations with ChatGPT, teachers' lesson worksheets and video recordings of the lesson. Thematic analyses reveal that while students expressed clear and meaningful choices to use ChatGPT to support their learning, they faced metacognitive challenges and cognitive constraints, resulting in a misalignment between their choices and actual capability. The findings identify key theoretical perspectives and practical considerations for supporting students with disability in using GenAI to develop their learning agency. The study recommends customising GenAI for specific learning needs in line with its function as a cognitive prosthesis for students with disability and for better alignment with Universal Design for Learning, thereby supporting students' learning agency. Practitioner notes What is already known about this topic The development of students' learning agency has been widely explored in the secondary context, but not for students with disability. There is increasing interest in using Generative AI (GenAI) to support inclusive education. Current theoretical frameworks can inform the exploration of the learning agency of students with disability using GenAI. What this paper adds Foregrounds the learning choices of students with disability as indicators of their emergent learning agency. Identifies learning challenges facing students with disability that misalign their learning choices and capabilities. Examines GenAI's potential as a socio-material mediator facilitating the material and relational agency of students with disability. Implications for practice and/or policy Consulting students with disability on how GenAI can support their learning, providing opportunities for them to express their learning preferences. Customising GenAI tools in line with the Universal Design for Learning guidelines to address the specific learning challenges of students with disability. Clarifying the roles of teachers and education assistants in facilitating the learning agency of students with disability in light of customising GenAI to mediate their learning agency.

Sethi, D. M. K., & Jena, K. (2026). **Nomophobia in the Digital Age: A Study on College and University Students** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://EconPapers.repec.org/RePEc:pra:mprapa:128724>

In today's digitally connected world, smartphones have become an inseparable part of daily life, especially for students in higher education. While these devices offer convenience and connectivity, their overuse has given rise to a growing psychological concern known as nomophobia the fear of being without a mobile phone. This study aims to compare the levels of nomophobia among college and university students, exploring how differences in academic environments and student lifestyles may influence mobile phone dependency. A quantitative, descriptive and cross-sectional research design was employed, treating students as the independent variable and nomophobia level as the dependent variable, using a standardized nomophobia questionnaire administered to a sample of college and university students. The data were analyzed to determine the prevalence and intensity of nomophobia, along with any significant differences between the two groups. A total sample of 100 students, equally representing both groups, was evaluated using a standardized nomophobia scale. The mean scores for college and university students were 86.3 and 85.34, respectively, with standard deviations of 23.9 and 19.14. The standard error of difference was 4.33, with 98 degrees of freedom. An independent samples t-test was conducted and the resulting t-value of 0.22 indicated that there is no statistically significant difference in nomophobia levels between college and university students. These findings suggest that nomophobia is similarly prevalent among both groups, underscoring the need for shared preventive measures and awareness initiatives across educational institutions.

Shomotova, A., & ElSayary, A. (2026). **AI Use and Research Integrity in Higher Education: Faculty Perspectives on Opportunities, Challenges, Strategies, and Misconduct**. *Higher Education Quarterly*, 80(3), e70136. <https://doi.org/10.1111/hequ.70136>

Generative artificial intelligence (GenAI) is rapidly being integrated into academia. Although a great deal has been written about research misconduct, much of this work has focused primarily on Western higher education, with little attention given to the use of AI-enabled tools in research ethics within non-Western contexts. This study employed a cross-sectional online survey with both closed- and open-ended questions, an appropriate design for exploring faculty perceptions of a higher education institution in the United Arab Emirates (UAE). Data was collected from 22 faculty members across various disciplines. Findings show that faculty adoption of generative AI tools is primarily driven by perceived usefulness and ease of use for tasks such as writing, editing, idea generation, and data analysis. However, key challenges include the risk of cognitive dependency, production of superficial outputs, loss of originality, and the lack of clear institutional guidance. To mitigate these risks, participants emphasised practices such as human validation of AI-generated content, multi-source cross-verification, and transparent disclosure of AI use in academic work. Additionally, faculty recommended the responsible and effective integration of AI tools in higher education through training, clear ethical guidelines and institutional policies, transparency and accountability, and the purposeful selection of tools.

Tan, S. C., Tan, Y. Y., Teo, C. L., & Yuan, G. (2026). **Teachers' professional agency in learning with AI: A case study of a generative AI-based knowledge building learning companion for teachers**. *British Journal of Educational Technology*, 57(4), 943-964. <https://doi.org/10.1111/bjet.70013>

This study investigated using generative artificial intelligence (GAI) as a learning companion for elementary school teachers to understand, design and implement the knowledge building (KB) approach in their school. The KB learning companion for teachers (KB LCT), a GAI chatbot, was developed to support teachers, integrating human–AI and human–human interactions. The cultural-historical activity theory (CHAT) was used as a methodological lens to examine the professional learning of the teachers. We studied three lead teachers who first experienced the chatbot and facilitated the other 17 teachers in their learning. We uncovered how these lead teachers leveraged the affordances of the chatbot within the community for learning and exercised their professional agency to reconcile contradictions in the system for other teachers. Consequently, they showed evidence of learning about KB, deepening understanding and contextualising KB principles in classrooms, and transforming professional learning structures and activities for their colleagues. Practitioner notes What is already known about this topic? A community approach to teacher professional development is effective. GAI has been used to support teachers' work by generating lesson plans. The knowledge building approach is effective in improving teachers' professional agency. What this paper adds? The use of GAI as a learning companion for teachers. Affordances and contradictions of the GAI learning companion in a community experienced by the teachers. Teachers' manifestation of agency in learning related to the GAI and the learning community. Implications for practice and/or policy Using a GAI learning companion in a community is effective for teacher learning. Teacher professional agency in learning can be manifested in how teachers leverage the affordances of the learning environment. Teacher professional agency in learning can be facilitated by providing the opportunity to reconcile contradictions they experience.

Wang, T., Li, S., Li, S., Zhang, J., & Gao, J. (2026). **Students' use patterns of generative artificial intelligence during problem-solving in an intelligent learning system: Achievement goal orientation matters.** *British Journal of Educational Technology*, 57(4), 1163-1188. <https://doi.org/10.1111/bjet.70059>

While generative artificial intelligence (GenAI) tools demonstrate potential for enhancing students' learning outcomes, little is known about how students use GenAI at the micro-level, particularly regarding when and how they seek assistance during self-regulated learning (SRL). This study examined how learners' achievement goal orientations influence GenAI use patterns during problem-solving within an AI-powered learning environment. A total of 114 university students completed a nutrition recommendation task on the Healthy Choice platform. Prior to the task, students' goal orientations were measured using a self-report scale. During the task, system log files captured learners' SRL activities and GenAI interactions. Hierarchical clustering analysis identified three distinct learner profiles: mastery-oriented, performance-oriented and low-goal learners. Mastery-oriented and performance-oriented learners outperformed low-goal learners. While ANOVA results revealed no significant differences in GenAI usage frequency across clusters, epistemic network analysis demonstrated significant differences in how GenAI was integrated into SRL processes. Mastery-oriented learners exhibited stronger connections between GenAI use and cognitive activities (execution and evaluation), leveraging AI to deepen conceptual understanding. Performance-oriented learners primarily used GenAI to support initial decision-making. In contrast, low-goal learners showed stronger temporal associations between GenAI use and metacognitive tasks like monitoring, reflection and final decision-making. These findings inform differentiated scaffolding approaches based on student motivation profiles and the design of adaptive

learning technologies that support personalized, effective engagement with GenAI tools. Practitioner notes What is already known about this topic Generative artificial intelligence (GenAI) tools can generate adaptive educational content and feedback. Previous studies have explored the positive impacts of GenAI integration on student learning experiences and outcomes. Learners' achievement goal orientation (AGO) has the potential to influence their GenAI use patterns. What this paper adds This study revealed how students with varying goal orientation profiles differed in the temporal patterns of GenAI use during their self-regulated learning (SRL) processes. Mastery-oriented learners tended to request assistance from GenAI tools as they conducted SRL activities of execution and evaluation, while performance-oriented learners utilized GenAI tools for initial decision-making. Low-motivated learners relied on GenAI tools for metacognitive activities of monitoring and reflection, potentially leading to cognitive dependency. Implications for practice Frequency of GenAI use matters less than when and how students use these tools. Different scaffolding approaches are needed based on student motivation profiles. Understanding GenAI use patterns helps design AI-supported learning environments that match student needs and promote meaningful learning rather than cognitive offloading.

Wüthrich, R. (2026). **Verankerung inklusiv-digitaler Bildung in schulischen Konzepten an Berufsfachschulen – Ergebnisse einer systematischen Dokumentenanalyse**. *Swiss Journal of Educational Research*, 48(1), 164-175. <https://doi.org/10.24452/sjer.48.1.14>

Inklusiv-digitale Bildung zielt darauf ab, Inklusion und digitale Technologien in einem gemeinsamen Ansatz synergetisch zu verbinden, um Bildung für alle und damit Teilhabe zu ermöglichen. Als Rahmenmodell empfiehlt die European Agency (2022) das Universal Design for Learning (UDL). Inwieweit inklusiv-digitale Bildung in Schulkonzepten verankert ist und welche Rolle UDL dabei einnimmt, ist unbekannt. Vor diesem Hintergrund analysiert der Beitrag Schulkonzepte von Berufsfachschulen (N=21) hinsichtlich der Verankerung inklusiv-digitaler Bildung. Die Ergebnisse zeigen, dass inklusiv-digitale Bildung derzeit wenig in Schulkonzepten verankert ist, jedoch Bezüge zu UDL aufweist und eine hohe Anschlussfähigkeit in der Berufsbildung besteht.

Xing, W., Kim, T., Song, Y., Li, H., Li, C., & Kim, J. (2026). **Unveiling interaction patterns between students and generative AI teachable agent: Focusing on students' agency and AI agents' authority**. *British Journal of Educational Technology*, 57(4), 896-923. <https://doi.org/10.1111/bjet.70038>

With the growing integration of artificial intelligence (AI) in education, conversational AI agents are increasingly used to support student learning. This study examines how interactions with AI teachable agents are temporally associated with students' agency and how these associations relate to students' learning outcomes. Analysing 7188 discussion threads containing over 117,000 text utterances, we explore the relationship between AI authority and student agency using classification and regression models. Findings reveal that AI authority is significantly associated with subsequent student agency levels; however, increased student agency does not lead to changes in AI authority. Sequential interaction analysis shows that students initially demonstrate higher agency in response to authoritative AI prompts, though this effect stabilizes over time. In addition, higher student agency is associated with more elaboration and clarification talk but also with increased off-task discussions, which slightly hinder learning gains. These findings underscore the need for balancing structured AI guidance with opportunities for

student autonomy. This research contributes critical insights into designing AI-assisted learning environments that foster both engagement and effective learning outcomes.

Xu, Z., Antonenko, P., Dawson, K. M., Koh, D. H., & Wusylko, C. (2026). **How do gestural interactions support visuospatial cognition in STEM learning?** *British Journal of Educational Technology*, 57(4), 1140-1162. <https://doi.org/10.1111/bjet.70053>

Existing literature shows that touchscreen devices can support learning of visuospatially rich STEM content. However, the mechanisms by which touchscreen devices support cognition in learning remains unclear. This study examined how gestural interactions afforded by touchscreen devices support visuospatial cognition in STEM learning by comparing touch-based gestural input with mouse input. This quasi-experimental study was conducted during the implementation of an elementary cryptology and cybersecurity curriculum in afterschool settings. Data included measures of student performance including accuracy, response time and interaction efficiency across two visuospatial learning activities. Students' cognitive individual differences including verbal and visuospatial working memory, visual processing speed and cognitive inhibitory control were measured. A learning test was administered as a pretest and a posttest. Results show that in the simpler learning task, students using touch-based gestural input demonstrated higher interaction efficiency, longer response times and more errors. In the more challenging task, differences between the experimental and comparison groups were not significant. Working memory capacity moderated the accuracy of students' learning performance, with the influence of visuospatial and verbal working memory capacity varying based on the type of representation used in each activity. Fitts' throughput mediated the association between input type and learning outcomes of the curriculum. This study advances our understanding of the cognitive mechanisms underlying the use of touchscreen devices in STEM learning by demonstrating that efficient gestural interaction supports visuospatial cognition and learning. Practitioner notes What is already known about this topic Visuospatial cognition plays a critical role in learning STEM content. Visuospatial ability predicts a wide range of learning performance in STEM learning. Visuospatial ability can be improved through training. Touchscreen devices can support student performance in conducting visuospatial tasks. Touchscreen devices can improve learning and motivation. What this paper adds This study explores cognitive mechanisms underlying the use of touchscreen devices in STEM learning. Fitts' throughput is introduced as a measure of how efficiently learners interact with virtual representations on the interface. Learners who can interact more efficiently with virtual representations on the interface tend to achieve better learning outcomes for a visuospatially rich, elementary level cryptology and cybersecurity curriculum. Touch-based gestural interactions enhance visuospatial learning through improved interaction efficiency. Working memory capacity moderates learning accuracy, with visuospatial and verbal working memory showing varying interaction effects depending on the representation used in digital activities. Implications for practice and policy Teachers can encourage and guide students to use gestures in both digital and unplugged learning environments for both abstract and concrete STEM tasks. Designers should create intuitive and responsive gesture-based interfaces that align with students' natural interactions and learning needs. Educators may differentiate instruction based on students' cognitive profiles by tailoring activities to maximize engagement and comprehension. Designers could develop adaptable tools that accommodate diverse cognitive abilities, ensuring equitable access to learning opportunities.

You, Z. (2026). **Artificial Intelligence in Music Education in Higher Education: Exploring Applications and Pedagogical Considerations**. *European Journal of Education*, 61(3), e70691. <https://doi.org/10.1111/ejed.70691>

The integration of Artificial Intelligence (AI) into instrumental music education has rapidly progressed. However, the scholarly landscape remains fragmented and underdeveloped. Current research mainly focuses on algorithm-driven performance and context-specific teaching methods. There has been little effort to connect these advancements to established educational frameworks or to examine their wider implications. This systematic review addresses this gap by providing a thorough synthesis of the field, analyzing 46 highly cited publications indexed in Scopus. This review goes beyond mere listing. It critically examines how leading AI methods, such as deep learning models, transformer-based systems, and generative frameworks, serve as meaningful tools for instrumental learning. Drawing on established frameworks such as the Technological Pedagogical Content Knowledge (TPACK) model, the Substitution-Augmentation-Modification-Redefinition (SAMR) taxonomy, and Bloom's revised taxonomy, the study offers a well-grounded interpretation of how AI changes teaching design, student engagement, and cognitive growth. The findings show that AI technologies improve practice efficiency, enable personalized learning paths, and create more consistent, data-driven assessment methods. However, the review also highlights major limitations that were overlooked in previous research. These include algorithmic bias, lack of cultural and stylistic sensitivity, difficulties in capturing expressive musical elements, and the lack of clear models for integrating pedagogy with technology. To guide future research and practice, the review urges the creation of culturally responsive AI systems, the establishment of strong ethical and governance structures, and the use of interdisciplinary design approaches that connect technology with educational values. This establishes a critical, forward-looking foundation for viewing AI not just as a tool but as a transformative influence in instrumental music education.

Orientation scolaire et professionnelle

Alexie, R. (2026). **Changer de voie, compléter son parcours : quand les jeunes retournent aux études**. *Céreq Bref*, (485), 1-4. Consulté à l'adresse <https://www.cereq.fr/changer-de-voie-completer-son-parcours-quand-les-jeunes-retournent-aux-etudes>

Chang, E., Padilla-Romo, M., & Peluffo, C. (2026). **Persistent Effects of Early Academic Rank on Cognitive and Noncognitive Outcomes** (Working paper N° 35267). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35267>

This paper estimates the effects of early academic rank in elementary school on later cognitive and noncognitive outcomes in the context of Mexico. We use linked administrative records to compare students with similar third-grade achievement but different ordinal positions. These rank differences arise from idiosyncratic variation in the achievement distributions of elementary-school cohorts. We find that a higher third-grade rank increases performance on a high-stakes high school admission exam. Both broader school-cohort rank and classroom rank contribute to this achievement gain when estimated jointly. Higher rank leads to more selective high school choices and improves self-reported measures of self-perception, academic aspirations, classroom responsibility, learning strategies, and teamwork attitudes by the end of ninth grade. We

also provide evidence that higher elementary school rank improves students' high school placement outcomes.

DEPP. (2026). **Portraits de territoires 2026 : acquis des élèves et performances des établissements : Académie de Dijon**. Consulté à l'adresse DEPP website: <https://www.education.gouv.fr/sites/default/files/document/portraits-de-territoires-2026---acad-mie-de-dijon--517136.pdf>

Les « Portraits de territoires » proposent une vision synthétique, par académie, des acquis des élèves et de leurs parcours scolaires, de l'école au lycée.

Fridlin, M. (2026a). **Mon Master 2026 : Les candidatures à l'entrée en master**. *Note Flash du SIES*, (2026-10), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2026-05/nf-sies-2026-10-40383.pdf>

À la fin de la phase de candidature, 270 400 candidats ont confirmé au moins une candidature sur la plateforme Mon Master. C'est 20 000 candidats de plus que l'an passé. Cette hausse de 8 % est cohérente avec l'augmentation observée du nombre de lauréats au baccalauréat poursuivant à l'université en 2023. Les candidats ont en moyenne déposé 11,1 candidatures en master, soit 0,5 de plus qu'en 2025. Six candidats sur dix étaient inscrits en 3ème année de licence générale, de licence professionnelle ou de BUT en 2025-2026. Cette année, des formations mixtes que les candidats pourront rejoindre sous statut scolaire ou en alternance sont proposées à la candidature. Elles ont suscité l'intérêt des candidats, un tiers a confirmé au moins une candidature de ce type. L'offre de formation a également évolué en raison de la réforme des concours de recrutement des enseignants.

Fridlin, M. (2026b). **Une variété de parcours et des étudiants mobiles à l'entrée en master**. *Note d'Information du SIES*, (26.05), 1-7. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2026-05/ni-sies-2026-05-40257.pdf>

Les parcours dans l'enseignement supérieur avant l'entrée en master sont variés, et ils diffèrent selon la discipline de candidature en master. Le parcours le plus fréquent concerne près d'un quart des candidats sur la plateforme Mon Master en 2025 : une licence générale suivie durant trois ans après l'obtention de leur baccalauréat. À caractéristiques observées comparables, être inscrit dans une formation autre qu'une licence générale lors de la candidature en master est associé à une moindre probabilité de recevoir une proposition d'admission pendant la campagne Mon Master. Par ailleurs, les étudiants étant passés par une classe préparatoire aux grandes écoles reçoivent plus fréquemment une proposition d'admission. Toutes choses égales par ailleurs, avoir suivi une formation en apprentissage réduit la probabilité de recevoir une proposition d'admission pour un master sous statut scolaire, mais augmente celle de recevoir une proposition d'admission pour un master en alternance.

Gani, D. (2026, juin 2). **Alban Mizzi : « Ce que Parcoursup consacre, c'est moins le mérite que la maîtrise du jeu »**. Consulté 5 juin 2026, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2026/06/02/parcoursup-le-casse-tete-des-professeurs-principaux/>

De quoi Parcoursup est-il le nom ? « En individualisant les résultats, Parcoursup contribue à rendre cette inégalité invisible », « l'échec se personnalise, alors même qu'il est en partie

Gray-Lobe, G., Kremer, M., de Laat, J., Mbonu, O., & Scanlon, C. (2026). **Nudging Parents out the Door: The Impacts of Parental Encouragement on School Choice and Test Scores** (Working paper N° 11387). Consulté à l'adresse The World Bank website: <https://EconPapers.repec.org/RePEc:wbk:wbrwps:11387>

This study evaluates a large-scale text message (SMS) outreach program to engage caregivers of students in private primary schools in Kenya. Using a two-stage randomization design, the study tested two types of weekly SMS messages: growth-mindset encouragement and personalized performance information. The findings show two main effects. First, outreach improved test scores by 0.07 standard deviations, with particularly strong gains among initially lower-performing students. This improvement generates 12 learning-adjusted years of schooling per US\$100 spent—making it highly cost-effective relative to other education interventions. Second, outreach increased student exit rates by 4.7–5.0 percentage points, with effects concentrated among higher-achieving students (5.7 to 6.6 percentage points). The study developed a theoretical model of vertically differentiated schools where parental engagement affects both learning production and school choice. The model shows that when parents update their understanding of education production through engagement programs, they become more sensitive to perceived differences in school quality. This increased sensitivity can lead lower-quality schools to forgo implementing engagement programs—even when costless—as enhanced parental discernment accelerates student exits. The findings suggest a role for third-party provision of parent engagement programs in competitive education markets.

Gurgand, L. (2026). **Parcoursup 2026 : Les vœux des lycéens à l'entrée dans l'enseignement supérieur**. *Note Flash du SIES*, (2026-09), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/parcoursup-2026-les-voeux-des-lyceens-l-entree-dans-l-enseignement-superieur-101502>

À la fin de la période de confirmation des vœux de la phase principale au 1er avril 2026, 640 000 lycéens scolarisés en France ont confirmé au moins un vœu sur Parcoursup, soit 97,4 % des 657 000 terminales inscrits sur Parcoursup.

Li, Q., Zhou, Y., Yang, T., Wang, D., Zheng, C., & Jia, Y. (2026). **Longitudinal Associations Between Victimization and Depressive Mood During the Junior High School Transition: A Latent Growth Model Analysis**. *Journal of Youth and Adolescence*, 55(6), 1629-1640. <https://doi.org/10.1007/s10964-026-02342-9>

The transition to junior high school is a critical period for adolescent development and a high-risk period for peer victimization and depressive mood. However, the changes and associations between victimization and depressive mood during this stage have not been fully investigated. The present study adopted a short-term intensive longitudinal survey to explore their changes and links during the enrollment transition. A sample of 647 Chinese seventh-grade students (41.11% girls; Mage T1 = 12.71 years, SD = 0.59) participated monthly over four months. Latent growth model analysis showed that the level of victimization declined gradually and the level of depressive mood rose continuously during the transition period. Notably, students with higher initial victimization reported more severe initial depressive mood, while those whose victimization decreased more slowly showed steeper increases in depressive mood. These findings characterize how victimization and depressive mood co-develop during the junior high school

transition and highlight victimization as an important source of psychosocial risk associated with depressive mood.

Mizzi, A. (2026, 06). **Parcoursup est une « usine à stress » parce que c'est son but.** Consulté 5 juin 2026, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/parcoursup-est-une-usine-a-stress-parce-que-cest-son-but/00118635?utm_source=emailing&utm_medium=email&utm_content=01062026&utm_campaign=quotidienne

Nickell, D., & Sethna, B. N. (2026). **An Integrated Statistical Methodology Approach to Enrollment Management.** *Higher Education Quarterly*, 80(3), e70138. <https://doi.org/10.1111/hequ.70138>

This study examines the decision-making processes of prospective students and parents to establish an evidence-based framework for higher education enrollment management. Utilizing a survey of 948 students and 990 parents, the research employs conjoint analysis, factor analysis, and cluster segmentation to identify key institutional choice drivers. Findings reveal that while academic reputation is the most influential attribute, decisions are primarily shaped by three latent constructs: Reputation, Recommendation, and Fit. This paper makes a substantive contribution by operationalizing market orientation through advanced analytics, revealing heterogeneous student segments with distinct motivational profiles. These insights provide university administrators with actionable diagnostics for resource allocation and targeted messaging. Ultimately, the study bridges theoretical understanding and practical application, offering a robust, data-driven model for improving competitive positioning and recruitment outcomes within the increasingly complex higher education landscape.

Novet, H. (2026). **SyApA, un système générique et explicable pour la construction de parcours d'apprentissage.** *Actes des onzièmes rencontres jeunes chercheuses et chercheurs en EIAH*, 218-232. Consulté à l'adresse <https://hal.science/hal-05642011>

Cet article présente SyApA, un système générique et explicable pour la construction de parcours d'apprentissage. Ce dernier est basé sur une approche anthropologique reposant sur le modèle T4TEL, permettant d'implémenter de manière générique la structuration des praxéologies afin de les rendre calculables. L'objectif est d'offrir un cadre informatique permettant de proposer des diagnostics précis et de générer des parcours d'apprentissage adaptés aux apprenants à partir des traces laissées par ces derniers, tout en garantissant une transparence dans les recommandations. Une attention particulière est portée à l'explicabilité des décisions du système afin d'éviter les « boîtes noires » et de permettre aux chercheurs et enseignants d'interpréter les diagnostics présentés dans le modèle apprenant et les recommandations formulées par le système de recommandation. En s'appuyant sur une modélisation ontologique et des règles de sélection de parcours adaptatives, le système offre une solution généralisable et évolutive pour divers environnements éducatifs. Cela contribue ainsi à proposer un cadre méthodologique didactique pour l'implémentation d'un système capable de réaliser des diagnostics et recommandations pour la construction de parcours s'adaptant aux besoins d'apprentissage des apprenants.

WatreLOT, P. (2026, juin 12). **Pour accéder aux grandes écoles, un nom à particule fait encore la différence.** Consulté 14 juin 2026, à l'adresse Alternatives Economiques

website: <https://www.alternatives-economiques.fr/pour-acceder-aux-grandes-ecoles-un-nom-a-particule-fait-encore-la-differenc/00118785>

Plus de deux siècles après la fin des privilèges, les descendants de familles nobles restent très nettement surreprésentés au sein des établissements d'élite de l'enseignement supérieur, montre l'économiste Stéphane Benveniste.

Politique de l'éducation et système éducatif

Agte, P., Morales, D. R., Neilson, C., Otero, S., & Rao, G. (2026). **Incentives, Evidence, and Reminders for Bureaucrats: Overcoming Barriers to Policy Scale Up** (Working paper N° 35291). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35291>

Scaling up effective policies often requires the attention of frontline bureaucrats with many competing responsibilities. Even when policymakers adopt effective programs, implementation may not follow. In a nationwide experiment in the Dominican Republic, we test interventions to increase school principals' implementation of an educational program proven effective in a previous RCT. Only 37% of control schools verifiably implemented the intervention when ordered to by the Ministry of Education, compared with 83% in the original trial. Implementation was no higher among schools that previously implemented the program in the RCT, suggesting that fixed costs of adoption do not explain non-adoption. We find precise null effects of sharing research evidence, providing modest financial incentives, or offering implementation assistance to principals. In contrast, additional reminder calls increased implementation by 20 percentage points. A second experiment targeting a different mandated program yields the same pattern: reminders produce large effects, while monitoring messages have smaller effects. Our findings point to limited attention among bureaucrats as an important barrier to scaling policies.

Alexandre-Bailly, F. (2026, juin 4). **Transformer l'école pour préparer les élèves au monde qui vient : les leçons d'une expérience pédagogique.** <https://doi.org/10.64628/AAK.jf7prvgya>

Dans un monde en pleine mutation, il ne s'agit plus tant d'accumuler des savoirs que d'apprendre à apprendre. Mais comment adapter le modèle scolaire actuel pour l'orienter vers ces enjeux complexes ?

Ampadu, E., Lundborg, S., & Geschwind, L. (2026). **Bridging Local and Global Practices: Examining Internationalisation Strategies in Higher Education.** *Higher Education Quarterly*, 80(3), e70120. <https://doi.org/10.1111/hequ.70120>

Internationalisation of curriculum, research and service remains a fundamental factor in higher education, where best practices are adopted and contextualised across different educational systems to enhance efficiency and productivity. A plethora of studies have examined how internationalisation has built on local, national and regional policies and practices to harness, complement and harmonise local activities in institutions. However, many researchers and educators have advocated for a more holistic picture of how internationalisation has been contextualised into different sectors and dimensions. This study employed a survey design to examine participants' views about the outcomes and role of institutions in internationalisation using the APIKS data and a sample of 19,757 participants from 15 countries. Using descriptive and inferential statistics (ANOVA), the study's results show that there is a significant difference between context (location) and

outcomes and role of institutions with $F(3, 19,753) = 232.1, p < 0.001$ and $F(3, 19,753) = 270.8, p < 0.001$, respectively. The results also show significant differences between discipline and outcomes, and between the role of institutions, with $F(3, 19,753) = 22.8, p < 0.001$ and $F(3, 19,753) = 16.9, p < 0.001$, respectively. The results highlight the gap in communication and collaboration between academic and administrative staff in understanding the institution's internationalisation strategy. Protecting institutional identity during internationalisation is also another area of concern.

Audétat, L. (2026). **Entre prescription curriculaire et implantation scolaire : lutte contre les LGBTQphobies dans les écoles vaudoises.** *Swiss Journal of Educational Research*, 48(1), 139-152. <https://doi.org/10.24452/sjer.48.1.12>

L'introduction d'un agenda scolaire orné d'un drapeau arc-en-ciel dans le canton de Vaud en 2021 a suscité de vives réactions, révélant les tensions liées à l'intégration des thématiques LGBTQ dans l'enseignement obligatoire. Bien que la lutte contre les discriminations soit inscrite dans le curriculum prescrit, son implantation demeure variable et tributaire des pratiques individuelles des enseignant·e·s. Cette recherche, menée à partir d'entretiens avec vingt-deux enseignant·e·s vaudois·e·s, examine les obstacles au passage du curriculum prescrit au curriculum implanté. Elle s'intéresse aux résistances institutionnelles et personnelles qui freinent l'intégration de ces thématiques et interroge les conditions nécessaires à l'introduction de la lutte contre les LGBTQphobies dans les écoles.

Blanchard, C. (2026, juin 9). **La valeur d'un diplôme ne se mesure pas au nombre de candidats qui échouent.** Consulté 10 juin 2026, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/cecile-blanchard/la-valeur-dun-diplome-ne-se-mesure-pas-au-nombre-de-candidats-qui-echouent/00118637>

Le ministre de l'Education, Edouard Geffray, a affirmé le 19 mai en conférence de presse que « toute copie qui n'a pas un niveau suffisant en termes d'orthographe, de syntaxe et de grammaire ne peut pas avoir la moyenne au baccalauréat », assurant que « la maîtrise globale d'un niveau de langue correct et conforme aux attendus du diplôme » est « une exigence minimale ».

Brunner, J. J., Alarcón, M., de Fanelli, A. G., Fioreze, C., Salmi, J., & Álvarez-Mendiola, G. (2026). **State Roles in Higher Education Governance: Latin American Insights for the Global South.** *Higher Education Quarterly*, 80(3), e70144. <https://doi.org/10.1111/hequ.70144>

Higher education governance in the Global South develops unevenly, yet how states manage diverse market-driven systems remains poorly understood. This article examines how five Latin American countries—Argentina, Brazil, Chile, Colombia and Mexico—have redefined the state's roles, based on a comparative analysis of documents and a framework highlighting five key functions: system design, promotion, regulation, evaluation and financing. The research finds that governance pathways are shaped more by how these functions are connected than by their mere presence. The resulting configurations vary significantly, reflecting different government policy-making abilities and diverse historical paths. These patterns are seen as signs of structural hybridity—where state guidance, market growth and institutional autonomy coexist—a phenomenon that, as public policy literature shows, extends beyond higher education. The study provides a transferable analytical framework for examining state guidance across the Global South.

Buisson-Fenet, H., Bouchetal, T., Magogeat, Q., & Pons, X. (2026). **La collaboration contre la coopération ? Épreuves de professionnalité et défiance loyale de l'encadrement intermédiaire : le cas de l'école primaire française en contexte néo-gestionnaire.** *Recherches sociologiques et anthropologiques*, 57(1), 121-142. <https://doi.org/10.4000/1691i>

Les recherches sur les limites de la modernisation des services publics se sont surtout attachées à identifier des changements dans la confiance que les usagers pouvaient accorder à ces services. Elles se sont plus rarement penchées sur la confiance des personnels de la fonction publique dans la régulation de leurs propres organisations. C'est ce que nous proposons de faire dans cet article portant sur les effets des transformations en cours de la régulation des écoles primaires françaises sur la confiance des cadres éducatifs à l'égard de leur propre organisation. Pour ce faire, nous exploitons une enquête exploratoire sur trois outils néo-gestionnaires mis en oeuvre récemment dans l'école primaire française : les évaluations d'école, la loi Rilhac de décembre 2021 sur la responsabilité du « pilotage pédagogique » des directeurs d'école et les appels à projets innovants. Reposant sur l'analyse croisée d'entretiens, d'observations et de corpus de documents auprès de directrices d'école et d'inspectrices, il montre que si ces professionnelles sont soumises à des épreuves de professionnalité qui peuvent les fragiliser dans leur fonction, elles demeurent toutefois fortement engagées dans la mise en oeuvre de ces outils et que cette dernière s'accompagne d'une « défiance loyale » pouvant générer un affaiblissement des dynamiques de coopérations durables au profit de collaborations de type instrumental.

Carriere, A. (2026). **International Students as Vectors of Informal Diplomacy : Does Soft Power Matter More than Dollars?** *Journal of Comparative & International Higher Education*, 18(3), 16-27. <https://doi.org/10.64899/2151-0407.1875>

This article examines the evolving rationales underlying government strategies to attract international students, with a particular focus on their role as vectors of informal diplomacy. While existing scholarship has largely analyzed international student mobility through individual motivations or institutional strategies, this study highlights the state-level logics that frame student mobility as a tool of soft power. Drawing on policy documents, political speeches, and scholarly literature, the article analyzes the approaches of the five permanent members of the United Nations Security Council—countries that remain among the world's top destinations for international students—across three historical periods: 1945–1990s, 1990s–2010s, and 2010s–2025. Findings reveal that political rationales dominate in contexts of geopolitical tension (Cold War and the current multipolar era), whereas economic rationales gained prominence in the more stable post-Cold War decades. Despite variations, governments consistently present international students as passive instruments of either economic benefit or informal diplomacy, overlooking their agency and diverse experiences. This analysis underscores the contingent nature of governmental rationales, shaped by shifting global dynamics, and calls for further research into the extent to which international students actively contribute to public and cultural.

Chalando, V. (2024). **Curriculum et développement durable : cas de l'agroécologie dans l'enseignement agricole** (Theses, AMU - Aix Marseille Université). Consulté à l'adresse <https://theses.hal.science/tel-05553402>

Since 2012, when the agricultural world is increasingly confronted with strong societal demands for “better food” and in the context of a major climate crisis, the Ministry of Agriculture has asked agricultural schools and farmers to work on “producing differently”. This necessarily questions professional practices and the reality of agricultural education on a type of agronomy: agroecology. In these complex academic, political and societal contexts, between “producing differently” and “eating better”, between “local knowledge” and “reference knowledge”, what does it mean to teach agroecological agronomy? What is the place of farmer’s knowledge in school knowledge? Faced with the findings of sometimes marked curricular inconsistencies, of the negation of local knowledge, this work proposes to submit a coherent curriculum of agroecological agronomy through the implementation of territorialized curricular benchmarks. In order to propose an appropriate curriculum for agroecological agronomy, we placed ourselves in a hinterland of medium alpine Mediterranean mountains of south-east France rooted in rurality. Field surveys (territorial and settlement dynamics in their territory) and monographs were carried out among local takeholders (future farmers, farmers, teaching staff, etc.) and training frameworks were analysed through their application. Local knowledge and reference knowledge are thus confronted and then brought together within the proposal of a curriculum that is intended to be transferable.

Chauhan, A., & Singh, K. (2026). **Higher education trends in India: a comprehensive analysis of NIRF university rankings (2016–2024)**. *Quality & Quantity*, 60(3), 10061-10079. <https://doi.org/10.1007/s11135-026-02685-2>

India’s higher education system has undergone rapid expansion, increasing the need for reliable mechanisms to evaluate institutional quality and performance. The National Institutional Ranking Framework, introduced in 2015, has emerged as a key policy instrument shaping institutional behaviour through benchmarking and performance-based competition. However, longitudinal analyses examining structural patterns within NIRF rankings remain limited. This study analyses universities appearing in the NIRF Top-100 rankings between 2016 and 2024 to investigate regional distribution, institutional persistence, and ranking mobility. Using a longitudinal dataset of 164 universities and applying persistence analysis, mobility assessment, and the Herfindahl–Hirschman Index (HHI), the study identifies significant structural disparities in ranking outcomes. Results show strong regional concentration, with South India accounting for 42.68% of Top-100 universities and an HHI value of 0.2635 (2635) indicating moderate-to-high geographic concentration. Only 41.46% of institutions demonstrate sustained ranking persistence across cycles. These findings highlight systemic inequalities in research capacity and institutional resources, underscoring the need for targeted policy interventions to strengthen research ecosystems in underrepresented regions in alignment with the objectives of National Education Policy, 2020.

Chen, Y., Fu, C., Li, H., Li, T., & Tang, S. (2026). **College Affirmative Action and Students’ Outcomes: A Matter of the Dose** (Working paper N° 35281). Consulté à l’adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35281>

Extensive discussion centers around the question of whether affirmative action (AA) in higher education “works,” despite AA being in practice a continuous policy instrument. We study the dose effects of AA on its intended beneficiaries by exploiting the ethnic minority bonus-point policy in China’s centralized college admissions system, where targeted students receive explicit point advantages. Exploring cohort-level fluctuations

in exam score distributions that generate plausibly exogenous variation in the effective dose of AA, we show that higher AA doses increase recipients' admissions to colleges and elite colleges, but lower their academic rankings, shift them toward lower-earning majors, and reduce their satisfaction with college life. From data linking college entrance exam (CEE) records to comprehensive card transaction records 10–23 years after CEE, we find that low AA doses increase long-term consumption by 19% but high doses reduce it by 25%. Such non-monotonic dose responses exist across expenditure categories, including child-related expenditure, suggesting potential impacts on future generations. Heterogeneity analysis reveals that while the positive effects of low AA doses persist across student groups, students from stronger academic backgrounds are more resilient to the negative effects of high AA doses. Overall, our results suggest that careful calibration of AA policies is crucial for achieving their intended goals.

Chung, S., & Mobariz, A. S. (2026). **Intergenerational education effects of the first Taliban rule**. *Education Economics*, 0(0), 1-21. <https://doi.org/10.1080/09645292.2026.2682452>

We examine the effects of maternal exposure to the Taliban rule (1996–2001) on children's education in Afghanistan. We exploit two sources of variation: geographic variation in the control of provinces by the Taliban, and the age of women during that time. Using the 2015 Afghanistan Demographic and Health Survey, we find that 15 years after the regime, children of mothers who were in their primary schooling years during the Taliban had 20% lower school attendance and 14% fewer years of schooling. The primary driver is the Taliban's ban on women's education, which curtailed mothers' schooling.

Claude, M.-S., & Rayou, P. (2026, juin 9). **Les pétitions contre les épreuves de bac, symptômes d'un malaise lycéen ?** <https://doi.org/10.64628/AAK.eyx545p4q>

Face à des sujets jugés trop difficiles, ou des programmes chargés, les candidats au bac n'hésitent plus à lancer des pétitions. Que nous dit ce phénomène du rapport à l'institution scolaire ?

Collet, P. (2025). **Des lieux pour la science : acteurs universitaires et construction bâimentaire, le cas toulousain (1890-2020)** (Theses, Université de Toulouse). Consulté à l'adresse <https://theses.hal.science/tel-05551915>

Ma thèse porte sur le rôle des acteurs universitaires. L'étude du rôle des acteurs universitaires est faite, à travers un axe particulier qui est celui de la construction des lieux pour la science. Les lieux pour la science sont entendus au sens d'une construction ou reconstruction importante donnant lieu à une modification du cadre de vie et de travail de ses occupants. Le terme de constructions bâimentaires recouvre différentes phases qui vont de la réflexion autour du projet à la réception du bâtiment. En effet, il ne s'agit pas d'une étude sur le chantier en lui-même ou l'architecture du bâtiment mais sur ce qui entoure la construction d'un ensemble universitaire y compris en amont et en aval du chantier. L'approche par les constructions universitaires permet d'étudier aussi bien l'évolution des relations entre les acteurs universitaires et les acteurs extérieurs (État, collectivités locales voire privé dans certains cas), que les relations au sein de la communauté universitaire entre les différents membres. De plus, cette approche offre également une possibilité d'analyse sur l'évolution de la vision de l'université. En partant de l'hypothèse que les choix dans les projets de construction reflètent une certaine vision de l'université et que ces choix ont été faits (au moins en partie) par les acteurs universitaires, nous pouvons alors étudier l'évolution de l'image de l'université véhiculée par les constructions à travers le temps. Au sein de la ville exemple, Toulouse, nous avons

choisi d'étudier quatre bâtiments correspondant à trois périodes différentes : les facultés de sciences et de lettres à la fin du XIXe siècle puis le campus scientifique de Rangueil et le campus du Mirail dans les années 1950-1970 et les années 1990-2020. Ce choix de bâtiment nous semble pertinent afin de saisir sur plusieurs périodes des dynamiques qui peuvent paraître similaires mais également de nouvelles pratiques (PPP) qui amènent à s'interroger sur les objectifs de l'État. Deux choses nous semblent importantes dans le choix des dates. Tout d'abord, réaliser cette étude sur une période longue puis à l'intérieur de cette période longue cibler des périodes de construction intenses. Enfin, nous souhaitons mettre en avant le lien entre les réformes institutionnelles de l'université et les grandes phases de construction qui semblent liées. Ce travail a donc pour objectif d'étudier l'évolution des acteurs universitaires et notamment leur rôle et leur pouvoir de décision dans un cadre plus général d'évolution forte de l'enseignement supérieur à travers la thématique des constructions universitaires à Toulouse de la fin du XIXe siècle à nos jours. La recherche que je mène propose donc une approche originale par l'étude sur une longue période, par une approche comparative de la place des acteurs universitaires entre différentes périodes mais également entre différents domaines de formation et par le choix de se centrer sur la place des acteurs universitaires.

DEPP. (2026). **Portraits de territoires 2026 : acquis des élèves et performances des établissements : méthodologie et références bibliographiques**. Consulté à l'adresse DEPP website: <https://www.education.gouv.fr/depp/portraits-de-territoires-2026-504959>

Les « Portraits de territoires » proposent une vision synthétique, par académie, des acquis des élèves et de leurs parcours scolaires, de l'école au lycée.

Fagernäs, S., & Pelkonen, P. (2026). **Teacher allocation and learning: evidence from the right-to-education act in India**. *Education Economics*, 0(0), 1-29. <https://doi.org/10.1080/09645292.2026.2681153>

The Right to Education Act (2009) changed the norms on pupil-teacher ratios for Indian primary schools. We decompose the compliance of districts with these requirements into the number of teachers available (Ability to comply), and the effort to re-organize teachers to improve compliance (Effort to comply). The Act created a discontinuous jump in the latter, leading to improved teacher allocation. We show that this improvement was associated with learning gains across districts and cohorts, especially at the lowest levels of attainment. The findings are indicative of diminishing returns to additional teachers in the context of small schools and multi-grade teaching.

Fayard, P., Juillard-Condat, B., & Viard, C. (2025). **Prendre en compte la « voix des apprenants » dans l'évaluation d'un dispositif de formation en santé**. *e-JIREF*, 11(3), 189-210. <https://doi.org/10.48782/e-jiref-11-3-189>

Afin de sécuriser le processus de la prise en charge médicamenteuse du patient, un dispositif de formation pour les nouveaux-arrivants infirmiers d'un centre hospitalier universitaire en France a été coconstruit dans le cadre d'une Recherche-Intervention (Broussal et al., 2015 ; Marcel, 2020a). La formation ayant lieu avant la prise de poste effective, les apprenants sont de jeunes diplômés. Nous avons proposé à ces apprenants de participer à l'évaluation du dispositif de formation. Dans un premier temps, ils ont été associés à la conception du dispositif par la démarche de la référentialisation (Figari et al., 2014). Dans un second temps, pour réguler le dispositif, les formateurs ont pris en compte les besoins et attentes recueillis ainsi que l'expression de la satisfaction des apprenants qui ont bénéficié de ce dispositif en 2022 et 2023. En retraçant plusieurs

temps d'évaluation réalisés pour la construction et la régulation du dispositif de formation, nous analysons la voix de ces « apprenants » : l'expression de leurs besoins, leurs attentes, leurs avis, leurs suggestions, leur rapport au savoir (Jellab, 2022). Nous explicitons, dans cette situation spécifique, en quoi la prise en compte de la voix des apprenants par les formateurs pour réguler le dispositif de formation peut contribuer à leur proposer des contenus de formation plus adaptés à leurs besoins.

Ferreira, J. R., & Sandholtz, W. (2026). **Sibling spillovers and free schooling** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://EconPapers.repec.org/RePEc:ehl:lserod:138613>

We use administrative data to measure sibling spillovers on academic performance before and after the introduction of Free Secondary Education (FSE) in Tanzania. Prior to FSE, students whose older siblings narrowly passed the secondary school entrance exam were less likely to go to secondary school themselves; with FSE, the effect became positive. A triple-differences analysis, using geographic variation in FSE exposure, shows that FSE caused the reversal. Mechanism analyses suggest that changes in parental investments were a more likely channel for this reversal than direct sibling interactions. By alleviating financial constraints, FSE allowed households to invest in more children.

Galarraga, J. M., & Prat, M. (2026). **The expansion of primary education in an industrialising economy: Catalonia in the age of mass schooling (1860-1930)** (Working paper N° 2026/496). Consulté à l'adresse University of Barcelona School of Economics website: <https://EconPapers.repec.org/RePEc:ewp:wpaper:496web>

This paper studies the main patterns and trends observed in primary education in Catalonia between 1860 and 1930. The information gathered from official education statistics makes it possible to track several primary education variables over time, including pupils, schools, teachers and public spending, at 10-year intervals, broken down by public and private schooling and by gender. This study, which is primarily descriptive in nature, provides new quantitative evidence that highlights the difficulties faced by the public provision of primary education in achieving progress in Catalonia during those years, the significant expansion of private education, the disparities between rural and urban areas (where demographic pressure on the education system was greater), and the advances and setbacks in achieving gender equality. Together, the findings contribute to a deeper understanding of how a society – in this case, Catalonia – coped with the challenge posed by the spread of mass schooling during the early stages of industrialisation, within a backward institutional framework typical of Southern Europe's peripheral regions.

Gani, D. (2026, juin 10). **Évaluations nationales : huit ans de tests, toujours les mêmes fractures scolaires**. Consulté 10 juin 2026, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2026/06/10/evaluations-nationales-huit-ans-de-tests-toujours-les-memes-fractures-scolaires/>

Alors quelle leçon tirer des évaluations nationales standardisées souvent jugées « précoces, chronophages et inutiles » ? Pour la huitième année consécutive pour le CP et le CE1, la Direction de l'évaluation, de la prospective et de la performance (DEPP) publie les résultats des évaluations nationales standardisées réalisées à la rentrée 2025. Près de 3,9 millions d'élèves ont été évalués en français et en mathématiques dans 32 000 écoles publiques et privées sous contrat. Du neuf ? Les résultats témoignent d'une

stabilité et d'inégalités persistantes liées au territoire et au type d'établissement, bref à l'origine sociale.

Glodkowska, J., & Konieczna, I. (2026). **Inclusive Education: A Comparative Analysis of Models in European Countries**. *European Journal of Education*, 61(3), e70710. <https://doi.org/10.1111/ejed.70710>

This article analyses the evolution and diversification of inclusive education models in Europe, tracing their development from segregational to inclusive approaches. The analysis refers to key international documents, such as the Warnock Report and the UN Convention on the Rights of Persons with Disabilities. It demonstrates how the concept of 'Education for All' has shaped educational policies across Europe. Various models of inclusive education are presented, including full inclusion (e.g., Italy, Finland), the inclusive model (e.g., Spain, Ireland), the integrative model (e.g., Slovenia, Bulgaria), the dual model (e.g., Germany, Czech Republic) and the mixed model (e.g., Poland, France). The text focuses on the role of specialist teachers, including mobile special educators and educational assistants, as well as on individualised instruction and interdisciplinary cooperation. Common features and challenges in the implementation of inclusive education are identified, emphasising the need for flexibility and continuous development of educational systems.

Guénais, M., & Gani, D. (2026, juin 15). **Filles et sciences : la réforme du lycée a fait reculer l'égalité de trente ans**. Consulté 16 juin 2026, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2026/06/15/filles-et-sciences-la-reforme-du-lycee-a-fait-reculer-egalite-de-trente-ans/>

Pour Mélanie Guenais, mathématicienne et fondatrice du collectif Maths & Sciences, la réforme du lycée de 2019 marque un tournant majeur dans l'accès des filles aux mathématiques et aux sciences.

Han, L. (2025). **De l'efficacité chez Sun Tzu à l'efficacité de l'éducation : une approche praxéologique de l'application de la pensée stratégique de Sun Tzu dans l'enseignement supérieur contemporain chinois** (Theses, Université de Haute Alsace - Mulhouse). Consulté à l'adresse <https://theses.hal.science/tel-05639584>

Cette thèse interroge la pertinence de la pensée stratégique de Sun Tzu pour adresser les problèmes d'efficacité dans l'enseignement supérieur chinois, via une approche praxéologique. Elle combine analyse théorique sur l'efficacité éducative et étude herméneutique de L'Art de la guerre. L'analyse du système universitaire chinois identifie trois pertes d'efficacité majeures : ressources, processus pédagogique et gestion administrative. En parallèle, l'étude de Sun Tzu dégage quatre principes clés : évaluer la situation (Shen Shi), accumuler la puissance potentielle (Xu Shi), accompagner la propension des choses (Shun Shi) et profiter de la position stratégique (Ren Shi). La mise en perspective de ces principes avec les défis concrets du terrain, appuyée par des études de cas, démontre leur valeur opérationnelle pour réinterpréter et optimiser les dynamiques éducatives. En conclusion, cette recherche établit que la stratégie de Sun Tzu, bien que militaire à l'origine, offre un cadre théorique et méthodologique fécond pour améliorer l'efficacité des universités chinoises, tout en ouvrant un dialogue entre tradition philosophique chinoise et politiques éducatives modernes.

Hou, A. Y. C., Su, E. H. C., Chao, S. S. M., Lin, A. F. Y., Feng, P. Y., & Hill, C. (2026). **Myth or Merit? A Reassessment of the "Monks From Afar" Effect in Taiwan's Dual-Track Talent**

Policy in Higher Education. *Higher Education Quarterly*, 80(3), e70148.
<https://doi.org/10.1111/hequ.70148>

In response to global talent competition and the goal of building world-class universities, Taiwan's government introduced talent policies to enhance research capacity and international visibility. This study employs a mixed-methods design to analyse the distribution of four main awardee types in alignment with Taiwan's dual talent policies and assess their research productivity, impact, and collaboration using bibliometric methods. Semi-structured interviews are used to illustrate the challenges of policy implementation. Three key findings are presented as follows. First, Yushan and Young Yushan fellows surpass local awardees in research productivity and international engagement. Second, while Outstanding Research Award awardees maintain strong performance in top-cited publications and FWCI, Young Yushan awardees exhibit higher levels of international collaboration relative to Outstanding Research awardees. Third, challenges such as difficulties in attracting and retaining international scholars, limited campus internationalisation, and significant compensation disparities between award systems continue to undermine the effectiveness of Taiwan's dual talent policy. The findings indicate that Taiwan's government needs to reassess its current policies and implement a fairer, long-term approach to talent management.

Instruire ou occuper ? : Chronique d'un centre éducatif fermé. (2026). Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/instruire-ou-occuper/85858>

Le 26 novembre 2025, le ministre de la Justice Gérald Darmanin annonce la transformation des centres éducatifs fermés (CEF) en « unités judiciaires à priorité éducative ». Les CEF avaient été créés en 2002 comme alternative à l'incarcération des mineurs. Regroupant chacun une douzaine d'entre eux, ces centres étaient l'objet de critiques réitérées des autorités de tutelle : ils n'auraient été ni assez fermés ni assez éducatifs, et ils auraient coûté cher. Appuyée sur une enquête de terrain menée dans un CEF de la région parisienne, la recherche de l'auteur donne à voir les modalités de ce manque d'efficacité. Ce manque, dont l'enquête confirme la réalité, tient essentiellement selon l'auteur au défaut de sérieux et d'ambition qui handicape la promesse éducative de l'entreprise. Pourtant reconnue par la loi, l'obligation de scolarisation et de formation jusqu'à 18 ans pour tous les jeunes n'est ici que très formellement respectée. Dans ces conditions, les éducateurs passent leur temps à se demander comment occuper celui des « éduqués » ; et ces derniers expriment une profonde frustration face au manque de sens de leur enfermement. Bien au-delà de l'institution, c'est l'ensemble de la politique nationale qui se voit interpellée par cette recherche, notamment dans sa capacité à scolariser correctement toute une partie de la jeunesse populaire, délaissée et abandonnée à son sort.

Kakdeu, L.-M. (2026). **Politique de formation et industrialisation du Cameroun : évaluation (1921-2026).** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/politique-de-formation-et-industrialisation-du-cameroun/82828>

« Seul un élève sur 20 suit une filière technique. Seul un diplômé sur 30 trouve un emploi décent. Pendant ce temps, les campagnes se vident et les femmes restent invisibles dans les ateliers. » Cet ouvrage livre une analyse sans concession de l'inadéquation formation-emploi au Cameroun sur plus d'un siècle (1921-2026). Il met en évidence le fait que l'échec des politiques d'enseignement technique et de formation professionnelle affecte trois mondes : les jeunes, prisonniers d'un chômage diplômé ; les femmes,

cantonnées à des filières sans débouchés ; et les paysans, abandonnés dans des territoires que l'industrialisation n'a jamais atteints. L'ouvrage ne se contente pas de faire un état des lieux : il propose dix recommandations concrètes pour refonder la formation professionnelle, de la réactivation des instances de concertation à la régionalisation de l'offre éducative. Un essai essentiel pour comprendre pourquoi le Cameroun peine à émerger... et comment il peut encore y parvenir.

Kaplan, A. (2026, juin 5). **Classes prépas : modèle du passé ou passeport pour l'emploi à l'ère de l'IA ?** <https://doi.org/10.64628/AAK.5xu5tn3cq>

Alors que débute la phase d'admission sur Parcoursup, retour sur le modèle des classes prépas. Quels avantages garde-t-il à l'heure où se développent d'autres voies d'accès aux grandes écoles ?

Kuzhabekova, A., Kim, T., & Mamyrbekov, A. (2026). **Factors of Research Misconduct in Transitional Contexts: Perceptions of Faculty From Kazakhstan.** *Higher Education Quarterly*, 80(3), e70135. <https://doi.org/10.1111/hequ.70135>

Research misconduct has become an increasing concern in higher education systems worldwide, yet little is known about how it manifests in post-Soviet contexts. This study examines the drivers of research misconduct in Kazakhstan's higher education system using Davis's (2003) multi-level framework. The analysis draws on qualitative semi-structured interviews with 19 faculty members from universities across Kazakhstan representing different disciplines, institutional types and career stages. The findings confirm the relevance of commonly identified drivers of research misconduct, including publication pressures, weak institutional oversight and limited research capacity. At the same time, the study shows how these drivers operate within a research system characterised by institutional transition and epistemic regime hybridity. Kazakhstan's academic environment reflects the coexistence of Soviet-inherited academic traditions, globally oriented research evaluation systems and emerging national knowledge agendas. The study contributes to research integrity scholarship by demonstrating how hybrid institutional environments shape the drivers and governance of research misconduct in transitional higher education systems.

Lee, J. Y., Kim, H., Song, C. E., Jin, S. E., Choi, Y., & Lee, S. (2026). **Between Compliance and Agency: A Comparative Study of University Institutional Research (IR) Units Under Government Accountability Pressures in Korea and Japan.** *Higher Education Quarterly*, 80(3), e70139. <https://doi.org/10.1111/hequ.70139>

This study explores how institutional research (IR) units in South Korea and Japan are shaped by the complex interaction between government accountability pressures and organisational agency. Based on a comparative qualitative study, we propose a framework comprising four types of organisational responses to accountability pressures, differentiated by the degree of compliance and agency: (I) bureaucratic compliance, (II) strategic compliance, (III) symbolic autonomy and (IV) learning autonomy. In the Korean cases, where universities operate under strong government intervention in evaluation and funding, IR units remain largely in bureaucratic compliance but are gradually moving towards strategic compliance through organisational learning. In the Japanese cases, under weaker external pressure, IR units tend to exhibit symbolic autonomy—formal autonomy without integrative governance. These findings challenge the assumed dichotomy between high compliance and low agency, showing that agency, although bounded, can emerge even under strong accountability constraints,

whereas low-compliance environments do not necessarily foster proactive organisational learning. The framework offers a transferable lens for analysing IR units across diverse policy contexts. We conclude by emphasising the importance of balancing accountability pressures with internal conditions for organisational learning and professionalisation in sustainable IR development.

Lhuillier, F. (2026). **Projections des effectifs d'étudiants de l'enseignement supérieur jusqu'en 2034**. *Note d'Information du SIES*, (2026-04), 1-8. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2026-05/ni-sies-2026-04-40235.pdf>

Après avoir franchi le seuil des 3 millions d'inscriptions à la rentrée 2024, les effectifs d'étudiants poursuivraient leur croissance à la rentrée 2025. Cette nouvelle progression annuelle (+54 300 étudiants) serait particulièrement significative en université (+41 400 étudiants), portée par l'augmentation du nombre de bacheliers des sessions 2023 et 2024, par la hausse du taux de poursuite des bacheliers et par l'augmentation des entrées au niveau master. Ces dynamiques de croissance se prolongeraient à court terme mais ralentiraient sensiblement. L'effectif étudiant dépasserait donc 3,1 millions puis plafonnerait à ce niveau jusqu'au début des années 2030. À partir de la rentrée 2033, le nombre d'étudiants en France commencerait à diminuer, sous l'effet, dix-huit ans plus tard, de la baisse des naissances observée en France à partir de 2015. Cette tendance serait néanmoins atténuée par la progression continue des taux de poursuite post-bac et par la diversification des parcours. Dans les écoles de commerce, dans les écoles d'ingénieurs, dans les autres établissements privés ainsi que dans les formations paramédicales et sociales, le nombre d'étudiants croîtrait encore, à un rythme toutefois très ralenti par rapport aux années passées. Les effectifs universitaires, dont l'accroissement était déjà plus faible, plafonneraient d'ici à 2030 avant de se replier légèrement.

Lopez, L. M., Girardet, C., & Mercier-Brunel, Y. (2025). **De l'implication des élèves à la prise en compte de leurs voix dans l'évaluation: Tensions démocratiques et enjeux institutionnels**. *e-JIREF*, 11(3), 7-29. <https://doi.org/10.48782/e-jiref-11-3-7>

La notion de «voix des élèves» suscite un intérêt croissant dans la recherche en éducation, en particulier dans le monde anglophone, sans pour autant faire l'objet d'une définition stabilisée. Cet article théorique vise à analyser les enjeux liés à la prise en compte de la voix des élèves, notamment au sens démocratique du terme, dans les pratiques éducatives, l'évaluation des apprentissages et la recherche en éducation. L'article propose d'appréhender cette voix des élèves sur un continuum allant de la simple expression de points de vue à une participation active aux prises de décision sur les plans individuels et collectifs. Le cadre conceptuel proposé permet d'interroger les formes effectives d'implication des élèves dans les pratiques de classe, dans les dispositifs évaluatifs, dans les démarches de recherche, et cadres institutionnels. L'article met en lumière que la prise en compte de la voix des élèves constitue un enjeu à la fois pédagogique, politique et institutionnel, étroitement lié aux normes évaluatives et aux dispositifs de formation des enseignants. Il invite ainsi à concevoir la voix des élèves non comme une participation symbolique, mais comme un idéal démocratique en tension, appelant des négociations et des transformations continues en éducation.

Macau, C. M., & Tarrés, M. A. (2026). **Civic Engagement, Interculturality and Diversity: Exploring the Impact of Erasmus+ in European Schools.** *European Journal of Education*, 61(3), e70707. <https://doi.org/10.1111/ejed.70707>

This article examines how Erasmus+ (KA201) cooperation among European educational organisations contributes to reshaping teachers' professional learning and school culture by linking transnational collaboration to changes in everyday practice. Situated within current European research and policy debates, it moves beyond programme evaluation to conceptualise Erasmus+ as a meso-level mechanism for building intercultural understanding, equity, and civic participation. The analysis draws on a mixed-methods design, combining ad hoc questionnaires, semi-structured interviews, and focus groups with 20 teachers from several European contexts who participated in KA201 projects. The results show that cross-border cooperation strengthens educators' capacity to foster inclusion, diversity-responsive pedagogies, and democratic values within their classrooms and wider school communities. Overall, the study positions Erasmus+ as a catalyst for professional growth and pedagogical innovation, contributing to more open, equitable, and value-driven school cultures across Europe and reinforcing contemporary European priorities around inclusion, democratic resilience, and social cohesion.

Marlat, D. (2026). **Effectifs universitaires en 2025-2026.** *Note Flash du SIES*, (2026-11), 1-2. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Sommaires-revues/DetailSommaire.php?parent=actu&id=9028>

En 2025-2026, 1 672 900 étudiants sont inscrits à l'université. Cet effectif est en hausse de 2,6 % par rapport à 2024-2025, porté par une nouvelle progression dans les cursus master (+3,1 %) et licence (+2,4 %). Les effectifs en doctorat restent stables. La légère baisse des inscrits néo bacheliers (-0,7 %) est proportionnelle à celle du nombre de lauréats au baccalauréat à la session 2025. Les inscriptions augmentent dans l'ensemble des disciplines notamment en Santé et en Droit. Le nombre d'étudiants en mobilité internationale augmente vivement (+5,1 %), en particulier celui des étudiants extracommunautaires en cursus master (+8,8 %).

Marlat, D., & Nait-Ighil, L. (2026). **Étudiants inscrits en BUT en 2025-2026.** *Note Flash du SIES*, (2026-12), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/etudiants-inscrits-en-en-2025-2026-101556>

À la rentrée 2025, 150 000 étudiants sont inscrits en institut universitaire de technologie (IUT) pour préparer un BUT, effectif en hausse de 1,5 % par rapport à 2024-2025. Les inscriptions augmentent très légèrement en première et seconde année (+0,8 % et +1,1 %) et davantage en troisième année (+2,9 %). Parmi les nouveaux entrants, plus de quatre étudiants sur dix sont des bacheliers technologiques. La part d'étudiants en apprentissage diminue dans chaque année de la formation. Six étudiants sur dix qui étaient inscrits en deuxième année de BUT sont encore inscrits dans l'enseignement supérieur deux ans plus tard.

Mercier-Brunel, Y. (2025). **La voix des élèves peut-elle permettre de réguler un dispositif d'évaluation-soutien de l'apprentissage ?** *e-JIREF*, 11(3), 59-78. <https://doi.org/10.48782/e-jiref-11-3-59>

La mise en œuvre d'une évaluation-soutien de l'apprentissage au sein des classes doit faire face à plusieurs normes de l'évaluation scolaire, relayées par de nombreux enseignants. Par ailleurs, plusieurs chercheurs ont mis en évidence qu'elle repose sur le développement d'un processus d'autorégulation de l'apprentissage des élèves, lui-

même fondé sur les buts d'accomplissement et certaines croyances motivationnelles des élèves, comme le sentiment d'efficacité personnelle et le sentiment d'autodétermination. Dans le cadre d'une expérimentation en mathématiques en classe de seconde (grade 10, 16 ans), deux enseignants ont développé une évaluation par compétences visant à soutenir le développement de ce processus d'autorégulation. Un questionnaire a ensuite été rempli par 52 de leurs élèves pour savoir ce qu'ils pensaient de l'intérêt et des limites de cette forme d'évaluation en matière d'effets positifs ou négatifs sur leur apprentissage. Notre étude cherche alors à observer si la voix des élèves peut constituer un levier au développement d'une telle forme d'évaluation, en apportant des éléments utiles aux enseignants : cette voix reste-t-elle soumise aux normes de l'évaluation scolaire, dont de nombreux chercheurs ont montré les limites en matière d'apprentissage, ou est-elle en mesure de proposer un regard critique pertinent, c'est-à-dire susceptible de s'affranchir de ces normes pour proposer des pistes d'évolution de l'évaluation menée en classe, soutenant davantage l'autorégulation de leur apprentissage.

Mériade, L. (2026, mai 30). **Faut-il se fier aux accréditations et aux classements pour évaluer la qualité d'un établissement ?** <https://doi.org/10.64628/AAK.ugkijhe4p9>
Avant de s'inscrire dans un établissement, les étudiants sont à l'affût d'indicateurs de qualité. Mais les labels et les accréditations peuvent-ils les renseigner sur les atouts pédagogiques d'un cursus ?

Mizrachi-Shtelman, R., & Drori, G. S. (2026). **Professionalizing the Professional Bureaucracy: On Training and Expertise for Leadership Positions in Universities.** *Minerva*, 64(2), 313-341. <https://doi.org/10.1007/s11024-025-09584-0>

Henry Mintzberg's seminal work (*Management Science* 26(3):322-341, 1980) defined « professional bureaucracy » in organizations, highlighting its reliance on the expertise of the profession intrinsic to its operations, such as the professoriate in universities. However, the pervasive influence of managerialism has increasingly infiltrated university governance, challenging Mintzberg's model in two significant ways. Firstly, managerialization introduces professional managers into leadership roles traditionally held by academics, encroaching on the professional authority and autonomy of the professoriate as envisioned by Mintzberg. Secondly, managerialization provokes academics to acquire administrative skills, blurring the boundaries between academic and administrative roles through professionalization. This study offers an empirical investigation into the professionalization of university leadership by focusing on leadership training programs in Israel. These programs underscore nuanced differences in curriculum and pedagogy tailored to the participant composition—academics versus administrators—reflecting evolving roles and expectations from leadership within universities. Importantly, our findings reveal a trend towards « hybrid expertise, » combining academic vision with managerial proficiency, therefore reshaping conventional notions of academic leadership. Through an examination of these training initiatives, our aim is to explore how managerial practices intersect with academic culture, thereby redefining Mintzberg's conceptualization of professional bureaucracy. This empirical approach contributes to broader discussions on the restructuring of university leadership roles amidst increasing managerial influence, offering insights for future research and practical implications in higher education governance.

Mostafavi, Z. (2026). **A Qualitative Analysis of the Causes and Consequences of Research Misconduct Among Early-Career Faculty Members: A Large Public University in Iran.** *Higher Education Quarterly*, 80(3), e70140. <https://doi.org/10.1111/hequ.70140>

A grounded-theory study reveals how structural pressures and proximate incentives produce research misconduct among early-career faculty in Iranian universities. Using 54 semi-structured interviews (36 doctoral candidates, 10 early-career faculty, 8 senior professors) and coded official news reports, we used open, axial and selective coding to build a processual model. Distal factors—political pressure, underfunding, unequal infrastructure, regional disparities—interact with proximal drivers: publication-quantity incentives, intense competition, normalized cheating and academic exploitation. Emergent mechanisms (manuscript-writing markets, unregulated AI) amplify fabrication, plagiarism and honorary authorship. Harms span individual (psychological strain), organizational (credibility loss, entrenched corruption) and national (erosion of R&D capacity) levels. The study extends empirical focus beyond biomedical fields to social, behavioural and engineering disciplines in an LMIC and proposes policy and practical interventions: revise evaluation criteria, strengthen oversight and training and support vulnerable researchers. Limitations: small, imbalanced qualitative sample; larger, geographically and disciplinarily diverse mixed-methods studies are recommended.

OECD. (2026a). **Learning English as a foreign language across PISA countries and economies.** *PISA in Focus*, (133). <https://doi.org/10.1787/a704eee2-en>

As English continues to shape how people access information, participate in global culture, and compete in the labour market, education systems are under increasing pressure to provide students with meaningful opportunities to learn it. The findings presented here show that education systems are responding in diverse ways. Some prioritise an early start, others favour more intensive instruction later on. These choices matter as the onset and intensity of English learning can influence students' eventual proficiency and their future academic, professional and civic opportunities. By participating in the PISA 2025 Foreign Language Assessment, over 20 countries and economies have taken an important step toward benchmarking their results and obtaining evidence on the most effective ways of learning English, and building fairer, more effective language-learning pathways.

OECD. (2026b). **Tiered systems of support in education: A focus on MTSS** (346^e éd.). <https://doi.org/10.1787/158128c5-en>

This paper examines Multi-Tiered Systems of Supports (MTSS) and related tiered frameworks in compulsory education across OECD countries. It synthesises academic research and policy documentation on MTSS, as well as closely related approaches such as Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS), to clarify their conceptual foundations, core components, and intended contribution to inclusive and preventive education systems. The paper reviews available evidence on academic, behavioural, and attendance-related outcomes, and analyses how tiered frameworks are designed, governed, and implemented in different education contexts. Particular attention is given to system-level features that shape implementation, including leadership and coordination, data use and assessment infrastructure, professional capacity, and alignment with broader inclusive education policies. The paper concludes by outlining key considerations for education systems seeking to implement or strengthen tiered support frameworks.

Pitsakis, K., & Gössling, T. (2026). **Antecedents of university entry into association for technology transfer political action.** *Industrial and Corporate Change*, 35(3), 499-521. <https://doi.org/10.1093/icc/dtaf035>

Organizations increasingly rely on nonmarket, political action to advance their interests, either individually or collectively. In this article, we contribute to the theory by examining the antecedents of an organization's decision to join an association, a standard vehicle for collective political action. We leverage panel data from 83 universities in England and Scotland covering the period from 1994 to 2008. Drawing from the resource-based view, we empirically show that universities with ample tangible and intangible resources are the ones that join Knowledge Exchange UK, the British technology transfer association. Specifically, universities are more likely to enter the association if they possess financial slack, reputation, and experience. Our findings suggest that an organization's decision to join an association is driven not only by access to shared material benefits but also by power and political ambition. We discuss the managerial and theoretical implications of our study and propose new research avenues in the fields of technology transfer, association entry, and corporate political action.

Sarat, A. (2026, mai 29). **Les cérémonies de remise des diplômes, dernières victimes de la polarisation politique sur les campus américains.** <https://doi.org/10.64628/AAK.dgyctm6hj>

De Salman Rushdie à Morton Schapiro, plusieurs personnalités invitées à s'adresser aux diplômés ont récemment été contestées ou désinvitées. Une évolution qui relance le débat sur la liberté d'expression dans l'enseignement supérieur.

Sartori, I., Fonquerne, L., Riera-Navarro, C., Desmoriaux, D., Delpierre, C., & Régnier Denois, V. (2026). **Key functions for the transferability of a French school-based health promotion intervention.** *PLoS ONE*, 21(5), e0348403. <https://doi.org/10.1371/journal.pone.0348403>

The "Alliance for Health" intervention is a French evidence-based initiative targeting teachers and after-school care staff, aimed at supporting the development of health-promoting environments for primary school pupils. Its initial implementation in 101 schools and 97 municipalities (randomly assigned to receive different levels of training and support) demonstrated promising outcomes. Yet, a critical question remains for broader implementation: under what conditions can the intervention achieve optimal transferability in new contexts? To address this issue, the key functions (i.e., intervention's transferable components) were identified and distinguished from their forms (i.e., adaptable activities that can be tailored to specific contexts), as conceptualized within the FIC (Functions/Implementation/Context) model. The key functions were co-constructed through an iterative, collaborative process, based on qualitative data (semi-structured interviews conducted with intervention recipients and institutional actors involved in implementation) and on knowledge exchange between project leaders and researchers from various disciplines, following established methods. Seven key functions were identified, covering 4 main dimensions: institutional support (macro-level social influences on health determinants); empowerment of teachers and after-school care staff (inter-professional training and provision of support and resources, micro and meso levels), adaptation to institutional and recipients' needs and constraints (micro level); and operational alignment and coherent coordination (meso and micro levels). These findings provide actionable recommendations to guide future implementation strategies, supporting the intervention's replication or scale-up by clarifying which

components must remain consistent and which can be adapted to maintain fidelity while enhancing transferability.

Yang-Heim, G. Y. A. (2026). **Elementary teachers' perspectives on science of reading mandates: a Q methodology study of autonomy and cultural responsiveness.** *Quality & Quantity*, 60(3), 10253-10273. <https://doi.org/10.1007/s11135-026-02689-y>

This study examines elementary teachers' perspectives on Science of Reading (SoR) mandates, with particular attention to tensions between instructional autonomy and cultural responsiveness. Using Q methodology, 26 elementary literacy teachers sorted 48 statements reflecting beliefs about literacy instruction, assessment, and equity. Factor analysis with varimax rotation yielded 3 distinct factors, with significant loading set at ± 0.37 ($p < .01$). The resulting factor structures reveal differentiated viewpoints regarding the perceived benefits and constraints of SoR-aligned policies. While some teachers emphasized the value of structured, skills-based instruction for supporting early reading development, others foregrounded concerns about reduced professional autonomy and the marginalization of culturally responsive and contextually grounded practices. Post-sort interviews were analyzed alongside factor arrays to support interpretation and to clarify how teachers articulated the reasoning underlying their rankings. The findings indicate that teachers' responses to SoR mandates are not uniformly oppositional or compliant but reflect nuanced negotiations among policy expectations, professional judgment, and commitments to equity. By integrating quantitative patterning with qualitative interpretation, this study contributes methodologically to Q research in education and substantively to ongoing debates about prescriptive literacy reforms and culturally responsive teaching.

Yuan, J., Zhou, Y., Wu, J., & Wang, C. (2026). **Dynamic Analysis of Research Efficiency: A Comparative Study of Elite Universities Across Four National Higher Education Systems.** *European Journal of Education*, 61(3), e70698. <https://doi.org/10.1111/ejed.70698>

Elite universities are central to national knowledge and innovation systems, yet cross-national differences in the evolution of their research efficiency remain underexplored. This study conducts a dynamic analysis of research efficiency among leading universities in China, the United States, the United Kingdom and Australia. Using panel data from 160 elite universities, this study applies an integrated analytical framework combining DEA-SBM, kernel density estimation and Markov-chain mobility modelling. The framework is used to evaluate the dynamic evolution, distributional structure and transition pathways across institutional contexts. Distinct national patterns emerge. China follows a high-growth, high-mobility catch-up trajectory, with rising pure technical efficiency but declining scale efficiency. The United States shows a high-investment, low-mobility equilibrium marked by hierarchical persistence and limited upward movement. The United Kingdom displays a fluctuation-adjustment pattern, with efficiency sensitive to external shocks but capable of recovery through institutional adaptation. Australia exhibits steady improvement driven mainly by intensification rather than expansion. Mobility analysis indicates greater fluidity in China and Australia, while the United States exhibits the greatest rigidity. Scale-efficiency mapping further reveals heterogeneous development paths across countries. The evolution of research efficiency in elite universities is shaped by national governance arrangements and resource-allocation logics. The findings highlight the importance of differentiated governance, better-aligned resource allocation and mechanisms that enhance mobility and long-term innovation capacity.

Pratiques enseignantes

Alexandre-Bailly, F. (2026, juin 4). **Transformer l'école pour préparer les élèves au monde qui vient : les leçons d'une expérience pédagogique.** <https://doi.org/10.64628/AAK.jf7prvgya>

Dans un monde en pleine mutation, il ne s'agit plus tant d'accumuler des savoirs que d'apprendre à apprendre. Mais comment adapter le modèle scolaire actuel pour l'orienter vers ces enjeux complexes ?

Alix, S.-A. (2026, juin 3). **Maria Montessori et les « silences » de l'histoire : ces pédagogues oubliées qui ont changé l'école.** <https://doi.org/10.64628/AAK.v33ka7uea>

Surreprésentées dans les salles de classe, les enseignantes ont été oubliées par l'histoire : qui sont ces pionnières de la pédagogie qui ont contribué à créer l'école que nous connaissons aujourd'hui ?

Alshammari, F. (2026). **Pedagogical transformation through generative AI: a hybrid deep learning comparison with traditional digital learning materials based on GenAI-EduNet framework.** *Quality & Quantity*, 60(3), 10855-10886. <https://doi.org/10.1007/s11135-026-02699-w>

Generative Artificial Intelligence (GenAI) tools have transformed higher education, yet empirical comparisons with traditional digital resources remain limited. This study proposes GenAI-EduNet, a hybrid deep learning architecture integrating Long Short-Term Memory networks and multi-head self-attention transformers to predict and analyze learning outcomes when students use GenAI tools, specifically Google NotebookLM, versus conventional digital materials. The research adopts a rigorous quasi-experimental quantitative design involving 1847 undergraduate students across two academic semesters, with model training and validation using the Open University Learning Analytics Dataset (OULAD) and EdNet. GenAI-EduNet introduces several innovations: a multimodal engagement encoding mechanism with gated attention capturing behavioral, cognitive, and affective dimensions; an adaptive knowledge tracing module based on transformer attention for modeling temporal learning patterns; a dual-branch comparative performance predictor employing inverse propensity weighting for causal inference; and a binary outcome module for pass-fail prediction. Experimental results demonstrate that the proposed framework achieves 94.7% classification accuracy and an AUC of 0.967, outperforming ten state-of-the-art baselines by 8.3%. Quasi-experimental analyses reveal that students using NotebookLM achieved significantly higher learning gains, including post-test scores ($d = 0.73$, $p < .001$), higher-order thinking skills ($d = 0.74$, $p < .001$), cognitive engagement ($d = 0.59$, $p < .001$), and self-efficacy ($d = 0.52$, $p < .001$). Overall, the findings highlight the pedagogical value of integrating source-grounded generative AI tools, specifically NotebookLM in higher education and contribute a validated computational framework to learning analytics research in the era of artificial intelligence, supporting evidence-based policy development, curriculum redesign, faculty training, and sustainable digital transformation worldwide.

Andersen, S. C., Michel, B., & Nielsen, H. S. (2026). **Coaching and implementation - insights from a field experiment in Danish schools.** *Education Economics*, 34(2), 173-188. <https://doi.org/10.1080/09645292.2025.2491536>

We study the effect of peer coaching separately from the effect of training on teachers' implementation of new teaching techniques. We conducted a preregistered field experiment

involving 68 teachers and 1490 students in Denmark. Teachers in an active control group took part in a teaching program that introduced new teaching techniques. On top of the teaching program, the treatment group received coaching from peers. External observers, blinded to the treatment status, assessed teachers' use of the program techniques in the classroom. While we observe greater implementation by teachers, the overall effects are mixed, calling for caution.

Benit, S. (2025). **Les stratégies des élèves face aux pratiques évaluatives en classe de CP et de grande section de maternelle.** *e-JIREF*, 11(3), 31-57. <https://doi.org/10.48782/e-jiref-11-3-31>

Cette contribution tente de comprendre, au travers d'entretiens et d'observations de classe, comment les élèves de grande section de maternelle et de CP perçoivent les évaluations formelles et informelles, et s'ils utilisent certaines stratégies en classe pour répondre aux attentes professorales et parentales. Parents, enfants et enseignants ont été interrogés. Nous cherchons à savoir si la voix des élèves recueillie par le chercheur est susceptible de nous éclairer sur les stratégies qu'ils déploient en classe. Les résultats de l'étude laissent apparaître le fait que les élèves perçoivent les évaluations formelles et informelles, qu'ils en ont compris les enjeux. Certains adoptent des stratégies pour répondre aux attentes parentales et ou professorales pour obtenir des évaluations positives.

Bharti, N. K., Malik, S., Mukhopadhyay, A., & Prakash, N. (2026). **Science on the Move: How Experiential Pedagogy Shapes Human Capital** (Working paper N° 12691). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_12691

Despite near-universal school enrollment across many developing economies, the provision of quality education that cultivates lifelong learning and the capacity to apply knowledge in novel circumstances remains elusive. We conduct a cluster-randomized controlled trial in 132 public schools in Uttar Pradesh, India, to evaluate a guided, discovery-based science pedagogy at two intensity levels: a high-intensity Mobile Science Lab (MSL) and a lower-intensity Lab on Bike (LoB). MSL improves motivational beliefs and self-confidence by 0.15-0.18 standard deviations, reduces perceived barriers to education by 0.23 standard deviations, raises engagement by 0.17-0.22 standard deviations, and increases standardized test scores by 0.22-0.34 standard deviations across all subjects. LoB produces limited average effects, with gains concentrated among students completing all sessions. These findings demonstrate that pedagogical design and delivery intensity are critical determinants of multidimensional human capital formation, and that discovery-based pedagogy can shift motivational beliefs, engagement, and achievement in low-capacity public school systems.

Bharti, N., Malik, S., Mukhopadhyay, A., & Prakash, N. (2026). **Science on the Move: How Experiential Pedagogy Shapes Human Capital** (Working paper N° 18677). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18677>

Despite near-universal school enrollment across many developing economies, the provision of quality education that cultivates lifelong learning and the capacity to apply knowledge in novel circumstances remains elusive. We conduct a cluster-randomized controlled trial in 132 public schools in Uttar Pradesh, India, to evaluate a guided, discovery-based science pedagogy at two intensity levels: a high-intensity Mobile Science Lab (MSL) and a lower-intensity Lab on Bike (LoB). MSL improves motivational beliefs and self-confidence by 0.15--0.18 standard deviations, reduces perceived barriers to education by 0.23 standard deviations, raises engagement by 0.17--0.22 standard deviations, and increases standardized test scores by 0.22--0.34 standard deviations across all subjects. LoB produces limited average effects, with gains concentrated among

students completing all sessions. These findings demonstrate that pedagogical design and delivery intensity are critical determinants of multidimensional human capital formation, and that discovery-based pedagogy can shift motivational beliefs, engagement, and achievement in low-capacity public school systems.

Bouchard, P.-O., & Beauchamp, P. (2026). **La mobilisation du travail émotionnel en contexte d'expédition éducative.** *Revue hybride de l'éducation*, 10(1), 1-20. <https://doi.org/10.1522/rhe.v10i1.1986>

Cet article propose une réflexion issue de la pratique sur la mobilisation du travail émotionnel en contexte d'expédition éducative universitaire. À partir d'un cours-expédition en kayak de mer, trois situations significatives sont analysées en vue de documenter comment l'équipe enseignante régule ses émotions pour soutenir les apprentissages en contexte d'incertitude. L'analyse met en évidence trois manifestations du travail émotionnel chez l'équipe enseignante : 1) réguler ses déséquilibres internes (fatigue, stress, inconfort) afin de demeurer disponible pédagogiquement; 2) ajuster sa posture éducative pour maintenir l'engagement et la confiance des personnes étudiantes; 3) soutenir un climat relationnel sécurisant et respectueux, indispensable au bon déroulement de l'expédition. Cette contribution vise à rendre visible un savoir professionnel souvent implicite et à offrir des repères utiles à la formation en éducation plein air.

Cliche, J., & Guay, M.-H. (2026). **Modéliser et inspirer la pédagogie de projet : démarche, stratégies d'accompagnement et posture réflexive d'une direction d'école alternative.** *Revue hybride de l'éducation*, 10(1), 1-15. <https://doi.org/10.1522/rhe.v10i1.1987>

Cet article présente comment, en tant que direction d'une école secondaire alternative, l'auteure a accompagné l'actualisation du projet éducatif afin d'inspirer la mise en oeuvre de la pédagogie de projet. Constatant que l'équipe enseignante rencontrait des difficultés à déployer une pédagogie de projet à la fois riche et rigoureuse, elle a élaboré, dans le cadre d'une recherche-action, une démarche d'accompagnement visant à soutenir la compréhension et l'anticipation des défis liés à cette pratique pédagogique. Cette démarche lui a également permis de renforcer sa posture réflexive, puisque l'auteure a pu agir et réfléchir de concert avec l'équipe enseignante relativement à ses pratiques, dans une logique d'accompagnement favorisant la réflexivité et la coconstruction (Guillemette, 2021). L'article expose cette démarche, les stratégies d'accompagnement déployées pour soutenir l'équipe ainsi que la posture réflexive adoptée, dans le but d'inspirer d'autres directions d'école désireuses de mobiliser leur équipe dans une dynamique collective de développement professionnel engageant et innovant.

Debliqy, D. (2026). **Récit d'une expérience d'accompagnement de l'écriture réflexive des futur·e·s enseignant·e·s du préscolaire.** *Revue hybride de l'éducation*, 10(1), 1-22. <https://doi.org/10.1522/rhe.v10i1.1976>

Cet article relate une expérience menée lors de l'accompagnement à la réflexivité de futur·e·s enseignant·e·s du préscolaire au retour des stages pratiques. Il s'agit de la mise en place des principes clés du dispositif d'écriture « Itinéraire » (Colognesi, 2015) afin que les étudiant·e·s puissent développer simultanément leurs compétences réflexive et scripturale (Colognesi et al., 2021). Cette expérience témoigne du besoin d'accompagnement dans le développement de l'écriture réflexive en formation initiale à l'enseignement, de façon à rendre les moments de

retour sur l'expérience vécue en stage profitables au développement professionnel de chacun.e.

d'Ham, C., & Loretz, M. (2026). **Objectifs et organisation des travaux pratiques dans l'enseignement des sciences – apports du numérique**. Consulté à l'adresse <https://hal.science/hal-05550306>

Diédhiou, B. M. (2026). **L'évaluation des apprentissages dans les écoles sénégalaises: un dilemme éthique entre «Vérité» et «Sutura»**. Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/l-evaluation-des-apprentissages-dans-les-ecoles-senegalaises/82767>

Cet ouvrage offre une plongée inédite au cœur des lycées sénégalais, révélant les coulisses d'un dilemme professionnel méconnu : la tension entre la rigueur de l'évaluation et la « Sutura », éthique de la discrétion et de la pudeur. Fruit d'une recherche collaborative avec des enseignants de terrain, ce livre dépasse l'approche technique pour interroger la dimension morale de la note. Il dévoile comment les professeurs naviguent entre transparence et tact pour ne pas briser l'apprenant. Destiné aux enseignants, inspecteurs et formateurs, cet ouvrage est un outil indispensable pour repenser l'acte d'évaluer. Il invite à construire une école performante qui sait allier exigence pédagogique et respect profond des valeurs culturelles locales

Duvivier, V., Derobertmeasure, A., & Demeuse, M. (2026). **Professional vision in teaching: review of methodological concepts using eye-tracking**. *Quality & Quantity*, 60(3), 11005-11034. <https://doi.org/10.1007/s11135-026-02702-4>

Eye-tracking (ET) has become an essential tool for studying professional vision (PV) in education. It provides objective, real-time data on where and when teachers direct their gaze, making visible professional noticing processes that are otherwise inaccessible through self-report methods. However, methodological guidance for its use remains limited. This article examines approaches adopted in PV studies using ET through a comparative analysis of 27 publications, structured around four dimensions: the purpose of studies (what?), target populations (for whom?), data collection and analysis methods (how?), and media and technological tools employed (with what?). The analysis reveals dominant methodological trends, including a strong reliance on fixation measures at the expense of other eye-movement indicators such as saccades, as well as a marked under-representation of socio-cultural theoretical frameworks. These patterns point to potential blind spots in how PV is currently conceptualised. The article concludes with targeted recommendations aimed at advancing methodological transparency and expanding the conceptual scope of ET-based PV research.

Economou, A., Stupurienė, G., Laanpere, M., Bocconi, S., & Lucas, M. (2026). **SELFIEforTEACHERS: Validation of a Tool Supporting Teachers' Self-Reflection on Their Digital Competence**. *European Journal of Education*, 61 (3), e70559. <https://doi.org/10.1111/ejed.70559>

Supporting teachers to build their digital competence remains key to educational systems for responding to the continuous implications that new technologies entail. SELFIEforTEACHERS was designed to support teachers across Europe in reflecting on and improving their digital competence. Grounded in the DigCompEdu conceptual framework, the tool supports a guided and structured self-reflection process to scaffold and promote teachers' agency and self-directed professional learning. This study assesses the validity, reliability, and participants' perceived relevance of SELFIEforTEACHERS, using a mixed-methods approach with 3218 teachers

in four European countries. Psychometric analysis confirmed the tool's validity and reliability, while qualitative data revealed that teachers found it highly relevant for identifying strengths, weaknesses, and areas for improvement. Overall, SELFIEforTEACHERS provides a tool for fostering evidence-based improvement of teachers' digital competence and enhancing their capacity to integrate digital technologies meaningfully in education.

Frassetto, E. (2026). ***Pensée conceptuelle, pensée imaginative, pensée sociale : Perspectives historiques et pratiques pédagogiques pour une capacité pensante systémique*** (Theses, Université de Haute Alsace - Mulhouse). Consulté à l'adresse <https://theses.hal.science/tel-05646664>

The experience of teaching in high school classes seems to highlight the use of methods of transmission, research and problem solving highly polarized on the conceptual-analytical approach. Even when other courses, oriented towards artistic, social or physical practices, accompany the more traditional subjects, learning seems strongly imbued with a process that can be characterized as Cartesian, although the term is a little overused and stigmatizing. At the same time, the challenges of today's world require schools to prepare young people for extremely complex issues, first of all the ecological crisis that synthesizes all the economic, social and civic issues that affect the world and its future, the one of the Anthropocene. Is analytical-conceptual thinking sufficient to deal effectively with this complexity? This kind of thinking would seem to be linked to the present crisis, through an approach that has compartmentalized knowledge, simplified and isolated the real, adopting only linear causality. In this sense, then, the current education, marked by the privileged role given to the analytical approach, would contribute to develop in the student this type of thinking, by its aims and approaches. In terms of objectives, it focuses on the achievement of short-term and one-off results, on individual performance but at the same time on reference to non-individualized standards of success. In terms of approaches, it is organized on the basis of compartmentalization of teaching, polarisation on theoretical learning, individual work. Is it not urgent to complete this thinking with other types of approaches and other forms of thinking, such as imaginative thought and social thought, in order to build what might be called an "systemic thinking capacity"? The thesis project focuses initially on the analysis of the development of cognitive faculties of man since Prehistory, which led to a polarization on the conceptual-analytical faculty, used as a model for the present school education. This would have deepened, if not radicalized the ontological dualism (separation of Man from the World) as well as the gnoseological dualism (separation of the Subject from the Object). In its second part, the thesis analyses the application to pedagogy of imaginative thought (inspired by the teachings of the Averroist and Goethean traditions), social thought (based on the studies of Matthew Lipman, of Philippe Meirieu and the Quebec school) and conceptual thinking within its complex form, according to the paradigm of Edgar Morin. This part is completed by reports of experiences in classes of middle and high school, led by the doctoral student in an independent Waldorf School where she practiced for twelve years. The third part of the thesis presents the results of 15 long conversations with former students from the same school. It wants to give young people a voice about the different teaching methods they met in the Waldorf school, in the public school and in their higher education careers, as well as define, by appealing to them as co-searchers, categories of analysis helping in proposing changes for the today educational paradigm.

Girardet, C., Lopez, L. M., & Simon, A. (2025). **La voix des élèves dans la coconstruction des critères d'évaluation: Au cœur de l'évaluation continue pour apprendre à l'école primaire.** *e-JIREF*, 11(3), 239-261. <https://doi.org/10.48782/e-jiref-11-3-261>

This article examines the consideration of students' voices in the co-construction of assessment criteria within the framework of Continuous Assessment for Learning (ECPA) in primary school. It is based on two contrasting case studies: a CE1-CE2 class and a CM2 class, taught by two teachers involved in a collaborative research project aiming to make assessment a tool for student learning by developing their ability to make choices, express opinions, and become more autonomous. The data, consisting of audio recordings and instructional documents, allowed for an analysis of the implementation modalities of criteria co-construction, as well as the interaction dynamics between students and teachers. The results show that student voice manifests in various ways: proposing criteria, adjusting their meanings, and testing them within assessment activities. The study highlights the importance of conceiving co-construction as an iterative and evolving process, integrating discussion and experimentation phases that allow students to refine their understanding of the criteria and their role in assessment.

Gross, D., & Mancel, C. (2026). **Storytelling in a multicultural setting: intercultural collaboration between austrian and french student teachers through etwinning.** *Journal of Advanced Education Studies*, 8(1), 64-78. <https://doi.org/10.48166/ejaes.1914930>

International collaboration in teacher education plays an increasingly significant role in preparing future educators for culturally diverse classrooms. This article presents a collaborative project conducted between Austrian and French pre-service primary teachers, also called student teachers, who worked together to create multicultural picture-story versions using the digital platform eTwinning. The aim of the project was to initiate intercultural learning processes through collaborative digital storytelling while promoting teaching skills in the field of foreign language teaching. 25 students (12 from Austria, 13 from France) from Private University College of Teacher Education Augustinum (PPH Augustinum) in Graz (Austria) and Teacher Training Institut (INSPÉ) of University of Picardie Jules Verne in Laon (France) took part in their university courses. The student teachers worked together in binational groups and developed French versions of picture stories on the German literacy website Amira-lesen. The evaluation was conducted using a questionnaire and qualitative feedback from the students. The results show that the collaboration fostered intercultural awareness, collaborative competence, and reflection on cultural similarities and differences. Student teachers reported gaining new insights into communication across cultures, pedagogical creativity, and teamwork in multilingual environments. At the same time, the results highlight challenges, particularly regarding language barriers or different working styles. The experience demonstrates how storytelling and digital collaboration can serve as powerful pedagogical tools for intercultural teacher education and for personal development.

Hammoud, R. (2026). **Transformations des acteurs scolaires et de leurs pratiques professionnelles par la recherche collaborative : le cas du réseau LÉAL.** *Revue hybride de l'éducation*, 10(1), 1-24. <https://doi.org/10.1522/rhe.v10i1.1853>

Cet article explore les transformations des acteurs scolaires et de leurs pratiques professionnelles induites par la recherche collaborative menée dans le réseau LÉAL (Lieux d'éducation associés au Liban). Cette recherche, axée sur l'interdisciplinarité, et plus précisément la mise en place de projets interdisciplinaires, a été conduite avec des enseignants de divers établissements scolaires libanais en trois phases (entre 2019 et 2024). L'étude souligne le potentiel de cette recherche

collaborative comme levier de transformation des acteurs scolaires et de leurs pratiques sous différents angles, favorisant le développement de la profession enseignante, l'innovation et la collaboration au sein des établissements scolaires.

He, M., & Song, Y. (2026). **Exploring Chinese EFL Teachers' Perceptions About the Authenticity and Naturalness of Artificial Intelligence (AI)-Generated Language: A Qualitative Study.** *European Journal of Education*, 61(3), e70708. <https://doi.org/10.1111/ejed.70708>

An increasing bulk of research has recently focused on the role of artificial intelligence (AI) in second/foreign language (L2) education. However, few studies have examined users' perceptions about AI-generated language and content in English as a foreign language (EFL) context. To fill this gap, the present study drew on the computers as social actors (CASA) framework and the technology acceptance model (TAM) to explore Chinese EFL teachers' perceptions about the authenticity and naturalness of AI-generated language/content. The findings of thematic analysis indicated that the participants had perceived AI-generated language as inauthentic and unnatural for eight reasons. Specifically, AI-generated language was considered inauthentic because it is database-oriented, ignores culture, emotions, semantics, and idiomatic expressions, does not produce genuine feelings in users, and lacks creativity and originality. Furthermore, the teachers saw AI-generated language as unnatural because it lacks deep understanding and awareness, follows repetitive and predictable patterns, is too formal, and overlooks technicalities and idiosyncrasies. Each theme is discussed comprehensively, and implications are provided for teachers, students, teacher educators and AI designers to think deeper about the quality of texts and content produced by AI bots and chatbots before being injected into L2 classes.

Izgar, G., İltter, İ., & Saritepeci, M. (2026). **The Dynamics of Academic Buoyancy: The Impact of Amotivation and Teacher Support in Middle School.** *European Journal of Education*, 61(3), e70697. <https://doi.org/10.1111/ejed.70697>

This study examines the impact of amotivation and perceived teacher support on academic buoyancy and explores their interactions. A correlational research model was used in a prediction design to survey 459 participants from various middle schools in Turkey. The findings indicate a negative relationship between academic amotivation and buoyancy. The multigroup analysis results indicate a positive relationship in the boy subsample and a negative one in the girl subsample. According to the result, there were positive relationships between academic amotivation and perceived teacher support factors. Of the teacher support factors, only the relationship between relatedness support and academic buoyancy is significant. Additionally, only the mediating role of perceived relatedness support in the relationship between academic amotivation and academic buoyancy is significant. The results indicate that the relationship between teacher support and academic buoyancy and the mediating effect of teacher support differed across gender subsamples. Therefore, this study emphasizes the need for gender-specific support strategies and the importance of establishing inclusive and supportive learning environments.

Jensen, O. E., Damsgaard, L., Rohde, R. A., Nielsen, G., Fosnaes, O., Hauge, J., & Wienecke, J. (2026). **Integrating Fractions into Physical Education classes can improve Mathematical Performance in 11–13-Year-Olds - The Basketball Mathematics project.** *Educational Psychology Review*, 38(1), 85. <https://doi.org/10.1007/s10648-026-10175-y>

Mathematical literacy, especially understanding fractions, predicts children's academic success. Physical activity benefits cognitive and academic performance and integrating movement into mathematics education may enhance learning. This study examined whether a play-based basketball mathematics intervention improves children's understanding of fractions. A secondary aim was to explore whether the approach enhances intrinsic motivation by fostering experiences of autonomy and competence. A school-based intervention study including 309 Norwegian children in grades 6–7 across two school years. The study combined cluster-randomized allocation with a quasi-experimental component due to COVID-related deviations from the original allocation procedure. Participants were assigned to one of three groups: a basketball-mathematics intervention (BM), an active control with basketball only (bCON), or a control with standard PE lessons (peCON). The intervention lasted eight weeks with one weekly 60-minute session. Pre- and post-tests assessed mathematical performance, basketball skills, and motivation using standardized assessments and validated questionnaires. The BM group showed significantly greater improvements than controls in both fraction (Group \times Time: $p < .001$) and non-fraction mathematical tasks (Group \times Time: $p = .0014$). Only the BM group improved significantly from pre- to post-test in both domains (15% in fractions: $p < .001$; 5.4% in non-fraction tasks: $p < .001$). In-session experiences of intrinsic motivation, autonomy, and competence were higher during BM sessions compared to regular classroom mathematics, though motivation for mathematics in general remained stable. Basketball slalom dribbling improved in both BM and bCON groups. Integrating mathematics into physical activity supports academic performance without compromising motor skill development. The BM intervention led to gains in mathematical understanding and the intervention group reported higher in-session experiences of intrinsic motivation, autonomy, and competence during the BM lessons. These findings highlight the educational value of physically active learning and the potential of combining movement and learning activities without extending teaching time.

Kuzmanic, D., Engzell, P., & Jerrim, J. (2026). **Teaching Teachers** (Working paper N° 4nrek_v1). https://doi.org/10.31219/osf.io/4nrek_v1

Good teachers are role models. Using Chilean administrative data, we estimate how teacher value-added (VA) affects the VA of students who later become teachers. Exposure to a math teacher with 1 SD higher VA raises teacher VA in the next generation by 0.14 SD and student achievement one generation removed by 0.04 SD. Effects compound with longer exposure and appear driven by observable classroom practices. Under plausible assumptions, these spillovers raise cumulative returns to instructional quality by 28 percent after one generation and 39 percent in the long run.

Lefèvre, L., & Ramel, S. (2024). **De pratiques théorisées à des pratiques incarnées. Quelle réception par des enseignants novices d'une formation récente à l'éducation inclusive ?** In *Éducation et formation aux pratiques inclusives. Tensions entre reproduction et innovation* (p. 235-248). <https://doi.org/10.62688/edul/b9782384510856/18>

Les institutions internationales et les politiques nationales s'accordent à porter l'inclusion scolaire comme une priorité pour les systèmes éducatifs. La question du type de connaissances et des choix de dispositifs de formation pour soutenir et maintenir la transformation des pratiques des futurs enseignants reste encore vive (Ramel et Noël, 2017 ; Sokal et Sharma, 2022). C'est dans cette voie qu'a été élaboré à la HEP Vaud et dès 2015, un dispositif de formation s'appuyant sur les apports de la recherche pour soutenir les transformations inclusives. Cette étude repose sur une enquête exploratoire articulant des données qualitatives et quantitatives issues de focus

groups et de questionnaires d'étudiants d'étudiants de deuxième année en formation Bachelor à la Hep Vaud pour identifier les obstacles et les leviers à la réception.

Lopez, L. M., Girardet, C., & Simon, A. (2025). **Quelles sont les croyances d'enseignants du secondaire pour mieux comprendre les enjeux d'une évaluation continue pour apprendre ?** e-JIREF, 11(3), 145-166. <https://doi.org/10.48782/e-jiref-11-3-145>

L'article présente une étude descriptive des croyances d'enseignants du secondaire de l'école publique genevoise à propos de l'évaluation des apprentissages et de l'implication des élèves dans l'évaluation. Cette étude s'inscrit dans une recherche collaborative visant à accompagner la transformation des pratiques évaluatives des enseignants en faveur d'une « évaluation continue pour apprendre » (ECPA), cherchant à solliciter et à prendre en compte la voix des élèves. L'étude des croyances des enseignants se justifie par l'influence qu'elles exercent sur la transformation de leurs pratiques et réciproquement. Elles ont été inférées des discours des enseignants dans des réunions collectives pendant une année scolaire, en s'appuyant sur des pratiques et des traces recueillies en classe. Les croyances exprimées montrent la prégnance des enjeux forts de l'évaluation certificative et des notes scolaires dans l'enseignement secondaire genevois, ainsi que certaines caractéristiques de ce niveau de scolarité qui, par exemple, amènent les enseignants à dissocier l'enseignement en classe et l'apprentissage à domicile. Les pratiques évaluatives expérimentées au fil de la recherche amènent les enseignants à spécifier certaines croyances à propos de l'implication des élèves dans l'évaluation et de la passivité de ceux-ci, vues comme acquise depuis l'école primaire. La synthèse des résultats présente les liens entre les croyances des enseignants inférées et les enjeux qu'elles représentent pour pratiquer une ECPA qui implique les élèves en vue de la deuxième année de la recherche.

Macau, C. M., & Tarrés, M. A. (2026). **Civic Engagement, Interculturality and Diversity: Exploring the Impact of Erasmus+ in European Schools.** *European Journal of Education*, 61(3), e70707. <https://doi.org/10.1111/ejed.70707>

This article examines how Erasmus+ (KA201) cooperation among European educational organisations contributes to reshaping teachers' professional learning and school culture by linking transnational collaboration to changes in everyday practice. Situated within current European research and policy debates, it moves beyond programme evaluation to conceptualise Erasmus+ as a meso-level mechanism for building intercultural understanding, equity, and civic participation. The analysis draws on a mixed-methods design, combining ad hoc questionnaires, semi-structured interviews, and focus groups with 20 teachers from several European contexts who participated in KA201 projects. The results show that cross-border cooperation strengthens educators' capacity to foster inclusion, diversity-responsive pedagogies, and democratic values within their classrooms and wider school communities. Overall, the study positions Erasmus+ as a catalyst for professional growth and pedagogical innovation, contributing to more open, equitable, and value-driven school cultures across Europe and reinforcing contemporary European priorities around inclusion, democratic resilience, and social cohesion.

Maes, O., & Baco, C. (2025). **Évaluation des stagiaires : Lors des entretiens de supervision, les futurs enseignants ont-ils voix au chapitre ?** e-JIREF, 11(3), 79-104. <https://doi.org/10.48782/e-jiref-11-3-79>

Dans le contexte des stages en formation initiale des enseignants en Belgique francophone, cette contribution questionne la place laissée à la voix du futur enseignant lors de l'entretien de supervision. Cet entretien, rassemblant l'ensemble des acteurs de la triade (stagiaire, maître de stage, superviseur) est consécutif à la visite du superviseur sur le terrain de stage. Il poursuit un objectif d'évaluation à visée essentiellement formative et devrait comporter une forte dimension réflexive. En effet, ce moment en triade est le seul moment lors duquel le stagiaire peut être soutenu dans la verbalisation de sa pratique réflexive par ses deux formateurs dans un contexte authentique. À travers une approche mixte basée sur l'analyse de huit entretiens de supervision transcrits, nous poursuivons, dans le cadre de cette recherche, un quadruple objectif, à savoir : (a) l'analyse de la proportion du temps de parole du futur enseignant, (b) l'analyse de la proportion de ce temps de parole directement dédiée au développement de la réflexivité, (c) l'analyse des niveaux de réflexivité mobilisés par le futur enseignant ainsi que (d) l'analyse de l'articulation de ces éléments de réflexivité aux propos, et plus particulièrement aux feedbacks, formulés par les superviseurs. Les résultats laissent apparaître que les entretiens ont une durée très variable et que le stagiaire a parfois un temps de parole bref. Néanmoins, ce temps de parole est fortement dédié à la réflexivité. À ce propos, l'exploration d'alternatives (niveau III) est souvent sous-développée. Ces résultats offrent des pistes pour améliorer les entretiens post-leçons.

Monney, N., Major, C., Robert-Mazaye, C., Laferrière, T., & Foynard, M. (2025). **La rétroaction constructive par les pairs: Exemples issus de pratiques enseignantes.** *e-JIREF*, 11(3), 123-143. <https://doi.org/10.48782/e-jiref-11-3-123>

Ce texte présente les résultats d'un projet de recherche collaborative visant à dégager les différents types d'activités de rétroactions par les pairs (RPLP) mis en place par des personnes enseignantes, à préciser les conditions d'une rétroaction constructive en temps réel et en différé, et à cerner l'apport de la RPLP pour aider le personnel enseignant dans l'exercice de son jugement professionnel au moment de procéder à l'évaluation des apprentissages (Projet Repair). La collecte de données qualitatives a été menée auprès de personnes enseignantes du primaire et du secondaire sur deux ans par le biais de groupes de discussion (focus group). Les résultats mettent en lumière quatre types différents de RPLP issus du discours des personnes enseignantes, l'importance de créer un environnement positif et bienveillant, d'opter pour la stratégie "à petits pas" et de multiplier les occasions de RPLP pour s'améliorer. Finalement, les personnes participantes ont souligné l'apport de la RPLP pour revoir leurs modalités évaluatives et exercer leur jugement professionnel.

Ochelen, J.-P. (2025). **Quelle prise en compte des élèves par des enseignants du secondaire lorsqu'ils construisent collectivement des évaluations sommatives ?** *e-JIREF*, 11(3), 167-188. <https://doi.org/10.48782/e-jiref-11-3-167>

Dans cette contribution, nous interrogeons la place que des enseignants et équipes d'enseignants accordent aux élèves lorsqu'ils construisent des évaluations communes. Cette question est abordée à travers ce que nous appelons la « perspective de l'élève », c'est-à-dire le point de vue que les enseignants construisent sur leurs élèves en s'appuyant sur des représentations relatives à leurs besoins, caractéristiques, compétences ou réactions anticipées face aux situations d'évaluation. Cette recherche compréhensive s'inscrit dans le contexte d'une injonction politique qui amène les enseignants suisses du secondaire post-obligatoire (élèves de 15 à 20 ans) à collaborer avec leurs collègues pour l'évaluation des apprentissages. Durant l'année scolaire 2022-2023, nous avons suivi trois équipes dans un établissement situé en

Suisse romande. Nous mobilisons les données issues d'observations de réunions de ces équipes et d'entretiens semi-directifs menés auprès de sept enseignants issus de celles-ci. Des analyses de cas individuelles et collectives ont été effectuées. Nous nous focalisons sur les préoccupations des enseignants au regard des modèles de Saujat (2011) et de Fuller et Brown (1975). Les résultats montrent que la prise en compte des élèves dans l'évaluation commune reste limitée, les enseignants accordant une attention plus marquée aux aspects organisationnels et didactiques. La perspective de l'élève est davantage prise en compte dans l'activité collective, notamment pour favoriser sa réussite ou lui assurer de bonnes conditions de travail. Nous montrons que cette prise en compte est située et dynamique, façonnée dans et par les valeurs professionnelles, représentations, dynamiques d'équipe et les contextes institutionnels.

Ochelen, J.-P., & Yerly, G. (2026). **Faire collaborer les enseignants pour évaluer les apprentissages des élèves. Quel sens aux yeux des enseignants ?** *Swiss Journal of Educational Research*, 48(1), 125-138. <https://doi.org/10.24452/sjer.48.1.11>

En Suisse, la politique fédérale «Évaluation en commun» amène les enseignant·e·s du secondaire 2 (élèves de 15 à 20 ans) à collaborer pour l'évaluation des apprentissages. Quel sens accordent (ou non) les enseignant·e·s à cette injonction ? Pour cette contribution, nous mobilisons les entretiens menés avec 28 enseignant·e·s issus de trois écoles de Suisse romande. Leurs représentations sont analysées à travers les types de légitimité définis par Suchman (1995). Les résultats montrent que les enseignant·e·s ont des avis divergents, parfois ambivalents. Au-delà des représentations individuelles, cette contribution discute du rôle central du collectif dans la construction du sens accordé à une telle politique. Elle met en évidence le caractère dynamique et situé de la construction de sens.

Otneim, H. (2026). **Comparable Grading from Observational Data: Many-Facet Modelling with Soft Anchors** (Working paper N° 2026/6). Consulté à l'adresse Norwegian School of Economics, Department of Business and Management Science website: https://EconPapers.repec.org/RePEc:hhs:nhhfms:2026_006

This paper addresses grade comparability across exam cohorts when assessors and item sets change from year to year. Ordinal item scores reflect a mixture of student ability, item difficulty, and assessor severity; separating these components requires linking assumptions rarely verified empirically. We fit a sequence of Bayesian cumulative logit models to item-level scores from nine cohorts of an undergraduate statistics course. The setting is fully observational with no cross-grading and only partial assessor overlap, so cross-cohort alignment relies on repeated content used as anchors and on shared assessors. Sequential model expansion guided by posterior predictive checks reveals that treating anchors as having fixed difficulty across cohorts is inconsistent with the data. A soft-linking formulation, where linked items share a baseline difficulty but admit cohort-specific deviations regularised toward zero, removes the systematic misfit without discarding anchor information. Approximate cross-validation confirms that each modelling step improves out-of-sample predictive accuracy. Student ability estimates are robust to anchor specification (pairwise correlations exceeding 0.996), whereas cohort location estimates shift materially, which is a finding with direct consequences for grading policy. Using the recovered ability scale, we construct counterfactual grades and show that assessor severity is the dominant predictor of individual grade movement.

Parent, S., Boulanger, A., & Labarre Lauzier, K. (2026). **Démarche de mise en oeuvre d'une progression des apprentissages numériques au primaire : deux approches visant à soutenir le**

développement de la compétence numérique des élèves. *Revue hybride de l'éducation*, 10(1), 1-22. <https://doi.org/10.1522/rhe.v10i1.1984>

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

Potocki, A., Ailloud, J., Ayroles, J., Macedo-Rouet, M., Dyoniziak, Y., Pylouster, J., & Rouet, J.-F. (2026). **Fostering vocational high school students' purposeful reading strategies: co-design of educational resources and validation in a naturalistic school setting.** *Instructional Science*, 54(2), 43. <https://doi.org/10.1007/s11251-026-09792-5>

The objective of this study was to develop and assess an instructional approach to teaching purposeful reading comprehension strategies to vocational school students. These students specialize for an occupational field, but they often experience difficulties with school tasks that involve reading and using written documents. Grounded in a definition of reading that emphasizes goal-setting and task management, a set of 10 explicit instruction workshops focused on purposeful reading strategies was co-designed with a group of vocational high school teachers from various disciplines. A different group of teachers was then trained by the research team and implemented the workshops in their regular classrooms. The effectiveness of the approach was tested using a quasi-experimental pre-test/training/post-test design involving an experimental group (N = 17 classes and 241 students) and a control group (N = 15 classes and 174 students). The intervention led to improvements on several indicators of purposeful reading proficiency, with pre-post-test comparisons suggesting particularly notable benefits for the students who initially exhibited greater difficulties. We discuss the implications of these findings for theories of reading comprehension, instructional approaches and researcher-teacher collaboration.

Quesnay, P., Checcacci, M., Héry, S., Séguret, E., & Skerrett, M. (2026). **Soutenir le déploiement de l'APC et de la démarche portfolio : rédiger un référentiel de compétences. Guide pratique issu des Terrains d'AVENIR(s) Polytech.** Consulté à l'adresse <https://hal.science/hal-05471466>

L'Approche Par Compétences (APC) s'est imposée ces dernières années dans les réformes de l'enseignement supérieur français. Il s'agit d'un cadre de référence attendu notamment dans les procédures d'accréditation par le Haut Conseil de l'Évaluation de la Recherche et de l'Enseignement Supérieur (HCERES) ou encore la Commission des Titres d'Ingénieur (CTI). On retrouve dans la littérature de nombreuses ressources qui détaillent les notions et concepts clés de l'APC, ou encore les étapes à suivre pour sa mise en œuvre. Plusieurs de ces ressources dont nous recommandons la lecture sont d'ailleurs mentionnées ci-après. Pourtant, la connaissance des étapes à suivre pour le changement n'est pas toujours suffisante pour le mener à bien. Les exemples concrets et illustrations de la mise en œuvre de l'APC font encore défaut pour certains domaines de l'enseignement supérieur, notamment celui des formations d'ingénieur. De plus, les

équipes pédagogiques ne sont pas nécessairement préparées à l'APC, ni accompagnées à sa traduction dans les pratiques pédagogiques. Au total, les instituts de formations et leurs responsables se retrouvent souvent en première ligne pour piloter le changement pédagogique vers l'APC. Ce guide propose de contribuer à ce contexte à partir de retours d'expérience pour répondre à certaines difficultés que les équipes peuvent rencontrer lors de la mise en œuvre de l'APC. Ce guide a vu le jour dans le cadre du programme AVENIR(s) France 2030 et s'inscrit dans son action 1 qui vise à soutenir l'accompagnement au déploiement de l'APC et de la démarche portfolio au sein de l'enseignement supérieur français. Il a été rédigé à partir des retours d'expérience des premiers Terrains d'AVENIR(s) (TA) Polytech engagés dans la démarche, ainsi que deux autres spécialités ayant accepté de partager leur expérience. Nous les en remercions chaleureusement. Ce guide s'adresse aux équipes pédagogiques qui sont impliquées dans la démarche APC et qui rencontreraient les mêmes difficultés que les terrains d'AVENIR(s) Polytech. Les éléments présentés seront donc issus d'un contexte ingénieur mais pourront intéresser d'autres équipes de l'enseignement supérieur cheminant vers l'APC.

Tsehaye, R. S., & Hermenjat, E. (2026). **L'éducation à la citoyenneté mondiale en milieu scolaire primaire : entre pratiques préparées, pratiques spontanées et stratégies d'évitement.** *Swiss Journal of Educational Research*, 48(1), 153-163. <https://doi.org/10.24452/sjer.48.1.13>

Dans le contexte de mondialisation qui reconfigure l'éducation, cette recherche exploratoire a pour double objectif d'identifier les formes que revêt l'éducation à la citoyenneté mondiale (ECM) dans le quotidien scolaire et de comprendre comment les enseignant·e·s du primaire font face à l'intrusion en classe de questions socialement vives liées aux conflits mondiaux. Les résultats de la recherche instruisent sur le fait que l'ECM se manifeste principalement à travers des objectifs d'éducation au développement durable et de vivre-ensemble, pensés à l'échelle locale. Les enjeux mondiaux restent difficiles à appréhender : ils confrontent les enseignant·e·s à de nombreux obstacles, notamment celui de la complexité et de la neutralité, qui les font adopter des stratégies d'évitement.

Yang-Heim, G. Y. A. (2026). **Elementary teachers' perspectives on science of reading mandates: a Q methodology study of autonomy and cultural responsiveness.** *Quality & Quantity*, 60(3), 10253-10273. <https://doi.org/10.1007/s11135-026-02689-y>

This study examines elementary teachers' perspectives on Science of Reading (SoR) mandates, with particular attention to tensions between instructional autonomy and cultural responsiveness. Using Q methodology, 26 elementary literacy teachers sorted 48 statements reflecting beliefs about literacy instruction, assessment, and equity. Factor analysis with varimax rotation yielded 3 distinct factors, with significant loading set at ± 0.37 ($p < .01$). The resulting factor structures reveal differentiated viewpoints regarding the perceived benefits and constraints of SoR-aligned policies. While some teachers emphasized the value of structured, skills-based instruction for supporting early reading development, others foregrounded concerns about reduced professional autonomy and the marginalization of culturally responsive and contextually grounded practices. Post-sort interviews were analyzed alongside factor arrays to support interpretation and to clarify how teachers articulated the reasoning underlying their rankings. The findings indicate that teachers' responses to SoR mandates are not uniformly oppositional or compliant but reflect nuanced negotiations among policy expectations, professional judgment, and commitments to equity. By integrating quantitative patterning with qualitative interpretation, this study contributes methodologically to Q research in education and substantively to ongoing debates about prescriptive literacy reforms and culturally responsive teaching.

You, Z. (2026). **Artificial Intelligence in Music Education in Higher Education: Exploring Applications and Pedagogical Considerations.** *European Journal of Education*, 61(3), e70691. <https://doi.org/10.1111/ejed.70691>

The integration of Artificial Intelligence (AI) into instrumental music education has rapidly progressed. However, the scholarly landscape remains fragmented and underdeveloped. Current research mainly focuses on algorithm-driven performance and context-specific teaching methods. There has been little effort to connect these advancements to established educational frameworks or to examine their wider implications. This systematic review addresses this gap by providing a thorough synthesis of the field, analyzing 46 highly cited publications indexed in Scopus. This review goes beyond mere listing. It critically examines how leading AI methods, such as deep learning models, transformer-based systems, and generative frameworks, serve as meaningful tools for instrumental learning. Drawing on established frameworks such as the Technological Pedagogical Content Knowledge (TPACK) model, the Substitution-Augmentation-Modification-Redefinition (SAMR) taxonomy, and Bloom's revised taxonomy, the study offers a well-grounded interpretation of how AI changes teaching design, student engagement, and cognitive growth. The findings show that AI technologies improve practice efficiency, enable personalized learning paths, and create more consistent, data-driven assessment methods. However, the review also highlights major limitations that were overlooked in previous research. These include algorithmic bias, lack of cultural and stylistic sensitivity, difficulties in capturing expressive musical elements, and the lack of clear models for integrating pedagogy with technology. To guide future research and practice, the review urges the creation of culturally responsive AI systems, the establishment of strong ethical and governance structures, and the use of interdisciplinary design approaches that connect technology with educational values. This establishes a critical, forward-looking foundation for viewing AI not just as a tool but as a transformative influence in instrumental music education.

Relation formation-emploi

Belderbos, R., Ikeuchi, K., Fukao, K., Kim, Y. G., & Kwon, H. U. (2026). **What do R&D spillovers from universities and firms contribute to productivity? Plant level productivity and technological and geographic proximity in Japan.** *Industrial and Corporate Change*, 35(3), 650-668. <https://doi.org/10.1093/icc/dtaf030>

We examine the simultaneous influences of spillovers due to R&D by firms and universities on total factor productivity in a panel of over 20,000 Japanese manufacturing plants in Japan. Estimating fixed effects models and taking into account the geographic distribution of the population of plants operated by firms with R&D activities as well as the population of universities in Japan, we find a positive influence of both firm and university R&D that is technologically proximate. Inter-plant R&D spillovers decay exponentially in distance and lose 80% of their strength at a distance of 200 km. University R&D spillovers occur in proximity and are only significant at the municipal level. Decomposition analysis shows that the exit of geographically proximate plants operated by R&D intensive firms, which may be associated with a relocation of manufacturing activity abroad, plays a notable role in declining R&D spillovers and is an important phenomenon in major industrial agglomerations such as Tokyo and Osaka.

Chachkine, E., Khatib, J. A., & Saboya, F. (2026). **Dimensions idéale et vécue d'un dispositif de formation qui professionnalise à la recherche : une évaluation d'un parcours doctoral.** *Swiss Journal of Educational Research*, 48(1), 30-42. <https://doi.org/10.24452/sjer.48.1.4>

This research investigates a potential gap between the doctoral programme designed in a doctoral school in the humanities and social sciences in France and the programme as experienced by the doctoral students who are being professionalised there. The «ideal» programme is aligned with the 2016 and 2022 decrees setting out the national framework for training and the procedures leading to the award of the national doctoral diploma in France. The survey is based on an open-ended online questionnaire sent to 30 doctoral students. A comprehensive analysis of the responses shows the various ways in which these doctoral students are becoming professionalised in research, both within and outside the doctoral school, and reveals a fairly good convergence between the ideal and the lived programme.

Dasgupta, A., & Karandikar, A. (2026). **Rainfall shocks and learning outcomes: dynamic persistence and the role of local labour demand.** *Economica*, 93(371), 1036-1069. <https://doi.org/10.1111/ecca.70046>

We present evidence on the role of local labour markets in driving the persistent and gendered impact of rainfall shocks on learning outcomes in rural India. We find contrasting impacts of rainfall shocks by variation in soil texture, which serves as an exogenous driver of female and children's labour force participation. Strikingly, in non-loamy soil (high female and child labour force participation) areas, exposure to positive shocks in early life is associated with a higher likelihood of dropping out of school and being in a lower grade than is age-appropriate, while effects are considerably attenuated in loamy areas. Furthermore, we examine dynamic complementarities and find that female children in non-loamy areas bear the highest learning losses from a positive rainfall shock in their school-going years, especially when they have faced positive shocks in early life. We investigate potential mechanisms by studying children's labour market response under rainfall shocks, and show that the gains or losses in learning outcomes are systematic to local labour market conditions, which influence the opportunity cost of schooling under shocks.

Déri, C. E., & Tremblay-Wragg, É. (2026). **Se regrouper pour rédiger en présence ou à distance : Comparaison de deux dispositifs pour professionnaliser des personnes doctorantes.** *Swiss Journal of Educational Research*, 48(1), 68-81. <https://doi.org/10.24452/sjer.48.1.7>

Through their study programs, doctoral students undergo a professionalization process by developing cross-disciplinary skills (Durette et al., 2012). Primarily trained for research, they have to informally learn about the other spheres of responsibility of the researcher profession. Outside of academic settings, support mechanisms are showing positive results in terms of professionalization. Based on Albero's (2010a, 2010b) theoretical framework, this article describes the ideal, functional reference and lived dimensions of two mechanisms: writing cafés (in person) and writing platforms (remote). The findings from two separate studies are used to assess the intentions of each mechanism and to propose student initiatives that complement institutional actions.

Kakdeu, L.-M. (2026). **Politique de formation et industrialisation du Cameroun : évaluation (1921-2026).** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/politique-de-formation-et-industrialisation-du-cameroun/82828>

« Seul un élève sur 20 suit une filière technique. Seul un diplômé sur 30 trouve un emploi décent. Pendant ce temps, les campagnes se vident et les femmes restent invisibles dans les ateliers. » Cet ouvrage livre une analyse sans concession de l'inadéquation formation-emploi au Cameroun sur plus d'un siècle (1921-2026). Il met en évidence le fait que l'échec des politiques d'enseignement technique et de formation professionnelle affecte trois mondes : les jeunes, prisonniers d'un chômage diplômé ; les femmes, cantonnées à des filières sans débouchés ; et les paysans, abandonnés dans des territoires que l'industrialisation n'a jamais atteints. L'ouvrage ne se contente pas de faire un état des lieux : il propose dix recommandations concrètes pour refonder la formation professionnelle, de la réactivation des instances de concertation à la régionalisation de l'offre éducative. Un essai essentiel pour comprendre pourquoi le Cameroun peine à émerger... et comment il peut encore y parvenir.

Kaplan, A. (2026, juin 5). **Classes prépas : modèle du passé ou passeport pour l'emploi à l'ère de l'IA ?** <https://doi.org/10.64628/AAK.5xu5tn3cq>

Alors que débute la phase d'admission sur Parcoursup, retour sur le modèle des classes prépas. Quels avantages garde-t-il à l'heure où se développent d'autres voies d'accès aux grandes écoles ?

Lisimberti, C. (2026). **Il dottorato di ricerca di area Education in Italia: scenari, trasformazioni, prospettive.** *Swiss Journal of Educational Research*, 48(1), 82-98. <https://doi.org/10.24452/sjer.48.1.8>

In den letzten Jahren haben die Erfordernisse der Wissensökonomie und die globalen Veränderungen in der Hochschulbildung die Doktorandenausbildung Italiens erheblich verändert. Das „traditionelle“, monodisziplinäre Modell, das auf die Ausbildung weniger, zukünftiger Forschender abzielte, die mithilfe von Lehrenden lernten, wurde zu einem „moderneren“, mit der Produktions- und Dienstleistungswelt verbundenen, interdisziplinären Modell, das sich an mehr Kandidaten/Kandidatinnen richtet und sich auf Beschäftigungsfähigkeit konzentriert, auch in nicht-akademischen Bereichen. Die Analyse der 62 Doktorate im Bildungsbereich zeigt ein weiterhin heterogenes Bild: Die Professionalisierung wird immer wichtiger, jedoch sind die Strategien, diese zu verfolgen, unterschiedlich ausgeprägt und lückenhaft.

Morozumi, A., Fukui, F., Takagi, K., & Mori, T. (2026). **Diversifying Nonacademic Careers and Career Aspirations Among Graduate Students in Japan: The Role of Career Values and Research Self-Efficacy.** *Higher Education Quarterly*, 80(3), e70137. <https://doi.org/10.1111/hequ.70137>

This study examines how Japanese graduate students' career value orientations and research self-efficacy shape their aspirations toward academic and nonacademic career paths. Using survey data from 1163 master's and doctoral students across disciplines, three value dimensions were identified: Stability & Benefits, Intellectual/Specialization, and Recognition & Prestige. Logistic regression analyses showed that Stability & Benefits negatively predicted academic and entrepreneurial aspirations but positively related to corporate R&D careers, while Intellectual/Specialization promoted academic and public-sector research careers. Recognition & Prestige weakly influenced overall choices but was positively associated with venture and entrepreneurship. Notably, research self-efficacy exerted a positive relation with both academic and venture-oriented careers. These findings highlight how career values and research self-efficacy are associated not only with traditional academic aspirations but also, for some students, with interest in venture-oriented career pathways in Japan.

Nnemete, B. S. N., & Bapes, Y. D. B. B. (2026). **Understanding the inertia of professionalisation mechanisms in doctoral training in human and social sciences at the University of Douala, Cameroon.** *Swiss Journal of Educational Research*, 48(1), 55-67. <https://doi.org/10.24452/sjer.48.1.6>

This article addresses the issue of inertia in professional mechanisms during doctoral training in the humanities and social sciences. What meaning can be given to this inertia in the professionalisation mechanisms at the University of Douala? The normalisation of a discrepant transition to professionalisation shows that training programs focused on theoretical aspects and the disorganised functioning of laboratories do not allow doctoral students to acquire transferable skills within the university and beyond.

Oesch, D., Lipps, O., Shahbazian, R., Bihagen, E., & Morris, K. (2026). **Occupational earning potential: a new measure of social hierarchy in Europe and the US.** *European Sociological Review*, 42(3), 421-441. <https://doi.org/10.1093/esr/jcaf035>

Social stratification is interested in unequal life chances and assumes the existence of a hierarchy of more or less advantageous occupations. Yet occupations are not easily translated into a linear hierarchical measure. Influential scales combine multiple indicators and lack intuitive interpretation. We therefore present a new scale based on occupations' earnings potential (OEP). OEP measures the median earnings of occupations and expresses them as percentiles of the overall earnings structure: if mechanics earn the national median wage, their OEP is 50. We construct national OEP scales using annual microdata pooled over several decades for Germany, Sweden, Switzerland, the UK and the US. Consistent with the Treiman constant, these national scales are highly correlated over time and across countries, justifying the use of one common OEP scale. When applied to another European dataset, the common OEP scale explains a quarter of the variance in earnings—and works as well for men as women and as well for countries used to construct the scale as for other countries. Moreover, it is associated with the causes (education) and consequences (social mobility) that the theory expects. OEP thereby provides a simple and parsimonious indicator of economic advantage that can be meaningfully interpreted.

Rozkwitalska-Welenc, M., Semmerling, A., & Rybacka, J. (2026). **Understanding barriers to university-industry collaboration in an emerging central European region: insights from an abductive mixed-methods study in the Pomeranian region of Poland.** *Quality & Quantity*, 60(3), 10887-10918. <https://doi.org/10.1007/s11135-026-02706-0>

This study explores barriers to university-industry collaboration (UIC) in the Pomeranian region of Poland and offers insights into an underexamined context within emerging Central European economies. We address a gap in the literature, which focuses on regional-level challenges often overshadowed by national or Western European perspectives. We use an abductive, mixed-methods approach and integrate data from 504 survey respondents and 38 focus group participants across academia and industry. Our study is grounded in a systematic literature review and interpreted through established theoretical frameworks. We identify cultural, institutional, and operational barriers to UIC. Across both datasets, differences in goals emerged as the most critical shared cultural barrier. Institutional barriers appeared in complementary forms: survey respondents emphasized bureaucratic complexity, whereas interviewees highlighted limited knowledge of UIC mechanisms and an ineffective academic incentive system. Methodologically, this study is among the first to apply an abductive design to a mixed-

methods study, integrating survey data with network analysis of interview data. Based on the findings, we propose an ecosystem-level response involving local government, universities, and firms. Recommendations include strengthening boundary-spanning roles, establishing a shared online platform, and organizing joint workshops and networking events. Universities should adopt entrepreneurial practices and invest in staff capacity-building, while firms should engage proactively and commit to long-term, regionally sustained collaboration. Although the findings are context-specific and may not be generalizable to other regions, they offer valuable implications for similar emerging markets. Limitations include reliance on self-reported data and a limited qualitative scope.

Skakni, I., & Kereselidze, N. (2026). **Professionalisation du doctorat : entre discours institutionnels et pratiques de soutien à la carrière dans les universités.** *Swiss Journal of Educational Research*, 48(1), 4-17. <https://doi.org/10.24452/sjer.48.1.2>

Universities are increasingly urged to adapt their doctoral programmes to better prepare graduates for a variety of careers. While the acquisition of skills transferable to other employment sectors is theoretically promoted, in practice doctoral programmes often remain focused on research training. To understand this tension between discourses and practices, a thematic analysis was conducted on a corpus of institutional documents relating to PhD students' training and career support in the European context. Our findings show that, despite the emergence of professionalising discourses, a traditional vision of the doctorate remains dominant and tends to shape the career support practices in universities.

Xu, H., Shen, W., & Shuai, Y. (2026). **Geography and Gains of Doctoral Mobility: Origin, Training Site and Employment Location Among Recent PhDs From Chinese Universities.** *Higher Education Quarterly*, 80(3), e70134. <https://doi.org/10.1111/hequ.70134>

The mobility of doctoral graduates shapes both early-career trajectories and the geography of research talent. In China, doctoral training, research resources and high-value employment opportunities are concentrated in a limited number of cities, so the transition from doctoral education to first employment is closely structured by educational hierarchy and regional inequality. Using a 2025 survey of doctoral graduates matched to city-level indicators of economic, research and digital capacity, this study examines doctoral mobility through the linked locations of origin, training site and employment. It distinguishes between the likelihood of taking employment outside the PhD city and the gains associated with destination sorting among inter-city movers. The findings show that graduates' location after doctoral training is central to subsequent mobility outcomes. Among movers, origin-to-employment gains are explained primarily by the extent to which the employment city exceeds the PhD city in economic, research and digital capacity. Remaining in the PhD city may still involve substantial spatial advantage, because apparent immobility can reflect an earlier move into a stronger training location. Mobility is also socially differentiated, with gender, age, marriage, institutional background, overseas exposure and sectoral pathways associated with distinct patterns of destination access and mobility gains. The study conceptualizes doctoral mobility through the relationship among origin, training site and employment location. It also suggests that talent policy should address the spatial concentration of doctoral training and research capacity alongside post-graduation recruitment.

Réussite scolaire

Alves, P., Kowalczyk-Walędziak, M., Lopes, A., Krasnicka, I., & Menezes, I. (2026). **The Taboo of Withdrawal: Firsthand Perspectives From Former Doctoral Candidates in Poland and Portugal.** *Higher Education Quarterly*, 80(3), e70141. <https://doi.org/10.1111/hequ.70141>

In knowledge-based societies, withdrawal from doctoral education is often seen and spoken about as embarrassing, undesirable, and awkward. Emerging from complex conditions—a mix of profoundly personal factors and weighty contextual factors—withdrawal tends to be a silenced or shamed process, producing a layered dynamic of taboo upon taboo upon taboo. In the hope of helping to challenge this silencing and shaming, this qualitative study explores how former doctoral candidates perceive and experience withdrawal from doctoral education as a taboo. Drawing on a perspectivist approach, the analysis is based on in-depth interviews with 22 former doctoral candidates in Portugal and Poland, and examines how withdrawal is shaped by underlying, often unspoken, factors and processes. The findings fall into two overarching themes—the taboos of withdrawal and withdrawal as a taboo—and highlight the deeply emotional and ambivalent nature of withdrawal for both individuals and higher education institutions, as well as identify taboos rooted in academic culture and pedagogical, social, and economic structures. By exposing the perversities of a culture marked by academic feudalism and academic capitalism simultaneously, this study calls for recognition of the grief embedded in withdrawal and affirms doctoral candidates' right to mourn what is lost when they leave this chapter behind.

Benit, S. (2025). **Les stratégies des élèves face aux pratiques évaluatives en classe de CP et de grande section de maternelle.** *e-JIREF*, 11(3), 31-57. <https://doi.org/10.48782/e-jiref-11-3-31>

Cette contribution tente de comprendre, au travers d'entretiens et d'observations de classe, comment les élèves de grande section de maternelle et de CP perçoivent les évaluations formelles et informelles, et s'ils utilisent certaines stratégies en classe pour répondre aux attentes professorales et parentales. Parents, enfants et enseignants ont été interrogés. Nous cherchons à savoir si la voix des élèves recueillie par le chercheur est susceptible de nous éclairer sur les stratégies qu'ils déploient en classe. Les résultats de l'étude laissent apparaître le fait que les élèves perçoivent les évaluations formelles et informelles, qu'ils en ont compris les enjeux. Certains adoptent des stratégies pour répondre aux attentes parentales et ou professorales pour obtenir des évaluations positives.

Bergman, P., & Chohanajin, N. (2026). **Characterizing the File Drawer: Evidence from a Meta-Analysis of Parent-Interventions Around the World** (Working paper N° 35299). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35299>

We conduct a meta-analysis of 82 randomized controlled trials across more than 20 countries to estimate the effects of low-cost, remote parental engagement interventions delivered through text messages, phone calls, and apps. We estimate a joint likelihood function that incorporates both written studies and unwritten studies identified through trial registries, funder records, research labs, evidence clearinghouses, and other sources. By also recording sample sizes for unwritten studies, the model estimates the distribution of standard errors, identifies write-up probabilities conditional on significance, and

characterizes the file drawer by estimating effect distributions for written and unwritten studies. Bias-corrected effects are 0.05 SD for test scores, 0.07 SD for grades, 0.05 SD for attendance, and 0.03 SD for enrollment. In the best-identified domain, test scores, statistically insignificant results are still written up at high rates. We also find that larger studies tend to estimate smaller latent effects, which could indicate that true effects are correlated with study precision, violating a common meta-analysis assumption. In smaller-sample domains, our approach helps identify selection probabilities by anchoring the absolute write-up rates. Finally, we estimate the value of additional RCTs to inform adoption decisions. Any single study estimate is unlikely to dissuade adoption because parent interventions have high marginal value of public funds. Instead, future research is most valuable when it can explain heterogeneity across settings.

Berlinski, S., Giannola, M., & Toppeta, A. (2026). **Effective Families or Effective Schools? Experimental Evidence on Fostering Children's Numeracy** (Working paper N° 14613). <https://doi.org/10.18235/0014061>

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 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.

Bharti, N., Malik, S., Mukhopadhyay, A., & Prakash, N. (2026). **Science on the Move: How Experiential Pedagogy Shapes Human Capital** (Working paper N° 18677). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18677>

Despite near-universal school enrollment across many developing economies, the provision of quality education that cultivates lifelong learning and the capacity to apply knowledge in novel circumstances remains elusive. We conduct a cluster-randomized controlled trial in 132 public schools in Uttar Pradesh, India, to evaluate a guided, discovery-based science pedagogy at two intensity levels: a high-intensity Mobile Science Lab (MSL) and a lower-intensity Lab on Bike (LoB). MSL improves motivational beliefs and self-confidence by 0.15--0.18 standard deviations, reduces perceived barriers to education by 0.23 standard deviations, raises engagement by 0.17--0.22 standard deviations, and increases standardized test scores by 0.22--0.34 standard deviations across all subjects. LoB produces limited average effects, with gains concentrated among students completing all sessions. These findings demonstrate that pedagogical design and delivery intensity are critical determinants of multidimensional human capital formation, and that discovery-based pedagogy can shift motivational beliefs, engagement, and achievement in low-capacity public school systems.

Blanchard, C. (2026, juin 9). **La valeur d'un diplôme ne se mesure pas au nombre de candidats qui échouent**. Consulté 10 juin 2026, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/cecile-blanchard/la-valeur-dun-diplome-ne-se-mesure-pas-au-nombre-de-candidats-qui-echouent/00118637>

Le ministre de l'Education, Edouard Geffray, a affirmé le 19 mai en conférence de presse que « toute copie qui n'a pas un niveau suffisant en termes d'orthographe, de syntaxe et de grammaire ne peut pas avoir la moyenne au baccalauréat », assurant que « la maîtrise globale d'un niveau de langue correct et conforme aux attendus du diplôme » est « une exigence minimale ».

Cecchi, G. (2026). **Two dimensions of academic success: a Learning Analytics study of Grade Point Average and credit accumulation in an online university**. *Quality & Quantity*, 60(3), 10205-10231. <https://doi.org/10.1007/s11135-026-02670-9>

This study explores the relationship between academic performance and study progression among first-year students enrolled at the Italian IUL Telematic University during the 2023/2024 academic year. Drawing on the methodological framework of Learning Analytics, the research focuses on two pivotal indicators of academic success: Grade Point Average, representing the quality of students' academic outcomes, and credit accumulation, reflecting the speed at which students' progress through their courses. Taken together, these two variables offer a comprehensive measure of academic success, combining both effectiveness and efficiency in higher education trajectories. The analysis employs a two-part model: a logistic regression to account for students who earned zero credits, followed by a Quantile Regression Coefficients Modeling approach for count data to examine the distributional characteristics of credit accumulation. In parallel, a Bayesian quantile regression model with Laplace priors is applied to study the variation in Grade Point Average. To assess the association between high academic achievement and rapid progression, both variables are transformed into binary outcomes and analyzed through a bivariate logistic regression model. The results show the value of Grade Point Average and credit accumulation as complementary indicators of academic success. Furthermore, the study highlights how Learning Analytics can be effectively leveraged to identify at-risk students early and to inform the design of personalized educational interventions, particularly in the context of online and distance learning environments.

Chang, E., Padilla-Romo, M., & Peluffo, C. (2026). **Persistent Effects of Early Academic Rank on Cognitive and Noncognitive Outcomes** (Working paper N° 35267). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://EconPapers.repec.org/RePEc:nbr:nberwo:35267>

This paper estimates the effects of early academic rank in elementary school on later cognitive and noncognitive outcomes in the context of Mexico. We use linked administrative records to compare students with similar third-grade achievement but different ordinal positions. These rank differences arise from idiosyncratic variation in the achievement distributions of elementary-school cohorts. We find that a higher third-grade rank increases performance on a high-stakes high school admission exam. Both broader school-cohort rank and classroom rank contribute to this achievement gain when estimated jointly. Higher rank leads to more selective high school choices and improves self-reported measures of self-perception, academic aspirations, classroom responsibility, learning strategies, and teamwork attitudes by the end of ninth grade. We

also provide evidence that higher elementary school rank improves students' high school placement outcomes.

Dahl, C. M., Ford, N., Ranestad, K., Sharp, P., & Westermann, C. E. (2026). **Breaking barriers: Gender disparities in high school performance, 1813--1929** (Working paper N° 0300). Consulté à l'adresse European Historical Economics Society (EHES) website: <https://EconPapers.repec.org/RePEc:hes:wpaper:0300>

When women first entered Norwegian high school examinations in the late nineteenth century, did they outperform men, as they do today? Using a new dataset of 41,585 graduates from 1813 to 1929, we show that early female students initially achieved better grades than their male peers. However, this advantage disappeared within a generation as access expanded and co-education became institutionalised. After accounting for study programme, socioeconomic background, and type of education, we find rapid convergence in performance and no evidence of adverse effects on male students. The results suggest that contemporary female outperformance is not historically persistent, but a product of more recent institutional and social change.

Ding, Y., Zhou, T., Li, X., Yu, R., & Chen, N. (2026). **Association Between Interpersonal Relationships and Academic Achievement: A Multilevel Meta-Analysis**. *Educational Psychology Review*, 38(1), 79. <https://doi.org/10.1007/s10648-026-10182-z>

Academic achievement is embedded in multiple interpersonal relationship systems across children's and adolescents' development. Although prior studies have linked interpersonal relationships to academic achievement, few meta-analyses have examined parent-child, teacher-student, and peer relationships simultaneously within a joint social ecology framework. Using a three-level meta-analytic approach, this study examined positive and negative parent-child, teacher-student, and peer relationships in relation to academic achievement, their relative importance, and key moderators. A systematic search identified 169 studies, comprising 208 samples, 264 effect sizes, and 1,053,418 children and adolescents. Three-level random-effects models showed that positive parent-child ($r = .19$), teacher-student ($r = .20$), and peer relationships ($r = .25$) were all significantly and positively associated with academic achievement, whereas negative parent-child ($r = -.17$), teacher-student ($r = -.11$), and peer relationships ($r = -.28$) were significantly and negatively associated with academic achievement. Dimension-level analyses further suggested that parent attachment and peer acceptance were more strongly associated with academic achievement than other dimensions within their respective domains. Relative weight analyses further indicated that peer relationships accounted for the largest proportion of explained variance in both the positive (51.70%) and negative (74.30%) models. Moderator analyses further showed that these associations varied across demographic, cultural, and methodological conditions, particularly age, educational stage, individualistic orientation, and communicative context—that is, whether communication tends to rely more on explicit verbal expression or implicit contextual understanding. Overall, this study advances the field beyond asking whether interpersonal relationships matter to clarifying their relative salience and the developmental and cultural conditions under which they are more strongly associated with academic achievement.

Ejrnaes, M., Goertz, M., & Waltenburg, A. (2026). **Reducing barriers to psychotherapy and the socioeconomic gradient in secondary education** (Working paper N° 26-09). Consulté à l'adresse University of Copenhagen. Department of Economics. The Center for

Economic Behavior and Inequality (CEBI) website:
<https://EconPapers.repec.org/RePEc:kud:kucebi:2609>

This study examines the impact of increased access to psychotherapy on secondary education completion among Danish youth aged 18–21. We use Danish administrative data and two complementary identification strategies that are both rooted in quasi-exogenous variation in barriers to mental health care—a reform abolishing co-payment and variation in general practitioners (GP) referral practices. We find that reducing barriers to accessing psychotherapy increases completion of secondary education. While the co-payment reform raised completion rates mainly for women, having a GP with a relatively high tendency to refer patients to psychotherapy raises completion rates for both genders. The educational benefits of increasing access to psychotherapy are strongest among individuals from low socioeconomic backgrounds and those with a family history of mental health issues. This indicates that lowering barriers to access to psychotherapy reduces educational inequality and fosters social mobility.

Ge, Y., Ren, X., Chen, F., Wenren, S., Sun, B., & Li, W. (2026). **Longitudinal Dynamics of Student Engagement in Vocational High School: Growth Mindset as a Predictor of Latent Transitions.** *Journal of Youth and Adolescence*, 55(6), 1641-1658.
<https://doi.org/10.1007/s10964-026-02343-8>

Although student engagement is critical for academic success and well-being, little is known about its heterogeneity and developmental trajectories among vocational high school students, as well as the potential role of growth mindset in these processes. To address these gaps, this study adopts a person-centered longitudinal approach to examine these issues. A total of 1,079 vocational high school students were surveyed three times, with a six-month interval between each survey ($MTI_{age} = 15.91$, $SDTI_{age} = 0.71$; 47.36% girls). Latent profile analyses at each wave identified three engagement profiles: low, moderate, and high. Building on the profiles identified, latent transition analysis revealed diverse developmental patterns, with 57.18% of participants experiencing at least one profile transition across the study period, indicating within-person change in student engagement. The moderate engagement class showed the greatest stability (35.68%), followed by the high engagement (4.54%) and low engagement (2.60%) classes. Moreover, growth mindset was a significant predictor of both engagement profile membership at each wave and transitions between profiles over time. Specifically, students with a stronger growth mindset were more likely to belong to higher engagement profiles at all three time points, and growth mindset measured at time n (T_n) predicted a greater likelihood of transitioning toward the high engagement profile rather than moving downward from T_n to T_{n+1} . These findings indicate that student engagement follows distinct developmental trajectories during vocational high school. Developing targeted interventions based on growth mindset may help promote student engagement or reduce the risk of disengagement over time.

Girardet, C., Lopez, L. M., & Simon, A. (2025). **La voix des élèves dans la coconstruction des critères d'évaluation: Au cœur de l'évaluation continue pour apprendre à l'école primaire.** *e-JIREF*, 11(3), 239-261. <https://doi.org/10.48782/e-jiref-11-3-261>

This article examines the consideration of students' voices in the co-construction of assessment criteria within the framework of Continuous Assessment for Learning (ECPA) in primary school. It is based on two contrasting case studies: a CE1-CE2 class and a CM2 class, taught by two teachers involved in a collaborative research project aiming to make assessment a tool for student learning by developing their ability to make choices,

express opinions, and become more autonomous. The data, consisting of audio recordings and instructional documents, allowed for an analysis of the implementation modalities of criteria co-construction, as well as the interaction dynamics between students and teachers. The results show that student voice manifests in various ways: proposing criteria, adjusting their meanings, and testing them within assessment activities. The study highlights the importance of conceiving co-construction as an iterative and evolving process, integrating discussion and experimentation phases that allow students to refine their understanding of the criteria and their role in assessment.

Gray-Lobe, G., Kremer, M., de Laat, J., Mbonu, O., & Scanlon, C. (2026). **Nudging Parents out the Door: The Impacts of Parental Encouragement on School Choice and Test Scores** (Working paper N° 11387). Consulté à l'adresse The World Bank website: <https://EconPapers.repec.org/RePEc:wbk:wbrwps:11387>

This study evaluates a large-scale text message (SMS) outreach program to engage caregivers of students in private primary schools in Kenya. Using a two-stage randomization design, the study tested two types of weekly SMS messages: growth-mindset encouragement and personalized performance information. The findings show two main effects. First, outreach improved test scores by 0.07 standard deviations, with particularly strong gains among initially lower-performing students. This improvement generates 12 learning-adjusted years of schooling per US\$100 spent—making it highly cost-effective relative to other education interventions. Second, outreach increased student exit rates by 4.7–5.0 percentage points, with effects concentrated among higher-achieving students (5.7 to 6.6 percentage points). The study developed a theoretical model of vertically differentiated schools where parental engagement affects both learning production and school choice. The model shows that when parents update their understanding of education production through engagement programs, they become more sensitive to perceived differences in school quality. This increased sensitivity can lead lower-quality schools to forgo implementing engagement programs—even when costless—as enhanced parental discernment accelerates student exits. The findings suggest a role for third-party provision of parent engagement programs in competitive education markets.

Gruber, N. (2026). **Class Discipline, Class Size and Scholastic Achievement Across Countries: A Theoretical and Empirical View of Educational Production** (Working paper N° 2026/105). Consulté à l'adresse International Monetary Fund website: <https://EconPapers.repec.org/RePEc:imf:imfwpa:2026/105>

Formulating an education production function and using estimates of student and class discipline levels, this paper seeks to identify the relations between discipline, class size, teaching quality and scholastic outcomes. The data shows both individual and class-level discipline to be a powerful predictor of the PISA math score, while variance in discipline among classmates has a strongly negative effect. Furthermore, class discipline is correlated with larger classes. As a structural simulation demonstrates, the correlations observed in the data can be well explained by how schools allocate students and teachers to classes. This analysis allows for a break-down of the contribution of educational production factors and highlights the role of individual and class discipline to student achievements.

Hancock, A., Boyd, C., Gitter, S., Groves, M., & Prettyman, A. (2026). **A Second Chance at Passing: Impacts of a Scholarship for Students Retaking Principles of Microeconomics**

(Working paper N° 2026-10). Consulté à l'adresse Towson University, Department of Economics website: <https://EconPapers.repec.org/RePEc:tow:wpaper:2026-10>
Introductory economics courses have high failure rates, and students who repeat courses do not necessarily perform better on subsequent attempts, which can negatively impact student retention. We evaluate whether a financial incentive of \$1,000 improves pass rates and grades among students retaking Principles of Microeconomics. Eligible students were 36 to 87 percent more likely to pass, depending on their awareness of the opportunity. Consequently, they earned significantly better grades. These results provide new evidence that a scholarship for students retaking difficult introductory courses can have large, positive effects on student performance.

Jensen, O. E., Damsgaard, L., Rohde, R. A., Nielsen, G., Fosnaes, O., Hauge, J., & Wienecke, J. (2026). **Integrating Fractions into Physical Education classes can improve Mathematical Performance in 11–13-Year-Olds - The Basketball Mathematics project.** *Educational Psychology Review*, 38(1), 85. <https://doi.org/10.1007/s10648-026-10175-y>
Mathematical literacy, especially understanding fractions, predicts children's academic success. Physical activity benefits cognitive and academic performance and integrating movement into mathematics education may enhance learning. This study examined whether a play-based basketball mathematics intervention improves children's understanding of fractions. A secondary aim was to explore whether the approach enhances intrinsic motivation by fostering experiences of autonomy and competence. A school-based intervention study including 309 Norwegian children in grades 6–7 across two school years. The study combined cluster-randomized allocation with a quasi-experimental component due to COVID-related deviations from the original allocation procedure. Participants were assigned to one of three groups: a basketball-mathematics intervention (BM), an active control with basketball only (bCON), or a control with standard PE lessons (peCON). The intervention lasted eight weeks with one weekly 60-minute session. Pre- and post-tests assessed mathematical performance, basketball skills, and motivation using standardized assessments and validated questionnaires. The BM group showed significantly greater improvements than controls in both fraction (Group \times Time: $p < .001$) and non-fraction mathematical tasks (Group \times Time: $p = .0014$). Only the BM group improved significantly from pre- to post-test in both domains (15% in fractions: $p < .001$; 5.4% in non-fraction tasks: $p < .001$). In-session experiences of intrinsic motivation, autonomy, and competence were higher during BM sessions compared to regular classroom mathematics, though motivation for mathematics in general remained stable. Basketball slalom dribbling improved in both BM and bCON groups. Integrating mathematics into physical activity supports academic performance without compromising motor skill development. The BM intervention led to gains in mathematical understanding and the intervention group reported higher in-session experiences of intrinsic motivation, autonomy, and competence during the BM lessons. These findings highlight the educational value of physically active learning and the potential of combining movement and learning activities without extending teaching time.

Lecce, S., Stagnitto, S. M., Mascheretti, S., Lampis, V., & Devine, R. T. (2026). **Children's Theory of Mind and Academic Achievement: a Meta-analysis on Reading Comprehension and Math Skills.** *Educational Psychology Review*, 38(1), 83. <https://doi.org/10.1007/s10648-026-10185-w>
Children's theory of mind (ToM) is critical for academic success, yet its associations with reading comprehension and mathematics remain unclear. This pre-registered meta-

analysis synthesizes findings from 53 studies, including 12,347 participants aged 2.5 – 17 years. Results revealed a significant overall association between ToM and academic achievement ($r = .32$), which: (i) did not differ across domains (i.e., reading, mathematics, general achievement); (ii) was independent of verbal ability, non-verbal ability, executive function, and socioeconomic status; and (iii) appeared bidirectional. These longitudinal findings should be interpreted with caution, as they are largely based on zero-order associations without baseline controls. Sample (i.e., age, gender and country) and task characteristics (i.e., level of mentalizing, ToM stimulus type, mental state category, response type, and sensitivity to individual differences) did not moderate the relation between ToM and academic achievement, although weaker effects emerged in European samples. Our results demonstrate a consistent association between ToM and academic achievement underscoring the potential contribution of social-cognitive understanding to children's academic development. Future research should clarify the mechanisms underlying this association, its domain specificity, and the direction of causal influence.

Lièvre, A. (2026a). **Parcours et réussite en section de technicien supérieur : les indicateurs incluant la session 2025**. *Note Flash du SIES*, (2026-08), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/parcours-et-reussite-en-section-de-technicien-superieur-les-indicateurs-incluant-la-session-2025-101464>

Parmi les inscrits en 1^{ère} année de section de technicien supérieur sous statut scolaire à la rentrée 2022, 59 % ont obtenu un BTS en deux ou trois ans (taux en hausse de 2,6 points en un an).

Lièvre, A. (2026b). **Résultats des brevets de techniciens supérieurs Session 2025**. *Note Flash du SIES*, (2026-07), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/resultats-des-brevets-de-techniciens-superieurs-session-2025-101463>

Parmi l'ensemble des 193 200 candidats au brevet de technicien supérieur à la session 2025, 76,0 % des étudiants ont obtenu leur diplôme, soit un taux de réussite en progression (+1,3 point) par rapport à la session 2024.

Loye, A., Kaboré, N., Ouoba, N., & Ouédraogo, E. (2026). **Personnel enseignant non légalement qualifié et qualité des apprentissages en Afrique subsaharienne francophone : profils, conditions d'exercice et effets sur les performances en mathématiques**. *Éducation et francophonie*, 54(1). <https://doi.org/10.7202/1125162ar>

L'article examine le recours au personnel enseignant non légalement qualifié (PENLQ) en Afrique subsaharienne francophone, dans un contexte de pénurie mondiale de personnes enseignantes (PE) et d'ambition internationale d'augmenter le nombre de PE qualifiées (ODD 4.c). S'appuyant sur les données du PASEC 2019, l'étude décrit le profil sociodémographique et économique du PENLQ, documente leurs expériences professionnelles et évalue leurs effets sur la performance en mathématiques des élèves de fin de primaire. L'échantillon mobilise 599 personnes enseignantes et 10 095 élèves. Des analyses statistiques descriptives et des modèles de régressions logistiques binaires sont utilisés. Les résultats montrent qu'environ un enseignant sur cinq n'est pas légalement qualifié. Le PENLQ est plus employé dans le privé et connaît l'irrégularité salariale. Il déclare fréquemment un manque de fournitures scolaires. Pourtant, la proportion d'élèves performants en mathématiques est similaire à celui des PE qualifiées. Les effets sur les apprentissages sont nuancés : l'âge, le niveau d'études, la régularité du

salaires, la disponibilité de ressources, certaines relations professionnelles et la formation continue influencent la performance des élèves. L'article conclut que le PENLQ assure la continuité du service, mais souligne des risques de fragilisation et appelle à des recherches, notamment qualitatives, sur les pratiques et les trajectoires du PENLQ.

Martinez-Fuentes, S., Umaña-Taylor, A. J., Updegraff, K. A., Rivas-Drake, D., Schaefer, D. R., Ryan, A. M., & Zeiders, K. H. (2026). **A Latent Profile Analysis of Latino Adolescents' Cultural Wealth, Ethnic-Racial Discrimination, and Academic Adjustment.** *Journal of Youth and Adolescence*, 55(6), 1472-1488. <https://doi.org/10.1007/s10964-026-02328-7>

Drawing from the model of community cultural wealth, which suggests that youth from minoritized populations can draw on their cultural knowledge, networks, and skills to successfully navigate their academic contexts, the current study examined whether latent profiles of cultural capital emerged among a sample of Latino adolescents using various indicators of cultural wealth. The sample included 627 Latino adolescents (95% U.S.-born; 57% girls; 33% 9th graders, 27% 10th graders, 23% 11th graders, 18% 12th graders). Specifically, configurations of cultural wealth were analyzed based on the following dimensions: familial ethnic socialization, ethnic-racial identity components, and emotional support from Latino and non-Latino friendship networks. Research questions also included testing whether profiles characterized by greater cultural wealth exhibited better academic adjustment (i.e., emotional and behavioral academic adjustment, academic self-efficacy, and school belonging), and whether the association between ethnoracial discrimination and academic adjustment was moderated by profile membership. Findings revealed four profiles, with the largest (38%) consisting of adolescents with high cultural wealth (i.e., Achieved, High FES, High Friend Support). Furthermore, this profile exhibited better academic adjustment relative to the profiles that varied in levels of cultural wealth. When examining whether profiles with more cultural wealth also demonstrated better academic adjustment in the face of ethnoracial discrimination, findings revealed that a subgroup with more moderate cultural wealth (Moratorium, Moderate FES, High Friend Support) was more vulnerable to discrimination for most indicators of adjustment compared to all other profiles. Overall, findings extend previous variable-centered work by showing that Latino adolescents have heterogeneous experiences with cultural wealth, and examining these subgroups of adolescents provides novel insights into understanding how cultural wealth differently relates to adolescents' academic adjustment, including in the context of ethnoracial discrimination.

Meng, X., Liu, H., Rudasill, K. M., Chen, Y., Buzzai, C., & Chen, J. (2026). **The Relationship Between Basic Psychological Needs and Academic Achievement in Adolescents: A Three-level Meta-analysis.** *Journal of Youth and Adolescence*, 55(6), 1609-1628. <https://doi.org/10.1007/s10964-026-02341-w>

Although theoretical and empirical studies have explored the relationship between basic psychological need satisfaction (BPNS) and academic achievement in adolescents, the results of existing studies regarding the strength of this association have varied considerably. The divergence among studies necessitates an integration of previous findings to resolve this inconsistency and draw more definitive conclusions. Therefore, the present meta-analysis aimed to examine the associations of overall BPNS and its three constituent dimensions (autonomy, competence, and relatedness) with academic achievement in adolescents, estimating four separate models. We also examined whether the association differed by the characteristics of the study participants (sex,

age), measurement factors (measurement tool of BPNS, indicator of academic achievement, time interval, study quality), and study background (culture, year of publication). A systematic literature review was conducted in Web of Science, ScienceDirect, PubMed, Google Scholar, and CNKI (China National Knowledge Infrastructure). The advanced three-level meta-analyses were performed in R to synthesize the effect sizes. A total of 24 studies (N = 53577 participants) producing 71 effect sizes were included. The results showed a significant, small positive correlation between BPNS and academic achievement for BPNS ($r = 0.247$, $p < 0.001$), with specific effects for each of the constituent dimensions as follows: autonomy ($r = 0.111$, $p < 0.001$), competence ($r = 0.197$, $p < 0.001$), relatedness ($r = 0.127$, $p = 0.002$). While the primary analyses did not identify significant moderating effects across most variables, sensitivity analyses revealed a specific moderating role of culture. After excluding outliers, the relationship between competence and academic achievement was significantly stronger in Western cultures than in Eastern cultures. These findings suggest that the fulfillment of students' basic psychological needs may be a broadly applicable strategy for enhancing academic achievement.

Mercier-Brunel, Y. (2025). **La voix des élèves peut-elle permettre de réguler un dispositif d'évaluation-soutien de l'apprentissage ?** *e-JIREF*, 11(3), 59-78.
<https://doi.org/10.48782/e-jiref-11-3-59>

La mise en œuvre d'une évaluation-soutien de l'apprentissage au sein des classes doit faire face à plusieurs normes de l'évaluation scolaire, relayées par de nombreux enseignants. Par ailleurs, plusieurs chercheurs ont mis en évidence qu'elle repose sur le développement d'un processus d'autorégulation de l'apprentissage des élèves, lui-même fondé sur les buts d'accomplissement et certaines croyances motivationnelles des élèves, comme le sentiment d'efficacité personnelle et le sentiment d'autodétermination. Dans le cadre d'une expérimentation en mathématiques en classe de seconde (grade 10, 16 ans), deux enseignants ont développé une évaluation par compétences visant à soutenir le développement de ce processus d'autorégulation. Un questionnaire a ensuite été rempli par 52 de leurs élèves pour savoir ce qu'ils pensaient de l'intérêt et des limites de cette forme d'évaluation en matière d'effets positifs ou négatifs sur leur apprentissage. Notre étude cherche alors à observer si la voix des élèves peut constituer un levier au développement d'une telle forme d'évaluation, en apportant des éléments utiles aux enseignants : cette voix reste-t-elle soumise aux normes de l'évaluation scolaire, dont de nombreux chercheurs ont montré les limites en matière d'apprentissage, ou est-elle en mesure de proposer un regard critique pertinent, c'est-à-dire susceptible de s'affranchir de ces normes pour proposer des pistes d'évolution de l'évaluation menée en classe, soutenant davantage l'autorégulation de leur apprentissage.

Nguyen, H., Chapman, B., Le, H., Royer, H., Dearden, L., & Mitrou, F. (2026). **Socioeconomic status and gender gaps in educational outcomes across the life course: New distributional evidence from linked census-administrative data** [Working paper]. Consulté à l'adresse University Library of Munich, Germany website:
<https://EconPapers.repec.org/RePEc:pra:mprapa:129344>

This study uses whole-of-population linked census-administrative data to examine gender gaps in educational outcomes from early primary school through early adulthood in Australia and to assess the contribution of socioeconomic factors to these gaps either at the mean and along the distribution of educational outcomes. Leveraging the richness

and large size of the linked data and employing some of the most rigorous empirical approaches in the literature, including mother and twin fixed-effects models, we find that females outperform males as early as ages 5–6 across multiple developmental domains, and that this advantage persists through university. The gender gap in favour of females is larger among lower-performing students. We also find that boys benefit more than girls from growing up in more advantaged families, particularly among academically lower-performing boys. However, this advantage is observed only for outcomes measured in the early years of primary school. By contrast, for outcomes measured at the tertiary level, most indicators of socioeconomic advantage confer stronger benefits to females, especially among individuals at the lower end of the educational attainment distribution. Finally, having ruled out gender differences in birth weight—which favour males—we identify gender differences across siblings in school sector choice and early childhood health conditions, both favouring females, as potential mechanisms underlying these patterns.

OCDE. (2026). **Dans quelle mesure les élèves du deuxième cycle de l'enseignement secondaire sont-ils bien préparés à réussir dans l'enseignement tertiaire?** <https://doi.org/10.1787/899628ca-fr>

OECD. (2026). **How well prepared are upper secondary students to succeed in tertiary education?** (Education Indicators in Focus N° 92; 92^e éd.). <https://doi.org/10.1787/8c3608e1-en>

Oliete, N., Valbuena, J., & Choi, Ñ. Ivaro. (2025). **The relationship between high-stakes assessments and anxiety: Consequences for academic performance** (Working paper N° 2025/494). Consulté à l'adresse University of Barcelona School of Economics website: <https://EconPapers.repec.org/RePEc:ewp:wpaper:494web>

The use of high-stakes assessments has become widespread in educational systems. While they can potentially boost student achievement, they may also increase anxiety levels, which could negatively affect their academic performance. These effects might not be uniform, varying across schools and among distinct student profiles. In this paper we examine the relationship between anxiety and performance and investigate how high-stakes assessments influence students' anxiety levels and academic outcomes. We conduct our analysis at the average level and by several individual characteristics, estimating a series of models using data from an international sample of countries. This allows us to shed new light on the winners and losers of the policy, and to get a deeper understanding of the role of anxiety. The study provides first international evidence by exploiting novel cross-country information on high-stakes testing. Our results extend previous research by revealing a strong negative correlation between student anxiety and academic performance, regardless of whether the country implements high-stakes testing. Furthermore, the heterogeneity analysis by socioeconomic level indicates that students from more advantaged socioeconomic backgrounds exhibit a stronger negative association between anxiety and performance.

Otneim, H. (2026). **Comparable Grading from Observational Data: Many-Facet Modelling with Soft Anchors** (Working paper N° 2026/6). Consulté à l'adresse Norwegian School of Economics, Department of Business and Management Science website: https://EconPapers.repec.org/RePEc:hhs:nhhfms:2026_006

This paper addresses grade comparability across exam cohorts when assessors and item sets change from year to year. Ordinal item scores reflect a mixture of student ability, item difficulty, and assessor severity; separating these components requires linking assumptions rarely verified empirically. We fit a sequence of Bayesian cumulative logit models to item-level scores from nine cohorts of an undergraduate statistics course. The setting is fully observational with no cross-grading and only partial assessor overlap, so cross-cohort alignment relies on repeated content used as anchors and on shared assessors. Sequential model expansion guided by posterior predictive checks reveals that treating anchors as having fixed difficulty across cohorts is inconsistent with the data. A soft-linking formulation, where linked items share a baseline difficulty but admit cohort-specific deviations regularised toward zero, removes the systematic misfit without discarding anchor information. Approximate cross-validation confirms that each modelling step improves out-of-sample predictive accuracy. Student ability estimates are robust to anchor specification (pairwise correlations exceeding 0.996), whereas cohort location estimates shift materially, which is a finding with direct consequences for grading policy. Using the recovered ability scale, we construct counterfactual grades and show that assessor severity is the dominant predictor of individual grade movement.

Romensen, G.-J. (2026). **Rabbits and study habits: a field experiment on pacesetters and study time.** *Education Economics*, 0(0), 1-31.
<https://doi.org/10.1080/09645292.2026.2680605>

In a field experiment with 309 students, I elicit study goals and plans and use these to construct individualized pacesetters (rabbits). Pacesetters are moving reference points that visualize the preferred study pace of the present self by moving according to the initial plan. I develop a platform to measure study time and to display the pacesetters. Falling behind the pacesetter confronts students with their procrastination. I find that students have more ambitious goals when they set a pacesetter, but fall behind and are less likely to reach their goals. The pacesetter has no impact on study time and learning outcomes.

Sun, X., Liu, C., Li, P., & Cai, Z. (2026). **Effects of Generative AI Tools On Students' Critical Thinking: A Three-Level Meta-Analysis.** *Educational Psychology Review*, 38(1), 84.
<https://doi.org/10.1007/s10648-026-10180-1>

In recent years, generative artificial intelligence (GenAI) has gained increasing attention in education; however, its role in fostering students' critical thinking (CT) remains inconclusive. This study employs a three-level meta-analysis to systematically and quantitatively synthesize empirical evidence on the association between GenAI tools and CT and examine potential moderating factors. Through a comprehensive literature search, 26 studies comparing 47 effect sizes were included. The results indicate that GenAI-supported learning was, on average, associated with higher CT performance ($g = 0.544$, 95% CI [0.314, 0.775], 95% PI [-0.588, 1.677]), with significant heterogeneity observed across studies ($Q = 280.994$, $p < 0.001$). Moderator analysis revealed that GenAI tutoring functions and Prescribed GenAI use mode significantly moderated the intervention effects, although the latter's counterintuitive direction should be treated as preliminary due to sparse and imbalanced subgroup evidence. Furthermore, the subgroup finding for Intelligent Tutoring Systems within GenAI tutoring functions is founded on merely two studies and remains highly exploratory, thus requiring cautious interpretation. In contrast, other study characteristics (i.e., educational level, subject, participation methods, experimental duration, sample size, teaching guidance, CT

assessment tools, study design, and use of GenAI with pedagogy) did not significantly account for the observed heterogeneity. These findings highlight the need for future research to replicate these moderation effects in larger and more balanced samples, explore additional contextual variables, and refine the theoretical mechanisms through which GenAI supports CT development, thereby informing evidence-based educational practice and policy design.

Yang, S., Padmapriya, N., Saw, S.-M., Chong, Y. S., Shek, L. P., Gluckman, P. D., ... Bernard, J. Y. (2026). **Screen viewing time from age 1 to 8 years and subsequent academic performance and working memory.** *World Journal of Pediatrics*. <https://doi.org/10.1007/s12519-026-01046-1>

Screen viewing time is associated with children's academic and cognitive outcomes, but longitudinal studies are scarce, hindering identification of the most sensitive age periods. We assessed the associations of single and cumulative average screen viewing time with academic performance and working memory.

Yaow, Y. H., Gershenson, S., Blazar, D., & Hutt, E. (2026). **The Causal Effect of Student Absences Post Pandemic: Evidence from Three School Systems** (Working paper N° 18652). Consulté à l'adresse IZA Network @ LISER website: <https://EconPapers.repec.org/RePEc:iza:izadps:dp18652>

Researchers, educators, and policymakers have long worried about the consequences of student absences for educational achievement and attainment—concerns that have grown with the significant rise in absenteeism during and following the Covid-19 pandemic. Using administrative data from Maryland, North Carolina, and a large urban school district, we find that the impact of absences on test scores was modestly (about 5 to 20%) smaller in 2022-23 than in 2018-19 but still practically and statistically significant. Consistent with prior research, these harmful effects of absences are approximately linear and exhibit little heterogeneity across race and gender pre-Covid. In Maryland, the impact of tenth-grade absences on high-school graduation and 2-year college enrollment was much (about 40%) smaller after the pandemic than before, but the impact of absences on any (2- or 4-year) college enrollment increased slightly. Post-Covid reductions in the harmful effects were larger for white students on test scores and larger for Black students on graduation.

Valeurs

Audétat, L. (2026). **Entre prescription curriculaire et implantation scolaire: lutte contre les LGBTIQphobies dans les écoles vaudoises.** *Swiss Journal of Educational Research*, 48(1), 139-152. <https://doi.org/10.24452/sjer.48.1.12>

L'introduction d'un agenda scolaire orné d'un drapeau arc-en-ciel dans le canton de Vaud en 2021 a suscité de vives réactions, révélant les tensions liées à l'intégration des thématiques LGBTIQ dans l'enseignement obligatoire. Bien que la lutte contre les discriminations soit inscrite dans le curriculum prescrit, son implantation demeure variable et tributaire des pratiques individuelles des enseignant·e·s. Cette recherche, menée à partir d'entretiens avec vingt-deux enseignant·e·s vaudois·e·s, examine les obstacles au passage du curriculum prescrit au curriculum implanté. Elle s'intéresse aux résistances institutionnelles et personnelles qui freinent l'intégration de ces thématiques et interroge les conditions nécessaires à l'introduction de la lutte contre les LGBTIQphobies dans les écoles.

Bollinger, L., Escriva-Boulley, G., & Gavens, N. (2026). **Evaluating a school-based educational intervention on boys' and girls' menstrual health knowledge and attitudes.** *Health Education Journal*, 00178969261436537. <https://doi.org/10.1177/00178969261436537>

Objective: Menstrual health is essential for adolescent well-being, yet boys' and girls' knowledge about menstruation often remains limited. Stigma, misconceptions, and the lack of formal education may discourage help-seeking and reinforce taboos and restrictions. This study evaluated a school-based educational intervention designed to improve menstrual health knowledge and attitudes among high school students. Design and setting: This quasi-experimental pre-post study involved a programme consisting of two interactive sessions: the first delivered to mixed-sex groups to build foundational knowledge and address stigma, and a second for girls only focusing on symptom management and strategies to access healthcare. Methods: Pre- and post-intervention self-administered questionnaires assessing menstrual knowledge and attitudes were completed before the first session and 1 week after the second session. Data from 113 girls and 37 boys were analysed using Wilcoxon signed-rank tests and paired-sample t-tests, as appropriate. Confirmatory factor analyses were conducted to verify the factor structure of the original and adapted versions of the Menstrual Attitude Questionnaire. Results: Knowledge scores increased significantly among girls following the intervention, whereas the gains observed among boys were not statistically significant. Results showed significant improvements in boys' perceptions of menstruation as a natural process, and girls were less likely to deny any effects of menstruation. These findings suggest that interactive, inclusive menstrual education can positively shape knowledge and attitudes. Conclusion: This study contributes to the literature by demonstrating how school-based, gender-inclusive programmes reduce stigma, increase knowledge, and support adolescent menstrual health. Future studies are needed to address sustained changes and to optimise the use of gender-inclusive approaches.

Bussu, A., & Karp, D. (2026). **Institutionalizing Restorative Justice in Higher Education: Insights from Practitioners.** *The Journal of Higher Education*, 0(0), 1-33. <https://doi.org/10.1080/00221546.2026.2684839>

Restorative justice (RJ) in higher education holds promise not only as an alternative to punitive disciplinary systems, but also as a vehicle for building inclusive, relational, and socially just academic communities. Yet efforts to integrate RJ often confront significant structural and cultural barriers that can limit sustainability and impact. This study draws on qualitative data from 68 higher education institutions internationally to explore the practices and conditions that support the successful implementation and institutionalization of restorative justice in university settings. Our research examines how RJ practitioners ensure the successful delivery of restorative justice programming within higher education institutions and how restorative justice is effectively institutionalized within university settings. Using thematic analysis supported by ATLAS.ti, we identified two key themes, which we called Making it Work and Deepening the Roots, across student conduct, staff and faculty engagement, classroom practice, and research initiatives. Findings identify several successful practices for delivery of RJ initiatives, including Student Voice, Comprehensive Training, Practitioner Competency, and Restorative Embodiment. Findings also indicate important strategies for institutionalizing RJ including Scholarship, Locating RJ, Intentionality, Mission Alignment, and Strategic Partnerships. By examining how communities of practice are working to overcome implementation barriers, this study contributes to understanding how RJ can mitigate harm, strengthen belonging, and support the transformation of higher education into more relational and restorative environments.

Chalando, V. (2024). **Curriculum et développement durable: cas de l'agroécologie dans l'enseignement agricole** (Theses, AMU - Aix Marseille Université). Consulté à l'adresse <https://theses.hal.science/tel-05553402>

Since 2012, when the agricultural world is increasingly confronted with strong societal demands for "better food" and in the context of a major climate crisis, the Ministry of Agriculture has asked agricultural schools and farmers to work on "producing differently". This necessarily questions professional practices and the reality of agricultural education on a type of agronomy: agroecology. In these complex academic, political and societal contexts, between "producing differently" and "eating better", between "local knowledge" and "reference knowledge", what does it mean to teach agroecological agronomy? What is the place of farmer's knowledge in school knowledge? Faced with the findings of sometimes marked curricular inconsistencies, of the negation of local knowledge, this work proposes to submit a coherent curriculum of agroecological agronomy through the implementation of territorialized curricular benchmarks. In order to propose an appropriate curriculum for agroecological agronomy, we placed ourselves in a hinterland of medium alpine Mediterranean mountains of south-east France rooted in rurality. Field surveys (territorial and settlement dynamics in their territory) and monographs were carried out among local takeholders (future farmers, farmers, teaching staff, etc.) and training frameworks were analysed through their application. Local knowledge and reference knowledge are thus confronted and then brought together within the proposal of a curriculum that is intended to be transferable.

Demory, M. (2026). **Construction de la citoyenneté numérique à l'adolescence: dispositions, pratiques et inégalités de capital numérique.** RUNED. Consulté à l'adresse <https://shs.hal.science/halshs-05643736>

Diédhiou, B. M. (2026). **L'évaluation des apprentissages dans les écoles sénégalaises: un dilemme éthique entre «Vérité» et «Sutura».** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/l-evaluation-des-apprentissages-dans-les-ecoles-senegalaises/82767>

Cet ouvrage offre une plongée inédite au cSur des lycées sénégalais, révélant les coulisses d'un dilemme professionnel méconnu: la tension entre la rigueur de l'évaluation et la « Sutura», éthique de la discrétion et de la pudeur. Fruit d'une recherche collaborative avec des enseignants de terrain, ce livre dépasse l'approche technique pour interroger la dimension morale de la note. Il dévoile comment les professeurs naviguent entre transparence et tact pour ne pas briser l'apprenant. Destiné aux enseignants, inspecteurs et formateurs, cet ouvrage est un outil indispensable pour repenser l'acte d'évaluer. Il invite à construire une école performante qui sait allier exigence pédagogique et respect profond des valeurs culturelles locales

Ho, S. S.-H., Chen, R. J.-C., Cheng, I. H.-H., Chiang, D. C.-W., & Liu, E.-Y. (2026). **Bridging the Gap Between SDG Learning and Civic Engagement: A Configurational Perspective in the Context of University Social Responsibility.** *Higher Education Quarterly*, 80(3), e70146. <https://doi.org/10.1111/hequ.70146>

This study challenges the common assumption that learning about the Sustainable Development Goals (SDGs) is consistently associated with civic engagement in higher education. Adopting a configurational perspective, it examines how different learning patterns are associated with variations in participatory outcomes. Drawing on the knowledge–attitude–skills (KAS) framework,

the study analyses survey data from undergraduate students within a higher education system shaped by University Social Responsibility (USR) policy initiatives. The findings show that SDG learning does not demonstrate a uniform association with civic engagement. Instead, the relationship varies according to how learning experiences are configured across knowledge, attitudes, and skills. Three configurations are identified: balanced, misaligned, and low engagement. Building on this insight, the study reinterprets the relationship among SDGs, USR, and Global Citizenship Education (GCED) as a mechanism-based framework. In this framework, SDGs define the content of learning, USR provides the context for practice, and GCED functions as an integrative mechanism that connects knowledge, attitudes, and skills. These elements are interconnected through learning processes that shape how educational experiences are associated with civic engagement. Overall, this study offers a configurational lens for understanding sustainability education and highlights the need to rethink higher education policy agendas in Asia by focusing on how learning is structured rather than only on what is taught.

Huret, A. (2026). **Observer l'Engagement Étudiant en Contexte Universitaire à l'Aide d'un Dispositif Instrumenté : Présentation Méthodologique et Enjeux Éthiques**. *Actes des onzièmes rencontres jeunes chercheuses et chercheurs en EIAH*, 268-273. Consulté à l'adresse <https://hal.science/hal-05641983>

Cet article présente le dispositif méthodologique d'une étude visant à analyser les facteurs influençant l'engagement des étudiants à l'université. L'originalité du travail repose sur la comparaison de cours dispensés en salle standard et en salle instrumentée (Teaching Lab), équipée de caméras et de microphones permettant l'enregistrement intégral des séances. L'objectif est de discuter les apports méthodologiques et épistémologiques de ce dispositif pour la recherche en Environnements Informatiques pour l'Apprentissage Humain (EIAH), notamment en matière d'observation écologique, de codage multimodal de l'engagement et de constitution de jeux de données pour l'entraînement d'outils d'analyse automatique. Une attention particulière est portée aux enjeux éthiques liés à la captation et au traitement de données audiovisuelles en contexte pédagogique. Les données sont en cours d'analyses et les résultats pourront être inclus à la communication finale.

Macau, C. M., & Tarrés, M. A. (2026). **Civic Engagement, Interculturality and Diversity: Exploring the Impact of Erasmus+ in European Schools**. *European Journal of Education*, 61(3), e70707. <https://doi.org/10.1111/ejed.70707>

This article examines how Erasmus+ (KA201) cooperation among European educational organisations contributes to reshaping teachers' professional learning and school culture by linking transnational collaboration to changes in everyday practice. Situated within current European research and policy debates, it moves beyond programme evaluation to conceptualise Erasmus+ as a meso-level mechanism for building intercultural understanding, equity, and civic participation. The analysis draws on a mixed-methods design, combining ad hoc questionnaires, semi-structured interviews, and focus groups with 20 teachers from several European contexts who participated in KA201 projects. The results show that cross-border cooperation strengthens educators' capacity to foster inclusion, diversity-responsive pedagogies, and democratic values within their classrooms and wider school communities. Overall, the study positions Erasmus+ as a catalyst for professional growth and pedagogical innovation, contributing to more open, equitable, and value-driven school cultures across Europe and reinforcing contemporary European priorities around inclusion, democratic resilience, and social cohesion.

Martin, N., Zanetti, C., & Gay, P. (2026). **Semer le dialogue, cultiver la pensée : effets d'une intervention SEVE courte en philosophie pour enfants.** *Swiss Journal of Educational Research*, 48(1), 110-124. <https://doi.org/10.24452/sjer.48.1.10>

Dans un monde d'information continue et non filtrée, cultiver l'attention, la pensée critique et l'intelligence émotionnelle est essentiel pour former une citoyenneté responsable. Cette intervention de 5 à 10 semaines examine l'impact de la philosophie pour enfants et des pratiques d'attention. L'analyse thématique des échanges révèle l'expression d'habiletés de pensée comme la génération d'exemples, la formulation d'hypothèses et l'élaboration d'arguments, révélant le potentiel de ces pratiques pour favoriser la réflexion et le savoir-être et vivre ensemble. Les observations comportementales mettent en évidence des dynamiques positives de changements non linéaires avec une amélioration à certains moments de l'intervention.

Mostafavi, Z. (2026). **A Qualitative Analysis of the Causes and Consequences of Research Misconduct Among Early-Career Faculty Members: A Large Public University in Iran.** *Higher Education Quarterly*, 80(3), e70140. <https://doi.org/10.1111/hequ.70140>

A grounded-theory study reveals how structural pressures and proximate incentives produce research misconduct among early-career faculty in Iranian universities. Using 54 semi-structured interviews (36 doctoral candidates, 10 early-career faculty, 8 senior professors) and coded official news reports, we used open, axial and selective coding to build a processual model. Distal factors—political pressure, underfunding, unequal infrastructure, regional disparities—interact with proximal drivers: publication-quantity incentives, intense competition, normalized cheating and academic exploitation. Emergent mechanisms (manuscript-writing markets, unregulated AI) amplify fabrication, plagiarism and honorary authorship. Harms span individual (psychological strain), organizational (credibility loss, entrenched corruption) and national (erosion of R&D capacity) levels. The study extends empirical focus beyond biomedical fields to social, behavioural and engineering disciplines in an LMIC and proposes policy and practical interventions: revise evaluation criteria, strengthen oversight and training and support vulnerable researchers. Limitations: small, imbalanced qualitative sample; larger, geographically and disciplinarily diverse mixed-methods studies are recommended.

Pellegrini, S., & Sebastiani, R. (2026). **University, Care and Twin Transitions: Digital Language Literacy for Migrant Inclusion and Civic Engagement.** *European Journal of Education*, 61(3), e70717. <https://doi.org/10.1111/ejed.70717>

Within the policy framework of the digital and ecological Twin Transition, higher education institutions are increasingly positioned as key actors in fostering inclusive and sustainable transformation. This exploratory, perception-based study examines how university students and academic staff frame the role of digitally supported second-language (L2) learning in the inclusion of migrants and refugees. Using an online questionnaire administered to 168 respondents, the study investigates perceptions of digital tools in relation to accessibility, personalization, participation and the public role of universities. The findings indicate a broadly positive orientation toward blended learning and e-learning platforms, alongside significant concerns regarding teacher training, platform accessibility and the alignment of digital strategies with the needs of vulnerable learners. The article argues that universities can contribute to more inclusive educational environments, while also stressing that the present evidence concerns perceived potential rather than measured educational outcomes.

Roblez, A., Bozzo-Rey, M., & Fourneret, É. (2025). **Imaginer une évaluation robuste et éthique (ÉRobÉthique)**. Consulté à l'adresse Laboratoire ETHICS ; Université catholique de Lille website: <https://hal.science/hal-05638752>

ERobEthic is a robust theoretical model for the management and regulation of big data analysis, designed to support decision-making.

Tsehaye, R. S., & Hermenjat, E. (2026). **L'éducation à la citoyenneté mondiale en milieu scolaire primaire : entre pratiques préparées, pratiques spontanées et stratégies d'évitement**. *Swiss Journal of Educational Research*, 48(1), 153-163. <https://doi.org/10.24452/sjer.48.1.13>

Dans le contexte de mondialisation qui reconfigure l'éducation, cette recherche exploratoire a pour double objectif d'identifier les formes que revêt l'éducation à la citoyenneté mondiale (ECM) dans le quotidien scolaire et de comprendre comment les enseignant·e·s du primaire font face à l'intrusion en classe de questions socialement vives liées aux conflits mondiaux. Les résultats de la recherche instruisent sur le fait que l'ECM se manifeste principalement à travers des objectifs d'éducation au développement durable et de vivre-ensemble, pensés à l'échelle locale. Les enjeux mondiaux restent difficiles à appréhender : ils confrontent les enseignant·e·s à de nombreux obstacles, notamment celui de la complexité et de la neutralité, qui les font adopter des stratégies d'évitement.

Ziemes, J. F., & Eckstein, K. (2026). **Populist Attitudes in Adolescence are Measurable, Stable, and Linked to Political Trust: A Longitudinal Analysis of German High-School Students**. *Journal of Youth and Adolescence*, 55(6), 1418-1432. <https://doi.org/10.1007/s10964-026-02332-x>

Across the globe, populism has become a substantial challenge for democracies and educational settings alike. Populist attitudes include the belief that society can be sorted into two groups: The virtuous people and a corrupt elite. The study utilizes a sample of 1,206 German high-school students (52% female; MAge, T1=14.39; SDAge, T1=0.64) from two federal states (North Rhine-Westphalia & Thuringia). The stability of populist attitudes as well as their association with political trust over one school year are analyzed. Furthermore, connections to political efficacy, collective efficacy, and status anxiety in their role as potential precursors of populist attitudes are investigated. The results show that populist attitudes are cross-sectionally related to higher levels of status anxiety and internal political efficacy, but not to students' collective efficacy. Longitudinal analyses further indicate that both populist attitudes and political trust remained generally stable over the course of a school year. Reciprocal effects linked higher levels of populist attitudes at T1 to lower political trust at T2 and vice versa, none of the other political attitudes (i.e., status anxiety, political efficacy, collective efficacy) predicted a change in either variable over time. Overall, the results indicate that populist attitudes are already conceptually distinct from (a lack of) political trust in mid-adolescence. The stability of these attitudes and their negative longitudinal links highlight the need to investigate populist attitudes early in life to better understand their development and to identify ways to reduce them.